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**University of Illinois  
at Urbana-Champaign**

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**A Report on the  
Participation and Success  
of Underrepresented  
Students and Staff**

**Submitted to the Illinois Board of Higher Education**

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**January 2007**

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# **A Report on the Participation and Success of Underrepresented Students and Staff**

**University of Illinois at Urbana-Champaign**

**Office of Equal Opportunity and Access at the University  
of Illinois at Urbana-Champaign**

**Submitted to the Illinois Board of Higher Education  
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## **Executive Summary - Campus Climate**

### Background

Illinois Public Acts 85-283 and 90-730 require all public institutions of higher education to annually report to the Illinois Board of Higher Education on efforts designed to improve and to increase the participation of underrepresented groups. The Board, in turn, is required to submit an annual report to the Governor and to the General Assembly on the effectiveness of these initiatives.

### Executive Summary

The University of Illinois has a strong commitment to underrepresented groups and to increasing the participation of these groups in educational programs and activities. In particular, the University has several programs and activities whose focus is improving campus climate for underrepresented populations. The University's efforts will be intensified in light of a recent incident involving racial stereotyping by a fraternity and sorority on campus, as well as other themed parties with racial and ethnic undertones. Several institutional actions have already been taken in response to these activities. These actions include a letter of apology from the fraternity and sorority, a memorandum from the Chancellor to the University community urging increased sensitivity and tolerance, disciplinary action against the fraternity and sorority, increased diversity programming on campus, and mandatory diversity training for freshmen and members of fraternities and sororities. A detailed timeline of actions and responses is attached as Exhibit A. The University is also aware that the University symbol of Chief Illiniwek is an issue that impacts campus climate. The Board of Trustees at the University of Illinois is engaged in a consensus process to resolve the issues regarding the Chief Illiniwek tradition.

As will be discussed in this report, the University has undertaken several new initiatives since the last report on campus climate. Most recently, three key initiatives have occurred in 2006 to improve campus climate: the Chancellor's Diversity Initiatives Committee, the Provost's Initiative on Gender Equity, and the Center on Democracy in a Multiracial Society. This report below documents the University's evaluation of campus climate for underrepresented groups and its continuous improvement plan for providing and sustaining a positive and affirming campus climate for underrepresented groups.

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**University of Illinois at Urbana-Champaign  
2007 Underrepresented Groups Report**

**I. Evaluation of Campus Climate: Race/Ethnic Groups**

**A. Students**

In 1989, a taskforce appointed by the Chancellor created a questionnaire to be administered to all graduating seniors at the University of Illinois at Urbana-Champaign. The results are used in response to requests regarding how students feel about their undergraduate educational experience and to identify problems on campus that need attention. The survey asked about senior satisfaction in four broad categories: teaching and education environment; campus environment; self-assessment of entering and exiting abilities; and overall undergraduate experience. Students were asked to choose from a five-point Likert scale, ranging from one for lowest satisfaction to five for highest satisfaction. The results reported are the mean scores, except where otherwise indicated.

Senior Exiting Survey Respondent Participation Distribution											
	Total N	Respondent N	Pct	F%	M%	Wht %	Hsp %	Af Am %	Asn %	Am Ind %	Unk %
<b>2006</b>	4722	2212	47	57	43	77	4	5	12	0	3
<b>2005</b>	4546	2453	54	59	41	74	4	6	12	0	5
<b>2004</b>	4521	2020	45	60	40	75	4	5	12	0	4
<b>2003</b>	5053	2721	54	58	42	78	4	4	11	0	3

In March 2006, the Senior Exiting Survey was sent to all Seniors on the May graduation list. Of the 4,722 Seniors, 2,212 (approximately 47%) responded. Female respondents comprised 57.2%, while males represented 42.7%. Responses by race were as follows: 77.1%, Caucasian; 3.5%, Latino; 4.9%, African-American; 11.9%, Asian/Pacific Islander; 0.1%, American Indian/Alaskan Native; and 2.6%, unknown.

In 2005, of the 4,546 Seniors, 2,453 (approximately 54%) responded. Female respondents comprised 59.1%, while males represented 40.9%. Responses by race were as follows: 73.5%, Caucasian; 3.6%, Latino; 5.6%, African-American; 12.3%, Asian-American; .3%, Native American; and 4.7%, unknown.

In 2004, of the 4,521 Seniors, 2,020 (approximately 45%) responded. Female respondents comprised 60.1%, while males represented 40%. Responses by race were as follows: 75%, Caucasian; 3.5%, Latino; 5.3%, African-American; 12%, Asian-American; .3%, Native American; and 3.9%, unknown.

In 2003, of the 5,053 Seniors, 2,721 (approximately 54%) responded. Female respondents comprised 58.4%, while males represented 41.6%. Responses by race were as follows: 78.1%, Caucasian; 3.8%, Latino; 3.9%, African-American; 10.7%, Asian-American; 0%, Native American; and 3.4%, unknown.

Because of the smaller sample, the results for American Indian/Alaskan Native are not always available.

**1. Academic/Classroom Experience**

The Academic/Classroom Experience was assessed using five questions. The questions and responses by race are below, followed by an analysis at the end of the question group.

**How satisfied were you with the extent to which the classroom environment was free from racist behavior?**

	2006	2005	2004	2003
African-American	3.1	3.1	2.9	3.0
Asian-American	4.0	4.1	3.8	4.0
Latino	3.7	3.8	3.7	3.8
Caucasian	4.3	4.3	4.3	4.3

**How satisfied were you with the extent to which there were faculty of different racial/ethnic groups?**

	2006	2005	2004	2003
African-American	2.9	2.6	2.2	2.5
Asian-American	4.1	4	3.9	3.9
Latino	3.6	3.3	3.2	3.2
Native American	NA	3.6	3.8	NA
Caucasian	4.2	4.2	4.1	4.3

**How valuable were the existence of racial/ethnic-specific academic programs (e.g., Afro-American Studies, Women’s Studies)?**

	2006	2005	2004	2003
African-American	4.1	4.1	4.2	4.3
Asian-American	3.2	3.4	3.2	3.1
Latino	3.6	3.5	3.7	3.7
Native American	NA	3	2.7	NA
Caucasian	2.7	2.7	2.6	2.6

**How satisfied were you with your major at UIUC?**

	2006	2005	2004	2003
African-American	4.0	4.0	3.9	4.1
Asian-American	3.8	3.8	3.8	3.8
Latino	4.2	4.1	4.1	4.2
Native American	NA	4.7	3.8	NA
Caucasian	4.1	4.1	4.1	4.1

**How satisfied were you with your overall educational experience at UIUC?**

	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>
African-American	4.0	4.0	3.9	3.9
Asian-American	4.0	3.9	3.8	3.9
Latino	4.2	4.1	4.2	4.1
Caucasian	4.2	4.2	4.1	4.1
Native American	NA	4.3	4.0	NA

**ANALYSIS**

These results reflect that African-Americans generally had the lowest mean levels of satisfaction relating to the academic/classroom experience compared to other minorities with Caucasians having the highest mean levels of satisfaction with the academic/classroom experience. Minorities had higher mean scores relating to the value of race-specific academic programs and had relatively high levels of satisfaction with their overall educational experience at the University. Most of the scores have generally stayed constant over the past four years; however, satisfaction with the diversity of faculty increased substantially for Latino and African-American students over the period of this review.

**2. Student Life/Campus Experience**

The Student Life/Campus Experience was assessed using four questions. The questions, responses, and analysis are below.

**How satisfied were you with the extent to which the campus environment was free from racism?**

	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>
African-American	2.4	2.4	2.2	2.4
Asian-American	3.6	3.6	3.3	3.4
Latino	3.1	3.1	3.2	3.1
Caucasian	3.7	3.8	3.6	3.6
Native American	NA	3.3	3.8	NA

**How valuable were the existence of race/ethnic-specific cultural and recreational activities?**

	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>
African-American	4	4.1	4.3	4.1
Asian-American	3.5	3.4	3.3	3.3
Latino	3.6	3.5	3.7	3.5
Caucasian	2.6	2.5	2.5	2.6
Native American	2.7	2.8	NA	NA

**How satisfied were you with the extent to which you felt safe on campus?**

	2006	2005	2004	2003
African-American	3.8	3.6	3.3	3.6
Asian-American	3.8	3.6	3.4	3.6
Latino	3.8	3.7	3.7	3.8
Caucasian	4.0	3.9	3.7	3.8
Native American	NA	3.9	3.2	NA

**How would you describe your quality of friendly/supportive interactions - from almost never (1) to almost always (4) - with:**

2006	Other students	Instructors	Admin. Staff
African-American	3.3	3.1	2.7
Asian-American	3.4	3.0	2.6
Latino	3.4	3.1	2.7
Caucasian	3.5	3.2	2.9
Native American	NA	NA	NA

**ANALYSIS**

Minorities had lower mean levels of satisfaction relating to racism on campus. The mean score for African-Americans was 2.4 and for Latinos, 3.1; while for Caucasians it was 3.7 and for Asian-Americans, 3.6. The mean scores for safety and quality of friendly interactions on campus were fairly similar across the races. Minorities had higher mean scores relating to the value of race-specific cultural and recreational activities. The mean score for African-Americans was 4.0, compared to 3.6 for Latinos, 3.5 for Asian Americans, and 2.6 for Caucasians. Most of the scores have generally stayed constant over the past four years.

**3. Institutional Characteristics and Resources**

Institutional Characteristics and Resources were assessed using six questions. The questions and results are below:

**How satisfied were you to the extent to which the University appropriately addresses problems of racism?**

	2006	2005	2004	2003
African-American	2.5	2.5	2.3	2.7
Asian-American	3.5	3.9	3.3	3.5
Latino	3.2	3.2	3.1	3.4
Caucasian	3.9	3.5	3.6	3.8
Native American	3.6	3.6	3.7	NA

**How satisfied were you with the extent to which you felt welcomed at UIUC?**

	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>
African-American	3.5	3.4	3.3	3.3
Asian-American	4.1	4.1	4	4.1
Latino	3.9	4.1	3.9	4
Caucasian	4.4	4.4	4.3	4.3
Native American	NA	4.1	4	NA

**How satisfied were you with the extent to which you had someone (University employee) that you could go to for help?**

	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>
African-American	3.7	3.7	3.4	3.6
Asian-American	3.3	3.4	3.5	3.4
Latino	3.6	3.8	3.6	3.5
Caucasian	3.8	3.8	3.7	3.7
Native American	NA	4.7	3.5	NA

**How satisfied were you with the extent to which the “University” cared about you?**

	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>
African-American	2.7	2.6	2.4	2.6
Asian-American	2.9	2.9	2.8	2.8
Latino	2.8	2.9	2.7	2.9
Caucasian	3.0	3.0	2.9	2.9
Native American	NA	2.7	3.5	NA

**How satisfied were you with your TOTAL experience at UIUC?**

	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>
African-American	4.0	4.0	3.8	3.9
Asian-American	4.2	4.2	4.0	4.2
Latino	4.2	4.3	4.2	4.3
Caucasian	4.4	4.4	4.2	4.4
Native American	NA	4.0	4.2	NA

**If you could start over again, would you attend UIUC again?  
(percent indicating “yes”)**

	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>
African-American	80%	80%	82%	79%
Asian-American	81%	83%	80%	84%
Latino	91%	87%	88%	94%
Caucasian	88%	89%	88%	87%
Native American	NA	86	100%	NA

## ANALYSIS

Minorities were generally less satisfied with the University's responses to racism. The mean score for African-Americans was 2.5, compared to 3.2 for Latinos, 3.5 for Asian-Americans, and 3.9 for Caucasians. Minorities had somewhat lower mean scores than Caucasians for their level of satisfaction relating to feeling welcomed at the University, with African-Americans having a mean score of 3.5, Latinos of 3.9, Asian-American of 4.1, and Caucasians of 4.4. With respect to resources for assistance, Asian-Americans had the lowest score of 3.3, followed by Latinos at 3.6, African-Americans at 3.7, and Caucasians at 3.8. Although there appeared to be general satisfaction with the total experience, the Caucasian mean score was the highest at 4.4, compared to 4.2 for Asian-Americans and Latinos, and 4.0 for African-Americans. Interestingly, 80% of African-Americans and 81% of Asian-Americans indicated that they would attend UIUC again, compared to 91% of Latinos and 88% of Caucasians.

In every measure, African-American students feel they receive a less supportive environment whether in the classroom, in student activities, or in the institution in general. Latino students are somewhat more positive of their experiences and Caucasian students rate their experiences the highest. On the other hand, African-American and Latino students value highly the institution's programs devoted to their cultures and to diversity, while no group feels especially "cared for" by the institution -- particularly by administrators -- yet they would attend UIUC again if they could start again.

To improve campus climate, particularly for African-American students, it appears that the institution should address problems of racism first in student life, then in the classroom, and should attempt to hire more faculty of color. The University's plans for this area are discussed in Section V.



**I. Evaluation of Campus Climate: Race/Ethnic Groups**  
**B. Faculty/Staff**

A new study by the Collaborative on Academic Careers in Higher Education (COACHE), a research project based at the Harvard Graduate School of Education, was released in September 2006. The study was a survey of 4,500 tenure-track faculty at 51 colleges and universities, including the University of Illinois at Urbana Champaign. The survey explored five key thematic areas: tenure; nature of the work; policies and practices; climate, culture, and collegiality; and global satisfaction. The COACHE survey also examined overall satisfaction, tenure clarity, the nature of work and workload, work-family issues, and policy importance and effectiveness. UIUC was provided with a general summary of results for its faculty members by the five key areas, as well as results for its peer group. The results were disaggregated by race and gender. The results by race are not disaggregated by racial and ethnic group. The results for the thematic areas of global satisfaction and climate, culture, and collegiality are used to gauge campus climate for underrepresented faculty.

The questions related to climate, culture, and collegiality and asked about satisfaction with:

- the amount of personal interaction they have with junior colleagues in their department
- the fairness of their immediate supervisor's evaluation of their work
- the amount of professional interaction they have with junior colleagues in their department
- the sense that their department treats junior faculty fairly compared to one another
- how well they "fit" in their department
- the amount of personal interaction they have with senior colleagues in their department
- the intellectual vitality of the senior colleagues in their department
- the interest senior faculty take in their professional development
- the amount of professional interaction they have with senior colleagues in their department
- their opportunities to collaborate with senior faculty
- the sense of unity and cohesion among the faculty in their department
- the sense of unity and cohesion among the faculty in their school

**ANALYSIS**

The responses to these questions indicated that there were no differences based on race at the University of Illinois at Urbana-Champaign. In comparison to peer institutions, faculty of color at UIUC had a mean score more than a standard deviation above the mean for the "sense of unity and cohesion among the faculty in their department." The other scores were within the standard deviation of peers.

The questions relating to global satisfaction were as follows:

- Sense that if they had to do it over again, they would accept their current position
- Rating their institution as a place for junior faculty to work
- Satisfaction with their institution as a place to work
- Satisfaction with their departments as places to work
- Satisfaction that the CAO (Chief Academic Officer) at their institution seems to care about the quality of life for junior faculty.

## **ANALYSIS**

On these measures, there were no differences by race at the University of Illinois at Urbana-Champaign. However, in comparison to peer institutions, faculty of color scores at UIUC were at least one deviation below the mean for satisfaction on the measure relating to the Chief Academic Officer. Faculty of color scores were one standard deviation above the mean on the measure rating UIUC as a place for junior faculty to work.

Overall, according to this survey for junior faculty members, there is a general level of satisfaction among faculty of color with respect to campus climate at UIUC. The University's plans for this area are discussed in Section V.

**II. Evaluation of Campus Climate: Gender**  
**A. Students**

The Chancellor’s Senior Survey, discussed above, is the survey that is used to review the campus climate related to gender. The survey asked about senior satisfaction in four broad categories: teaching and education environment; campus environment; self-assessment of entering and exiting abilities; and overall undergraduate experience. Students were asked to choose from a five-point Likert scale, ranging from one for lowest satisfaction to five for highest satisfaction. The results reported are the mean scores, except where otherwise indicated. The following are the results by gender:

**1. Academic/Classroom experience**

The academic/classroom experience was assessed by three questions. The questions and responses by gender are below:

**How satisfied were you with the extent to which the classroom environment was free from sexist behavior?**

	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>
Women	4.0	4.0	3.9	4.0
Men	4.3	4.3	4.2	4.2

**How satisfied were you with your major at UIUC?**

	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>
Women	4.1	4.0	4.1	4.1
Men	4.1	4.1	4.0	4.0

**How satisfied were you with your overall educational experience at UIUC?**

	<b>2006</b>	<b>2005</b>	<b>2004</b>	<b>2003</b>
Women	4.2	4.2	4.1	4.2
Men	4.1	4.0	4.0	4.0

**ANALYSIS**

Women had a lower mean score relating to sexism in the classroom. They were, however, generally satisfied with their overall educational experience at UIUC and with their major. These results have stayed constant over the past four years.

## 2. Student Life/Campus Experience

The Student Life/Campus Experience was assessed using three questions. The questions and responses by gender are below:

**How satisfied were you with the extent to which the campus environment was free from sexism?**

	2006	2005	2004	2003
Women	3.6	3.6	3.5	3.6
Men	3.9	4.0	3.8	3.8

**How satisfied were you with the extent to which you felt safe on campus?**

	2006	2005	2004	2003
Women	3.7	3.7	3.4	3.6
Men	4.2	4.1	4.0	4.1

**How would you describe your quality of friendly/supportive interactions (from almost never (1) to almost always (4) with:**

2006	Other students	Instructors	Admin. Staff
Women	3.5	3.2	2.8
Men	3.4	3.1	2.8

### ANALYSIS

Women had lower mean scores relating to sexism and safety on campus than men. However, the mean scores for interactions with other students and instructors were slightly higher for women than men. The results of student life/campus experience have remained relatively constant over the past four years.

### 3. Institutional Characteristics and Resources

Institutional characteristics and resources were assessed using six questions. The questions and responses by gender are below:

**How satisfied were you with the extent to which the University appropriately addresses sexism?**

	2006	2005	2004	2003
Women	3.6	3.6	3.5	3.7
Men	3.9	3.9	3.8	3.8

**How satisfied were you with the extent to which you felt welcomed at UIUC?**

	2006	2005	2004	2003
Women	4.3	4.3	4.2	4.3
Men	4.3	4.3	4.2	4.2

**How satisfied were you with the extent to which you had someone (University employee) that you could go to for help?**

	2006	2005	2004	2003
Women	3.8	3.7	3.7	3.7
Men	3.6	3.6	3.5	3.5

**How satisfied were you with the extent to which the “University” cared about you?**

	2006	2005	2004	2003
Women	3.0	3.0	2.9	2.9
Men	2.9	2.9	2.8	2.7

**How satisfied were you with your TOTAL experience at UIUC?**

	2006	2005	2004	2003
Women	4.4	4.4	4.2	4.4
Men	4.3	4.2	4.1	4.2

**If you could start over again, would you attend UIUC again? (percent indicating yes)**

	2006	2005	2004	2003
Women	87%	88%	87%	89%
Men	85%	85%	86%	84%

#### ANALYSIS

Women had a lower mean score relating to satisfaction with the University’s response to sexism, with a mean of 3.6, compared to 3.9 for men. However, on all the other measures relating to the university, women had higher mean scores than men, indicating a general overall satisfaction with the university and their experiences at the University.

