Table of Contents

Message from Chancellor Paula Allen-Meares 5
Introduction: Transforming UIC: Completing the Mosaic 7
Diversity Goals
Goal 1: Leadership and Responsibilities 13
Goal 2: Student, Faculty, and Staff Diversity 16
Goal 3: A Climate for Diversity and Equity 21
Goal 4: Less Stratification, Greater Expectation of Success For All 24
Goal 5: Community Engagement 27
Goal 6: Curriculum, Teaching, Scholarship and New Knowledge 30
Goal 7: A leader In Higher Education Diversity Innovation 33
Closing Comments by William Walden 36
Acknowledgements 37
Dear Members of Our Campus Community:

I am proud to present UIC’s Diversity Strategic Plan—A Mosaic for UIC Transformation—a statement of priorities, goals, and actions that will position diversity as fundamental to all campus activities. A Mosaic for UIC Transformation embraces our vision of a campus where each individual member through academic excellence realizes her or his full capacity for creativity, innovation, and service.

As the final phase of the three-year Diversity Strategic Thinking and Planning (DSTP) process, this plan embodies the work of many individuals deeply committed to its principles. It builds upon our current strategic initiatives and reaffirms the values articulated in Through the Lens of Diversity, the diversity strategic thinking document that preceded it.

The plan’s goals call for leadership, accountability and assessment. Several initiatives outlined in this plan have already been enacted. The Office of Diversity is now a permanent component of UIC’s administration, and we are conducting a search for a chief diversity administrator. A Cluster Hiring Initiative to build faculty diversity and interdisciplinary culture is underway. A dialogue seminar for first-year students will be piloted beginning in August 2012, and the Chancellor’s Lecture and Event Series, launched in 2011, continues to bring a diversity lecture to campus each year.

We owe gratitude to the Diversity Strategic Thinking and Planning Committee and the hundreds of colleagues from across the campus who shared in the work of this expansive initiative. I am confident that the plan and its many contributors will sustain our role as a national leader in diversity.

Paula Allen-Meares
Vice President of the University of Illinois
Chancellor of the University of Illinois at Chicago
John Corbally Presidential Professor
The UIC Diversity Strategic Plan marks a pivotal point in UIC’s history. It is designed to guide UIC toward achieving diversity and equity at all levels of our campus community and in all our activities. It consolidates the past work of the many who often toiled in isolation to advance principles of inclusion, access, and equity at UIC and the activities of each current student, staff member, and faculty member, all of whom share responsibility for realizing UIC’s vision of diversity.

A priority emerged from the University of Illinois strategic planning process (2006): “Develop UIC as the nation’s premier urban public research university.” The key to achieving this priority is providing universal access to excellence and success; this plan, then, lays out a program for both realizing the university’s priorities and achieving that access. It also reaffirms an assertion made in the report on UIC’s diversity thinking process, Through the Lens of Diversity: “Diversity is the essence of UIC’s character and reputation.” This plan recognizes that UIC, as the major public research university in the City of Chicago, has the unique role of fulfilling its mission of teaching, research, and service by embedding diversity in all these activities. Besides realizing the benefits of diversity to learning, creativity, and innovation, UIC also seeks to enact its transformative values in inquiry and discussion, residential and extracurricular living, public service, and institutional decision-making. This plan is significant and important to every member of the UIC community and to the public we serve.

A Mosaic for UIC Transformation calls upon the campus community to:

- Agree upon and work toward achieving a shared set of goals
- Coordinate our efforts and resources in order to achieve the goals
- Reinforce our focus on achieving our goals, yet be ready to adapt without sacrificing our core commitments
- Commit to diversity as a collective undertaking; not the work of a few, but the duty of all

The goals promulgated in A Mosaic for UIC Transformation permeate all aspects of the campus. This strategic plan reinforces and renews our commitment, highlights our successes, and ensures the sustainability of our strategy.
Diversity Defined

As we move ahead on this initiative, it is important to share a definition of diversity that conforms to our vision and mission. “Diversity” has many meanings. A Mosaic for UIC Transformation adopts a working definition that reflects UIC’s firm commitment to the broad-based and equitable representation by encompassing groups that have been historically under-represented, excluded, marginalized, or otherwise discriminated against in higher education. We borrow from the College of Education in defining diversity as the totality of the ways that people are similar and different, including race, ethnicity, class, gender, sexual orientation and identity, disability, national origin and citizenship status, age, language, culture, religion, and economic status, particularly when those similarities and differences are used as a basis for unfair advantage and inequity.

We acknowledge that all forms of difference do not have the same valence and that the mere occurrence of diversity in an institution is insufficient to achieve justice and equity. Therefore, UIC must seek to identify institutional and individual forms of bias, overt and more subtly embedded, that are based on similarities or differences among people.

We further acknowledge that similarities and differences may be used to mask the complexity of diversity: when one defines a group simply by gender or race, for example, it is a grave error to assume that all members of that group share every other possible characteristic. It is crucial to remember that there is diversity within groups of people as well as among groups of people. Identities such as gender and sexuality intersect with other identities such as race, ethnicity, disability, and class. Diversity calls upon us to break out of our silos and broaden our narrow perspectives by recognizing that, although we inhabit our own multiple identities, we may tend to overlook this richness in others.

UIC’s diversity must be wide-ranging in its concerns and activities and deeply pervasive in the campus climate it helps create. Equity, fairness, and ways in which an individual may feel valued or devalued at the university must be addressed; these are essential elements that affect environmental diversity, i.e., the diversity present in the climate in which we work and study.

While the pursuit of diversity at UIC follows a defined path established by law, it also can lead us to create new models as we advocate for equity, social action, and social justice. For example, A Mosaic for UIC Transformation speaks to economic status and access to excellence and success.

Adding socio-economic status to UIC’s diversity profile does not diminish the importance of race and ethnicity or any other aspect of human identity. Race, ethnicity, and other identities historically have intersected with socio-economic status and consequently affect both access and attainment of excellence and success. Thus, the inclusion of socio-economics enriches and helps complete our mosaic. A Mosaic for UIC Transformation assembles the many and varied components of diversity into a comprehensive, focused, campus-wide strategic whole.

Our Mosaic is the Work of Many

A Mosaic for UIC Transformation melds the decades-long efforts of committed yet frequently isolated staff and faculty who have worked to make UIC a truly public university with the more recent efforts of hundreds of individuals who over the past three years participated in dialogue and deliberation about diversity. This plan emerges from the work of committees, advisory and work groups, and campus leadership retreats, and from comments gathered at town hall meetings and through our website. Our careful process was instated not because UIC needed to adopt a radically new direction, but because UIC seeks to foster a culture that never ceases to explore, understand, and honor diversity and to integrate it into all our practices and processes.

