



Summary of Diversity & Inclusion Strategies

June 11, 2007

Overview

The College's strategic plan contains goals and strategies consistent with the campus's strategies for diversity and inclusion. A number of efforts have been pursued vigorously over time to achieve a vision of access to higher education by a diverse population and diverse audiences. The College of ACES has an important set of obligations to rural communities, as well as urban communities. Particularly given the educational and economic disadvantages of students from many rural backgrounds, the College is keenly aware of the tradeoffs that result from such a commitment. For example, common student quality measures may not reflect the transformational potential of a University of Illinois education for such students and often discriminate against them in favor of students from urban or suburban origins.

In addition to its academic mission, the College of ACES has responsibility for University of Illinois Extension and the Illinois Agricultural Experiment Station. These subsidiaries provide a statewide presence for the University of Illinois and the College. Extension is a valuable asset for engagement by the University of Illinois with audiences that are crucial to the institution's learning, discovery, engagement, and economic development missions across many dimensions, and Extension is massively responding to the changing demographics of our state and our clientele in strategic areas of program delivery.

ACES Values...

- An environment that is student-friendly and conducive to learning and intellectual growth.
- Relevant, high-quality, and affordable educational services that instill the qualities of leadership and self-sufficiency in the lifelong learning process.
- An inclusive community that values and respects diversity in its students, faculty, and staff and in programs reflecting societal needs.

Academics

Challenges and Opportunities

The College of ACES regards access to a superior quality higher education as an important principle for students from the entire state of Illinois. In addition to the populations in metropolitan areas, the College of ACES views high potential students from downstate and rural districts to be an important pool of promising students and future leaders. Rural and urban communities experiencing profound demographic changes, especially growth of Hispanic populations, offer ACES a diverse source of human potential.

Competition is strong within and outside of the University for high-achieving and underrepresented students. ACES risks losing support from small communities in the state as a higher proportion of available undergraduate seats are taken by high performance students from metropolitan areas. Access to the College for a segment of high aptitude students from other states and nations is also important to provide a diverse undergraduate experience for all of ACES' students and to extend the reach of the College of ACES to global audiences. Competition for high achieving graduate students is also increasing internationally.

Tuition increases reduce our cost advantage and increase pressure to deliver high quality distinctive programs. Tuition increases may reduce accessibility of an ACES education to low to middle income students and non-residents. With rising tuition, more students are likely to enter community colleges, which enjoy strong local support. The College of ACES desires to make its transfer programs more visible and attractive to allow opportunities for lower income students to earn degrees from the University of Illinois at Urbana-Champaign.

The College of ACES can appeal to broader demographic segments of talented students by marketing programs attractively and changing perceptions of the College and by differentiating its undergraduate curricula as uniquely integrated and focused on interrelated aspects of agricultural, consumer and environmental sciences.

Goals

Enhance undergraduate recruitment.

Current status: Latent demand for specific ACES' curricula is evident among the population of potential transfer students. The College currently admits about 90-100 transfer students and enrolls about 75-90 transfers annually.

Five-year goal: The College of ACES intends to increase the number of undergraduate transfer students by at least 50% over the next five years, through expanded recruiting efforts, summer experiences for potential transfers, guaranteed transfer agreements, undergraduate enrollment in a Chicago-based horticulture program, and admission of international students.

Resources: Office of Academic Programs, academic departments

Focus efforts to strengthen recruiting of exceptional underrepresented, international, and domestic graduate students

Current status: Competition has intensified among ACES' peer institutions for underrepresented, international, and domestic graduate students. One current limitation is the ability to offer enough fellowship support to outstanding underrepresented students.

Five-year goal: Create at least eight new College fellowships, one per department/unit, for underrepresented international and domestic graduate students.

Resources: Participate aggressively in campus fellowship programs and build an endowment of at least \$3 million to increase the number of endowed fellowships offered each year in each department.

Inclusive Campus Community

Challenges and Opportunities

The racial and ethnic diversity of ACES' student population slightly lags the campus mean. In part, this is attributable to the composition of populations that the College has historically drawn from in recruiting students.