## **II. Evaluation of Campus Climate: Gender**

### **B. Faculty/Staff**

The COACHE research project results, discussed above, will be used to assess campus climate for female faculty.

The questions related to climate, culture, and collegiality and asked about satisfaction with:

- the amount of personal interaction they have with junior colleagues in their department
- the fairness of their immediate supervisor's evaluation of their work
- the amount of professional interaction they have with junior colleagues in their department
- the sense that their department treats junior faculty fairly compared to one another
- how well they "fit" in their department
- the amount of personal interaction they have with senior colleagues in their department
- the intellectual vitality of the senior colleagues in their department
- the interest senior faculty take in their professional development
- the amount of professional interaction they have with senior colleagues in their department
- their opportunities to collaborate with senior faculty
- the sense of unity and cohesion among the faculty in their department
- the sense of unity and cohesion among the faculty in their school

## **ANALYSIS**

The responses to six of the twelve questions indicated a statistically significant difference in the level of satisfaction of female junior faculty compared to male junior faculty at the University of Illinois at Urbana-Champaign. The level of satisfaction of women was lower than men in the following areas: the amount of professional interaction with junior and senior colleagues; a sense of "belonging" in the department; personal interaction with senior colleagues; satisfaction with intellectual vitality of senior colleagues; and opportunities to collaborate with senior colleagues. In comparison to peer institutions, women at UIUC had a score more than one deviation below the standard mean for the following areas: amount of personal and professional interaction with junior and senior colleagues in the department; a sense of "belonging" in their department; and opportunities to collaborate with senior faculty.

The questions relating to global satisfaction were as follows:

- Sense that if they had to do it over again, they would accept their current position
- Rating their institution as a place for junior faculty to work
- Satisfaction with their institution as a place to work
- Satisfaction with their departments as places to work
- Satisfaction that the CAO (Chief Academic Officer) at their institution seems to care about the quality of life for junior faculty.

## ANALYSIS

On these measures, there were no statistically significant differences by gender at the University of Illinois at Urbana-Champaign. In comparison to peer institutions, women's scores were one standard deviation above the mean for rating UIUC as a place for junior faculty to work. On the other hand, in comparison to their peers, the score for UIUC women was one standard deviation below the mean in terms of satisfaction with their departments as a place to work and with respect to accepting their current position if they had to do it over again.

In summary, women indicate lower than typical satisfaction in their relationships with colleagues in their departments but general satisfaction in their ratings of the University as a place to work. These results indicate a need to review the campus climate for women faculty and to assess the campus climate for women staff. The University's plans for this area are discussed in Section V.

### III. Evaluation of Campus Climate: Students with Disabilities

The Chancellor's Senior Survey, discussed above, is the survey that is used to review the campus climate relating to disability. Below are summary tables comparing seniors reporting disabilities to seniors that did not report disabilities on the 2006 UIUC Senior Survey. In the tables below, SWD refers to students with disabilities and NSWD refers to students without disabilities. Differences in number of respondents between sections is due to student self-assessment responses.

<b>Disability Types: Total 2,077 Responses</b>	
None	1,986
Disability Reported	
Mobility Impairment	4
Blindness/Low Vision	5
Deaf/Hard of Hearing	11
Learning Disability	17
Attention Deficit Disorder	14
Speech	1
Psychological Disorder	15
Medical Disorder	12
Brain Injury	2
Other	13
Total disabilities	
	<b>94</b>

<b>Other Disability: Total 13</b>	
Phyisc. & Processing Difficulty	1
Anxiety	1
Arthritis	1
Attention Problem	1
Color Blindness	1
Diabetes	1
Epilepsy	1
Mixed Mania/Bipolar	1
Sleep Apnea	1
Sleep disorder-Narcolepsy	1
Test Anxiety	2
Thick Headedness	1

**Registered for disability support services: 30 Yes 65 No**

<b>Unmet disability services needs:</b>	4 Yes	88 No
<b>Needs listed:</b>		
<ul style="list-style-type: none"> <li>▪ Lack of Programs to assist people who have</li> <li>▪ Study Abroad</li> <li>▪ Teachers not understanding chronic migraines</li> <li>▪ Treatment sought for test anxiety was ineffective</li> </ul>		

## ANALYSIS

Only 4% of the 94 seniors reporting disabilities also reported unmet disability needs. Thus, although only 30 seniors reported registering for disability support services, the needs of students who did not register were still addressed.

<b>At UIUC, during the CURRENT SCHOOL YEAR, how often did you socialize with someone whom you knew had a disability?</b>					
		<b>Total %</b>		<b>SWD %</b>	<b>NSWD %</b>
<b>Never</b>		31.5		20.3	32.3
<b>Less than 3 times</b>		39.2		37.5	39.3
<b>3-5 times</b>		9.7		8.6	9.8
<b>More than 5 times</b>		19.1		33.6	18.2
<b>No Response</b>		0.4		0.0	0.5
<b>Total</b>		100.0		100.0	100.0

## ANALYSIS

Approximately 67% of students without disabilities socialized with one or more persons with disabilities during the current year.



<b>How satisfied were you with:</b>	<b>TOT</b>	<b>SWD</b>	<b>NSWD</b>
1. Quality of teaching by faculty in your major	4.0	3.9	4.0
2. Quality of teaching by faculty outside your major	3.7	3.6	3.7
3. Quality of teaching by TAs	3.2	3.1	3.3
4. Quality of laboratories and classrooms	3.2	3.1	3.3
5. Quality of academic program advising and information	3.3	3.0	3.4
6. Quality of career advising and information	3.4	3.2	3.5
7. Access to courses and course sections in major	4.0	3.9	4.0
8. Access to elective courses and course sections	3.4	3.4	3.4
9. Process of student evaluation of teaching	3.3	3.3	3.3
10. Class size at the 100 and 200 course level	3.3	3.2	3.3
11. Class size at the 300 course level	4.0	4.1	4.0
12. Fairness of student performance evaluation procedures (exams, quizzes, papers, homework)	3.8	3.6	3.8
13. Usefulness of evaluation procedures assisting students to learn (feedback, instructor comments)	3.4	3.2	3.4
14. Accessibility of faculty in general	3.8	3.7	3.8
15. Communication between faculty and students regarding student needs and concerns	3.6	3.5	3.6
16. Library system as a whole (both service and collections)	4.2	4.2	4.2
17. Campus Recreation (e.g., IMPE, WIMPE, Ice Arena, Illini Union)	4.1	4.1	4.1
18. It was easy to meet and get to know other students.	4.0	3.8	4.0
19. It was easy to get involved in student groups and activities.	4.2	4	4.2
20. There was exposure to different student backgrounds and cultures.	4.0	3.8	4.1
21a. The classroom environment was free from racist behavior.	4.2	4.1	4.2
21b. The classroom environment was free from sexist behavior.	4.1	4.0	4.1
22a. The campus environment was free from racism.	3.6	3.3	3.6
22b. The campus environment was free from sexism.	3.7	3.5	3.7
23a. The University appropriately addresses problems of racism.	3.6	3.4	3.7
23b. The University appropriately addresses problems of sexism.	3.7	3.6	3.7
24. There were faculty of different racial/ethnic groups.	4.1	4.0	4.1
25. You felt that you were welcomed at UIUC.	4.3	4.0	4.3
26. You had someone (worked for UIUC) that you could go to for help and/or assistance.	3.7	3.6	3.7
27. "The University" cared about you.	3.0	2.7	3.0
28. You felt safe on campus.	3.9	3.9	3.9
29. Your instructors' uses of Web-based course management tools (Compass, WebBoard, Mallard).	3.6	3.5	3.6

<b>How VALUABLE were:</b>	<b>TOT</b>	<b>SWD</b>	<b>NSWD</b>
30. The existence of race/ethnic academic programs (Afro-American Studies, Women's Studies)	2.9	3.0	2.9
31. The existence of race/ethnic-specific cultural and recreational activities	2.8	2.8	2.8
32. Your Discovery course(s) (if you took one)	3.2	3.1	3.2
33. Your courses taken to fulfill your General Education requirements	3.2	2.9	3.2
34. Your instructors' uses of Web-based course management tools (Compass, WebBoard, Mallard).	3.4	3.3	3.4

<b>How would you describe your quality of interactions with: <i>Friendly/ Supportive?</i></b>	<b>TOT</b>	<b>SWD</b>	<b>NSWD</b>
Friendly With OTHER STUDENTS	3.5	3.5	3.5
Friendly With INSTRUCTORS	3.2	3.2	3.2
Friendly With ADMINISTRATIVE STAFF	2.8	2.7	2.8

## **ANALYSIS**

The mean scores for students with disabilities for the teaching, educational, and campus environment measures were generally .1 to .3 lower than students without disabilities. Students with disabilities did not generally differ from students without disabilities in perceived friendliness of interactions with students and instructors. There were generally lower levels of satisfaction with administrative personnel for both students with disabilities and without disabilities.

<b>ENTERING ABILITY</b> (1. Very Weak, 2. Weak, 3. Moderate, 4. Strong, 5. Very Strong)	<b>TOT</b>	<b>SWD</b>	<b>NSWD</b>
36a. Write effectively	3.5	3.5	3.5
37a. Speak effectively	3.3	3.5	3.3
38a. Create original ideas and/or projects	3.4	3.4	3.4
39a. Draw conclusions after weighing evidence, facts, and ideas	3.4	3.4	3.4
40a. Locate, screen, and organize information	3.4	3.4	3.4
41a. Understand/appreciate individual differences about culture, ethnicity, disability, sexual orientation	3.4	3.4	3.4
42a. Problem-solving skills	3.6	3.5	3.6
43a. Get along with people whose attitudes and opinions are different from mine	3.6	3.6	3.6
44a. Appreciate fine arts, music, and literature	3.5	3.7	3.5
45a. Effectively use technology (e.g., computers, high-tech equipment)	3.5	3.5	3.5
46a. Communicate in a language other than English	2.8	2.6	2.8
47a. Understand and apply scientific principles and methods	3.2	3.1	3.2
48a. Understand and apply mathematical reasoning	3.4	3.4	3.4
49a. Understand values and ethical standards	3.8	3.9	3.8
50a. Work cooperatively in groups	3.7	3.7	3.7
51a. Learn on my own	3.7	3.6	3.7
52a. Organize my time effectively	3.4	3.3	3.4
53a. Contribute to the welfare of the community	3.4	3.4	3.4

<b>EXITING ABILITY</b> (1. Very Weak, 2. Weak, 3. Moderate, 4. Strong, 5. Very Strong)	<b>TOT</b>	<b>SWD</b>	<b>NSWD</b>
36b. Write effectively	4.2	4.3	4.2
37b. Speak effectively	4.2	4.2	4.2
38b. Create original ideas and/or projects	4.2	4.0	4.2
39b. Draw conclusions after weighing evidence, facts, and ideas	4.4	4.4	4.4
40b. Locate, screen, and organize information	4.4	4.3	4.4
41b. Understand/appreciate individual differences about culture, ethnicity, disability, sexual orientation	4.3	4.3	4.3
42b. Problem-solving skills	4.4	4.4	4.4
43b. Get along with people whose attitudes and opinions are different from mine	4.3	4.2	4.3
44b. Appreciate fine arts, music, and literature	4.0	4.1	4.0
45b. Effectively use technology (e.g., computers, high-tech equipment)	4.3	4.3	4.3
46b. Communicate in a language other than English	2.9	2.8	2.9
47b. Understand and apply scientific principles and methods	3.8	3.8	3.8
48b. Understand and apply mathematical reasoning	3.7	3.7	3.7

<b>EXITING ABILITY</b> (1. Very Weak, 2. Weak, 3. Moderate, 4. Strong, 5. Very Strong)	<b>TOT</b>	<b>SWD</b>	<b>NSWD</b>
49b. Understand values and ethical standards	4.3	4.3	4.3
50b. Work cooperatively in groups	4.3	4.3	4.3
51b. Learn on my own	4.5	4.5	4.5
52b. Organize my time effectively	4.2	4.0	4.2
53b. Contribute to the welfare of the community	3.8	3.9	3.8
54b. Demonstrate competency in my chosen field	4.3	4.2	4.3
55b. Seek and obtain employment	4.1	3.8	4.1
56b. Understand the impact of my field on the global/societal context	4.2	4.1	4.3

## ANALYSIS

The perceived educational outcomes of students with and without disabilities did not differ significantly; however, students with disabilities indicated a somewhat lower ability to seek and obtain employment.

<b>If you could start all over again, would you: (check one)</b>			
	<b>Total%</b>	<b>SWD%</b>	<b>NSWD%</b>
attend UIUC again?	86.4	82.8	86.7
not attend college?	0.5	0.0	0.5
attend another institution?	12.7	15.6	12.5
No Response	0.4	1.6	0.4
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

<b>If you could start all over again, would you study: (check one)</b>			
	<b>Total%</b>	<b>SWD%</b>	<b>NSWD%</b>
the same major?	59.3	53.1	59.7
a related major?	20.4	18.0	20.5
a different major?	19.8	27.3	19.4
No Response	0.4	1.6	0.4
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

<b>Rate your current outlook on your satisfaction with:</b>	<b>TOT</b>	<b>SWD</b>	<b>NSWD</b>
your major at UIUC	4.1	4.0	4.1
your overall educational experience at UIUC	4.1	3.9	4.1
your TOTAL experience at UIUC	4.4	4.1	4.4

## ANALYSIS

Students with disabilities had slightly lower scores than students without disabilities relating to overall satisfaction. However, in general, the results comparing students with and without disabilities are quite favorable overall with regard to climate.

#### **IV. Campus Climate Programs and Activities**

##### **A. Race**

##### **1. Chancellor's Diversity Initiatives Committee**

On November 10, 2000, the Chancellor and Provost appointed a campus-wide committee to recommend action items for enhancing diversity at the University of Illinois at Urbana-Champaign. The committee was composed of 33 students, faculty and staff. Its work focused on the following areas: preparing students for a diverse workplace; recruiting and retaining students, faculty and staff; creating a campus climate that values the contribution of all members of the campus community; and broadening the opportunity for the campus to foster learning, discovery and engagement through diversity.

The Committee issued its First Annual Report on May 1, 2002. The Committee recognized that diversity should not be conceptualized narrowly. Rather, it should be extended to encompass multiple sites of engagement including disability, gender and sexuality, US minorities, cultural, racial and ethnic diversity.

Six broad objectives were identified:

- Provide students, faculty and staff with an optimal environment for work and study, including appreciation for differences and diversity.
- Recruit and retain greater numbers of women and minority faculty, staff and administrators (including deans, department heads, and senior level administrators).
- Recruit, retain, and graduate larger numbers of ethnic minority students - undergraduate, graduate, and professional.
- Provide incentives to academic and support units who have demonstrated excellence in increasing diversity.
- Communicate, to both internal and external publics, that the Urbana-Champaign campus is an inclusive and welcoming institution that respects the dignity of all people, irrespective of race, gender, sexual orientation, physical ability, religion or country of origin.
- Assign accountability to achieve the progress envisioned in the action plan.

The Committee proposed several ideas:

- Creating a new interdisciplinary Center on Democracy in a Multiracial Society
- A campus-wide commemoration of the 1954 Brown vs. Board of Education school segregation case – the Brown Jubilee Celebration 2003-04
- Greatly expanding partnerships with historically black colleges and universities, Latino-serving institutions and tribal colleges to recruit students into graduate programs.
- Increasing campus engagement in problem-solving efforts in the Urbana-Champaign community, by developing courses or immersion experiences to familiarize faculty members with community issues and key community people.
- Creating a fund to support accommodations for employees with disabilities.

- Increasing diversity in the hiring of academic professionals, particularly in central and campus administration.
- Maintaining commitment to hiring and maintaining permanent directors for the Asian-American, Latina/Latino, Afro-American and Women's studies programs, and to consider granting these units faculty positions that they control.
- Establishing a lecture program to bring faculty members from minority-serving institutions to the UI campus.
- Ensuring that teaching workshops and orientation programs for faculty, staff and graduate students with assistantships include content related to diversity.
- Increasing fellowship funds for underrepresented minority graduate students and for female graduate students in areas where they are underrepresented.
- Identifying a development officer at the Urbana campus to deal specifically with diversity issues.
- Increasing efforts to recruit and retain faculty in targeted areas.
- Planning activities and a memorial to celebrate Project 500 as an important part of the campus's history.

Since the establishment of the Diversity Initiatives Committee in November 2000, the University has implemented a number of important policies and programs designed to promote diversity on campus. The University has formalized broad range of activities intended to create an inclusive environment related to race, ethnicity, gender, sexual orientation, disability, religion and country of origin. Among the achievements include the following:

- (a) establishment of units to promote diversity and justice scholarship (e.g., the creation of the Center on Democracy in a Multiracial Society and the Native American House and American Indian Studies),
- (b) increased resources and support of the Office of Minority Student Affairs Academic Services Center (e.g., new and improved facility, increased graduate counselor support),
- (c) allocation of additional resources and the creation of new units to promote the understanding of the experiences and contributions of historically marginalized groups (e.g., opening of the Asian American Cultural Center),
- (d) institution of policies increasing equal access to health-related services (e.g., creation of health benefits to unmarried same-sex domestic partners of University employees, provision of oral contraceptives at no cost to campus employees),
- (e) allocation of resources to increase access to education and representation of students from the lowest income levels (e.g., Illinois Promise), and
- (f) public education about critical historical events that have shaped diversity both locally (e.g., Project 500 Commemoration) and nationally (e.g., year-long *Brown v. Board of Education* Jubilee Commemoration).

These newer programs are consistent with the University's more long-standing efforts to promote access to education, job opportunities, and professional development on campus and beyond, including the Target of Opportunity Program, mentor programs (e.g., Ronald E. McNair Scholars Program, Summer Pre-Doctoral Institute, Summer Research Opportunities Program), and undergraduate and graduate fellowships for underrepresented students.