A Mosaic for UIC Transformation developed through a two-stage process. The first stage was an institutional self-examination. This stage enabled a respectful sharing of independent views and questions in order to gain a more robust understanding of UIC’s content and identification with the issue of diversity. Our diversity strategic thinking process resulted in Through the Lens of Diversity, a document defining UIC’s core values, vision, and mission related to diversity. The diversity strategic thinking process established a solid platform for setting goals and developing an action plan to meet those goals.

In the second stage of our process, work groups and subcommittees identified goals, objectives, and activities for the campus. College and major administrative units formed similar teams to develop plans specific to themselves. At the university level, all three campuses participated in a climate survey and the campus chancellors have been charged with examining diversity among students and faculty. A Mosaic for UIC Transformation is intended to be read and considered with its companion documents, Through the Lens of Diversity, the college and major administrative unit diversity plans, and in light of University of Illinois diversity efforts. (All these documents are or will be available on the Office of Diversity website, http://www.uic.edu/depts/ssa/diversity/).

The Right Time for This Plan

Some may view a time of competing demands for diminishing resources as an inopportune environment for advancing A Mosaic for UIC Transformation. But the diversity thinking process, feedback, and the strategic planning process have uniformly concluded that there are both external and internal reasons for now being the right time.

First, it is always time to do what is right. Our ethics compel us to recognize the basic and universal human right of access to learning, excellence, and success in public higher education. A Mosaic for UIC Transformation is founded upon a belief in this right and accepts responsibility for its realization.

Second, diversity offers innumerable educational and civic benefits. Higher learning and knowledge creation are enhanced in a setting that encourages expression of diverse opinions and supports healthy debate. Diversity nurtures creativity and innovation, without which our institution cannot be attained or sustained. Society benefits from having a diverse population educated as leaders, professionals, artists, and problem-solvers who contribute to advancing the well-being of our urban and global community. These are but a few of the many benefits diversity yields when it becomes a fundamental part of higher education.

In the third place, although some insist that racism and sexism have come to an end and that the America of today is color- and gender-blind, particularly in public higher education, the need for vigilance remains. Unfortunately, during a period of competing demands, gaps in racial and gender equity widen in our society. This is therefore the right time to reaffirm, renew and clarify our commitment to offer access to excellence and success to those who historically have been denied full participation in higher education.

Fourth, recent federal and state funding reductions require public universities to clearly define their priorities as they deal with the many decisions that lie ahead. The on-going review and restructuring of administrative functions at the University of Illinois for the purpose of containing and reducing costs reminds us of the importance of defining priorities and the benefits to be derived from them. A deliberate plan outlining diversity priorities not only will reinforce the important work done by many offices on campus, but also will demonstrate that the rewards and benefits of diversity are shared by all members of the community. This plan also will ensure that our diversity efforts are focused on shared goals, that they are coordinated, that they are continually reviewed, and their outcomes measured. It will build a climate and structure hospitable to a culture committed to diversity. Above all, A Mosaic for UIC Transformation will advance both the university mission and our campus vision.

Clearly, the forecast of diminishing resources must not deter UIC from developing and implementing a diversity strategic plan. To the contrary, current circumstances point to this being the optimal time for an undertaking that we can support with our institutional will and shared commitment.

The Purpose of this Plan

A Mosaic for UIC Transformation incorporates and builds upon UIC strategic initiatives and related documents reaffirming established values and goals. A review of the 2005-2006 UIC Strategic Thinking and Planning Process and subsequent strategic actions uncovers recurring and consistent themes also evident in our recent diversity thinking and planning process. This congruency, neither impaired by the passage of time nor changes in leadership, demonstrates the stability of our institutional identity and values. A Mosaic for UIC Transformation embraces a vision of a more egalitarian society where a broadly diverse student population has access to a public research university in the well-founded expectation that academic excellence and success will be achieved.

Our campus vision became the starting point for formulating Vision and Mission Statements for A Mosaic for UIC Transformation. The Diversity Vision and Mission statements articulated below emphasize that as the premier urban public research university, UIC will be noted for its diversity achievements, particularly in the active engagement of our scholar- ship, service, and teaching with diverse cultures, identities, voices, and perspectives.

Diversity Vision

As the nation’s premier urban public research university, UIC will be known as an institution where neither difference nor disadvantage stands in the way of intellectual and professional ambition; where each individual member of its community realizes his or her full capacity for creativity, innovation and service; and where the promise of equal opportunity is a reality.
Diversity Mission
UIC will take advantage of and build upon its diversity to create, share, and apply knowledge that prepares people for citizenship in a changing global society. The diversity of the members of our campus community will be apparent and, moreover, UIC will be known as an institution of higher education where diversity is a cornerstone of intellectual achievement. As a truly diverse institution, UIC will engage citizens from all the communities of Chicago and all the many other communities that comprise the state which we serve.

Values
Foundational to the UIC Strategic Plan are core values identified as “so essential to UIC that they inform every element of individual and institutional practice.” They include: Knowledge, Openness, Access, Excellence, Collaboration and Caring.

With these values as foundational to our institutional culture, we further state our commitment to diversity, which must extend beyond policies and statements, to ensure our campus climate is such that all our community members feel welcomed and valued. The values articulated below and in the diversity strategic thinking report, Through the Lens of Diversity, emerged from UIC’s diversity strategic planning initiative as essential to a truly diverse university. Our values must be infused in every aspect of the work of the university.

Human Dignity
- UIC has a responsibility to help all our students, faculty, staff, alumni, and neighboring communities achieve the excellence to which they aspire.
- UIC has a responsibility to value the potential for excellence of each student, faculty, staff member, alumnus/a, and external community we serve.

Affirmative Action
- UIC has a responsibility to provide opportunities to those from groups that historically have been denied access to universities because of discrimination.
- UIC has a responsibility to encourage and enable meaningful participation by all who come to UIC to study, teach, create knowledge, and/or work.

Social Action
- UIC has a responsibility to provide education, health care, and leadership to our diverse internal and external communities.
- UIC has a responsibility to learn from the diverse communities in which the campus is embedded.

Social Justice
- UIC has a responsibility to help create an egalitarian society through education, knowledge-making, and employment practices.
- UIC has a responsibility to continually monitor the demographics and expressed needs and aspirations of our students, faculty, staff, alumni, and external communities so we can make educated and informed decisions about recruitment and services consistent with the campus’s commitment to broad and deep diversity.

Creating Knowledge
- UIC has a responsibility to use every available ethical approach to creating knowledge.
- UIC has a responsibility to create knowledge that serves our diverse off-campus communities.

Accountable Leadership
- UIC has a responsibility to create mechanisms that increase access to decision making and power to all groups that constitute the university.
- UIC has a responsibility to ensure that those in positions of decision making and power actively advance positive institutional transformation.