An important element of diversity that ACES contributes to the campus is the complement of rural and downstate students, even though ACES also recruits the majority of its students from metropolitan areas.

University of Illinois Extension has significantly diversified its staffing pattern, but more importantly is strategically serving a highly diverse set of audiences in Illinois with potential to significantly expand its reach, especially in metropolitan communities.

Goals

Develop plans for creating a more inclusive community and establish stretch goals for the diversification of faculty, staff, and students.

Current status: ACES has expressed its intent to expand faculty, staff, and student diversity and has programs addressing that intent, particularly for student recruitment and University of Illinois Extension.

Five-year goal: The College will work with the campus to develop an appropriate comprehensive plan for diversification of its faculty, staff, and students.

Resources: Existing faculty and staff time

Increase representation of African-American, Latina/o, and Native American faculty

Current status: ACES has 14% minority faculty representation by these groups among tenure-system faculty.

Five-year goal: Commensurate with the campus ambition of increasing by 2.4% the representation of underrepresented groups in the tenure-system faculty, ACES expects to add or replace at least one highly qualified faculty member per year from among these groups.

Resources: Use campus Target of Opportunity (TOP), Faculty Excellence, and other recruiting mechanisms, such as potential programs for faculty extension specialists.

Increase the representation of African-American, Latina/o, and Native American academic professionals

Current status: The College of ACES, considering the large number of academic professionals associated with University of Illinois Extension, is comparable to the campus mean.

Five-year goal: ACES will increase representation of these groups in the academic professional ranks commensurate with the campus ambition of increasing their representation by at least 2.5% over the five-year period.

Resources: Participate in campus programs that may be developed or can be extended to include academic professionals, such as Targets of Opportunity (TOP) and utilize other recruiting methods, particularly with respect to University of Illinois Extension.

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

Current status: Approximately 19% of ACES' tenured faculty members are female.

Five-year goal: Increase the number of female tenured faculty members by 21 in ACES or an average of three per department over a five-year period, with particular attention to sciences and engineering departments with low female representation.

Resources: Participate in campus programs and use other recruiting methods.

Enhance the Quality and Diversity of Undergraduate Students

Challenges and Opportunities

The undergraduate demographic of the College of ACES and its precursors has evolved significantly over time. The ratios of urban to rural representation and female to male gender have both increased markedly in recent decades. Underrepresented ethnic and linguistic populations in the College have increased gradually.

Opportunities exist for more deliberate shaping of the undergraduate population in the College of ACES. Strategies must be devised not only with respect to the environment on the campus, but also with an eye towards the changing demands in the marketplace for our graduates.

Specific Goals

Enhance the quality of our undergraduate students

Current status: Campus-wide, 50% of freshmen rank in the top 10% of their high school classes. The average high school rank for ACES' students is the 80th percentile, as compared to the 86th percentile for the average high school rank of students on campus.

Five-year goal: The campus goal is for 75% of freshmen to rank in the top 10% of their high school classes. The College of ACES will strive to close the perceived student quality gap with the campus. In

working toward the campus goal of enhanced quality, the institution needs students who demonstrate holistic academic and creative capabilities and have strong potential for leadership. ACES will continue to emphasize leadership and entrepreneurial potential, along with other life skills, in its student body. In its effort to increase the number of highly qualified students admitted, the College of ACES will not exclude students from rural areas and downstate, especially southern Illinois, who are a genuine fit for the programs offered, who add to the diversity of the campus, and who are vital to the agribusiness economic engine of the state.

Resources: A proportion of the additional campus scholarship resources (\$3 million annually) to augment scholarship programs within the college, e.g. Jonathon Baldwin Turner Scholarships, will help ACES recruit students of the highest quality, as measured by HSCR, ACT score, and other qualifying factors.

Increase the diversity of our undergraduate students

Current status: About 7% of ACES undergraduates come from specific underrepresented groups (American Indian, black, and Hispanic). About 15% of the total scholarship funding provided to ACES undergraduates is devoted to underrepresented student populations.

Five-year goal: 10% of undergraduates will come from underrepresented groups. In addition to substantially increased campus scholarships, ACES will increase endowment income for scholarships by 25%.