Three significant events and conferences related to diversity and campus climate were held on the University of Illinois Campus between 2003 and 2006. The 2003 CIC Diversity Forum was hosted by the University of Illinois, with over 90 attendees, representing every CIC member university. The purpose of the forum was to share information and best practices in diversity. The Brown vs. Board of Education Jubilee Commemoration was held during the 2003-2004 academic year. The University of Illinois at Urbana-Champaign devoted the academic year 2003-04 to a commemoration of the Brown anniversary and to an engagement with the theme of social justice that animate the decision. The Jubilee Commemoration featured speakers, seminars, artistic and educational exhibits, performances, workshops, research projects, and other scholarly and creative works – both on campus and in the local community. The Center for Democracy in a Multiracial Society was created in 2003, and in April 2006, the Center sponsored a conference on Documenting the Differences Racial and Ethnic Diversity Makes: Uncovering, Discussing, and Transforming the University.

## **2. Senate Committee on Equal Opportunity**

The Senate Committee on Equal Opportunity (EQ) is responsible for developing, encouraging, and evaluating the development of equal opportunity and affirmative action programs and guidelines that are intended to increase the numbers, and improve the status, of minority groups in the University community. A summary of issues concluded or considered at length by EQ during the 2003-06 academic years is provided below.

### Student Forum/Town Hall Meeting on Social Segregation at UIUC

On April 10, 2006, the EQ hosted a campus-wide/open student forum on social segregation among undergraduate and graduate students. Several student organizations were involved through co-sponsorship. The forum consisted of a facilitator directing an open discussion among undergraduate and graduate participants in a town hall meeting format. The forum was entitled “Legally Integrated, but Socially Segregated.” The purpose of the forum was to explore factors which contribute to self-imposed segregation of students by racial, ethnic, and other cultural differences. For example, it is still common for students to congregate along racial lines while dining in residence hall cafeterias or participating in recreational activities on weekends. Moreover, there remain few instances of minority or majority students joining each other’s Greek organization and clubs. The idea for the forum had been recommended by current and former student representatives on EQ and by other student leaders who met with EQ over the past years. The forum’s objective was to improve the social interaction of students from different backgrounds, thereby enhancing the entire cultural climate on campus.

It was noted that the Greek system involves approximately 22% of the campus community. There are groups that are more predominantly Caucasian, but also groups that are predominantly African-American. There are also groups based on a particular religion, cultural and even area of study.

There are four councils within the Greek system:

Black Greek Council - predominantly African-American groups  
Interfraternity Council - fraternities  
Panhellenic Council - sororities  
United Greek Council - culturally based groups

The Dean of Students Office holds a joint weekly meeting with representatives from these groups. There continues to be some segregation; however, there has been an increase in diversity. The continued segregation sometimes occurs due to students migrating towards others with which they are most comfortable. There is current dialogue encouraging groups to have more diverse experiences (i.e., a requirement for members to attend a function at one of the cultural centers).

### Program on Intergroup Relations

EQ is keenly interested in the type and number of opportunities available for students from diverse backgrounds to interact and learn from each other. EQ reviewed the university's Program on Intergroup Relations (PIR). The Program on Intergroup Relations (PIR) facilitates dialogue among students from different social and cultural backgrounds. It provides students with a proactive educational experience that promotes the exploration of group identities and open discussion of social justice issues such as discrimination based on class, gender, race, religion, sexual orientation, or disability. It seeks to advance students' understanding of and respect for diversity and social justice issues and to augment students' skills in responding to intergroup differences and conflicts. As part of the Office of the Dean of Student Services, PIR offers dialogue courses on a variety of topics (e.g., gay/heterosexual issues, Jewish/African American issues) for academic credit. PIR attempts to balance topics across gender, race, religion, and sexuality issues. The aim is to create a safe and congenial forum for students to exchange ideas, to dismiss stereotypes, to broaden cultural awareness, and to develop mutual respect. PIR is part of a national research initiative on the educational effects of intergroup dialogues. The project evaluates the effects of race and gender intergroup dialogue courses at ten universities across the nation. Other Big Ten participants include Michigan and Wisconsin.

### Diversity in the Dorms

The EQ committee heard a report on diversity initiatives in housing. A group appointed by the Chancellor recently implemented a new multi-cultural Learning and Living Community. This initiative did not change the way housing assignments are determined but it does offer a multi-cultural living environment. The new community is located at Pennsylvania Avenue Residence halls and has approximately 120 students with balanced ratios of gender and race. The dormitory environment and the purpose of the community is to promote dialogue and understanding of diversity by assembling a balanced ratio of students by gender and race in a living environment.

Housing is also engaging in a multi-cultural advocate initiative. There are six multi-cultural advocates who are responsible for implementing programs in the halls which



promote diversity. A recent program was "Mix It Up" where students were randomly given a colored bead as they entered the dining hall and encouraged to sit at the table with others with the same colored bead. The program was well received by students. Housing hopes to expand on the advocate initiative.

### Illinois Promise

EQ was updated on plans to increase minority enrollment by implementing a minority recruitment and retention program called Illinois Promise. The aim of the program is to assist economically disadvantaged residents in the state attend UIUC free of charge. It is hoped that many qualifiers for Illinois Promise will be minorities.

### Asian American Perspective on Diversity

The climate on campus for Asian American students, faculty, and staff was addressed. The Director of Asian-American Studies identified several concerns regarding the representation of Asian-Americans among faculty on campus. The need for a concerted effort to hire Asian-Americans for faculty positions and to promote them into administrative roles was mentioned. The Asian American Studies Program and the Asian American Cultural House were also discussed. The former is the largest of its kind in the Midwest and is under the auspices of Liberal Arts School and the latter is under the administrative oversight of the Vice-Chancellor for Student Services. It was suggested that the administrative separation of the two programs should be reviewed to enhance communication, coordination, and cooperation between the two programs, since both programs exist to improve campus life for Asian American students. Other issues mentioned were a desire to see a continuous expansion on diversity topics among general education courses on campus and a need for an academic major for Asian American studies.

### Office of Equal Opportunity and Access

EQ heard a report from the Office of Equal Opportunity and Access (OEOA). OEOA's mission includes promoting diversity, collegiality, access to education and resources, and compliance with state and federal laws governing inclusion and protection of civil liberties. OEOA also offers guidance to campus administrators on issues related to the recruitment and retention of minority faculty and on issues related to affirmative action. OEOA is the campus' primary source of training on diversity and sexual harassment. OEOA had "diversity discussions" between students, faculty, and staff. A special project within the office involved the recruitment of Native American students to the university. The project has been challenged by the resolutions in many Native American communities which discourage enrollment at universities with Native American mascots.

## **3. Illinois en Español project**

The Illinois en Español project seeks to create a more welcoming Internet presence for native Spanish speakers seeking information about Illinois. In the (current) first phase of this project, the goal is to improve communication with prospective Latino/a students, their parents, and other Spanish-speaking audiences by providing a campus overview and top-level, critical information in Spanish. Content in Phase One is limited to overviews of critical areas (admissions, financial aid, student life, etc) that point to existing English-language pages for details. Specific content objectives can be tied to the two primary target audiences. The first audience is Spanish-speaking parents who will be provided with information on the importance of higher education, assurances about the campus environment their children will enter, and contact information for Spanish-speaking staff members in critical areas. For Latina/o students, a primary objective will be to gather in a single location the organizations and resources related to the Latino/a community at Illinois. Phase One of Illinois en Espanol is expected to be posted online in Spring, 2007. It is hoped that a Phase Two project will include dynamic content and identification of funding sources to support content creation. Measures of success for the project will include Website hits and feedback we receive from Latina/o families at such events as the Latina/o Family Days on campus. Ultimately, it is hoped that this project contributes to better recruitment and retention of that population.

#### **IV. Campus Climate Programs and Activities**

##### **B. Gender**

###### **1. The Chancellor's Committee on the Status of Women**

In 1971 the University of Illinois at Urbana-Champaign established the Chancellor's Committee on the Status of Women (CSW). Charged with identifying campus issues affecting women and recommending needed actions directly to the Chancellor, the Committee has addressed such issues as health and safety concerns, undergraduate and graduate educational opportunities and goals, sexual harassment, child care, and policies, climate and procedures relative to gender discrimination in employment, promotion and career advancement of women.

CSW serves a diverse population and represents women from all segments of the university. Voting membership consists of four individuals with tenured faculty rank, two with academic professional appointments and two with staff appointments, one graduate student and one undergraduate student. Completing membership is a liaison/resource group composed of ex-officio members. This group consists of individuals who represent a variety of offices and programs across campus.

The CSW is working on a number of initiatives relating to campus climate. These initiatives include a focus on a review of portrayals across campus; a faculty mentoring initiative; a review of flexible tenure-track appointment structures; and the development of women leaders across campus.

###### **2. Office of Women's Programs in the Dean of Students Office**

The Office of Women's Programs (OWP) at the University of Illinois is responsible for improving the campus climate for women and developing and implementing programs that address women's issues and gender-related concerns. Working in collaboration with other UIUC units and community organizations, OWP provides advocacy and support for women's concerns; initiates and sponsors educational and professional development programs for and about women; provides information, counsel, and advice to women seeking assistance; assists committees, departments, and offices seeking to enhance opportunities for women students, makes recommendations on policies of concern to women; increases sensitivity in the campus community to gender-based issues; and works to correct gender-based inequities. OWP is committed to providing women opportunities to recognize, celebrate and strengthen their diversity, cultures, abilities, experiences and identities. The Office of Women's Programs was established to expand the understanding of issues which affect women and encourage both women and men to take an active role in these issues. OWP works with individuals and groups to identify personal, social, economical and political issues which adversely affect women and offer support through counseling, advocacy, education, financial awards and social action. The Office of Women's Programs provides services to all students regardless of race, gender, color, religion, sexual/affective preference, age, ability, economic class, or any other significant identity.

The Office of Women's Programs provides programs and services addressing the unique needs of female students. Individual support and advocacy services are available to students by appointment and referral. Issues addressed include dating abuse, sexual assault, women returning to college, body image, harassment, campus safety and other related issues.

### **3. Office of Equal Opportunity and Access**

The Office of Equal Opportunity and Access sponsored Sexual Harassment Prevention Awareness Seminars in the Fall of 2005, Spring and Fall 2006. Over 2,400 employees have received sexual harassment awareness training over the past 16 months. These seminars are critical in maintaining a level of awareness within the university related to respect, and minimizing the likelihood of sexual harassment on campus.

### **4. Gender and Women's Studies**

Gender and Women's Studies is a vibrant academic program that coordinates a wide range of feminist research, teaching, and public service, which emphasizes intersectional approaches to the study of gender, race, class, ethnicity, and sexuality in national and transnational context. It has recently created a five-year strategic plan for the growth and development of the program. In 2003, it offered its first undergraduate major. It has six interdisciplinary rubrics: women's studies and feminist theories; queer studies; women, narrative, and representation; social and human sciences; gender, race, and nation; and gender in science, technology, information, and medicine. GWS has recently completed its strategic plan for the next five years.

### **5. Women and Gender in Global Perspectives Program**

Illinois was one of the first universities to establish a Women and Gender in Global Perspectives (WGGP) program, which offers multidisciplinary concentrations at the master's and doctorate level. Established in 1980, the WGGP's focus is global human security and gender equity. As an academic unit within the campus-wide International Programs and Studies, the WID Office was charged with "encouraging and facilitating the development of research, instructional, and service activities focused on the international aspects of women in development."

It has established three international research awards as well as a full fellowship for student research, organized international workshops and brought in speakers from around the world, worked with many departments on campus to co-sponsor presentations and events, sponsored international scholarly exchanges, and undertaken collaborative research here and abroad. Major projects have included development of a series of curriculum guides, the publication of a volume on household resources and their changing relationships; and a published volume on policy-relevant household research methods as well as many faculty exchanges; and gender training guides and research on employment of rural women in multinational agribusiness. International symposia and publications in the early 2000s focus on global human security and gender equity -- transnational migration, global health, livelihood, and policy -- examining perspectives

on gender and development issues.

The WGGP program continues to be dedicated to teaching and mentoring students, to carrying out and supporting cutting-edge research projects, and to providing opportunities for discussion and dialogue through symposia, seminars, newsletters, and electronic networks. Stressing multidisciplinary, policy-oriented explorations of gender, development, and globalization issues, the Women and Gender in Global Perspectives Program serves as a center of communication and common effort for people at the University of Illinois and the larger community.

#### **IV. Campus Climate Programs and Activities**

##### **C. Disability**

##### **1. Committee on Campus-Wide Access and Accommodation**

The Provost's Campus-wide Committee on Access and Accommodation (CCAA) was created in 1997 to address concerns of accessibility for students, faculty, and staff. The CCAA is comprised of faculty, staff, and students whose goal is to improve accessibility on campus for people with disabilities. The CCAA seeks to raise awareness on campus about the range and variety of disabilities and the need for all UIUC programs and individuals to take responsibility for their part in making UIUC fully accessible to all. Accessibility must become a component of all our programs, facilities, academic resources, and public events. Recent activities of the committee related to addressing issues of the physical environment, but also accessibility of information technologies on campus, including Web and media resources. The CCAA also focuses on increasing the awareness of the campus community about issues facing persons with disability and especially individuals with less visible disabilities.

##### **2. Division of Disability Resources and Educational Services**

The Division of Rehabilitation-Education Services (DRES/Division), was first in the nation to provide students with disabilities access to all University services, curricula, and facilities; develop architectural accessibility standards; and institute a wheelchair-accessible bus system. DRES also has comprehensive competitive sports programs. *New Mobility Magazine* ranks Illinois' Rehabilitation Education Services first in the nation.

DRES is currently in its 58<sup>th</sup> year of operation. It has continued to experience a significant increase in the number of registered students with disabilities who qualified for and received support services. In FY06, the Division served a total of 947 students. This represented an increase of nearly 8.5 percent over FY05. Since FY02, the number of DRES registered students has increased by 71 percent from 554 to 974 while the FTE of state funded personnel has dropped by approximately 0.5 FTE. Most of this increase is attributable to a 98 percent increase in students with cognitive, learning, and psychiatric disabilities from FY02 (n=346) to FY06 (n=685).

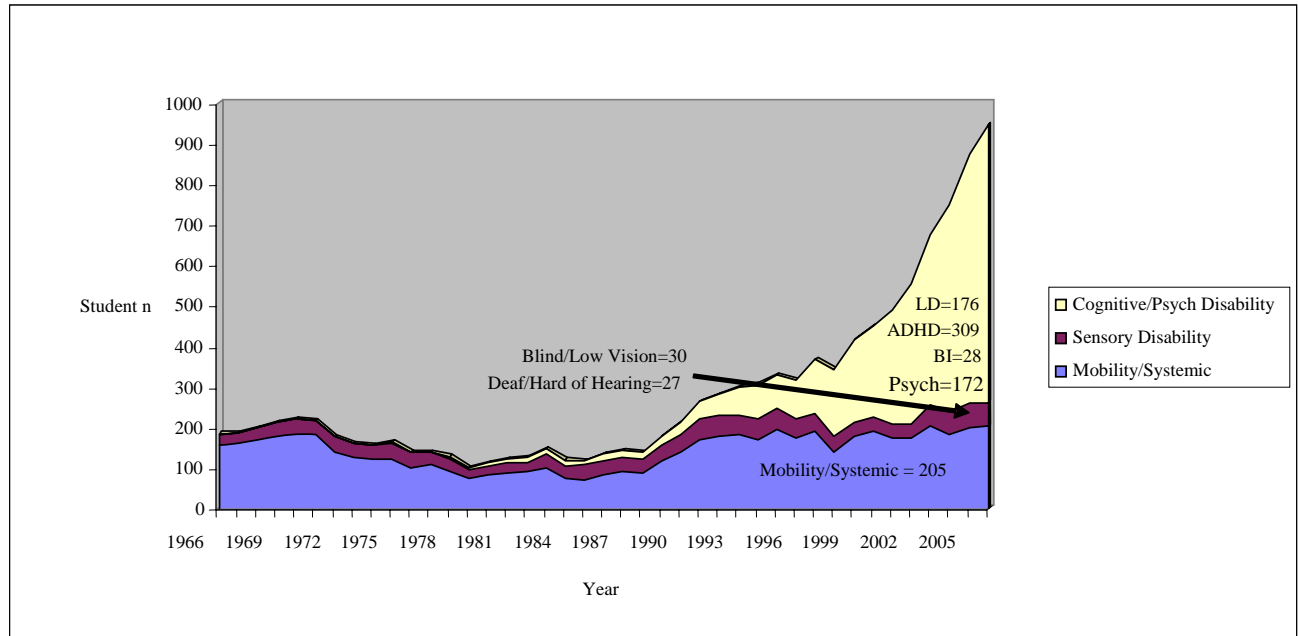
## Students Registered with DRES (1966-2006)

LD (Learning Disability)

ADHD (Attention Deficit Hyperactivity Disorder)

BI (Brain Injury)

Psych (Psychological Disorder)



Some of the activities of DRES include:

- Integrate the unit's strategic plan into the work plan of all DRES subunits
- Pursue the reorganization of the Division to improve administrative oversight and support more efficient use of nonacademic and student hourly personnel through the creation of assistant directors for academic services, nonacademic services and research, and the redistribution of secretarial staff and student hourly personnel.
- Plan and host the 25<sup>th</sup> Anniversary Celebration of Beckwith Hall in spring 2007
- Continue to support the design of the new Beckwith Hall facility and continue collaboration with the Housing Division on programmatic integration of Beckwith with a mainstream undergraduate residence hall
- Continue to promote the adoption and use of the Illinois Web Accessibility Best Practices and the development/refinement of tools to support this outcome on this campus, and also by IBHE and CIC institutions
- Support the execution of the plan submitted to IBHE for improving the accessibility of UIUC Web resources
- Fully implement the Metrics on Disability and Postsecondary Education recommendations at UIUC, promote their adoption and use at other community colleges and universities across Illinois, and seek additional funding in 2007 for system-wide implementation

- Continue to develop and/or refine the Division's Web applications for student services, education, and training for student with disabilities and personal assistants via the Web.

Some recent significant programs include a focus on the health, wellness program access and the social integration of students with disabilities in co-curricular campus programming. DRES personnel developed a Web-based leisure and recreation survey for DRES registered students. The goal of the survey will be to better assess the interests of students with disabilities in order to improve the ability of Campus Life staff to assist them in identifying and accessing the programs and services on the campus and in the community through which they could pursue those interests.

The Division also assisted University Housing in developing and implementing a pilot program to employ students with disabilities in undergraduate residence halls. A variety of positions requiring specific computer skills were advertised and one student with a disability was hired this year. The program will be continued in AY06-07 and the Division will endeavor to increase the number of students with disabilities who participate. The program represents an excellent means of improving interaction between the Housing Division and students with severe physical disabilities as we prepare for the joint operation of a new Beckwith Hall in three years. It also affords students with severe disabilities an additional opportunity to obtain important work experiences and histories in preparation for life and employment after college.

The academic coaching program continued to assist students in learning strategies to improve their ability to prioritize tasks, schedule study time, organize academic assignments, and monitor their progress in the completion of goals. The program served a total of 59 students with severely compromised executive skills resulting from brain injury, ADHD, and psychiatric conditions for a total of 416 sessions throughout the year. To date, all students receiving this service remain in good standing and are scheduled to return in the fall of 2006.