Trust
- UIC has a responsibility to promote a climate of trust based on respect for individual identities, shared values, and our shared vision for the university.
- UIC has a responsibility to create a safe climate that allows us to honestly and fearlessly discuss building and embracing a stronger, more diverse campus community.

Five-Year Goals for Campus, College, and Major Unit Plans
A Mosaic for UIC Transformation identifies seven goals formulated to integrate diversity into our university and campus missions. Each goal has two to five sub-goals or objectives that include activities intended to further the attainment of the goals. The plan will unfold over five years.

We acknowledge that during this five-year period, circumstances may require that some activities be refined or modified. In such cases, responsible flexibility allows for the adaptation of specific activities while still adhering to the intention of the goal and its supporting objectives.

Colleges and major administrative units will share leadership and responsibility for diversity commitments. While the Office for Diversity provides the campus framework for leadership, coordination, and institutional commitment, colleges and major administrative units will establish specific targets and implement actions appropriate to their varied settings. Therefore, A Mosaic for UIC Transformation is intended to be understood in conjunction with college and unit plans.

UIC’s Centers for Cultural Understanding and Social Change will come under the organizational umbrella of the Office of Diversity and participate in diversity implementation through the Vice Provost for Diversity and Senior Advisor to the Chancellor. Academic support programs with expertise in serving diverse populations will participate through their colleges or major unit officer. All campus offices including the cultural centers, academic support offices, Human Resources, and the Office for Access and Equity can serve as a special resource to colleges and units in formulating their plans. The Centers for Cultural Understanding and Social Change can facilitate exploring multiple dimensions of diversity across particular groups.

Five-Year Goals for Campus, College, and Major Unit Plans
A Mosaic for UIC Transformation identifies seven goals formulated to integrate diversity into our university and campus missions. Each goal has two to five sub-goals or objectives that include activities intended to further the attainment of the goals. The plan will unfold over five years.

We acknowledge that during this five-year period, circumstances may require that some activities be refined or modified. In such cases, responsible flexibility allows for the adaptation of specific activities while still adhering to the intention of the goal and its supporting objectives.

Colleges and major administrative units will share leadership and responsibility for diversity commitments. While the Office for Diversity provides the campus framework for leadership, coordination, and institutional commitment, colleges and major administrative units will establish specific targets and implement actions appropriate to their varied settings. Therefore, A Mosaic for UIC Transformation is intended to be understood in conjunction with college and unit plans.

UIC’s Centers for Cultural Understanding and Social Change will come under the organizational umbrella of the Office of Diversity and participate in diversity implementation through the Vice Provost for Diversity and Senior Advisor to the Chancellor. Academic support programs with expertise in serving diverse populations will participate through their colleges or major unit officer. All campus offices including the cultural centers, academic support offices, Human Resources, and the Office for Access and Equity can serve as a special resource to colleges and units in formulating their plans. The Centers for Cultural Understanding and Social Change can facilitate exploring multiple dimensions of diversity across particular groups.
UIC will create a structure that reflects its vision of diversity as a fundamental institutional value supported and realized through shared leadership and responsibility.

1.1 UIC will undertake a comprehensive inventory of diversity-related activities, programs, and services for the purpose of assessing and adopting an organizational model that enables coordination while promoting shared responsibility for achieving its diversity goals.

a. Information will be collected from all campus and college offices that perform services or functions intended to further diversity objectives. An inventory will include but not be limited to identifying functions, volume of activity, assessment methods, quality of outcomes achieved, staffing effort, and resources expended.

b. It is recommended that once information is collected, it be reviewed by a small group of external diversity experts in higher education for the purpose of providing guidance on models that will enable UIC to realize its vision for achieving access, excellence, and equity through diversity.

c. A select group of senior-level administrators as well as those faculty and professionals with expertise in diversity will identify any gaps in services that must be addressed in the new organizational model, consider and advise on an organizational model best suited to UIC’s needs, and develop a resource plan to support the diversity structure.

d. The progress of this review and its final outcome will be broadly disseminated to the campus.

e. An institutional diversity leader reporting to both the Provost and the Chancellor will be appointed and have the title Vice Provost for Diversity and Senior Advisor to the Chancellor (VPD-SAC) to direct a permanent office of diversity and be accorded authority, access, and resources to properly execute the duties assigned.

f. The Chancellor will define how the functions of the Office of Access and Equity and the Office of Diversity are coordinated and establish their respective reporting structure.

g. The diversity structure adopted by UIC will be assessed three years after it has been established. Thereafter, it will be subject to a five-year review process.

1.2 The campus institutional diversity leader (Vice Provost and Senior Advisor to the Chancellor, VPD-SAC) will be transparent in his/her and the Office of Diversity’s practices, intentional in priorities, and collaborative in sharing responsibility for diversity across campus and within colleges.
a. The VPD-SAC will be advised by a council comprising campus diversity experts, scholars, practitioners, and campus or college administrators. Known as the Diversity Advisory Council, it will meet regularly to assess progress and assist in identifying priorities.

b. Each college and VC unit will establish a diversity and equity committee. The chair of this committee will report directly to his or her respective Dean or Vice Chancellor. Among the committee’s tasks will be setting the college’s or unit’s annual diversity goals and monitoring progress toward meeting those goals. The chairs of these committees will meet regularly as the Campus Diversity Planning Council.

c. The VPD-SAC will guide and coordinate college and VC unit diversity planning efforts, ensuring conformance to UIC’s diversity goals and standards.

d. The VPD-SAC, in collaboration with each respective Dean or Vice Chancellor, will ensure the consistency of college and unit missions with campus goals on diversity, access, and excellence.

e. The VPD-SAC will engage and collaborate with colleges and units in vertical and horizontal development of their diversity initiatives.

f. The VPD-SAC will consult with numerous campus groups and offices to develop diversity benchmarks, indicators, and outcomes that will be used to assess the effectiveness of our activities and their impact on diversity. Part of this responsibility will require the VPD-SAC to explore ways to gather data not currently collected at UIC.

g. The VPD-SAC will ensure that the tracking of diversity objectives and of diversity’s impact is conducted in an effective and regular manner.

h. The VPD-SAC, in consultation with numerous campus groups and offices, will develop a “UIC Equity Scorecard” assessment tool to benchmark outcomes indicative of achieving equity across racial, ethnic, and gender groups.

i. The VPD-SAC will give an annual report to the Faculty Senate, Deans and other appropriate administrative entities on the status of diversity at UIC. The annual report also will be posted online.

