

Diversity & Inclusion: Faculty Perspectives



University Senates Conference

COMMITMENT TO DIVERSITY

PROGRESS REPORT ON
RECRUITMENT AND RETENTION OF
AFRICAN AMERICAN STUDENTS

UNIVERSITY OF ILLINOIS SYSTEM
URBANA-CHAMPAIGN • CHICAGO • SPRINGFIELD

RETENTION & GRADUATION



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.

6-YEAR AFRICAN AMERICAN GRADUATION RATES

ON THE RISE OVER 10 YEARS!

Urbana
68% → 80%

Chicago
34% → 44%

Springfield*
22% → 38%

*four years

COMPARED TO 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

UNIVERSITY OF ILLINOIS SYSTEM
URBANA-CHAMPAIGN • CHICAGO • SPRINGFIELD

RETENTION & GRADUATION



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6-YEAR HISPANIC/LATINA/O GRADUATION RATES

ON THE RISE OVER 10 YEARS!

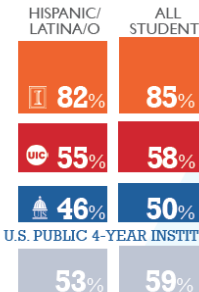
Urbana
67% → 82%

Chicago
40% → 55%

Springfield*
33% → 46%

**four years*

COMPARED TO ALL-STUDENT RATE



AND U.S. PUBLIC 4-YEAR INSTITUTIONS

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>

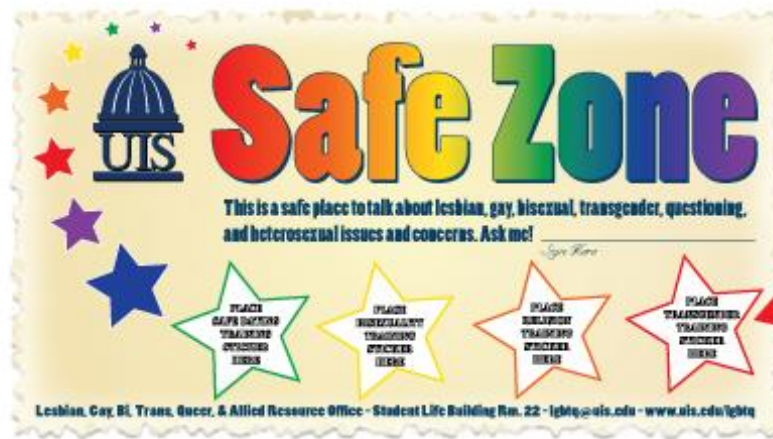
Then two Continuing Education Sessions:

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.