The DRES Office of Campus Life prepared a successful contingent of athletes for national and international sport competition. The men's wheelchair basketball team finished third in the National Collegiate Tournament, and the women's team won their fourth national title in five years. Six men's team members and three members of the women's team competed in Paralympics qualifying tournaments and/or the world championships during the past year.

In collaboration with Delta Sigma Omicron, the Disabled Student Organization (DSO), the Division helped organize and execute a number of significant outreach efforts. The Division also led the expansion of the University's Disability Awareness Week programming to a month-long celebration. The latter event involved a teleconference with Lex Frieden, Chair of the National Council on Disability, the Michael Ellis Lecture, local school demonstrations, seminars on employment, travel, and tourism, panel discussions on hidden disabilities, a comedy and magic night involving entertainers with disabilities, and a presentation by Christy Smith, the first deaf contestant on the Survivor



television show. The Division also hosted the 2006 National Intercollegiate Wheelchair Basketball Tournament in March of 2006.

The Division continued to support the IHSA effort to foster the development of scholastic sport programming for students with disabilities in Illinois by hosting six one-day instructional wheelchair basketball clinics for IHSA coaches and players. Similarly, the Office of Campus Life hosted summer wheelchair sport camps for nearly 200 youth, including participants from Canada, Australia and Spain.

Finally, DRES staff and students led the establishment of two local events designed to enhance awareness of the abilities of persons with disabilities and to raise funds for charitable causes. First, the Division, in conjunction with the Illinois men's and women's ambulatory basketball teams, participated in the inaugural Ultimate Basketball Challenge. Over 1,200 people attended the event which raised funds in support of cancer research. The second was a 24-hour wheelchair basketball marathon played in IMPE in October, 2005. The event involved the recruitment of students without disabilities to play in a 3 on 3 wheelchair basketball tournament. As a result of the event, the participants raised funds in support of travel expenses for the Illinois wheelchair basketball teams.

The Office of Campus Life also collaborated with the Chicago Mayor's Office for People with Disabilities in hosting a visit by 15 prospective students with disabilities and their teachers to learn more about the University's services for students with disabilities and to tour the campus.

#### **IV. Campus Climate Programs and Activities**

##### **D. Department Initiatives**

Several departments on campus have specific initiatives related to campus climate. A few programs are highlighted below:

##### Office of the Dean of Students

Special initiatives by the Office of the Dean of Students relating to campus climate include the Student Cultural Programming Fees approved by student referendum during the Spring 2003 elections for culture-specific programming for underrepresented group programs and activities and enhanced and expanded efforts to address bias motivated speech, actions, and behaviors that occur within or affect the University community. Additionally, the La Casa Cultural hired a director in January 2006 and hosted 121 programs with a combined participation of 11,354 students in 2006. The Asian American Cultural Center had a grand opening in August 2005 and hosts several events through the year. Likewise, the Bruce Nesbitt African American Cultural Program hosts many activities throughout the year. Key activities include Black History Month Celebrations; Martin Luther King, Jr. Commemoration events; the Lunch and Learn series; the Black Congratulatory Ceremony; and frequent workshops. Other efforts related to campus climate include the Leadership Center and the New Student Programs.

##### Division of Intercollegiate Athletics

In 2004, at the quest of Chancellor Richard Herman, the Division of Intercollegiate Athletics convened a Diversity Outreach Initiative to increase the participation of diverse groups in supporting intercollegiate athletics. The initiative involved assessment, exploration, development, implementation, and evaluation. As a result of the initial efforts, a new unit, the Committee on Diversity, was created to focus on increasing awareness of Illinois athletics among students of color and increasing participation by students of color. As a result of the Committee's efforts, several activities and events have occurred since August 2005.

##### Native American House/American Indian Studies Program

The 2004-2005 academic year was the first full year of programming for the Native American House (NAH) and the first year of development of the American Indian Studies Program (AIS). The core mission of the NAH is to develop an excellent academic program, to develop cultural programming, the develop student support programming to aid in recruitment, mentoring, and retention of Native students, and to develop community partnerships with American Indian communities and colleges to foster intellectual, community and economic growth. In particular, the NAH Student Services Program, which was created in 2005, works toward helping students have a rewarding educational experience at the University.

### African-American Studies and Research Program

The AASRP has been a very active program, engaged in faculty recruitment and development initiatives, academic programs, educational programs, lectures, and conferences. Lecture series include the Malcolm X lecture and the W.E.B. DuBois Pan African Lecture. The AASRP also hosted a conference on Race, Roots, and Resistance: Revising the Legacies of Black Power in April 2006.

### Latino/a Studies Program

The Latino/a Studies Program focuses on providing curricular offerings and public programs related to the history, culture, and lived experiences of people of Latin American cultural heritage in the United States. The activities sponsored by the Program are beneficial not only to students, faculty, and staff, but also the local and regional community. The Program is planning to move forward in the process of formally establishing a caucus to foster community and on-going dialog among Latina and Latino faculty and staff; to advocate on their behalf within the University; to serve as a vehicle for communicating concerns to University administration, and to support and advance the interests of Latina/ and Latino alumni, students, faculty, and staff within the University, and promote a campus environment supportive and respectful of all persons, especially Latinas and Latinos. Likewise, the groundwork is also being laid for the establishment of a Latina/o alumni organization with similar goals.

### LGBT Campus Climate Report

In 2006, The University undertook a proactive initiative to assess the campus climate for lesbian, gay, bi-sexual, and transgender (LGBT) persons and to identify specific strategies to address the challenging facing the community to support positive initiatives on campus. Suggestions for improvement related to increased representation and more inclusion of topics related to LGBT in programs and events. The Office of Lesbian, Gay Bisexual, and Transgender Resources is engaged in several initiatives related to campus climate.

### Academic Departments and Administrative Units

There are several academic programs and administrative units within the University that have Diversity Committees and special initiatives to enhance the campus climate for underrepresented groups. Although only a few programs will be highlighted in this report, it is critical to note that over 50 departments submitted reports on aggressive and proactive activities and programs related to improving campus climate. The McKinley Health Center has a Special Populations Health Program for African Americans Asian Americans Latinos, American Indians, Alaskan natives, Pacific Island Americans, women, people with disabilities, and gay/lesbians. The Division of Campus Recreation has also implemented programs for underrepresented groups, and created increased access to its facilities for disabled students. The College of Medicine's Urban Health

Program is also designed to provide support for students from targeted groups. The History Department hosted a series of diversity training workshops in the spring of 2006 to improve the departmental workplace climate and has a newly created director for diversity initiatives position. The Department of Urban and Regional Planning has established a Diversity Committee to explore and identify concerns related to promoting acceptance of diverse populations. Similarly, the Department of Anthropology has also created an Action Plan to address issues related to campus climate. The Department of Spanish, Italian, and Portuguese has a Spanish & Illinois initiative which includes an outreach initiative to the local Spanish speaking communities. The Illini Union has several program committees with specific responsibility for programs related to underrepresented groups: the African-American Programs Committee; the Asian American Programs Committee; the Cross Cultural Programming Committee; the culture Shock Committee, the Latino/a Programs Committee, the LGBT Committee, the Women's Program Committee, and the Community Connections Stereotype Workshop. Academic departments with programs to enhance campus climate through mentoring, recruitment, and retention programs include the College of Applied Health Sciences, the Department of Computer Science, the College of Education, the College of Law, and the Department of Psychology. Other units with programs related to enhancing and improving campus climate include the Spurlock Museum, the Division of Public Safety through its Resource Officers. These reports demonstrate the campus-wide commitment to substantial and significant efforts to address campus climate for underrepresented groups.

## V. University Continuous Improvement Plan for Campus Climate

Over the past four years since the last report on campus climate, the University has undertaken five key initiatives to address issues related to campus climate for underrepresented groups: (a) the University Strategic Plan; (b) the Chancellor's 2006-2007 Committee on Diversity Initiatives; (c) the Chancellor's Committee on Latina/o issues; (d) the Provost's Initiative on Gender Equity; and (e) the Documenting the Differences Racial and Ethnic Diversity Makes Conference, sponsored by the Center on Democracy in a Multicultural Society.

### A. The University Strategic Plan

The University's recently completed strategic plan for the next five years includes references to campus climate, with its goals related to strengthening excellence in disciplines critical to national stature. These goals include fostering an inclusive campus community and enhancing the campus work environment.

The following are the challenges and opportunities relating to fostering an inclusive campus community:

*The racial and ethnic diversity of our student population compares favorably with our benchmark peers. We have a strong record of successfully recruiting and retaining a diverse student population, particularly at the undergraduate level.*

*Illinois enjoys significant potential for expanding inclusiveness of our campus community. The demographics of Illinois support expanded recruitment of a more diverse student population. The diversity of our faculty and staff also must be increased, as only 7.6% of our faculty, 7.5% of our academic professionals, and 13.6% of our staff are from underrepresented groups.*

*Over the next five years, we will improve the diversity of our campus to create a more inclusive community. We are well positioned to achieve this goal: We have significant momentum in programmatic areas that are key to the recruitment of a diverse faculty, and we are poised to attain national recognition for our interdisciplinary programs that focus on racial and ethnic issues.*

The specific goals for the University are as follows:

*Require a plan for creating a more inclusive campus community from each academic unit; work with each college and administrative unit to establish "stretch goals" for the diversification of faculty and staff*

**Current status:** Few units have clearly articulated plans for expanding faculty, staff, and student diversity

**Five-year goal:** All units will develop and implement plans

**Resources:** Existing faculty and staff time

**Who's responsible:** Office of the Provost, colleges, departments, and administrative units; Office of Equal Opportunity and Access

*Increase the representation of African-American, Latina/o, and Native American faculty in units across campus*

**Current status:** 7.6% of tenure-system faculty members are African-American, Latina/o, or Native American

**Five-year goal:** 10% of tenure-system faculty members will be African-American, Latina/o, or Native American

**Resources:** Use Target of Opportunity Program (TOP) and Faculty Excellence mechanism to recruit (increase TOP resources by 50%)

**Who's responsible:** Office of the Provost, colleges, and departments

*Increase the representation of African-American, Latina/o, and Native American academic professionals in units across campus*

**Current status:** 7.5% of academic professionals are African-American, Latina/o, or Native American

**Five-year goal:** 10% of academic professionals will be African-American, Latina/o, or Native American

**Resources:** Create a mechanism that parallels the Target of Opportunity Program to foster hiring of academic professionals from underrepresented backgrounds

**Who's responsible:** Office of the Provost, units

*Increase the representation of women among tenured faculty members, particularly in the sciences*

**Current status:** 24% of tenured faculty members are women (329 of 1,386)

**Five-year goal:** 35% of tenured faculty members will be women

**Resources:** use existing mechanisms and staff

**Who's responsible:** Offices of the Chancellor and Provost (Chancellor's Committee on Status of Women), deans, department heads

*Provide recommendations and guidelines for faculty mentoring, with the goal of enhancing retention*

**Current status:** Uniform mentoring guidelines and practices do not exist

**Five-year goal:** Use interactive workshops to develop and share mentoring guidelines with units

**Resources:** Existing staff

**Who's responsible:** Office of the Chancellor, Office of the Provost, deans, department heads

*Plan and develop a resource base for a new facility or facilities that better serve(s) cultural centers and ethnic studies programs*

**Current status:** Space for ethnic studies programs and cultural centers is inadequate for current needs

**Five-year goal:** Plans for new facility or facilities will be developed; fundraising will be under way to support new facility or facilities

**Resources:** Existing staff

**Who's responsible:** Office of the Chancellor, Office of the Provost, and Vice Chancellor for Student Affairs

The second related goal in the Strategic Plan is enhancing the campus work environment. The challenges and opportunities related to this area are below:

*Illinois is known for appreciating individual initiative*, a place where outstanding faculty with great ideas can pursue them without stifling bureaucratic requirements, and where staff members are valued and supported.

*This signature characteristic must be preserved in an age of declining resources*. As resources become more scarce, staff members are asked to do more with less. Faculty members see less administrative support for their research, teaching and service activities. We must find creative ways to assist them to succeed.

*We must broaden the quality and availability of support services*. Campus administrators should serve as advocates for quality services at all levels, whether the services are provided by campus or University administration units. Structurally, support services must be provided as close to faculty and staff as is practically and economically feasible. As resources and demands shift, we must continuously update our understanding of the factors that attract and retain the outstanding faculty and staff we seek.

Specific goals for the University are as follows:

*Expand training and professional development programs*

**Current status:** Training and professional development programs are neither coordinated nor well publicized

**Five-year goal:** Evaluate which training and professional development programs are needed, including those for conducting financial and human resources functions as well as continuing professional development; ensure that the programs are provided; maintain an inventory, and publicize the programs

**Resources:** \$40,000 annually for a designated staff person

**Who's responsible:** Campus human resources

*Expand childcare options*

**Current status:** There are 136 full-time and 56 part-time spaces available for infants and toddlers in the Child Development Laboratory, which is only one of two facilities in the community accredited by the National Academy of Early Childhood Programs. At any given time, 20 to 30 infants and toddlers are on the waiting list

**Five-year goal:** Partner with the Champaign-Urbana Mass Transit District and the Research Park to provide 200 new spaces in a new facility also accredited by the National Academic of Early Childhood Programs. The facility would have dedicated space for faculty research and student training

**Resources:** \$500,000 for research and training rooms (nonrecurring)

**Who's responsible:** Facilities and Services, units

*Expand work/life programs*

**Current status:** Faculty/Staff Assistance Program has two full-time clinical social workers who provide all individual and group counseling for more than 10,000 faculty, staff and their families

**Five year goal:** Coordinate existing wellness programs, conduct periodic surveys to determine which work/life services and programs are needed by employees and their families, including recreation, child care and housing, and ensure that the most needed services are provided

**Resources:** \$25,000 annually for a designated half-time staff person (recurring)

**Who's responsible:** Campus human resources

*Reward performance*

**Current status:** Evaluation programs used for faculty and staff suffer from uneven quality. Reward and recognition programs for outstanding performance are offered at the unit and campus levels, but the quality is uneven.

**Five-year goal:** Faculty and staff will be evaluated annually so that they can be rewarded for their progress and provided with the kind of feedback they need to succeed. Unit executive officers and supervisors will be provided with the training they need to deal with both routine and difficult personnel issues. Units will be given information on best-practice reward-and-recognition programs, and the campus programs will be well publicized.

**Resources:** Existing staff

**Who's responsible:** Unit executive officers, campus human resources

**B. The Chancellor's Diversity Initiatives Committee 2006-2007**

The Chancellor's Diversity Initiatives Committee has completed an interim report for the Chancellor and Provost. The report recognizes the progress that the University has made, yet also acknowledges that significant challenges remain. The draft report explores diversity issues for racial and ethnic minorities, women, gay men and lesbians, persons with disabilities and groups with intersecting identities. The draft report references the current crisis caused by race-themed parties and concerns about the work, living, and study environment.

The interim report proposes four broad initiatives: (a) the *Representation Initiative* is designed to increase representation of students and faculty/staff in terms of recruitment, retention, and graduation and/or promotion, (b) the *Education and Workplace Environment Initiative* is intended to create an environment of respect in which all members of the campus community can thrive personally, professionally, and intellectually, (c) the *Scholarship Initiative* has a mission of enhancing diversity scholarship, particularly in terms of innovative, cross-disciplinary research on critical societal needs related to diversity issues, and (d) the *Community and Public Engagement Initiative* is designed to promote diversity related arts and cultural engagement, academic engagement and community outreach. The initiatives are organized around the core objective of establishing preeminence and excellence in diversity education, scholarship, and inclusion over the next five years. The Committee's work will continue in the spring



refining recommendations and creating a final report for consideration and review by the Chancellor and Provost.

### **C. Chancellor's Committee on Latina/o Issues**

In the fall of 2003, the Chancellor's Committee issued its final report on Latina/o issues entitled Latinas/os at the University of Illinois: A History of Neglect and Strategies for Improvement, 1992-2002. The report addresses campus climate issues, recruitment and retention of undergraduate and graduate students, resources and support for La Casa Cultural Latina, the status of the Latina/o Studies Program, and emerging issues. The report recognized efforts of the campus administration to support and widen programs and activities for underrepresented groups, such as the Native American House, and the Center for Democracy in a Multiracial Society. The report, though, also emphasized the need for more substantial progress to address concerns relating the Latina/o population at the University.

### **D. The Provost Initiative for Gender Equity**

The Provost has also initiated a planning team for a campus initiative in the area of gender equity. The planning team's charge is to assist the University of Illinois in assuming a leadership role among institutions of higher education in understanding and addressing gender equity issues. The issues to be addressed include local equity issues that affect the campus environment, and issues that influence the health, education and well being of women and men throughout the world. In planning a gender equity initiative for the campus, the following issues should be considered:

What are the key concerns of this campus, in the area of gender equity? In what areas have we made significant progress? What challenges remain or what new challenges are emerging? How can we most effectively address these challenges? What models exist, and how could models be adapted to fit our context or be more effective? In terms of global equity issues, where is UIUC positioned to have the greatest impact? In what fields and areas of study do we have established faculty expertise? What are the key future areas for investment, i.e., where are we well positioned for excellence and making noteworthy contributions?

An initial report of ideas and recommendations is due by December 15, 2006, with a final report in May 2007.

### **E. Documenting the Difference Diversity Makes**

Knowing the positive impact that racial/ethnic diversity can make on college campuses, the aim of the *Documenting the Differences Diversity Makes* project was to document empirical evidence of diversity's benefits. The project examines a new collaborative effort between five program initiatives that address four aspects of the campus environment - teaching, research, leadership, and student life. The multifaceted project

examining how racial/ethnic diversity influences or affects aspects of the University of Illinois community. As such, the project sought to achieve the following objectives:

- Develop a preliminary diversity model
- Transform teaching and the curriculum
- Establish a Web-based archive
- Examine students' beliefs and attitudes regarding diversity

To achieve these outcomes, the Center on Democracy in a Multiracial Society (the Center) formulated and directed a cross-campus collaborative research team comprising administrators, staff, graduate students, and faculty who direct several campus initiatives. These initiatives include Ethnography of the University (EOTU), Intersections (a living learning community), the Program on Intergroup Relations (PIR), and the Freshman Diversity Project.

Together, these programs engage faculty, staff, and students in a comprehensive effort to study, discuss, and live with diversity. For the first year of the project, much progress has been made and many lessons learned regarding the importance of racial/ethnic diversity and the differences it makes on the UIUC campus. The central findings to date reveal that racial/ethnic diversity as it manifests itself in different contexts, (i.e., organizational culture, teaching and curriculum, co-curricular activities, and students' attitudes and beliefs) potentially has a very powerful influence on the campus environment.