Leadership and Responsibility

Without diminishing the importance of institutional, individual, or shared responsibility in fulfilling our commitment to diversity, it was nevertheless recognized by diversity strategic planners that the lack of a designated leader could result in a proliferation of uncoordinated and redundant efforts, or result in the inconsistent application of diversity values and goals when making key decisions. Without leadership, efforts to build a sustaining institutional culture could flounder. Furthermore, a skillful pilot is needed to stay our course through tempests of change. The VPD-SAC will be responsible for leading and evolving the Office of Diversity. Diversity efforts must be transparent and intentional, so the VPD-SAC must deliberately communicate to the campus community not only our diversity and equity priorities but also our resource plan for accomplishing them and plans for measuring and assessing progress toward those priorities. Diversity efforts will be intentional and purposeful if we acknowledge problem areas and find solutions.

Principles to be taken into account in defining a model for organizational structure focus on responsibility and leadership. Responsibility for diversity is perceived to reside on three levels, all of which should be actively involved in a new UIC diversity structure. This plan includes activities that will occur on all levels of responsibility, which are:

- **Institutional Responsibility:** implements policies, practices, and procedures that further campus diversity goals; accepts and reinforces accountability in leadership.

- **Individual Responsibility:** essential to creating a culture in which all members of the UIC community understand, accept, and exercise their responsibilities for diversity and equity. In the words of Through the Lens of Diversity, “Making diversity fundamental to our core mission is everyone’s responsibility.”

- **Shared Responsibility:** functions at various levels of campus populations, as colleges, and VC units work with the VPD-SAC to develop targets and programs; the VPD-SAC is advised by and regularly consults with deans, vice chancellors, a council, and various campus groups, including practitioners and diversity experts.

To be truly transformative, shared responsibility for diversity cannot be hierarchical and dependent upon higher authority. It must occur at all levels of operation, be engaged, and undertaken by all levels of faculty, staff, students, and administrators. Diversity cuts across disciplines, departments, functions, and administrative units. It transforms practitioners into leaders, increasing the sustainability of diversity priorities despite any change in university, campus, or diversity leadership.
University of Illinois at Chicago  Diversity Strategic Planning

A Mosaic for UIC Transformation

Goal 2

UIC will recruit and promote the success of diverse student, faculty, and staff populations.

2.1 UIC will adopt practices that enable diversity to be planned and assessed for impact across and inclusive of all campus constituencies. To advance toward this goal, UIC will develop systems, benchmarks, and evaluation tools to assess progress and shortcomings in our efforts to recruit, retain, and successfully advance faculty, staff, and student populations.

a. UIC will annually collect data on the diversity of faculty, students, and staff in the colleges and VC units — including data on retention, degrees earned, new hires, and promotions — disaggregated by race, ethnicity, and gender. For students, economic status information also will be collected.

b. The VPD-SAC will coordinate each college’s and VC unit’s review of its diversity profile and assess how it aligns with UIC’s diversity vision and priorities.

c. UIC will gather data to purposefully assess efforts to enhance diversity outcomes.

d. UIC will identify gaps in data collection and potential solutions to gaps.

e. UIC will use the “UIC Equity Scorecard” to assess the quality of outcomes for our students, faculties, and staffs.

f. Physical access to learning and cultural buildings and other environments will be accorded a level of assessment comparable to admissions and graduation rates for under-represented students.

g. UIC will implement principles of universal design in new construction.

2.2 UIC will ensure a diverse student population, at all levels of study, will have access to admission and support for achievement and success.

a. All colleges will ensure a diverse student population, particularly including applicants from groups historically lacking access to higher education, by developing holistic application review processes that replace non-predictive barriers to access with a panel of reliably predictive indicators of academic success.

b. Colleges will track and report on the level of success of individuals from groups that traditionally have had unequal access to their programs, with particular emphasis on first-year enrollment, retention, and graduation.

c. UIC will review and consider redesigning undergraduate admissions recruitment programs with the aim of recruiting a diverse student population, and particularly applicants from groups historically lacking access to higher education.

d. UIC will create a diverse student ambassador group reflecting the academic excellence of UIC. These ambassadors will meet with high school students to discuss academic opportunities and student life at UIC.

e. UIC will increase its offerings of realistic and quintessential university experiences for both visiting applicants and commuter students.

f. Colleges and departments will encourage faculty to identify, nurture, encourage, and mentor a diversity of students to prepare them for graduate school and academic careers.

g. The VPD-SAC in consultation with the colleges and the Diversity Advisory Council will evaluate the extent to which undergraduate and graduate programs meet their diversity goals.

h. UIC will increase the number and variety of residential learning centers to maximize success of potentially at-risk students.

i. UIC will ensure rigorous student advising standards are clearly defined and consistently practiced in colleges and support programs.

j. UIC will strengthen its Chicago Public Schools partnerships to improve recruitment of CPS students and prepare them for success in higher education.

k. UIC will collect annual outcomes data from campus academic support services to be used in systematic five-year review processes.

l. UIC will develop a five-year plan to eliminate the achievement and graduation gaps among our diverse student population. Summer College will be further developed and supported to help shrink the preparation gap. Programs modeled on efforts such as the President’s Award Program (PAP), Assuring STEM Credential Expansion Through Nurturing Diversity (ASCEND), and Illinois Louis Stokes Alliance for Minority Participation (ILSAMP) will be supported as effective approaches to eliminating performance gaps. Similar programs with similar goals will be emphasized or developed at the graduate and professional school levels.

m. Within seven years, UIC will achieve a first-year retention rate of 85 percent among undergraduates, and a six-year graduation rate of 65 percent.

Our measure of success is not the test scores of those we admit but the accomplishments and the quality of those we graduate.

— 2010 Strategic Thinking Report

2.3 UIC will increase diversity among its faculty.

a. UIC will augment standards for reviewing the diversity of candidate pools before interviews are conducted.

b. UIC will require all faculty search committees to undergo training that will help them avoid behaviors, attitudes, and practices that perpetuate bias in the search and selection process. Colleges will require the same training of all academic unit heads and chairs.

c. UIC will develop and promote mentoring initiatives for faculty and staff through a Center for Mentoring Excellence.

d. UIC will examine successes and limitations of initiatives intended to increase the number of under-represented new faculty, such as the under-represented Faculty Recruitment Program (UFRP), with the purpose of amending the programs and enhancing incentives.

e. UIC will establish a mechanism to increase faculty diversity in focused areas of excellence that align UIC’s academic and diversity missions through cluster hiring strategies. Such strategies will be proposed by departments and colleges and reviewed by a panel comprising experts in the related disciplines and in diversity. Funds for this program will be allocated annually for five years.

f. Colleges and departments will make a special effort to evaluate retention of faculty hired with financial support with the goal of offering incentives for improved retention and advancement.

g. Colleges will develop and implement strategies for hiring and retaining under-represented faculty in departments with zero or severe under-representation.