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



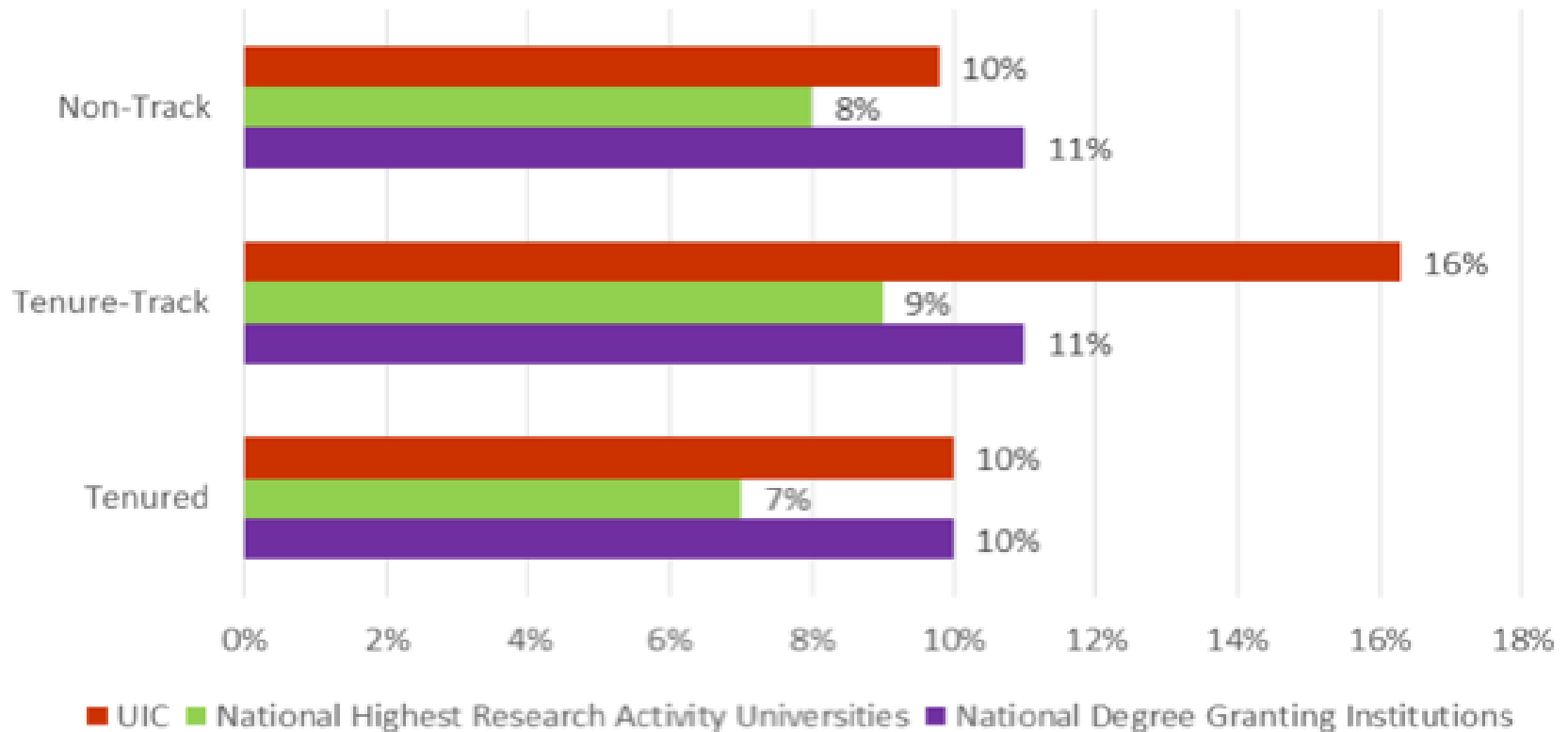


Diversity Mission

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.



Percent Underrepresented Faculty: National vs. UIC

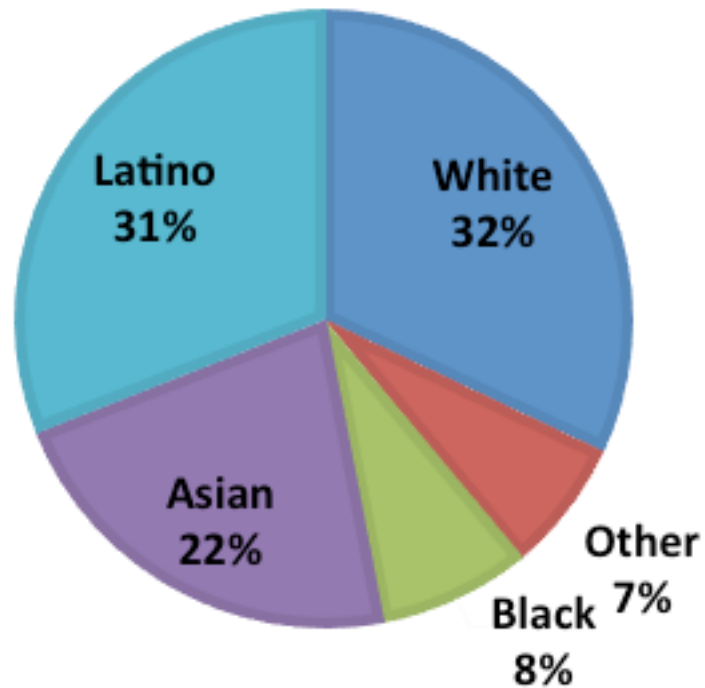


Percentage distribution of full-time instructional faculty in degree granting and highest research activity universities (N=115), by tenure status and selected race/ethnicity: Fall 2015. UIC data is Fall 2016.

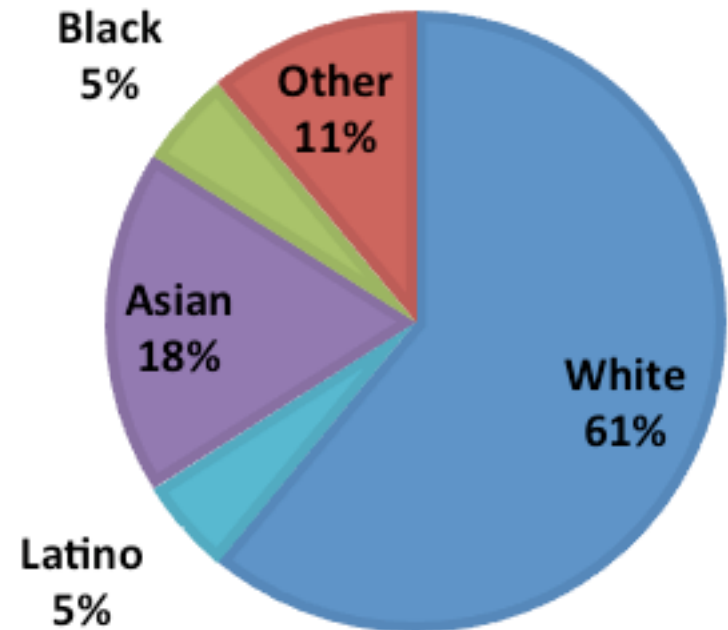
Source for national data is the U.S. Department of Education, National Center for Education Statistics. IPEDS Human Resources Survey.