The project also sponsored a conference to look at specific issues on the Urbana-Champaign campus, and discussed how to foster an environment where racial and ethnic diversity issues can be addressed by colleagues.

The key findings related to diversity and organizational change, diversity and students attitudes/beliefs, diversity and student dialogue, diversity and student interactions, diversity and campus culture, diversity and the organization, and diversity and curriculum.

### **Conclusion:**

The specific recommendations, once completed in the Spring of 2007 of the Diversity Initiatives Committee and the Provost's Committee on Gender Equity, will be reviewed by the Chancellor and Provost and used to implement transformative programs to address campus climate for underrepresented groups for faculty, staff, and students.

## VI. Institutional Effective Practice:

### Center on Democracy in a Multiracial Society

The Center on Democracy in a Multiracial Society is the first of its kind in the U.S. It is an interdisciplinary center devoted to the scholarly and practical inquiry of democracy in our changing multiracial society. Established in 2002, the Center on Democracy in a Multiracial Society is a unique university-based research and teaching institute organized around a commitment to the practice of democracy and equality within a changing multiracial U.S. society. A foundational belief of the Center is that equality across and within racial and ethnic groups in contemporary society is a necessary component of a vital, working democracy. Thus, the racially and ethnically diverse populations in the United States at the beginning of the twenty-first century are a focus of the Center, as are their internal divisions along lines of gender, class, age, sexuality, disability, religion, and citizenship status. The Center also supports the study of the historical, social, and political role of the United States in the world, especially for the purpose of achieving better understanding of how U.S. participation in the global arena impacts racial and ethnic relations domestically as well as transnationally.

The Center's research and scholarly activities examine both political institutions and the implications of living and working together in a multiracial democracy. In order to achieve these aims, the Center's research and scholarly agenda pursues multiple and interdisciplinary approaches to examining the organization of society and knowledge in order to analyze the workings of democracy. **Everyday life** constitutes one site for analyzing how democracy is experienced and expressed in mass and popular culture, religion, the workplace, neighborhoods, and other locations. The historical and contemporary role of **public education**, especially as reflected in issues such as access, curriculum, and public policy, is another site for analyzing the workings of a multiracial democracy. **Law and citizenship** comprises another area of inquiry into the inter-relationships of society, nation-states, communities, and individuals that affect notions and experiences of individual rights and citizenship. Studies of the diverse ways in which advances in **media and technology** continue to impact questions of equality are another means of developing a broader understanding of democracy. The Center interrogates the roles of the sciences, engineering, the humanities, and other academic disciplines in the **production of new knowledge** that affect equality and quality of life in multiracial societies.

All of the Center's activities are intended to create links between scholarly work and relevant social action. The dialogue between the Center's scholars and community leaders, as well as national and international policy makers, will enrich the theoretical, scientific, and humanistic paradigms within academia and beyond. The Center recognizes the importance of both qualitative and quantitative methodological approaches to social research, including theoretically grounded work substantiated with multiple analytical foci: historical, ethnographic, literary, and/or statistical materials.

In order to build such collaborations, the Center envisions the programmatic areas as follows:

- Outreach and Public Programs - conferences, workshops, and programs for educators, lectures and other events aimed at the local, regional, and national public.
- Research and Scholarship - programs sponsored by the Center or for which the Center is acting as facilitator.
- Campus Education - on-campus educational activities including residencies, workshops, student programs, and on-campus events.
- Archival/Publications – publications, Internet resources, public relations, and other activities to disseminate the work of the Center.
- Fellowships – sponsorship of programs that bring scholars and activists to the Center for periods of writing, research, and public speaking. Fellows may come from the campus, the local community, or from communities outside the state or nation.

These programmatic areas will be realized through the following strategies: (a) rigorous debate, exchange of ideas, and collaborative research among scholars, policy makers, and community leaders about living and working together in multiracial communities, and cultural and legal citizenship; (b) workshops and conferences on matters of racial and ethnic justice and opportunity, especially regarding access to education, health care, housing, and a better quality of life in the workplace; and (c) theoretical discussion, applied research, policy-oriented gatherings, and community participation that teaches students and the public at large how to fully realize the benefits of racial and ethnic diversity, negotiate racial and ethnic conflicts, form coalitions with individuals and groups of various racial and ethnic backgrounds, and exercise leadership in an increasingly heterogeneous and complex democracy.

The interdisciplinary success of the CDMS is documented via several examples of research and programmatic initiatives. With generous support from the Ford Foundation, the Center on Democracy in a Multiracial Society launched the “Documenting the Differences Diversity Makes” multidisciplinary research project in order to document empirical evidence of diversity’s benefits. In regards to the focus on diversifying higher education, Center staff members are writing the final report for project and partnering with the Committee on Institutional Cooperation to gather diversity- related data on other universities in the Midwest. We are also in the initial stages of planning a major higher education diversity conference in Spring 2008. At this very early point in time, the theme of the next conference could be “Documenting the Practices that Make a Difference in Achieving Diversity.”

Furthering the Center’s advocacy on diversifying higher education, CDMS director, Jorge Chapa, recently had the privilege of making a presentation to the Illinois Board of Higher Education about the educational barriers and opportunities faced by Latinos in Illinois and beyond. While noting there is much variation, many Latinos do come from backgrounds that make educational success more difficult. These backgrounds may include low income levels, single-parent families, lack of full English fluency, parents

with low levels of education, and perhaps an expectation to contribute to the household well-being by earning money or providing childcare. Moreover, Latinos are highly concentrated in low-performing schools with low levels of funding, dilapidated infrastructures, fewer educational resources and less experienced teachers. In higher education, lack of financial resources, unfamiliarity with the way higher education institutions work, and an unwarranted reliance on standardized tests all contribute to lower levels of Latino success. Dr. Chapa's and the research of many others has shown that if Latinos' educational and income levels do not improve, our entire society will be worse off.

One way in which the center is working to serve and engage the communities of color is through the third annual Multicultural Youth Conference which took place on October 25, 2006, in downtown Champaign. The aim of the conference was to provide local students, from grades 7 through 12, with information and encouragement in preparing for higher education. Students and families attending the conference learned about the college admissions process, higher education funding, how to select a college major or career, and support services for students from underrepresented groups.

Additionally, CDMS is working with the local community around criminal justice and democracy. The Center recognizes that with more than 2 million of our citizens in prisons, and over 5 million on probation or parole, and millions of incarcerated and formerly-incarcerated men and women disenfranchised, the prison-industrial-complex dis-empowers the poor and people of color, thus undermining the quality and integrity of our democracy. CDMS has focused on this problem by sponsoring a series of events: a major national conference in 2004, panels about the death penalty in 2005, and a prison arts festival in 2006. In an effort to build on these past events and develop a multidisciplinary research, teaching, service and funding agenda CDMS started the Criminal Justice Action Network (CJAN) this fall. The goal of CJAN is to introduce interested community members, service providers, faculty, and graduate students to each other, to identify areas of mutual interest, and to enhance the local services for and research about imprisoned and formerly imprisoned people.

The governmental and organizational structure for the Center includes a director, associate director, development officer and the two advisory councils. The Director reports directly to the Provost, and is a full professor with tenure in an academic or interdisciplinary unit. The National Advisory Council will provide visibility, program evaluation, and nationally acclaimed allies for projects. The Internal Advisory Council will provide coordination with on-campus activities in other units such as ethnic studies and local "buy-in" for Center activities. On occasion the Center may issue policy statements regarding academic practice that bear on its central missions.

A major role of faculty is serving on the Internal Advisory Council. This seven-member council, selected by the Director and Provost, provides advice on matters of Center governance and policy as well as providing intellectual guidance. The IAC members assure accountability, legitimacy, and credibility for the Center to the broader campus community. Another faculty role is to serve as Center Affiliates. The Affiliates signal the

intellectual breadth and focus of the Center and serve as a consultative body. Faculty also serve as visiting scholars in-residence and research scholars.

The Center functions primarily as a public education and policy/research unit. Its overall mission parallels the mission of the University of Illinois as a great land-grant institution in its plan to prepare graduate and undergraduate students and the wider public for civic engagement and participation in a racially and ethnically diverse society. Through scholarship, teaching, learning, research, and outreach the Center prompts everyone to think in pluralistic and complex ways about themselves and the world around them.

**Center on Democracy in a Multicultural Society**  
**List of Events**

<b>Program Name</b>	<b>Event Date</b>
<b>2006</b>	
Taking Critical Race Theory and Critical Whiteness Studies to the Public	Friday, December 1, 2006
Multicultural Youth Conference	October 25, 2006
African Americans and Latinas/Latinos: Eliminating Barrier Building	August 23, 2006
Fellows Symposium	May 2, 2006
Prisoner's Art Festival	April 21, 2006
Imagining Bodies-Visions of the Nation through Race, Gender, and Space	March 15-16, 2006
Sexuality and Democracy in a Multiracial Society Part 2	February 16, 2006
Whispering Black: Code Talk for White	January 24, 2006
<b>2005</b>	
Multicultural Youth Conference 2005	November 18, 2005
Sexuality and Democracy in a Multicultural Society	November 2, 2005
Asians Americans and the Law Conference	February 3-5, 2005
<b>2004</b>	
Beyond Boundary: Area, Ethnic/Race and Gender Studies and the "New" Global	December 2-4, 2004
Tariq Ali Visit	October 18-22, 2004
Communities and Conflicts in Central Asia and the Caucasus	September 30, 2004
Embracing Our Youth with Education and Diversity	September 18, 2004
Kinsey and the Future of Female Sexuality	September 9, 2004
Afropunk	September 8, 2004
Implementing Brown vs. Board?: Vocational Education and Racial Privilege in St. Louis' Building Trades	April 20, 2004
Professor Joe Feagin Visit	April 12-14, 2004
Constructing Race: The Built Environment, Minoritization, and Racism in the United States	March 5-6, 2004
Education or Incarceration? Schools and Prisons in a Punishing Democracy	January 22-24, 2004

<b>Program Name</b>	<b>Event Date</b>
<b>2003</b>	
Uncovering the Hidden Histories of African American Muslim Movements in the Hip Hop Nation	November 19, 2003
A Filmmaker's Journey: From East St. Louis to Hollywood to Cyberspace	November 6, 2003
Southern Labor and Black Civil Rights: History and Continuing Struggle	October 13, 2003
After Whiteness: Race and the Visual Arts	October 11, 2003
Afro-Asian Connections: Race, Politics, and The Shaw Cinema	October 4, 2003
Race and the Films of the Hollywood Blacklist	September 30, 2003



## **VII. Web Accessibility Report: Evaluation and Plans for Improvement**

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## I. Web Accessibility Standards

### A. Standard

The University of Illinois at Urbana-Champaign bases its Web Accessibility Standards on Section 508 of the Rehabilitation Act [1] and the World Wide Web Consortium (W3C) Web Content Accessibility Guidelines (WCAG) Double-A requirements [2]. The Division of Disability Resources and Educational Services (DRES) and the Campus Information Technologies and Educational Services (CITES) have formed a partnership to create policies, programs, tools and processes in support of Information Technology accessibility for those with disabilities. For this report, the campus has used the DRES/CITES *Web Accessibility Best Practices* [3] (*Web Best Practices*) and a software tool created at the University, the Functional Accessibility Evaluator (FAE) [4], in its evaluation. The *Web Best Practices* are a *statement of techniques* for implementation of the W3C [Web Content Accessibility Guidelines](#) Priority 1 and 2, and United States Federal Government [Section 508 standards](#). The FAE is a way to measure adherence to those techniques.

## II. Evaluations

### A. Evaluation Method

The Websites evaluated are those that provide information to the public including prospective students of the University of Illinois. Reports were generated for the home page, including all second level pages within the specified domain only. This would include all pages linked from the home page, such as all College Websites, the Library Website, the Admissions and Records Website and all pages within those domains were also included in the evaluation. A total of 695 Web pages from 23 Websites were tested as part of this section of the report. The summary reports were generated using the Functional Accessibility Evaluator (FAE)<sup>1</sup>.

DRES/CITES has partnered with Deans from the Liberal Arts and Sciences, Education, Graduate School of Library and Information Sciences, Applied Health Studies, the University Librarian and the Chief Information Officer to create a pilot program for improving Web accessibility to persons with disabilities. This partnership group was selected for the extensive influence it exerts on campus Web resources. These groups have also included their college or unit levels plans and have conducted their own evaluation of their Web resources using the framework outlined in the *Web Best Practices*, as well as analysis tools provided by the University.

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<sup>1</sup> FAE criteria have changed since the 2006 IBHE Web Accessibility Report, thus some categories are not completely comparable across reports. These are discussed in detail later in this document.

## **B. Evaluation Tools**

The campus used the Functional Accessibility Evaluator (FAE) to analyze conformance with the *Web Best Practices*. This tool provides quantitative results and coding examples, as well as references back to the *Web Best Practices*. The FAE reports across five broad categories:

- Navigation & Orientation
- Text Equivalents
- Scripting
- Styling
- HTML Format Standards

## **C. Evaluation Outcomes**

### **1. December 2006 Summary**

In December 2006, 23 Websites (for a total of 675 sites) were evaluated using the FAE for this report:

- 57% pass navigation and orientation standards
- 81% pass text equivalent standards
- 28% pass scripting standards (8 out of 23 do not use any scripting)
- 58% pass styling standards
- 66% pass html format standards

The Websites are identified by number in Table 1 of Appendix A. The specific sites included in the evaluation are also listed in Table 2 of Appendix A. As part of the implementation plan, the Web developers from several of the pilot units have done their own Web Accessibility Evaluations and written their own Web Accessibility Plans. (Appendix B)

### **2. May 2006 Summary**

In April 2006, 19 Websites (for a total of 795 sites) were evaluated using the FAE for this report:

- 42% pass navigation and orientation standards
- 50% pass text equivalent standards
- 69% pass scripting standards
- 63% pass styling standards
- 53% pass html format standards

### **3. Changes from May 2006 to December 2006**

In three categories of Web accessibility, there was significant campus improvement in accessibility features: navigation and orientation (+15%), text equivalents (+31%) and use of standards (+13%). Navigation and orientation are the most important areas of accessibility and these two categories improved immensely.

There was a large decrease in sites adhering to scripting standards (-41%); a rule change in the FAE may explain part of the change. One of the rules that the FAE used to detect accessibility problems in scripts was the use of the “write” and “write-in” scripting techniques to add content to a Webpage while it is loading. Since the FAE cannot currently evaluate content added this way, this techniques was labeled as an accessibility problem. This rule was *removed* since it is only one of many techniques that can be used to dynamically generate content and does not necessarily result in inaccessible content. Feedback from developers was the basis of removing the rule, since they said the content they were adding with “write” was accessible and only a small part of the page. This resulted in only one rule for scripting which was not implemented in the sites evaluated, although eight of the sites tested did not use scripting at all in the December 2006 evaluation. Sites that did not use scripting were given a scripting score of 100% pass. The area of scripting is the most complex and evolving areas of Web accessibility and the rules associated with scripting will continue to be modified as new accessibility techniques and feedback from developers become available.

There was a small decrease in pages passing styling techniques (-5%) and this is probably due to the additional rule relating to detecting images used for stylistic purposes. Basically, the FAE added a testing rule to test the height and width of an image; if it was less than 5 pixels high or wide, it was labeled an inaccessible use of images. These types of images should be moved to CSS to improve scaling content and restyling content.

### **III. Plans for Improvement**

#### **A. Plans for correcting problems identified in evaluation**

As stated in last year’s plans for improvement, DRES/CITES began a formal process with the colleges to: a) review the findings of this evaluation, b) to begin a dialogue with the colleges to assess the *Web Best Practices*, and c) to determine how the tool can be further improved to promote conformance with accessibility standards. DRES/CITES has brought together a small group of representatives from the Deans Office and the Office of the Provost to help devise a campus plan for improving the accessibility of the campus Web resources. This group is piloting a model for all colleges to use to improve the accessibility of their Web resources (Web pages, Websites and Web-based applications).

## **B. Plans for evaluating additional Web pages**

The campus focus will be on the evaluation of Web applications that are widely used across campus, including the Web-based email system, the campus learning management system, and the Web tools provided for Web developers. In addition, the campus will evaluate how the new learning management system for the Global Campus conforms to Accessible Web Standards. Tens of thousands of students, faculty and staff use these applications on a daily basis.

## **C. Campus policies and procedures to ensure Web accessibility**

The college partnership group has drafted two documents: “University of Illinois at Urbana-Champaign, Advancing Disability Access in an Electronic Age: A Statement of Commitment” and “University of Illinois at Urbana-Champaign, Advancing Disability Access in an Electronic Age: An Implementation Plan” (see Appendix C). These documents were developed to promote accessibility of digital resources across a wide range of users including those with disabilities, and a process and timeline for doing so. The goal is to create a process that integrates accessibility in the development and implementation of Web resources. In early 2007, these documents will be presented to the Academic Council of Deans for review and approval.

Future activities of the *ad hoc* group include:

- dissemination of the Statement of Commitment and Implementation Plan to the campus
- validation of the proposed *Web Best Practices*
- recommendations for enhancements to the FAE software
- creation of an ongoing assessment plan within the colleges with reporting to the Office of Equal Opportunity and Access (OEOA) to provide input for the yearly IBHE report on Web resource accessibility.

## **D. Training and Support for Web Developers and Instructors**

### **1. Leading the IBHE Web Accessibility Consortium**

The University of Illinois at Urbana-Champaign is leading a consortium of 12 higher education institutions and community colleges in Illinois to improve the accessibility of Web resources. The goal of the consortium is to build local expertise in Web accessibility in all the institutions of higher education in Illinois.

Currently, the following institutions of higher education are participating in the consortium:

**a) Four-Year Universities**

- Eastern Illinois University
- Governors State University
- Northern Illinois University
- Northeastern Illinois University
- Southern Illinois University at Carbondale
- Southern Illinois University at Edwardsville
- University of Illinois at Urbana/Champaign
- University of Illinois at Chicago
- Western Illinois University

**b) Community Colleges**

- City Colleges of Chicago
- College of DuPage
- Harper College
- Heartland Community College
- Illinois Central Community College
- Joliet Junior College
- Kishwaukee Community College
- Spoonriver Community College
- Waubensee Community College

In addition to this list of educational institutions participating in the consortium, Patrick Beard and Mike Scott represent state government Web accessibility efforts. Bimonthly teleconferences started in November and the first Web accessibility training events are scheduled for February. Participants in the training events are encouraged to offer the training at their institutions. As an incentive, participants and institutions who agree to provide training at their home institution can be reimbursed for the costs of attending the training sessions. In addition to training, evaluation tools are being developed to help institutions analyze and track Web accessibility. The evaluation tools include the Functional Accessibility Evaluator (FAE) and the Mozilla/Firefox Accessibility Extension [5]. The consortium will build partnerships between institutions to improve the accessibility of third party technologies used by members of the consortium, including course managements systems, Web email, collaboration systems and enterprise-wide institutional administrative systems for tracking student academic progress, financial aid information, and other administrative purposes. More information about the consortium can be found at <http://www.cita.uiuc.edu/collaborate/illinois/>.