h. UIC will explicitly recognize the value of community-engaged scholarship in the promotion and tenure process by developing and incorporating standards for reviewing such scholarship.
2.4 UIC will increase diversity at all levels of its administrative, professional, and support staffs.

a. Each college and VC unit will review administrative and staff positions by responsibility and salary level to ensure equitable distribution and opportunities for advancement. Concentrations of race or gender group at any level will be given special consideration for action.

b. UIC will promote awareness of and participation in existing career development opportunities for staff, particularly the Life-Long Educational Advancement Program (LLEAP).

c. Human Resources will more widely circulate information about the Life-Long Educational Advancement Program (LLEAP). A description and statement of benefits of LLEAP will become part of all development and training opportunities, and will be included in all new employee orientation materials.

d. Any position opening within a department or college will be announced individually and publicly within the department or college.

e. Annual employee evaluations will include a section on development opportunities or support sought by staff members, and opportunities or support granted.

f. UIC will develop metrics for assessing the effectiveness of employee development efforts, and the distribution of advancement in career tracks and salary increases in order to gauge diversity and equity among professional and support staff. These metrics will be used to develop content for the “Equity Scorecard.”

g. Climate assessment will include identification of staff equity issues.

h. UIC will conduct employee focus groups on equity and diversity with the goal of developing equitable policies and programs for academic professional staff.

Student, Faculty, and Staff Diversity

A review of previous UIC efforts to achieve diversity reveals a focus on compositional diversity, referring to numerical and proportional representation of various groups on campus: there has been an emphasis on assessing who is here, where they are, and how we compare to similar institutions. An unintended consequence of this perspective has been a focus on recruitment. We have attended to helping under-represented groups in through the front door while taking our eyes off the back door. A Mosaic for UIC Transformation reaches far beyond compositional diversity.

It is not simply a question of whom we admit as students or hire as faculty and staff (issues of access), but also how we respond to the diversity that each member of the UIC community brings (issues of excellence) and whether those we admit or employ attain their aspirations (issues of success). In regard to students, A Mosaic for UIC Transformation views access, excellence, and success as intertwined, not as separate outcomes but as a single, complex outcome. The consequence of this fundamental idea will be the signature of UIC.

Ensuring a diverse population of researchers requires that the campus recruit faculty on a holistic basis, valuing personal history, collegiality, scholarship, as well as expertise in a narrowly defined area of research. Tenure must recognize all forms of research — basic, translational, applied, and engaged.

— Through the Lens of Diversity

This new focus on success of our students should not be interpreted as a shift in UIC’s commitment to recruit and admit under-represented students to all levels of its academic offerings. In fact, this plan includes activities intended to enhance recruitment and admission of a diverse student body. It also expands diversity to include income-level, Chicago Public High School graduates, and groups that traditionally have had unequal access to particular programs within colleges and in higher education. Enrolling and graduating a “critical mass” of diverse students does matter. UIC recognizes that as representational diversity increases, students are more likely to be engaged both in the classroom and in social settings, thus ultimately contributing to the retention and graduation of all students.

Student and faculty diversity are interdependent. A diverse student body can influence decisions about which courses are taught and how they are taught. And the presence of faculty who have an interest in incorporating the perspectives and knowledge of under-represented racial, ethnic and other groups can expose students to diverse viewpoints and expand ideas about scholarship, making higher education more inclusive.

The benefit of a research university is that it creates knowledge through its research and disseminates knowledge through its teaching and scholarship. UIC is one of the few fully comprehensive, urban public research universities in the U.S. with a medical center. This unique situation, coupled with diversity, puts us in an exceptional position to maximize our potential for discovery and innovation in our diverse urban setting.

Aggressive recruitment of faculty will be complemented with new initiatives, such as the Chancellor’s Diversity Cluster Hire Initiative. This initiative promotes hiring and retention of a diverse faculty with an eye toward a more interdisciplinary culture.

In addition to UIC being a place of learning and knowledge creation, we cannot lose sight of the fact that it is a workplace, employing approximately 10,750 non-faculty staff who work with students, patients, faculty, administrators, and members of constituent communities. They perform non-teaching functions in health care, public service, communications, and at all levels of administration; they may be technicians, counselors, advisors, building service workers, or scientific researchers; they are the public face of UIC. Our responsibilities to our staff are no less than they are to our students and faculty; we must create an environment in which they can thrive and succeed, one where their aspirations can be attained.

UIC Diversity Strategic Plan | 19
UIC will have a climate of diversity and equity in which individual students, faculty, and staff feel welcomed in their identities, valued for their contributions, and feel their identities can be openly expressed wherever they live, work, and study.

3.1. The campus climate will be assessed and evaluated for improvements in diversity and equity.
   a. UIC will commission periodic campus climate quality surveys among faculty, staff, and students. In the interest of transparency, the survey results will be published.
   b. The VPD-SAC, in consultation with the Diversity Advisory Council, will analyze the survey results and apply the analysis to identifying programs and activities that positively or negatively impact campus climate.
   c. The VPD-SAC, in consultation with the Diversity Advisory Council, will develop metrics for monitoring improvement in campus climate and report progress.
   d. Each iteration of the climate survey will measure aspects of accessibility for people with disabilities.

3.2. UIC will offer living and lifelong learning environments that promote understanding and appreciation of identities.
   a. UIC’s commitment to creating and sustaining living and lifelong learning environments that foster inter-group and inter-personal dialogue, understanding, and appreciation extends to faculty, staff, and students. Such environments will be congenial and open to all: those who support UIC’s vision of diversity as well as those who do not completely accept that vision.
   b. UIC will offer faculty, staff, and students opportunities beyond initial orientation sessions to talk about difference, bias, power, privilege, and climate.
   c. Colleges, departments, and academic programs will work with faculty to develop pedagogical flexibility that embraces a range of teaching and learning methods and styles.
   d. UIC will assess language and cultural barriers to learning, teaching, and working and develop ways to erode barriers.
   e. UIC will identify physical and systemic barriers in all areas of campus operations, including accessibility, safety, scheduling, transportation, and others that have a negative impact on inter-relations and performance and openly discuss and resolve issues and concerns.
   f. UIC will enlist alumni and donors to participate in, contribute to, and support these efforts.
3.3 UIC will build a vibrant climate by promoting collaboration and communication in a range of environments.

a. UIC will develop an interactive campus database of and for members of the UIC community who have an interest in or are active in working for social change and social justice.

b. UIC will offer online networking opportunities to those involved or interested in a particular scholarly endeavor.

c. UIC will explore and implement ways to market outings, travel experiences, volunteer activities, and immersion experiences that involve members of more than one constituency group — e.g., groups including faculty, staff, students, and alumni — particularly in activities such as Study Abroad and Alternative Spring Break.

d. UIC will integrate conversations about student diversity into first-year student courses and activities such as Inter-group Dialogue, UIC Experience, and freshman seminars.