Resources: Campus and college scholarships, College and department recruiting efforts. The College plans to add a professional position in the Office of Academic Programs to focus on recruiting Latina/o students.

Increase merit aid necessary to recruit the most promising students

Current status: The College of ACES gives an average of about \$450 in merit aid per student annually.

Five-year goal: Compete for the \$3 million annually in campus scholarship and increase ACES scholarships by 50% from the current level of approximately \$1 million to \$1.5 million annually and to an average of about \$675 in annual merit aid per student.

Resources: Campus scholarship funds, development activity

Engage National and International Partners

Challenges and Opportunities

University of Illinois Extension is already present in Chicago and each of the counties in the Chicago metropolitan area. Moreover, the Plan for 21st Century Cook County Extension is currently being implemented based on new earmarked funding from the State of Illinois, which more than tripled the resource base for Cook County Extension.

Illinois is increasingly integrated with the rest of the world and global partnerships are essential for future success. A global emphasis is necessary for a diverse body of students, faculty, staff, and clientele, and ACES must continue to seek qualified aspirants from geographies such as Latin America, Africa, and Asia, as well as from Illinois and the United States.

Specific Goals

Identify and strengthen focused, visible, and sustained engagement efforts that address Chicago's most pressing societal problems

Current status: The Cook County Extension plan calls for significant program expansion in five areas: civic engagement and economic development, urban community health, urban environment and natural resources, community education for adults and youth, and education through mass media and technology. Forty-two new educational program positions and nine administrative positions have been established

under the plan. In addition, University of Illinois Extension is placing Extension professionals within strategic partnerships in the region.

Five-year goal: University of Illinois Extension will solidify and expand upon current momentum for engagement across a range of priority needs in the Chicago area, including the expansion of internship opportunities and an emphasis on workforce preparedness. The St. Charles Horticulture Research and Education Center will be expanded, and opportunities for additional educational programs will be explored.

Resources: Office of Extension and Outreach, University of Illinois Extension, Office of Research, academic departments, “green industry” partners

Refocus and invigorate our Chicago recruitment strategy

Current status: ACES has active Research Apprentice Programs (RAP I and RAP II) and Young Scholars Program (YSP) to bring minority students (including those from Chicago) to campus for one, two, or three summer experiences prior to enrollment as freshmen. Limited numbers of community college transfer students from the Chicago area are enrolled in ACES. In addition, the Department of Natural Resources and Environmental Sciences (NRES) has initiated an undergraduate degree completion program in cooperation with seven Chicago area community colleges.

Five-year goal: Expand the RAP I, RAP II, and YSP programs, in cooperation with the Chicago Agricultural High School and other high schools in Chicago. Evaluate the feasibility of a similar apprenticeship or internship program in food industry management. Help to establish two more specialized high schools focused on underserved populations. Increase the number of transfer students from Chicago to 20 per year by marketing our transfer programs in the Chicago area. Establish a sustainable NRES program to upper-class, part-time undergraduate students

Resources: Faculty and Deans’ time. For the NRES degree completion program, the Provost has committed two years of support, after which the program will be sustained by tuition recovery through the Office of Continuing Education.

Increase the number of international students at Illinois through innovative University-industry partnership agreements

Current status: ACES has few university-industry agreements for undergraduate education and none specifically for international students.

Five-year goal: Establish university-industry partnerships with three foreign universities and ACES’ corporate sponsors to recruit up to 20 international transfer students, who will also complete an internship experience with an ACES corporate partner.

Resources: Memoranda of understanding to be established with partners. Students recruited will pay tuition and fees as international undergraduates. ACES will compete for campus resources for international recruitment support.

Increase the number of international undergraduate students at Illinois

Current status: ACES enrolls 30-35 international undergraduate students each year. Growth in freshman enrollment is limited by the campus.

Five-year goal: Build the international undergraduate student population in ACES to at least 50 through targeted recruiting, persuading the campus to allow incremental growth in ACES’ freshman admissions in areas having sufficient capacity. Specifically develop a degree completion program with a peer institution in China.

Resources: Improve existing recruitment methods and leverage campus recruitment programs.