## **2. Leading the Formation of a CIC IT Accessibility Interest Group**

The University of Illinois at Urbana-Champaign is leading efforts within the Committee on Institutional Cooperation<sup>2</sup> (CIC) universities to work cooperatively among those schools. The efforts are focused on sharing best practices and evaluation techniques, developing common IT accessibility purchasing policies, and partnering with other CIC committees to improve accessibility to library materials. The group is currently developing a proposal to become an official CIC working group with the support of member institution Chief Information Officers. More information on the CIC IT Accessibility Interest Group can be found at <http://www.cita.uiuc.edu/collaborate/cic/>

## **3. Workshops, Tutorials and Webinars**

One of the key elements to a successful implementation of the accessibility policy, and widespread uptake of the best practices is an effective information campaign, is a training program and a support network for Web practitioners.

The Illinois campus has two organizations that provide leadership in Web accessibility. The Illinois Center for Instructional Technology Accessibility (iCITA), creates software tools, provides training on Web accessibility best practices, provides training on assistive technologies, and performs accessibility research. The DRES/CITES partnership provides access to the campus Web practitioners (over 400 members) and includes a yearly conference, monthly brown bags, a listserv and collaborative efforts among campus Web practitioners.

### **Training events since May 2006**

- Office Wizard: two seminars, six Webinars
- Functional Accessibility Testing: two seminars, three Webinars
- Functional Web Accessibility Overview: two seminars
- Universal Design Course:
  - one, two-day hands-on course
  - one, online 22-session course on Universal Design Web Design

### **Planned training activities for 2007**

- Offer hands-on workshops and Webinars on the following topics:
  - Accessible Microsoft Office Web Publishing (HTML and PDF)
  - Creating Accessible PDFs
  - Function Web Accessibility Evaluation
  - Accessible Email Communications
  - Designing Universally Accessible Web Resources
- Create online training materials for workshops
- Debut an online Web accessibility course

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<sup>2</sup> The CIC Member Universities are University of Chicago, University of Illinois, Indiana University, University of Iowa, University of Michigan, Michigan State University, University of Minnesota, Northwestern University, Ohio State University, Penn State University, Purdue University, University of Wisconsin-Madison



- Develop Web-based resources including:
  - Examples of accessible design
  - iCITA resource enhancements
  - Templates for popular authoring tools

The dates for some of the training events have already been set and additional training events are being coordinated through the IBHE IT Accessibility Consortium. The schedules of training events can be found on the iCITA Website at <http://www.cita.uiuc.edu>

#### **4. Tools for Web Developers, Instructors and Staff**

The software tools developed by iCITA are widely distributed via the Web. FAE and the Mozilla/Firefox Accessibility Extension are available free of charge.

##### **a) Functional Accessibility Evaluator <http://fae.cita.uiuc.edu>**

The Functional Accessibility Evaluator (FAE) provides a tool to estimate the functional accessibility of Web resources by analyzing Web pages and estimating their use of the CITES/DRES Web accessibility best practices. The tool does not determine if a resource or a collection of resources is accessible or not, but provides a summary and detailed reports on the use of accessible markup categorized by the Web accessibility best practices principles. The FAE uses rules for testing each of the functional accessibility features of navigation, text descriptions, styling, scripting and the use of standards. The best practices are basically proven techniques for implementing the Section 508 and W3C Web Content Accessibility Guidelines. The test results are linked to the CITES/DRES best practices resources for Web developers to find out more information about the evaluation results. The FAE is being extended to test for DHTML accessibility features. The FAE works similar to other Web-based accessibility evaluation tools. Users go to the Website and enter a URL they want to check and the depth of checking of the Website. Users then request the resources be checked for accessibility based on the techniques outlined in the CITES/DRES Web accessibility best practices. This is where the FAE differs from current evaluation tools. Other tools code match to determine known accessibility problems, like missing ALT text from an image, and report it as a known accessibility problem. For other accessibility issues, like proper use of headers, current tools tell the user that they need to perform a manual check. The number of manual checks is based on the types of tags found in the resource. There is only a small set of accessibility problems that can absolutely be identified in this current approach and the reports usually require between 20 to 30 manual checks. These manual checks are quite tedious and therefore ignored by many Web developers due to limitations in time or understanding of the requirements. Since the FAE is looking for best practices, items like missing headers or resources not being properly titled can be reported as errors, not as part of some list of manual checks. Developers want to eliminate known errors so that the report shows that they are highly accessible. The power of the FAE, therefore, is automating these manual checks reported by current evaluation tools, thus encouraging Web developers to use more accessible Web design techniques. The FAE is a free service of the University of Illinois and anyone can request an evaluation using the Web interface. The FAE can only check HTML-based resources, but other formats may be supported in the future. The estimated number of accessibility reports generated from January to December 2006 was 5,691.

### **b) Mozilla/Firefox Accessibility Extension**

<http://firefox.cita.uiuc.edu>

Web browsers can play a critical role in testing Web accessibility if they can highlight the accessibility features of a Web resource to developers. The Mozilla/Firefox Accessibility Extension provides navigation, styling and conditional rendering features that are important in improving access to Web content for people with disabilities, and testing Web resources for functional accessibility by developers. The features are based on the W3C User Agent Accessibility Guidelines [6]. The value of the Mozilla/Firefox Accessibility Extension is the ability to make information that is hidden in a graphical rendering of content visible to developers and people with disabilities. For example, when developers use headers (h1-h6) or use labels for form controls, the graphical rendering typically does not disclose this information. The accessibility extension provides information on headers, labels and many other types of structural information by querying the Document Object Model (DOM) of the resource and extracting structural information and displaying it in dialog boxes or by providing keyboard navigation commands. People with disabilities and developers can then use this information to access and functionally test the structural markup of Web resources. Other features include the ability to test for the inclusion and functional use of text equivalents for non-text content like images, audio and video. The extension provides the ability to disable author-supplied CSS styling, in-line tag styling and tables used for layout. Users can apply user style sheets and include two built-in options for high contrast style sheets. The extension also implements features to support the new Dynamic HTML accessibility features [7] being developed by the W3C Protocols and Formats group. Downloads of the Firefox Toolbar from January 2006 to December 2006 were 12,758.

### **c) Illinois Accessible Web Publishing Wizard for Microsoft Office**

<http://www.accessiblewizards.uiuc.edu>

The Web Accessibility Wizard for Microsoft Office [8] provides a means to create accessible HTML versions of Office documents without the author having knowledge of Web technologies or Web accessibility guidelines. The Wizard automatically generates accessible markup by default and prompts the users for additional information only when information is needed to generate proper text equivalents. The Wizard supports the automatic creation of text equivalents for common Office objects like pie and bar charts. Currently, the tool supports both PowerPoint and Word documents. The HTML markup generated exceeds current Section 508 requirements and meets W3C Web Content Accessibility Requirements Double-A conformance.

Demo Downloads:	5,110
Standard Licenses sold:	644
Site Licenses sold:	4 (550 seats)
Sales:	\$21,625

Accessible Web Publishing Wizard is available at the CITES Webstore without charge to students, faculty or staff at the University of Illinois at Urbana-Champaign (<http://Webstore.uiuc.edu/>). Site licenses of the Wizard are available at a 50% discount to universities, community colleges and state government agencies in Illinois.

## **E. Partnerships and Advocacy in Support of Web Accessibility**

Accessibility is needed across a wide range of Web resources. Because there are limited resources to promote standards, training and evaluation tools, the University of Illinois at Urbana-Champaign has been very aggressive in partnering with others to extend those resources. These partnerships include participants from the State of Illinois as well as advocates from schools that are part of the Committee on Institutional Cooperation (CIC).

- Campus purchasing will be adopting contract language on Web accessibility for inclusion in Request for Proposals. This draft language has already been included in two recent RFPS (<http://purchasing.cita.uiuc.edu/Web.php>):
  - Course Management Systems (Global Campus)
  - Application Tracking (for Human Resources)
- Campus purchasing also plans to present our accessibility contract language to the Illinois Public Higher Education Cooperative and to the Campus Business Managers.
- The Campus has created several consortia with vendors to increase Web accessibility in vended software.
  - A number of universities (University of Illinois at Urbana-Champaign, Excelsior College, University of Minnesota, University of North Carolina, North Carolina State University, Purdue University, Georgia Institute of Technology) and WebCT have worked to improve the accessibility of its product. As a result of these efforts, the following major accessibility improvements were made to WebCT Vista 4.0:
    - Keyboard access to all functions
    - Use of headers (H1-H6) to improve navigation
    - Markup of navigation bars using lists and headers (h2)
    - Labels on form controls
    - Language changes can be added to html markup of quizzing questions
  - The University of Illinois at Urbana-Champaign is leading an effort to improve the accessibility of Webmail applications and includes representatives from university and private companies, including AOL, Yahoo, Google, and Mirapoint
  - The campus has begun discussions with EBSCO, a library search vendor, to improve accessibility of their products.
  - DRES has begun discussions with the University Administrative Information Technology Services (AITS) unit to improve the accessibility of the interface to SCT Banner. SCT Banner is the vendor for the student systems, human resources and financial information systems at all three University of Illinois campuses.

- The campus is also leading a group of its CIC counterparts in sharing ideas about improving Web accessibility. This group has been meeting for two years. The goal of the group is to establish a CIC Interest group on accessibility to coordinate cooperative efforts to improve the accessibility of purchased information technologies and to share training resources.

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- [1] Section 508 Electronic and Information Technology Accessibility Standards  
<http://www.access-board.gov/sec508/standards.htm>
- [2] Web Content Accessibility Guidelines 1.0  
<http://www.w3.org/TR/WAI-WEBCONTENT/>
- [3] DRES/CITES Web Accessibility Best Practices  
<http://html.cita.uiuc.edu/>
- [4] Functional Accessibility Evaluator  
<http://fae.cita.uiuc.edu>
- [5] Mozilla/Firefox Accessibility Extension  
<http://firefox.cita.uiuc.edu>
- [6] W3C User Agent Accessibility Guidelines  
<http://www.w3.org/TR/UAAG>
- [7] Roadmap for Accessible Rich Internet Applications (WAI-ARIA Roadmap)  
<http://www.w3.org/TR/2006/WD-aria-roadmap-20061220/>
- [8] Illinois Accessible Web Publishing Wizards  
<http://www.accessiblewizards.uiuc.edu>

## Appendix A: Evaluation Details

**TABLE 1.**

Summary Table of Functional Accessibility Evaluator Results

Selected College and Unit URLs	Number of Pages	Navigation and Orientation	Text Equivalents	Scripting	Styling	Web Formatting Standards
Website 1	23	59	93	0	84	98
Website 2	25	100	100	100	100	100
Website 3	32	46	78	0	89	43
Website 4	94	30	96	0	7	66
Website 5	20	55	47	0	60	58
Website 6	19	17	24	0	21	31
Website 7	55	96	96	100	88	96
Website 8	22	91	83	100	73	95
Website 9	21	19	51	0	42	34
Website 10	59	71	99	100	99	66
Website 11	14	83	59	0	78	66
Website 12	26	37	92	0	58	98
Website 13	60	28	50	0	17	61
Website 14	82	84	97	0	56	93
Website 15	37	73	91	0	93	34
Website 16	9	32	47	100	26	33
Website 17	29	25	51	0	53	14
Website 18	6	53	92	100	100	66
Website 19	7	40	78	0	40	57
Website 20	7	61	100	0	57	95
Website 21	27	26	98	0	65	33
Website 22	11	79	50	100	51	39
Website 23	10	85	50	100	82	33
<b>Total Pages</b>	<b>695</b>					
	<b>Average</b>	<b>56</b>	<b>75</b>	<b>35</b>	<b>63</b>	<b>61</b>
	<b>Weighted Average<sup>1</sup></b>	<b>57</b>	<b>81</b>	<b>28</b>	<b>58</b>	<b>66</b>

<sup>1</sup> Weighted by number of Web pages in evaluation report

**TABLE 2.**

University of Illinois at Urbana-Champaign Websites/pages evaluated for accessibility:

**College and Campus Websites**

<http://www.uiuc.edu>  
<http://www.aces.uiuc.edu>  
<http://www.als.uiuc.edu>  
<http://www.aviation.uiuc.edu>  
<http://www.business.uiuc.edu>  
<http://www.comm.uiuc.edu>  
<http://www.ed.uiuc.edu>  
<http://www.engr .uiuc.edu>  
<http://www.faa.uiuc.edu>  
<http://www.grad.uiuc.edu>  
<http://www.ilir.uiuc.edu>  
<http://www.law.uiuc.edu>  
<http://www.las.uiuc.edu>  
<http://www.lis.uiuc.edu>  
<http://www.med.uiuc.edu>  
<http://www.social.uiuc.edu>  
<http://www.cvm.uiuc.edu>  
<http://www.oar.uiuc.edu>  
<http://www.library.uiuc.edu>  
<http://www.oc.uiuc.edu>  
<http://www.ilint.uiuc.edu>  
<http://www.opa.uiuc.edu>  
<http://www.ocd.uiuc.edu>

## **Appendix B: Selected College Web Accessibility Reports and Plans**

### **a. College of Applied Health Sciences**

Tim Offenstein

December 13, 2006

In late 2005 and through the first three quarters of 2006, the College of Applied Health Sciences and associated academic units; Kinesiology and Community Health (KCH), Recreation, Sport and Tourism (RST), and Speech and Hearing Science (SHS), went through a complete redesign of their Web presence. The goals of the redesign were to insure uniform accessibility and code compliance across the entire college.

#### **i. Web Standards and Evaluation**

The results are that all college and academic unit Web pages conform to XHTML 1.0 Transitional code requirements. All pages are validated against the W3C validator (<http://validator.w3.org>). A validation icon is provided in the footer of each page. The TIDY plugin for Mozilla Firefox is also frequently relied upon for validation feedback.

All pages are developed to conform to the FAE *Web Best Practices* standards. Upon completion of design, pages are tested with the FAE and any failures are corrected. This is an ongoing process with frequent checks for validation. *All* pages of the College and unit Websites are tested against the FAE, not just the most critical ones. Some minor unit and lab pages that do not currently conform are being assessed and plans are under way for a complete redesign of these sites. Accessibility training is offered in those instances where unit or lab page maintenance is the responsibility of the managing faculty.

The college and academic units conform to level 2 of the WCAG standards.

#### **ii. Future Plans**

1. The AHS College and Unit Websites will continue to be tested for code compliance and the FAE acceptance. This is an ongoing effort to insure the AHS pages are completely accessible.
2. The College Websites will be undergoing task-oriented user testing. Small groups of student, faculty and campus users will test the AHS Websites in order to keep the usability and development at an optimum level.
3. The College Websites will continue to be optimized in terms of code compliance and download speed. This means optimization of Cascading Style Sheets as well as streamlining HTML code and images wherever possible.



### **iii. Over Sight Team**

Tim Offenstien is the principle Web developer of the AHS and academic unit Websites. He is also the author of this report and regularly conducts validation testing.

Administrative Website overview is provided by Bo Fernhall and Sara Kelley. Content writing and editing are provided by Linda Clark and collaborative support is provided by Kent Reel. Administrative Technology Supervisor is Bill Goodman.

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## Campus Information Technologies and Educational Services (CITES)

Daniel S. Jacobsohn

12/11/06

CITES, the central provider of IT and educational technology services to the campus, is taking steps to modernize its Website, and in doing so, to be a shining example of Web accessibility. This effort will not only serve its audience more effectively, but will demonstrate leading practices in the field of good design that others on campus and beyond can follow. The CITES Web modernization project involves user testing, accessibility reviews, and a new design. It is being rolled out progressively as sections of the site are redesigned.

Our primary methods for examining the level of accessibility of the site are:

- Consultation with the Illinois Center for Instructional Technology Accessibility,
- User testing, and
- Reviews of the new site via CITA's Functional Accessibility Evaluator (FAE).

The FAE tests for 508 compliance as well as W3C Level 2. The modernized CITES Web template scores very highly compared to the previous content:

<http://www.cites.uiuc.edu/accounts/summary.html> (old style page)

	Status	% Pass	% War	% Fail
Navigation & Orientation	Almost Complete	75	25	0
Text Equivalentents	Almost Complete	50	50	0
Scripting	Not Implemented	0	0	100
Styling	Not Implemented	16	16	66
HTML Standards	Complete	100	0	0

<http://classtech.cites.uiuc.edu/cct/default.aspx> (modernized template)

	Status	% Pass	% War	% Fail
Navigation & Orientation	Almost Complete	87	12	0
Text Equivalentents	Complete	100	0	0
Scripting	Not Applicable	0	0	0
Styling	Complete	100	0	0
HTML Standards	Complete	100	0	0

Our decentralized content development model requires time and coordination to roll out the new design across CITES, but our goal is to update all pages on the site with best accessibility practices.

In addition, the CITES Documentation Group has taken on the additional responsibility of becoming a focal point for usability and accessibility practices within CITES. Having the presence and expertise within the organization should improve overall awareness and compliance.

## **b. Graduate School of Library and Information Science**

Marlo Welshons  
December 11, 2006

As part of a Website overhaul completed in the summer of 2005, the University of Illinois Graduate School of Library and Information Science (GSLIS) greatly improved the functional accessibility of its unit Website. Improvements included no longer relying on images for text navigation, proper use of HTML markup, and consistent use of alt tags for images.

Although we have anecdotal evidence that the GSLIS Website is accessible (Beth Finke, author of "Long Time No See" and a freelance writer for Illinois Alumni magazine, commented on how refreshing the site was to use and how easy it was to find what she was looking for when she was researching an article she was writing on students in the GSLIS online education program; alumna Cindy Mader wrote to thank us for the responsiveness of our developers in making sure the site worked with the Dragon Naturally Speaking voice recognition software she uses), it was not until we ran the Illinois Functional Accessibility Evaluator that we were able to determine where improvements remained to be made.

We understand that a soon-to-be-implemented improvement to the FAE is that the tool will provide more detailed information on which specific pages are failing and why. Therefore, in Spring 2007 GSLIS will work to determine which pages require revision, with the goal of at least 95% of pages passing by Summer 2007.

## **Appendix C: Advancing Disability Access in an Electronic Age**

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### **a. Statement of Commitment**

#### **i. Purpose**

The University of Illinois at Urbana-Champaign is committed to serving a diverse population of students, faculty and staff. For nearly six decades, Illinois has been a nationally and internationally recognized leader in promoting the inclusion and participation of persons with disabilities, but timely, decisive action is needed if we are to sustain this legacy of pre-eminence in the rapidly growing domain of digital information resources.