A Congenial Climate for Diversity and Equity

Just as UIC is framed by historical, economic, social, political, and demographic circumstances so are the students, faculty, and staff members comprising our campus community. Each member of our community brings to campus these often-internalized circumstances, whether they are advantages or disadvantages.

Many are attracted to UIC by its diversity, but simple exposure to difference cannot transform our campus into a thriving community that values difference. Everyone at UIC must consciously and deliberately work to create an environment that welcomes varied identities if we are to create a community distinguished by principles and practices of diversity, equity, and social justice. Goal 3 focuses on our interactions with, and understandings of each other, both of which are needed if we are to fully appreciate the contributions of others. The ultimate goal of creating a climate of diversity and equity is not to make everybody feel good about him- or herself. Rather, the goal is to build a culture in which individuals are poised for the pursuit of excellence and offered many and varied opportunities to achieve it.

We must begin by knowing our campus climate as it truly is. UIC will assess the climate experienced by its staff, students, and faculty by means of a periodically reiterated survey. When we identify shortcomings, we will design solutions. Climate surveys will make a special point of considering accessibility issues that impact equal participation in and enjoyment of campus life by all individuals, including those with disabilities. UIC will strive to implement principles of universal design in physical planning of space and facilities.

On-campus town hall meetings and website feedback identified the need and demand for an environment that enables each individual member of the UIC community to feel comfortable in his or her own identity or identities. When we are comfortable and confident about ourselves, we more easily recognize and understand the value of others and contribute to a climate that produces and rewards success. Goal 3 asks us to break out of our comfort zones of race, religion, language, gender, sexual orientation, disability, and economic class and interact across campus constituencies, i.e., faculty, staff members, and students. Goal 3 acknowledges the need to break through the artificial barriers that limit our understandings and interactions within the UIC community.

UIC will promote a climate of collaboration, lifelong learning, and offer opportunities to experience a range of environments. Observing and experiencing difference, talking about difference, and working together in the face of difference are necessary in a community that respects, values, and honors difference.

This goal is intended to complement other Diversity Strategic Plan goals. It is particularly closely related to Goal 4 and should be read in light of the aspects of climate addressed in that goal.
Goal 4

By reducing social stratification, UIC will provide more students and employees access to excellence. UIC will expect and support the success of everyone in the UIC community, regardless of his or her background.

4.1 UIC will promote understanding and engagement among campus community members who differ in socio-economic status. We will capitalize on the everyday intersections between and among people with different levels of education and income.
   a. Each college’s and campus unit’s diversity plan will address issues of socio-economic stratification and interaction.
   b. UIC will ensure vertical and horizontal input and interchange at appropriate stages in the diversity decision-making process.
   c. UIC will celebrate achievement by sponsoring events involving multiple employee groups — including faculty — and students.
   d. UIC will give special attention to and address class-based communication barriers among faculty, staff, and students, especially as these barriers affect the learning environment.

4.2 UIC will identify and eliminate socio-economic barriers to the recruitment and admission of students. When socio-economic status puts a student at risk, UIC will define and address the student’s need for support so as to provide that student the opportunity to succeed at UIC.
   a. UIC will encourage affiliations between colleges, departments, and academic programs and high schools that align with the diverse social class profile of our institutional mission.
   b. UIC will strive to make early financial aid decisions to ensure the recruitment of students who otherwise would find it extremely difficult or impossible to afford their educations.
   c. UIC will support and promote tuition-free summer “bridge” programs for new first-year students and offer at-risk students intensive first-year mentoring with the aim of closing the gap between recruitment and graduation.
   d. VPD-SAC, in collaboration with the Diversity Advisory Council, will develop metrics for assessing UIC’s progress toward dissolving socio-economic obstacles to access, excellence, and success, and make recommendations for overcoming the identified obstacles.

Less Stratification, Greater Expectation of Success for All

Americans take pride in claiming to be a diverse nation, but often fail to acknowledge that we are a country comprising many homogenous communities, and that our communities are stratified along socio-economic lines. Socio-economic stratification frequently is exacerbated by the effects of racism, latent and overt, and other isolating practices, such as limiting accessibility for persons with disabilities. The ill effects of class stratification can be demoralizing. Class prejudice and stratification perpetuate a culture of fear, reinforce stereotypes, generate mistrust and resentment, and foment disrespect.

For many who come to UIC, as new students or new employees, UIC may be their first step out of an insular world that offered limited or even no interaction with people of socio-economic classes other than their own. UIC’s diversity frequently is cited as one of the factors that drew many of us to UIC; but patterns of social class representation existing in our imaginations make it easy to fall into the very same class-restricted interactions that we thought we had left behind. To reach across class barriers requires a conscious effort.

If we are intentional about diversity then we need to be intentional about providing places [and opportunities] to build relationships.

We must recognize that each person in a diverse community brings to campus his or her own strengths and biases. As we capitalize on the strengths, we also must find ways to recognize how and when biases work at cross-purposes to our mission and develop best practices for all members to come to terms with their personal biases.

Through the Lens of Diversity

Interaction across social classes is key to the notion of “public” in “public higher education,” as part of the mission is to prepare all citizens for the responsibilities of living in a democracy. We are accustomed to hearing the meaning of “public” when discussing tuition and fees, or in considering whether institutional policies, practices, and activities take into account others who may not be part of the “mainstream population base.” Socio-economic class rarely emerges when considering what “public” means for faculty and staff at the university. Faculty may have some opportunity to relate to those of different faculty status and sometimes participate in shared governance. But frequently even faculty-to-faculty relations are stratified by rank. Other stratifications are apparent: faculty and staff; staff and students; students and employees; and sometimes between and among people with different levels of education and income.

One last word about the significance of stratification, because diversity is meaningful in its specificity: This goal reinforces the need to explore the differences within groups. No group comprises people from only one socio-economic stratum, nor are all persons with disabilities, all Asians, all whites, all Muslims, or all gays exactly alike. Our responsibility is to know and understand the differences within each group.
UIC will engage diverse communities within Chicago and other great cities as partners and intellectual resources.

5.1 UIC will expand the Great Cities Institute (GCI) to include a Great Communities Initiative.
   a. UIC will proactively seek and develop collaborative, reciprocal partnerships with community leaders and organizations.
   b. UIC will regularly sponsor tours and visits to community sites, with students as co-guides.
   c. UIC will invite communities to use and enjoy UIC’s public and cultural spaces.
   d. UIC will assist community-based, not-for-profit organizations through, e.g., capacity-building, technical assistance, and resource coordination.
   e. UIC will provide forums to hear and learn from off-campus community members about their communities strengths, resources, problems, and needs and then collaboratively explore practical solutions to capitalize on community strengths and resources to solve problems and address needs.

