

**Diversity Policy Statement**  
**College of Education**  
**University of Illinois at Urbana-Champaign**  
**June 4, 2007**

**Preamble**

Founded over 100 years ago, the College of Education at Illinois is one of the most comprehensive and esteemed graduate and professional programs of education to prepare teachers, educational leaders, researchers, and policy makers in the United States. As part of a land-grant institution, the College recognizes the importance of leading the nation, serving the state and addressing the needs of local communities and individuals with diverse backgrounds. As conceived in this statement, diversity includes ability status, age, ethnicity, gender, heritage/first language, immigration status, national origin, sexual orientation, socio-economic status, race, religion, and other markers of difference. Because of the breadth of its mission and impact on society, the College recognizes its rightful obligation to prepare educational professionals for the increasing diversity of the changing U.S. and international context. The College's commitment to providing opportunities for access for a range of individuals is reflected in a student body that is comprised of over 150 minority students (African American, Asian Pacific American, Latino/a, and Native American) at the doctoral level; 100 at the master's level; and 125 at the undergraduate level. These data represent 50.2%, 22.7%, and 16.6% of the total enrollment of doctoral, master's, and undergraduate students. Asian Pacific Americans constitute the largest percentage at the Ph.D. level. The College has 95 full-time tenure track faculty, with 30% of those from underrepresented minority populations (African American, Latino/a, and Native American) and over 60% female, making its faculty one of the most heterogeneous at the University of Illinois. These data were extrapolated primarily for race and ethnicity and gender because of their long-standing concern. Information about other categories is equally impressive. The college maintains a continuous effort on the part of the various constituencies within the College to insure access for all. Although the representation by a range of individuals is promising, the College stands ready to enhance representation from targeted groups on numerous levels and in a variety of ways.

**College of Education Diversity Policy**

*A core value of this institution is one of respect for diversity of ideas and identities combined with the responsibility to provide ready access to the tools of learning for everyone. We value the vast range of perspectives of individuals of all backgrounds - whether students, faculty, staff or community friends - that come together in this College to inspire new discussions that leads us into new avenues of research and exploration toward an inclusive and just future.*

The College is committed to supporting the Chancellor's Diversity Initiative and improving participation for people of all backgrounds; creating a more inclusive environment through curricular and programmatic innovations; bridging campus and community divides; improving retention rates for students, faculty, staff, and administrators from underserved groups; and changing practices that privilege some while disenfranchising others. The College is devoted to enhancing understandings across differences; developing dynamic classroom experiences and research opportunities with regard to the multiplicity of difference as described in the previous section; and strengthening teacher and leader preparation programs throughout the educational system, Pre-Kindergarten to post-graduate (P-20) and beyond. It is committed to recruiting, retaining, and recognizing students, faculty, and staff in a holistic way, recognizing and serving differences in age, ability, disability status, ethnicity, heritage/first language, immigration status, national origin, race, religion, sexual orientation, socioeconomic status as well as the military and life experiences of returning adult students. The College is dedicated to learning outcomes that reflect the knowledge, skills and dispositions that respect cultural differences and enhance the larger society in which students and graduates live and work. Members of the faculty are expected to devote time and effort to study cultural and structural issues that affect learning and teaching and provide research-based evidence on its importance to education and society. Ultimately, through its overall body of work (teaching, research, and public engagement and outreach), the College is committed to developing an ever more culturally and ethnically sensitive perspective that enables people to meet their aspirations within their own community and with stakeholders, constituents, partners, and friends.

## **Actions**

To insure that the College's diversity policy is implemented fully, the following actions are to be employed:

- Establish a hate-free environment in which all individuals feel safe, secure, and welcome, regardless of social identity and disability, and where acts of hatred are neither tolerated nor permitted. The College is committed to addressing the causes and instances of intolerance, intentional and otherwise.
- Enhance national stature by remaining a leader in recruiting, employing, supporting, and retaining underrepresented and diverse groups. For example women of color and men and women with disabilities. Also recognizing the multiplicity of foci and approaches of their work, including strengthening faculty engagement in multiple research approaches and recognizing that scholarship needs to be evaluated in all its complexities.
- Recruit, support, and retain a heterogeneous student, faculty, and staff within the College, reflecting the realities of diversity from the local to the global level, including recruiting, supporting and retaining a critical mass of American Indian students.

American Indian students are highlighted because the College has had little success recruiting and retaining students from these groups.