The Advancing Disability Access in an Electronic Age Statement of Commitment was developed to promote the creation and/or procurement of digital resources that are accessible to persons with disabilities and compliant with University, state and federal policies prohibiting discrimination on the basis of disability. In addition, the enactment of the plan based on this commitment will improve the usability of the university's digital resources across a wide range of users, platforms and devices, and will reduce the future development and maintenance cost of such resources.

#### **ii. Scope**

This commitment is applicable to all official Web pages, electronic communications and Web-based services deployed by a college, department, program or unit of the University, including educational resources.

Individual digital resources and services published by students, faculty, staff, or non-University organizations that are hosted by the University, but do not conduct University-related business, are encouraged to adopt the University's standards, but fall outside its jurisdiction.

#### **iii. Standards**

The University will adhere to the digital resources accessibility standards of Section 508 of the Rehabilitation Act, and the World Wide Web Consortium (W3C) Web Content Accessibility Guidelines 1.0 (WCAG) Double-A requirements.

These standards will be implemented for Web resources as outlined in the Illinois Web Accessibility Best Practices (*Web best practices*). The *Web best practices* are a statement of techniques for implementation of the aforementioned 508 and W3C standards.

These standards will be implemented for electronic resources as outlined in the Illinois Electronic Communications Best Practices (*e-comm best practices*)

#### **iv. Implementation**

The Division of Disability Resources and Educational Services (DRES) and Campus Information Technologies and Educational Services (CITES) will be responsible for development, testing and implementation of the standards. They will conduct a pilot of the implementation plan with administrative and technical personnel from the colleges and administrative units in the fall of 2006 to validate the plan. Specifics of the plan may be reviewed at <http://www.cita.uiuc.edu/accessibilityplan.html>.

#### **v. Review**

The Illinois Board of Higher Education (IBHE) requires the University to submit an annual Web Accessibility Report evaluating its compliance to accessibility standards, and outlining plans for improvement. In support of this requirement, each unit will be responsible for preparing such a report. CITES and DRES will be responsible for preparing the template for these reports, and synthesizing them to create the campus report.

#### **vi. Governance and Compliance**

Each dean/director of a unit represented on the Council of Deans will be responsible for compliance within his or her college, school or institute. The chancellor and associate chancellors will be responsible for compliance within the administrative units that report to them. CITES and DRES will monitor compliance with the plan and report problems to the appropriate Dean and to the Provost's office for immediate remediation. Each year DRES and CITES will publish a set of guidelines and tool recommendations which will aid in compliance with the standards.

#### **vii. Exceptions**

Where compliance is not technically possible or may require extraordinary measures due to the nature of the information and the intent of the digital resource, exceptions to this statement of commitment may be granted by the ADA Coordinator's Office. Request for such exceptions must be made in writing and generally must be based on issues other than cost alone.

## **c. Implementation Plan**

### **i. Purpose**

This document outlines the steps the University will take to implement the standards of the Advancing Disability Access in an Electronic Age Statement of Commitment

### **ii. Process**

The Advancing Disability Access Implementation Plan will be a three phase process that will be coordinated by the Division of Disability Resources and Educational Services (DRES) and Campus Information Technologies and Educational Services (CITES).

#### **1. Phase I: Pilot Study (3 months)**

1. DRES/CITES, in collaboration with administrative and technical personnel within six campus units, will:
  - a. Evaluate the effectiveness with which existing tools and techniques can be used to create accessible electronic communications, Web pages and Web services;
  - b. Formulate accessibility criteria to be included in purchasing specifications for vended products;
  - c. Assess the time, cost and projected impact of using these tools and techniques within each unit.
2. The units participating in the pilot study will include the College of Applied Health Sciences, College of Education, College of Liberal Arts and Sciences, Graduate School of Library and Information Science, the University Library and CITES.

#### **2. Phase II: Formulate & Communicate Recommendations (2 months)**

1. Based on the pilot study findings, final recommendations will be developed which will specify:
  - a. Actions to be taken
  - b. A project timetable
  - c. Performance benchmarks
  - d. Funding requirements
2. The recommendations will be communicated to the Council of Deans for consideration
3. Results of the pilot study and recommendations approved by the Council of Deans will be incorporated into the 2007 IBHE Web Accessibility Report of the Urbana campus

### **3. Phase III: Campus Implementation (3 months)**

1. Continue to refine the Web best practices and the electronic communication best practices based upon pilot study feedback and changes in Web technologies
2. Continue to refine evaluation tools based on the pilot study feedback and changes in Web technologies
3. Enact campus training to certify a minimum of one knowledgeable representative in each campus unit to coordinate unit activities related to this plan
4. Establish a process whereby the accessibility status of digital resources will be routinely assessed, reported and addressed.

**VIII. Tables**

**A. Personnel and Funds Budgeted for Programs Serving Underrepresented Groups**

Data on staffing and funds budgeted for programs serving minorities, women, and persons with disabilities.

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING  
UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES  
FISCAL YEARS 2005 AND 2006**

Program	Staff Years Budgeted		Dollars Budgeted				Change in Dollars Budgeted	
	FY05	FY06	State		Other		State	Other
			FY05	FY06	FY05	FY06		
<b>Designated Programs</b>								
Academic Assistance Program, LAS	3.38	3.80	159,651	151,203			(8,448)	
Career Development & Placement, OMSA	0.85	2.00	89,401	115,560			26,159	
Central Black Student Union and 7 Black Student Unions	1.25	1.25	6,500		23,000	19,000	(6,500)	(4,000)
Chemistry Merit Program for Emerging Scholars	6.35	8.98	89,500	101,339			11,839	
Division of Rehabilitation-Education Services, ALS	35.26	34.58	1,300,049	1,382,149	1,088,435	1,301,728	82,100	213,293
Engineering Consortium Fellowship Prog, College of Engineering	0.30	0.30			161,263	161,263		0
Equal Opportunity Program, College of Law	9.00	11.00	431,836	104,633	0	1,200,000	(327,203)	1,200,000
Graduate College Educational Equity Programs	2.50	2.50	28,000		42,000	30,000	(28,000)	(12,000)
Graduate College Fellowships for Underrepresented Students	0.00	0.00	356,500	539,000	300,000	700,000	182,500	400,000
Illinois Consortium for Educational Opportunity, Graduate College*	0.40				275,000			(275,000)
Illinois Minority Incentive Program, Graduate College*	0.40				152,000			(152,000)
La Casa Cultural Latina, (OMSA), Student Affairs	7.50	2.00	162,900	84,762	0	43,416	(78,138)	43,416
McNair Program	2.00	3.00			307,126	267,126		(40,000)
Merit Workshop Program, Department of Mathematics, LAS	4.56	2.31	46,500	90,607			44,107	
Minority Academic Partnership Plan, Graduate College	0.00	0.00	242,500	60,000			(182,500)	
Minority Engineering Program	6.50	6.50	162,700	193,100	451,422	264,835	30,400	(186,587)



**UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES  
FISCAL YEARS 2005 AND 2006**

Program	Staff Years Budgeted		Dollars Budgeted				Change in Dollars Budgeted	
	FY05	FY06	State		Other		State	Other
			FY05	FY06	FY05	FY06		
Multicultural Fellowships, College of Veterinary Medicine	0.20	0.20			25,128	25,128		0
National Achievement Scholarship Program, UOAPA	0.03	0.03	0	0	16,200	7,000		(9,200)
Office of Minority Student Affairs, (OMSA), Student Affairs	11.75	11.75	628,499	428,000			(200,499)	
Packard Foundation Graduate Scholars Program, Graduate College	0.00	0.00			20,000	10,000		(10,000)
Peer Recruitment Program, OAR, Academic Affairs	0.85	0.45	40,000	4,000			(36,000)	
President's Award Program, Academic Affairs	1.00	1.50			3,358,367	3,874,670		516,303
Principal's Scholars Program, Academic Affairs ***	7.25	7.00	408,500	408,500	336,000	661,700	0	325,700
Research Apprentice Prog. in Applied Sci, College of ACES ***	1.38	2.00	33,000	33,000	154,528	174,528	0	20,000
Special Educational Opportunity Program, College of Education	0.00	0.00	173,903	178,859	80,000	0	4,956	(80,000)
Special Populations Health Educ Prog, McKinley, Student Affairs	2.81	5.00	75,450	79,000			3,550	
Summer Research Opportunities Program, Graduate College	2.00	2.00			648,000	550,000		(98,000)
Support for Underrep. Groups in Engineering, College of Engineer.	0.88	1.00			297,500	378,000		80,500
Targets of Opportunity Program, Academic Affairs	20.00	17.00	1,369,100	1,500,000			130,900	
Trio/Student Support Services.(OMSA), Student Affairs	4.75	3.50			263,179	271,074		7,895
Young Scholars Program, College of ACES ***	0.38	0.38	36,000	36,000	68,000	68,000	0	0
Women in Engineering, College of Engineering	2.75	2.25	116,000	128,600	199,000	248,200	12,600	49,200
<b>Other Programs</b>								
Academic Support Services	8.15	9.50	284,561	289,901			5,340	
Academic Writing Program, English Department, LAS	10.37	11.36	305,466	331,985	46,310	0	26,519	(46,310)
Afro-American Studies and Research Program, LAS	11.90	12.75	866,666	1,086,700			220,034	
Applied Life Studies Student Support Services	0.60	1.60	20,000	20,000		19,000	0	19,000
Bridge/Transition Program, LAS	23.56	29.00	542,404	556,297			13,893	
Bruce D. Nesbitt African-American Cultural Program, (OMSA), Student Affairs	6.44	6.44	206,245	206,245	16,000	16,000	0	0
The C.O.R.E., Residential Life/Housing	0.30	0.30	5,000	5,000	2,500	2,500	0	0
Child Care Resource Service	29.35	32.70	1,814,000	1,814,000	85,074		0	(85,074)
Explore Your Options--WYSE ***	3.00	1.75	39,000	54,000	129,750	125,000	15,000	(4,750)

**UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES  
FISCAL YEARS 2005 AND 2006**

Program	Staff Years Budgeted		Dollars Budgeted				Change in Dollars Budgeted	
	FY05	FY06	State		Other		State	Other
Student Programs & Activities Office, Illini Union, Student Affairs	1.65				165,219			(165,219)
Latino/Latina Studies Program, LAS	6.00	6.50	318,243	428,372	96,950	98,250	110,129	1,300
Men of Impact, Housing	0.11	0.50	0		2,000	2,500	0	500
Minority Access Program, College of Law	0.73	0.75		25,000	50,000	15,000		(35,000)
Office of Equal Opportunity and Access, Office of the Chancellor	7.50	6.00	521,853	540,000			18,147	
Office of Women and Gender in Global Perspectives Program	2.53	4.10	133,100	178,130	11,290	45,000	45,030	33,710
Student Support Program, College of Ag., Consumer and Envir. Sci	1.31	1.31	86,000	86,000	74,000	93,100	0	19,100
Gender and Women's Studies Program, LAS	7.75	6.94	327,491	383,079	43,676		55,588	(43,676)
UNFAS	0.30	0.30	0		6,300	7,800	0	1,500
Summer Pre-Doctoral Institute	0.40	2.00	144,350	126,500	0	0	(17,850)	0
Upward Bound College Prep Academy	3.00	4.00	4,436	4,347	392,709	392,709	(89)	0
<b>New Programs</b>								
Asian-American Student Housing Assoc.		0.20				6,800		
Multi-Cultural Advocates		0.50				90,000		
Student of Color Mail Campaign - Undergraduate Admissions		0.20		10,000			10,000	
Student of Color Information Sessions - Undergraduate Admissions		0.25		10,400			10,400	
Student of Color Recognition Program - Undergraduate Admissions		0.05		2,700			2,700	
PAP Visit Day - Undergraduate Admissions		0.15		3,500			3,500	
High School Outreach - Undergraduate Admissions		2.25		17,500			17,500	
Diversifying Higher Education Faculty in Illinois, Graduate College	0.00	0.00			0	472,783		472,783
Summer Pre-Doctoral Institute	0.50	0.50	0		78,390	138,869		60,479

\* Program folded into Diversifying Higher Education Faculty in Illinois Program (see New Programs section).

\*\* See Undergraduate Admissions Programs descriptions below.

## **Undergraduate Admissions Program Descriptions**

### **Student of Color Recognition Program**

Students of color who scored a 24 or above and are in the top half of their high school class, were invited to a reception in the Chicago area. The program included admissions and financial aid information, as well as, an opportunity to interact with faculty and staff.

### **Presidents Award Program Day**

Admitted President's Award Program students and their families were invited to attend a day-long program on campus that included: a reception with the Chancellor, meetings with college deans, an alumni/current student panel discussion, informational sessions on student resources, and a residence hall lunch and tour. Transportation was provided from three Chicago locations.

### **Student of color Mailing Campaign**

We purchase student names that score 20 or higher on the ACT test during the spring or summer prior to their senior year. These students are sent a viewbook and other information encouraging them to apply for admission.

### **Student of Color Information Sessions**

Students from the city of Chicago were invited to a program sponsored by the Office of Admissions and Records. Alumni participated in this program. Students are recognized for their achievements thus far, and are encouraged to consider Illinois.

### **High School Outreach**

Nearly 120 high schools in Illinois have been identified as having a significant student of color enrollment. These high schools are visited each year (many are visited twice each year) by the Office of Admissions and Records. Students learn about the admissions and enrollment process and the opportunities Illinois has to offer.

## B. Enrollment of Students with Disabilities

Data on the enrollment of persons with disabilities by disability type.

**Table 2**  
**University of Illinois – Champaign-Urbana**  
**Students with Disabilities<sup>1</sup>**  
**Academic Year 2005-2006**

<b>Students Who Registered</b>				
<u>Type of Disability<sup>2</sup></u>	Undergraduate	Graduate	Other <sup>3</sup> *	Total
Learning	142	24	10	176
ADHD	239	52	18	309
Psychological	135	31	6	172
Developmental	0	0	0	0
Mobility	109	27	8	144
Blind/Low Vision	21	8	1	30
Deaf/Hard of Hearing	23	4	0	27
Systemic/Chronic Health Problems	40	14	5	59
Other	24	5	1	30

<b>Registered Students Who Used Services</b>				
<u>Type of Disability<sup>2</sup></u>	Undergraduate	Graduate	Other <sup>3</sup>	Total
Learning	142	24	10	176
ADHD	239	52	18	309
Psychological	135	31	6	172
Developmental	0	0	0	0
Mobility	109	27	8	144
Blind/Low Vision	21	8	1	30
Deaf/Hard of Hearing	23	4	0	27
Systemic/Chronic Health Problems	40	14	5	59
Other	24	5	1	30

\* Other is Law, Medicine, and Veterinary Medicine

### C. Freshmen Retention Rates by Racial/Ethnic Category

Freshmen retention rates by racial/ethnic category are shown in Table 3.

	Gender									All		
	Female			Male			No Indicator					
	Enrolled Fall 05	Enrolled Fall 06	%	Enrolled Fall 05	Enrolled Fall 06	%	Enrolled Fall 05	Enrolled Fall 06	%	Enrolled Fall 05	Enrolled Fall 06	%
<b>Race/Ethnicity</b>												
<b>Am. Indian or Alaskan Native</b>	11	11	100.0	14	13	92.9	.	.	.	25	24	96.0
<b>Asian or Pacific Islander</b>	416	392	94.2	555	508	91.5	.	.	.	971	900	92.7
<b>Black Non- Latino</b>	310	285	91.9	184	163	88.6	.	.	.	494	448	90.7
<b>Foreign/Alien non-resident</b>	125	118	94.4	237	206	86.9	.	.	.	362	324	89.5
<b>Latino</b>	242	216	89.3	259	222	85.7	.	.	.	501	438	87.4
<b>Other</b>	37	35	94.6	45	43	95.6	.	.	.	82	78	95.1
<b>Race/Ethnicity Missing</b>	37	33	89.2	55	47	85.5	9	9	100.0	101	89	88.1
<b>White Non- Latino</b>	2,340	2,211	94.5	2,691	2,496	92.8	3	3	100.0	5,034	4,710	93.6
<b>All</b>	3,518	3,301	93.8	4,040	3,698	91.5	12	12	100.0	7,570	7,011	92.6

## D. Faculty/Staff Data by Racial/Ethnic Category and Gender

### 1. Percentage of Faculty and Staff Data by Racial/Ethnic Category and by Gender.

		American Indian %		Asian or Pacific Islander %		Latino %		Black/Non-Latino %		White/Non-Latino %		Other %		% Totals
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>Academic Professionals</b>														
Academic Year	<b>2006</b>	0.00	0.00	0.04	0.03	0.01	0.01	0.02	0.03	0.45	0.41	0.00	0.00	1.00
	<b>2005</b>	0.00	0.00	0.04	0.03	0.01	0.01	0.02	0.03	0.46	0.40	0.00	0.00	1.00
	<b>2004</b>	0.00	0.00	0.04	0.03	0.01	0.01	0.02	0.03	0.46	0.40	0.00	0.00	1.00
		American Indian %		Asian or Pacific Islander %		Latino %		Black/Non-Latino %		White/Non-Latino %		Other %		% Totals
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>Tenure/Tenure-Track Faculty</b>														
Academic Year	<b>2006</b>	0.00	0.00	0.08	0.03	0.03	0.01	0.03	0.02	0.57	0.22	0.01	0.00	1.00
	<b>2005</b>	0.00	0.00	0.09	0.03	0.02	0.02	0.02	0.02	0.58	0.22	0.00	0.00	1.00
	<b>2004</b>	0.00	0.00	0.09	0.03	0.02	0.01	0.02	0.02	0.59	0.22	0.00	0.00	1.00
		American Indian %		Asian or Pacific Islander %		Latino %		Black/Non-Latino %		White/Non-Latino %		Other %		Totals
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>Civil Service</b>														
Academic Year	<b>2006</b>	17.00	9.00	37.00	40.00	35.00	54.00	206.00	354.00	1638.00	2571.00	17.00	19.00	4997.00
	<b>2005</b>	19.00	6.00	35.00	34.00	30.00	48.00	209.00	361.00	1641.00	2655.00	4.00	6.00	5048.00
	<b>2004</b>	20.00	7.00	35.00	33.00	24.00	45.00	209.00	363.00	1680.00	2643.00	0.00	2.00	5061.00