UNDERGRADUATES



FACULTY





Hispanic-Serving Institutions– Science, Technology, Engineering, or Mathematics (HSI-STEM) Grant





Hispanic-Serving Institutions— Science, Technology, Engineering,



**BIOLOGICAL
STUDIES**

College of Liberal Arts and Sciences

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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



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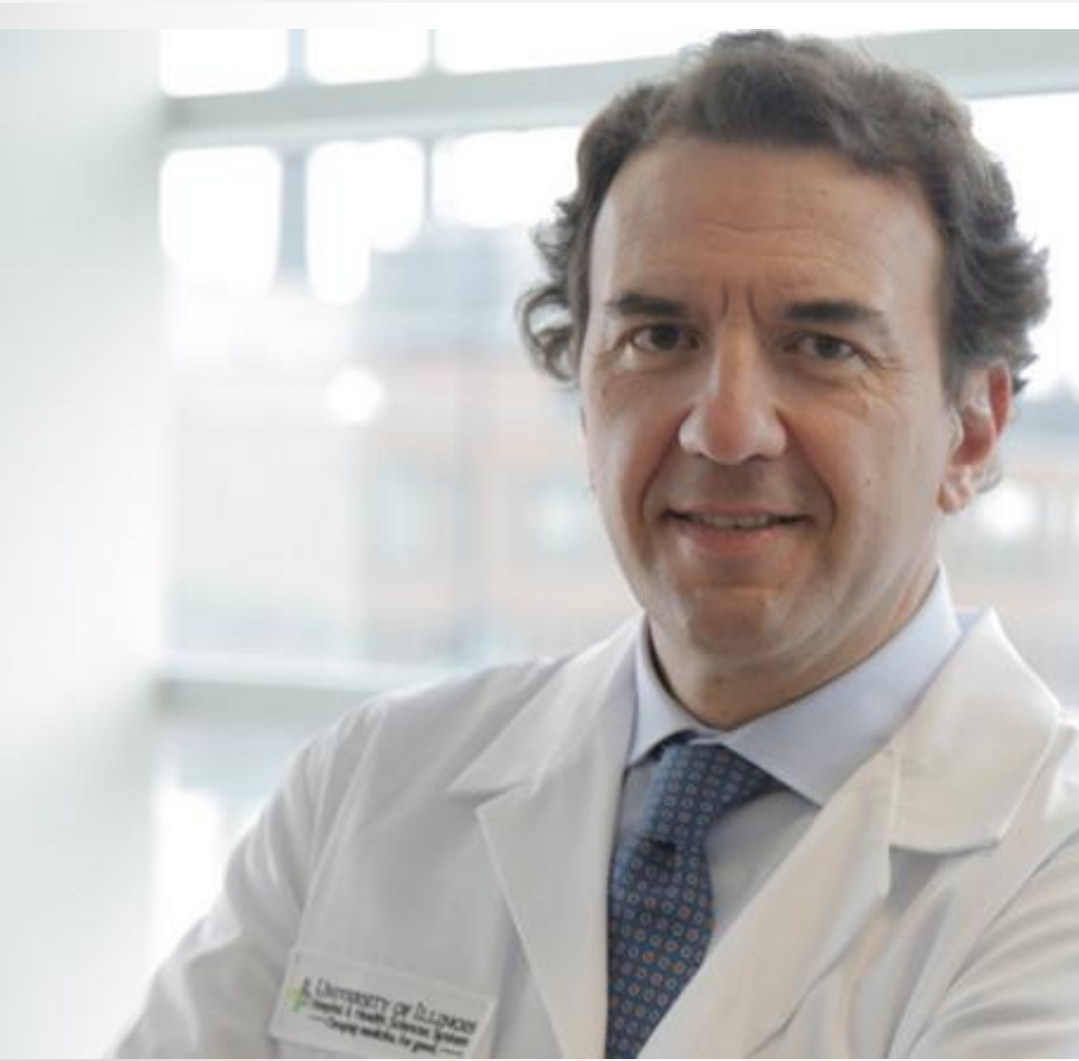
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UIC's JAMES WOODWORTH
PRAIRIE PRESERVE



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



Bilingualism Forum 2016

University of Illinois at Chicago (October 20-21, 2016)

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UIUC adds requirement in U.S. minority culture

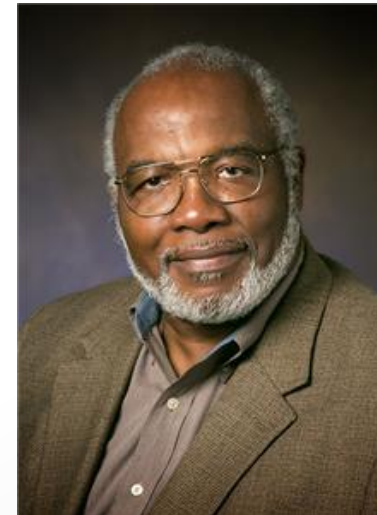
Previous Gen-Ed requirement:

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





Dean's Diversity Lecture Series College of Education

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





Dean's Diversity Lecture Series



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