5.2 UIC will recognize diverse communities within Chicago and other great cities as learning and training resources for our students, faculty, and staff.
   a. All departments and academic programs will offer community-engaged research opportunities or other community-based learning opportunities. Outcomes must have reciprocal benefits.
   b. UIC will provide meaningful opportunities for academic units to share community-centered scholarship and ideas.
   c. UIC will centralize the tracking and dissemination of community-based research and grant opportunities.
   d. UIC will require community-based research projects to incorporate plans to connect to and address the knowledge needs of participating communities and community organizations. Such plans must be articulated in project descriptions and include methods for evaluating community-centered outcomes.
We seek to be a leading research university and a great urban institution, taking advantage of the opportunities and needs, presented to and by the State of Illinois and the City of Chicago. We believe that for this commitment to be meaningful in the 21st century, it must be both local and global, a commitment not only to Chicago but to all “Great Cities” — the physical, social, cultural, and intellectual communities that characterize our modern world.

— 2010 Strategic Thinking

Community Engagement

This goal positions community engagement as a form of learning intended to benefit both off-campus and campus communities. While students and faculty tap the knowledge resident in diverse external communities, they also have the responsibility to help develop and support these communities as they advance on their chosen paths. Meaningful engaged scholarship must be a genuine partnership drawing upon the assets of each participant in order to produce sustained benefits for all.

UIC is one of the few comprehensive, urban public research universities with a major medical center. The 2012 white papers prepared by the Vice Chancellor for Research Advisory Councils exemplify the significance of UIC’s uniqueness, as does the campus’s history of and commitment to community engagement, local and global.

According to the VCR Advisory Councils, one way UIC’s excellence can advance is through true community-engaged research that brings diverse voices and perspectives into the research process. For example:

Translational Research, Team-Based Science and Inter-Professional Collaboration

“The University of Illinois at Chicago, with its well established programs across the health sciences, computation, and bioengineering spectrums, and a rich history of community engagement is ideally situated to seize ...emerging opportunities [in translational research, team-based science and inter-professional collaboration]” (Summary Statement of the Vice Chancellor for Research Advisory Councils’ white papers, uic.edu/depts/ovcr/research/councils/index.html)

Community Disparities

“Community engagement is a centerpiece of UIC’s urban mission and the university has achieved national prominence in several research areas pertaining to community disparities. Areas of excellence reflect mutually beneficial collaborations in a variety of community settings...and with diverse university-community partners. In general, efforts to encourage synergies between the research, the educational, and the clinical services mission is crucial, and prioritized research efforts should involve a dynamic interplay between these areas.” (Summary Statement of the Vice Chancellor for Research Advisory Councils’ white papers, 2012, http://tigger.uic.edu/depts/ovcr/research/councils/index.html) Specific areas targeted by the Advisory Council for Community Disparities for resource allocation are: immigration; career pathways for underserved communities; transformative inter-disciplinary urban education; violence prevention and treatment, and health disparities.

Urban Resilience and the Global Environment

This area addresses issues connected to the “just city,” which poses the question of for whom cities should be designed, who should benefit, and who should bear the costs of urban growth and change. Among other issues, this area includes immigration, socio-economic change and urban policy; and political and fiscal capacity for achieving urban resilience.
At UIC, disciplines will draw on diverse perspectives to challenge traditional, established values that determine and direct curricular content, teaching methods, knowledge-making, and scholarship.

6.1 UIC will rely on diversity principles and values to expand conceptual frameworks of knowledge and scholarship in every discipline.
   a. Colleges will build diverse voices and perspectives into the required curriculum.
   b. Departments and academic programs will incorporate consideration of diverse voices and perspectives into all General Education courses.
   c. UIC will require entering students to learn about bias and living with difference.
   d. Departments and academic programs will develop workshops to connect and engage faculty, and introduce them to new teaching methods, such as complementing classroom-based learning with community-based learning.
   e. UIC will establish an instructional diversity center.
   f. UIC will create a web-based interactional database of diversity scholarship.
   g. UIC will compile an interactive database of diversity resources.
   h. UIC will sponsor a competitive award open to all disciplines for research on diversity that is aimed at expanding the conceptual framework of knowledge and scholarship.

6.2 At UIC, all disciplines will explore the societal dimensions and consequences for diversity of their practices and knowledge-making.
   a. Academic program reviews will include criteria linking diversity with learning outcomes in every major.
   b. UIC will offer a multidisciplinary specialized field of study in diversity.
   c. Departments and academic programs will offer credit hours for capstone courses or internships in which students partner with community organizations in diversity-related projects.
UIC will be a leader in higher education through application and dissemination of knowledge gained from experience, scholarship, and innovative approaches to diversity.

7.1 UIC faculty, staff, students, and alumni will be recognized and promoted as individuals achieving excellence through practicing the ethics of diversity in their various living, learning, teaching and working environments.

a. UIC’s signature public image will include diversity as a distinguishing strength of our academic mission.
b. UIC will highlight accomplishments in all aspects of our diversity activities by working with various news media.
c. UIC will actively communicate with alumni and community constituencies about the congruence of diversity accomplishments with excellence and success at UIC.
d. UIC will create and promote a centralized speakers bureau and file of expert sources so knowledgeable UIC diversity leaders can speak directly to the media and community groups.
e. Colleges, departments, and academic programs will encourage members of the UIC community who work on diversity to contribute works of scholarship, innovation, and good practices to diversity media and journals such as Diversity in Higher Education.
f. The VPD-SAC will develop a website devoted to diversity at UIC.
g. UIC will actively involve alumni and donors by inviting their participation in furthering the goals of this plan.

7.2 UIC will widely share its accomplishments in diversity scholarship, and its innovative programs and experiences that foster diversity.

a. UIC will use available technologies to encourage informal internal communication about improving diversity approaches and outcomes at UIC.
b. UIC will facilitate interaction and collaboration among researchers and practitioners of diversity.
c. UIC will provide competitive awards for departments, individuals, and units to encourage recruiting, retention, teaching, research, and travel that advance excellence in diversity.
d. The VPD-SAC will publish a newsletter highlighting diversity work at UIC.
7.3 Access to excellence and success through inclusion and diversity will be evident in UIC’s internal and external marketing and communication vehicles.

a. UIC will ensure that historically under-represented individuals are represented in campus marketing materials.

b. UIC will launch a campaign to showcase UIC’s diversity to the community.

c. UIC will develop and execute a marketing strategy, including a range of materials, to support aggressive recruitment of diverse student, faculty and staff populations.