## D. Faculty/Staff Data by Racial/Ethnic Category and Gender

### 2. Percentage of Faculty and Staff Data by Racial/Ethnic Category and by Gender.

		American Indian		Asian or Pacific Islander		Latino		Black/Non-Latino		White/Non-Latino		Other		Totals
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>Academic Professionals</b>	Academic Year													
	<b>2006</b>	10	7	175	125	51	55	91	138	2171	1961	14	10	4808
	<b>2005</b>	9	8	168	122	48	45	93	107	2111	1863	5	6	4585
	<b>2004</b>	12	8	177	123	44	40	88	107	2234	1910	9	4	4756
		American Indian		Asian or Pacific Islander		Latino		Black/Non-Latino		White/Non-Latino		Other		Totals
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>Tenure/Tenure-Track Faculty</b>	Academic Year													
	<b>2006</b>	2	3	154	67	49	27	48	36	1112	434	11	2	1945
	<b>2005</b>	3	1	172	64	39	25	43	36	1134	424	6	1	1948
	<b>2004</b>	3	1	166	63	37	26	37	30	1138	429	2	0	1932
		American Indian		Asian or Pacific Islander		Latino		Black/Non-Latino		White/Non-Latino		Other		Totals
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
<b>Civil Service</b>	Academic Year													
	<b>2006</b>	17	9	37	40	35	54	206	354	1638	2571	17	19	4997
	<b>2005</b>	19	6	35	34	30	48	209	361	1641	2655	4	6	5048
	<b>2004</b>	20	7	35	33	24	45	209	363	1680	2643	0	2	5061

**F. Students – Underrepresented Students Data Tables**

**a. Graduate Programs Enrollment**

	African American		Latino		Asian Pacific Islander		American Indian Alaskan Native		<b>Total</b>
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
<b>Fall 2000</b>	311	3.9%	208	2.6%	373	4.63%	13	0.2%	<b>8055</b>
<b>Fall 2001</b>	271	3.2%	187	2.2%	379	4.45%	14	0.2%	<b>8509</b>
<b>Fall 2002</b>	284	3.2%	199	2.2%	453	5.05%	13	0.1%	<b>8966</b>
<b>Fall 2003</b>	315	3.4%	242	2.6%	533	5.78%	17	0.2%	<b>9216</b>
<b>Fall 2004</b>	338	3.7%	280	3.0%	601	6.50%	23	0.2%	<b>9243</b>
<b>Fall 2005</b>	374	4.1%	294	3.2%	604	6.57%	25	0.3%	<b>9188</b>



**b. Underrepresented Professional Student Enrollment**

	Enrollment in Veterinary Medicine				Enrollment in College of Law			
	African American	Latino	Asian Pacific Islander	American Indian Alaskan Native	African American	Latino	Asian Pacific Islander	American Indian Alaskan Native
<b>Fall 1990</b>	0	3	2	1	44	22	12	3
<b>Fall 1991</b>	3	5	4	1	52	19	16	4
<b>Fall 1992</b>	4	8	7	2	61	28	28	1
<b>Fall 1993</b>	6	11	8	2	64	25	35	0
<b>Fall 1994</b>	7	9	10	3	66	27	46	1
<b>Fall 1995</b>	7	11	8	2	74	32	45	0
<b>Fall 1996</b>	6	8	7	0	63	37	51	0
<b>Fall 1997</b>	3	9	6	0	64	44	51	0
<b>Fall 1998</b>	1	6	5	0	64	47	51	0
<b>Fall 1999</b>	3	6	7	0	58	52	40	1
<b>Fall 2000</b>	4	6	7	0	52	52	42	1
<b>Fall 2001</b>	4	5	10	0	55	47	44	1
<b>Fall 2002</b>	7	5	10	0	55	42	59	0
<b>Fall 2003</b>	6	10	12	0	59	41	83	1
<b>Fall 2004</b>	5	10	16	0	51	50	110	4
<b>Fall 2005</b>	6	10	16	1	39	49	121	2



c. Female Students in Sciences, Engineering, Mathematics and Business

**Female Students in Sciences, Engineering, Mathematics and Business**

Total Bachelors Degree Candidates in Engineering, Sciences, Mathematics and Business			
<b>Fall 2005</b>	<b>Female</b>	<b>Percent</b>	<b>Total</b>
Engineering	738	14.23%	5186
Computer Science	70	8.88%	788
Mathematics	178	42.48%	419
Psychology	880	67.74%	1299
Natural Resources	74	37.76%	196
Biological Sciences	1139	56.19%	2027
Physical Sciences	360	41.81%	861
Agricultural Sciences	873	57.40%	1521
Business	1263	40.60%	3111

Total Masters & Doctoral Degree Candidates in Engineering, Sciences, Mathematics and Business			
<b>Fall 2005</b>	<b>Female</b>	<b>Percent</b>	<b>Total</b>
Engineering	390	16.57%	2354
Computer Science	60	14.49%	414
Mathematics	41	21.13%	194
Psychology	115	64.97%	177
Natural Resources	46	48.94%	94
Biological Sciences	336	46.28%	726
Physical Sciences	162	32.66%	496
Agricultural Sciences	95	52.49%	181
Business	340	38.03%	894

## **VIX. Appendix A: CHRONOLOGY OF “TACOS AND TEQUILAS” INCIDENT AND RESPONSES**

### **October 5, 2006**

On Thursday, October 5, 2006, the Delta Delta Delta Sorority held an exchange with Zeta Beta Tau Fraternity at a bar near campus. They chose the theme “Fiesta” for the exchange, but some of the participants also referred to the event as “Tacos and Tequila.” At the event, some of the participants arrived dressed in inappropriate costumes which displayed racial stereotypes of Mexicans, including pregnant women and gardeners. Some of the women also used altered Mexican flags as costumes.

### **During October 2006**

The Office of Student Conflict Resolution investigated the incident and referred the findings to Panhellenic Council’s and Interfraternity Council’s Judicial Boards, consistent with the current Student Code policies that apply in this matter.

### **October 18, 2006**

Vice Chancellor for Student Affairs Renee Romano and Associate Vice Chancellor/Dean of Students William Riley issued a Student Affairs Communication which was sent to all cultural and ethnic student organizations, fraternities and sororities, Student Affairs staff and the *Daily Illini* on October 18, 2006. (See Attachment A)

### **October 25, 2006**

Delta Delta Delta and Zeta Beta Tau apologized in writing and publicly to United Greek Council (UGC); both letters were published in the *Daily Illini*. (See Attachment B)

The sorority and fraternity both scheduled cultural awareness workshops for their membership, facilitated by Professor Joycelyn Landrum-Brown. Interfraternity Council and Panhellenic Council each had a Chapter Presidents council-wide meeting with Professor Joycelyn Landrum-Brown (scheduled prior to incident).

Delta Delta Delta suspended all social functions for the remainder of the semester, and its national organization has placed the chapter on investigative probation. Individual members of Delta Delta Delta were placed on fraternity probation because of their attire at the event.

Zeta Beta Tau national organization placed the chapter on “conduct probation,” which requires that all future events be approved by their chapter advisor and national fraternity staff.

Both Chapter Presidents have met with Adele Lozano, Director of La Casa Cultural Latina. Chapters are interested in the possibility of joint programming with La Casa or some of the cultural student organizations.

### **October 31, 2006**

Students protested at noon on the Quad, and then walked to the Swanlund Administration Building, where Vice Chancellor Romano read a statement from Chancellor Herman, who was away from campus on university business. She then answered questions from the students, and agreed to meet with a core group of 35 student leaders on the evening of November 1, 2006. The statement was subsequently sent as a mass mail from Chancellor Richard Herman to all faculty/staff/students. (See Attachment C)

### **November 1, 2006**

The Illinois Student Senate passed a resolution on November 1, 2006, supporting the creation of a student advisory board to aid in planning a proposed diversity teaching model, agreeing to assist with fraternity/sorority workshops, and recommending that the *Code* be reviewed in light of the events. (See Attachment D)

### **November 1, 2006**

As a result of the student protest held on October 31, members of the administration met with a group of approximately 35 student leaders on the evening of November 1, 2006. Several student leaders from both ZBT and Delta Delta Delta were in attendance. During the meeting, an e-mail list was created which would be used by the Vice Chancellor for Student Affairs to communicate with the students.

### **November 14, 2006**

A disciplinary hearing was held involving Delta Delta Delta and Zeta Beta Tau and sanctions determined.

### **November 16, 2006**

Chancellor Herman, Provost Katehi, Dean Mangelsdorf, and Dean Riley met with representatives from the Ethnic Studies programs to discuss the matter.

### **November 28, 2006**

The Board of Fraternity Affairs and Board of Sorority Affairs issued a press release on November 28, 2006, outlining the results of the disciplinary process. (See Attachment E)

### **November 29, 2006**

Another meeting with the students was held in the evening when they emphatically requested an open campus forum with the Chancellor, President, Student Body President and other campus leaders to be in attendance.

### **November 30, 2006**

The four Greek governing councils (Black Greek Council, Interfraternity Council, Panhellenic Council and United Greek Council) held a facilitated forum event from 7 to 9 p.m., in Room 100 Gregory Hall, with just under 200 people in attendance.

### **December 1, 2006**

Panhellenic Council co-sponsored a discussion with Robert Jensen, "Taking Critical Race Theory into the Public," at 3 p.m. in 134 Temple Buell Hall.

### **December 6, 2006**

Chancellor Herman met separately with the Executive Directors of Delta Delta Delta and Zeta Beta Tau to discuss the incident and sanctions.

### **December 12, 2006**

Chancellor Herman met with concerned faculty members and students.

### **Ongoing and Future Events**

The focus of the annual Allerton President's Retreat on January 13-15, 2007, will be cultural awareness, sensitivity and diversity.

As a follow-up to the President's Retreat, the four Greek governing councils have planned to bring in an outside facilitated program called S.A.L.A.D (Seeking Alliances through Leadership and Diversity) on February 10, 2007 ([www.campuspeak.com](http://www.campuspeak.com)).

Panhellenic delegates are discussing how themes are decided and how to go about choosing appropriate ones.

Fraternity and Sorority Affairs Office is working with the four Greek governing councils to develop diversity education programs related to cultural awareness, sensitivity and diversity.

Conversation about a mandatory proactive educational experience that promotes the exploration of group identities and open discussion of social justice issues such as discrimination based on class, gender, race, religion, sexual orientation or disability, which can be put in place for fall 2007 for all new students.

Conversation and exploration with Academic Affairs of incorporating University 101 into all colleges and for all students, which would include a diversity module.

Conversation and exploration with Academic Affairs about making some diversity course mandatory for graduation.

Committee being formed to facilitate student input into diversity education programming.

Students/faculty/administrators will conduct a planning meeting on January 22, 2007, to organize campus wide forum on diversity and campus climate. (See Attachment F)

Campus wide forum to be held on February 1, 2007.

**STUDENT AFFAIRS COMMUNICATION**

October 18, 2006

The campus is aware of a social function held on October 5, hosted by Delta Delta Delta sorority and Zeta Beta Tau fraternity, at which some members dressed in culturally insensitive attire and engaged in activities insulting to other members of the University community. Such behaviors are not only unacceptable; they are antithetical to the values of the University of Illinois.

Staff members from Fraternity and Sorority Affairs have been working with student leaders from both chapters and with the Greek governing councils for several days regarding the event. Additionally, investigations are underway by the Office for Student Conflict Resolution for possible violations of the Code, and the Office of the Dean of Students for acts of intolerance. The Office of the Dean of Students has been in consultation with each chapter's national and local organization, the campus Greek governing councils and educational and punitive actions have been prescribed, even while the campus review continues. Delta Delta Delta has been placed on probation by its national office while this incident is being reviewed, and no sorority events may occur during that time. All social events for the semester have been cancelled.

Delta Delta Delta and Zeta Beta Tau have each issued a letter of apology to the United Greek Council and campus community. They will each be hosting a workshop conducted by the coordinator of the Urbana campus' Program on Intergroup Relations in November. The staff of the Program on Intergroup Relations facilitated a dialogue for the Interfraternity Council this past week and will facilitate a similar session with the Panhellenic Council Presidents in the immediate future.

The fraternity and sorority governing groups have been advised of the campus expectation that a mandatory workshop for all new members will be provided effective fall 2007. The Office of the Dean of Students/Fraternity and Sorority Affairs will coordinate the staffing and program development for that experience.

To describe this incident as "unfortunate" does not appropriately capture the degree to which the campus and greater community are distressed, offended and aggrieved. But from this dismay we anticipate an opportunity to engage the students in dialogue that advances students' understanding of and respect for diversity and social justice issues. The campus is committed to expanding structured opportunities to explore the intellectual and emotional aspects of identity and stereotypes, commonalities and difference. For fall 2007, we will be developing a mandatory educational workshop for first year students to advance their understanding of and respect and appreciation for cultural and social difference. Additionally, the campus will pursue the enhancement of the diversity module in the University 101 course taken by freshmen in most of the colleges. It is hoped that in the future all students will have the opportunity to participate in this learning experience.

While this incident occurred within the fraternity and sorority system, the campus as a whole needs to remain committed to advancing our understanding and appreciation of differences among those coming to the University, learning about our many cultures, and benefiting by integrating that knowledge into our development as better citizens of the community.

Bill Riley, Associate Vice Chancellor and Dean of Students  
Renée Romano, Vice Chancellor for Student Affairs



**Delta Delta Delta Statement**

October 25, 2006

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Delta Delta Delta would like to extend our sincerest apologies for the social event that took place on Thursday, October 5, between our chapter and Zeta Beta Tau Fraternity.

During the event, a group of our members represented a minority culture in a negative way. Tri Delta was founded on the idea of being "kind alike to all," and as a whole, we use this principle to guide us as we strive to adhere to high moral standards and strength of character. Such cultural insensitivity is absolutely not what we represent as a chapter, and we are truly sorry that our actions have hurt such a vital part of our campus. Please be assured that we are working to correct the matters of ignorance and insensitivity that led to our hurtful actions. We have also been in touch with Adele Lozano at La Casa Cultural Latina, and she and her office have been invaluable resources to our chapter.

Our hope is that we can turn this negative incident into a positive force for change. We firmly believe that an open dialogue on issues of diversity will prevent such an event from happening in the future and aid us as we work to reclaim a legacy that makes us, our national organization and the campus community proud.

*Delta Pi Chapter of Delta Delta Delta*

**Zeta Beta Tau Statement**

October 25, 2006

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The Men of Zeta Beta Tau Fraternity sincerely apologize for the insensitivity of some of its members during a social exchange with Delta Delta Delta Sorority on October 5, 2006. Some members engaged in stereotyping and the other members did not step forward to intercede. For both the action and inaction, the members are truly sorry.

Diversity training and cultural sensitivity instruction is now a permanent part of our Brotherhood Education program. The Chapter has already scheduled the University's Program on Intergroup Relations. In addition, chapter leaders have contacted the Director of La Casa Cultural Latina, Adele Lozano to arrange for workshops and to provide a forum for interaction. We have work to do both inside the chapter and within the campus community.

The chapter realizes the importance of a diverse population on this campus and in this society. While the Latino Community is particularly offended, we realize that our actions were disturbing to all right thinking people.

*Brandon Keene*

President, Zeta Beta Tau Fraternity  
University of Illinois

**Respect and Responsibility**

Date: October 31, 2006

To: Faculty, Staff, and Students

From: Chancellor Richard Herman

Re: Respect and Responsibility

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I was saddened and disappointed when I learned about the recent ZBT and Tri Delta party that ended up portraying Latino/as in stereotypical and denigrating ways. Students who took part in such behavior were being insensitive, thoughtless and, quite frankly, juvenile. Although I'm not in the business of telling students how to think, I expect more of our Illinois students. They are the best and the brightest of the next generation, and such callous behavior is beneath them. The challenges of our multi-cultural society demand that each of us constantly examine our biases and work hard to put ourselves in the shoes of people who come from widely varying backgrounds, cultures and experiences. We can have strong and differing opinions about culture, politics and policy, but we must never lose touch with granting everyone the kind of respect and dignity we would like others to grant to us. Everyone of every background is welcome at Illinois, and I want them to feel welcome.

As is so often the case with these kinds of incidents, the ensuing debate is an education in itself. The controversy has spurred a great deal of conversation about treating one another with common decency, and that is good. The process of reviewing the incident is now underway, and I believe a deeper appreciation of our cultural diversity and individual responsibility will be the result. Vice Chancellor Renee Romano has been working with the various groups involved to turn what I believe to have been poor judgment on the part of students into a learning experience. Already, the controversy has added impetus to our plans to heighten diversity education on campus.

Yet, for the insensitivity that was shown, I apologize.

Young people are always works in progress, and I believe this event will help remind us all to be better and more thoughtful people.

**BFA/BSA Press Release**

Released: November 28, 2006

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CHAMPAIGN, Ill. — The University of Illinois at Urbana-Champaign Board of Fraternity Affairs and Board of Sorority Affairs have imposed sanctions on two organizations involved in an incident Oct. 5 at a Campustown bar. The "Tacos and Tequila" party was hosted by Zeta Beta Tau fraternity and involved members of Delta Delta Delta sorority.

During the boards' disciplinary hearing, both organizations were found to have committed violations for which they were charged – violations of the Student Code, fraternity and sorority rules regarding alcohol, and other university standards.

The two boards derive their oversight and disciplinary authority from the Campus Senate, which has ultimate authority over student discipline at the Urbana-Champaign campus.

The following sanctions and plans of actions have been imposed for those violations that were sanctionable:

- Recommendation that Zeta Beta Tau's University certified housing status be withdrawn by the Dean of Students, but ask that action to be deferred while the probation is in place and being monitored by the BFA oversight committee
- Prohibition of new member recruitment during spring 2007 for both groups
- Conduct probation until the end of fall 2008, monitored by oversight committees appointed by the two boards
- Social probation through fall 2007 for both organizations, which means no events at which alcohol is present, such as barn dances, exchanges, formals, etc.
- Development and implementation of educational plans for each chapter's members, the Greek system and campus entities over the next two years, to be approved by the Board of Fraternity Affairs' and the Board of Sorority Affairs' oversight committees
- Development and implementation of chapter new-member education programs for each chapter, focusing on multiculturalism and diversity
- In early October, the fraternity and the sorority issued open letters of apology that appear on the Office of the Dean of Students Website at [www.odos.uiuc.edu](http://www.odos.uiuc.edu). Chancellor Richard Herman, Vice Chancellor for Student Affairs C. Renee Romano and Dean of Students William Riley also issued statements about the incident, which also can be found on the Office of the Dean of Students Website.

Additionally, the Board of Fraternity Affairs and the Board of Sorority Affairs included the following statement in sanction letters to the fraternity and the sorority:

"To say that members of the Board of [Fraternity Affairs or Sorority Affairs] are disappointed in the actions of your members does not do justice to the harm done to our fraternal community and to the larger University community of students, staff and faculty. The blatant insensitivity and stereotyping behavior exhibited is in direct conflict with the values of your [fraternity or sorority], the UIUC Greek community and the University community more broadly. We hope this plan of action will set your members and the community on a path of greater respect for others, with civility toward all, and lead to member education that is life-changing with respect to cultural appreciation and inclusiveness."

For more information, contact William Riley, Dean of Students, at 333-2121.

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