- Sponsor activities and events that enhance senses of inclusive community and promote social justice principles and policies through teaching, research, service and public engagement.
- Support Affirmative Action policies that promote access to education and employment for historically underrepresented groups, typically people of color and women, and redress the effects of past discrimination and encourage the representation of these groups within the university, campus, and College community.
- Use appropriate reward structures for evaluating faculty members who engage in scholarship that may call for complex research approaches due to their work with underrepresented and underserved groups.
- Increase funding for recruitment, support, and retention initiatives targeting underrepresented groups.
- Establish the College as a preeminent source of information about diversity pertaining to the educational discipline (from preschool to Higher Education and the workplace).
- Strengthen academic programs focusing on the study of racialized and Indigenous communities, disability, sexuality, and gender and women.
- Enhance the “Illinois Experience” through the “College of Education Experience” such that it includes the development of cultural knowledge about various groups and positive reception among all students, staff, and faculty. The College’s students should be required to develop cultural competence as exemplified by an understanding of how differences, for example, heritage/first language status affects learning and teaching, and should be provided the curricular and extracurricular experiences that appropriately foster such development.
- Ensure mechanisms for critical self-examination that allow for continuous assessment of goals, actions, and results through surveys of administrators, faculty members, staff, and students.

**College of Education Diversity Goal Metrics (from COE Strategic Plan)**

<b>Indicator</b>	<b>FY06 Baseline</b>	<b>FY10 Target</b>
Increased underrepresented student (undergraduate and graduate) enrollment and completion	11.7% enrollment of underrepresented groups in undergraduate programs (campus 14%)	15% enrollment of underrepresented groups in undergraduate programs by 2010
	66% graduation rate of underrepresented groups in undergraduate programs (campus average 64%)	85% graduation rate of underrepresented groups in undergraduate program by 2010
	18.6% enrollment of underrepresented group in graduate program (campus average 7.4%)	40% enrollment of underrepresented group in graduate programs by 2010
	50% graduation rate of underrepresented groups in graduate program	70% graduation rate of underrepresented groups in graduate programs by 2010
Increased underrepresented faculty recruitment and retention	30% representation of underrepresented groups among COE faculty; 60% COE faculty are female	Sustain and enhance support for structural diversity within the faculty of COE
Positioning equity and rethinking diversity as frameworks to improve academic quality and improve and enhance learning and teaching.	<ul style="list-style-type: none"> <li>• Fearless pursuit of meaning, happiness and justice</li> <li>• Stimulating faculty engagement,</li> <li>• Robust debates on critical scholarly and workplace issues</li> <li>• Intellectual vigor and a robust scholarship culture</li> <li>• Attracting or retaining outstanding colleagues.</li> </ul>	

## Resources & Support Documents

2006-07 Chancellors' Diversity Initiatives Committee Interim Report. (2006, December 15).

American Educational Research Association. (2006, January). Social justice mission statement.

[http://www.aera.net/AboutAERA/Default.aspx?menu\\_id=90&id=1960](http://www.aera.net/AboutAERA/Default.aspx?menu_id=90&id=1960)

Annual Report of the 2005-06 College of Education Minority Recruitment and Retention Plan.

College of Education Response to the 2006-07 Chancellor's Diversity Initiatives Committee Interim Report. (2007, May).

D-Center: A Proposal by the Reposition Diversity/Equity Task Force, Executive Summary. (2006-07).

Diversity Policy, Office of the Provost, University of Illinois.  
<http://www.provost.uiuc.edu/programs/diversity/policy.html>

Educational Policy Studies, College of Education, University of Illinois at Urbana-Champaign. (1995, February 16). Inclusiveness and diversity.  
<http://www.ed.uiuc.edu/eps/inclusiveness.html>

Nondiscrimination Statement, University of Illinois at Urbana-Champaign, Office Notice. [http://www.eoa.uiuc.edu/nondiscrim\\_statement.html](http://www.eoa.uiuc.edu/nondiscrim_statement.html)

Policies and Procedures for Addressing Discrimination and Harassment at the University of Illinois at Urbana-Champaign. <http://www.fs.uiuc.edu/cam/CAM/ix/ix-b/ix-b-3.html>

Report of the 2001 College of Education Task Force on Minority, Recruitment, Retention, and Graduation.

## Appendix

**Table 1. Minority populations in College of Education doctoral programs**

<b>Percent minority in doctoral programs</b>	<b>57.5%</b>
Am. Indian or Alaskan Native	0.72%
Asian or Pacific Islander	27.92%
Black Non-Hispanic	16.47%
Hispanic	8.59%
Other	2.15%
No Response	1.67%

**Table 2. Dual Career, Faculty Excellence and TOPS hires**

<b>Current College Academics Hired through Special Campus Programs</b>				
<b>Dept</b>	<b>Dual Academic Career</b>	<b>Faculty Excellence</b>	<b>Targets of Opportunity</b>	<b>Dept Total</b>
BER	1			1
C&I	5	1	3	10
Ed Psych	6	1	2	9
EOL	1	1		2
EPS	2	2	7	11
HRE	1		2	3
Special Ed	3			3
<b>TOTAL</b>	<b>19</b>	<b>5</b>	<b>14</b>	<b>39</b>