A Leader in Higher Education Diversity Innovation

Unquestionably, the ultimate goal of transformative diversity is to make our campus a place where UIC’s commitment to equity, diversity, and social justice are evident: in our institutional policies and programs; in our equitable and transparent practices; in our welcoming climate where all feel they can thrive; in our engagement with the community; and most important, in the daily lives of every student, faculty, or staff member. UIC will be looked to as a model of diversity innovation and it should be prepared to share its successes and benefits with a wide audience.

As UIC assumes a leadership role in the field of diversity in higher education, the central office will need to report on the impact of diversity on our campus, assume a role in leadership on a national level, and influence public policy as it relates to educational systems.

— Through the Lens of Diversity

But we must recognize, as Goal 7 reflects, that communicating the benefits of diversity and the continued evolution of diversity at UIC cannot be the function of just one office. Our diversity communication plan includes easy access to UIC’s diversity scholars, and calls for the active engagement of alumni, donors, and community or civic partners in highlighting UIC’s diversity accomplishments. Through the news media and diversity publications, UIC will share our diversity breakthroughs and project an image of diversity at UIC.

A Mosaic for UIC Transformation reminds us that UIC must continually market diversity internally by providing tools for collaborative research among diversity scholars and by rewarding diversity research. We must continue the development of diversity by bringing diversity scholars to campus and by sharing diversity strategies. Successful techniques for teaching in diverse classrooms will be shared with interested colleagues. Internal marketing of diversity innovations and successes also will illustrate the qualitative contributions of diversity while de-emphasizing diversity in numbers alone.
Transformation

It challenges us to redefine the role, work, and culture of public research universities in the next century.

William Walden
Special Assistant to the Provost for Diversity
Professor, Microbiology and Immunology
Co-Chair, Diversity Strategic Thinking and Planning Process

Closing Comments

Dear Members of Our Campus Community:

The publication of A Mosaic for UIC Transformation brings UIC to an important point in its development as the nation’s premier urban, public research university. UIC has long been recognized for the diversity of its student body, and our faculty and staff diversity is notable among our peer institutions. As we worked towards the development of a UIC diversity plan, a common theme was that those who study, teach, do research and provide service must gain benefit from diversity in ways that go beyond being exposed to differences in identity, experience, perspective and ways of thinking. A Mosaic for UIC Transformation challenges us to work towards a UIC in which diversity is not simply a question of who is here. It challenges UIC to become a university where diversity is core to every decision, activity, and outcome associated with learning, scholarship, service, and our interaction with external communities and partners. It challenges us to redefine the role, work, and culture of public research universities in the next century.

A Mosaic for UIC Transformation has been several years in development and is the product of a process that engaged the campus broadly and deeply. Traditionally, plans such as this one are generated by a small group selected by campus leadership to give direction to campus efforts. In fact, UIC could have produced a diversity planning document five years ago. However, such a top-down plan would lack the broad campus participation in and contributions to the preparation of A Mosaic for UIC Transformation.

This is the campus’ plan, developed from the insight and experiences of many whose reflections are captured in the plan’s companion document Through the Lens of Diversity. More importantly, this plan is being presented to a different university than the UIC that existed when the planning process began. UIC has been transformed by the diversity strategic thinking and planning process itself — an intended consequence of the process. As a result, UIC is better prepared to face the challenges and opportunities articulated within this diversity strategic plan.

As we implement the elements of this plan — and much has already begun — it is important for us to be vigilant in assessing the impact of our actions and be mindful of the change in UIC that will result. Programs and policies that may be crucial today may become obsolete as a result of the activities articulated in A Mosaic for UIC Transformation. We must be flexible and agile in responding to both an ever-evolving campus and society. Ultimately, UIC will lead the way towards redefining the public research university of the next century by being steadfast in our commitment to make diversity fundamental to the excellence of our education, scholarship, service, and engagement with our communities. Making this commitment real and permanent for UIC has been the principal goal of our diversity strategic thinking and planning initiative. I look forward to the realization of this goal through our efforts over the coming years.

William Walden
Special Assistant to the Provost for Diversity
Professor, Microbiology and Immunology
Co-Chair, Diversity Strategic Thinking and Planning Process

Acknowledgements

Hundreds of UIC students, faculty and staff contributed to campus conversations about diversity resulting in the university’s Diversity Strategic Plan. The following individuals are given special recognition for their efforts in conceiving, writing and finalizing A Mosaic for UIC Transformation.

DSP Committee & Staff

Co-Chairpersons:

Lor Kaufman
Vice Chancellor for Academic Affairs and Provost
Professor, Biological Sciences
Advance Professor, Bioengineering
Former Vice Provost for Planning and Programs

William Walden
Special Assistant to the Provost for Diversity
Professor, Microbiology and Immunology

Members and Staff:

Linda Landis Andrews
Lecture, English

Fabricio Balcazar
Director, Center for Capacity Building for Minorities with Disabilities Research
Professor, Disability and Human Development

Caryn Billa
Director, Office for Access and Equity

Cynthia [Cec] Boyd
Director, Neighborhoods Initiative
Director, Health City Collaborative
Clinical Associate Professor,
College of Nursing and School of Public Health

Kamilla Chandia
Undergraduate Student
Psychology and Honors College

Diane Chin
Executive Editor, Diversity Strategic Plan
Associate Director,
Chicago Civic Leadership Certificate Program

Ralph Cintron
Associate Professor, English and Latin American and Latino Studies

Barbara Coats
Director of Field Instruction
Community Programs Director
Clinical Assistant Professor
Jane Adams College of Social Work

Linda Deanna
Associate Vice Chancellor for Student Affairs
Dean of Students

Matthew Gaynor
Associate Dean for Faculty Affairs, College of Architecture & the Arts
Associate Professor, Graphic Design

Patricia Gill
Contributing Editor, Diversity Strategic Plan
Associate Vice Provost for Planning and Programs

Jorge Girotti
Associate Dean and Director, Special Curricular Programs
College of Medicine
Director, Medical College Admissions
Director, Hispanic Center for Excellence

Rebecca Gordon
Director, Women’s Resource and Leadership Center

Deborah (Deb) Happ
Undergraduate Student
Sociology

La Donna Hudson
Director for Human Resources,
Office of the Vice Chancellor for Administrative Services

Patricia Imman
Associate Director, Office of Degree Progress

Janet Media
Executive Associate Dean, College of Education
Former Executive Associate Dean, Honors College

Juan Martinez
Graduate Student
Sociology

Kim Morris Lee
Director of Organizational Effectiveness, UIC Human Resources

Soheil Murad
Professor and Head, Chemical Engineering

Cheryl Nakata
Professor and Head, Managerial Studies

Members and Staff:

DSP Committee & Staff

Co-Chairpersons:

Lor Kaufman
Vice Chancellor for Academic Affairs and Provost
Professor, Biological Sciences
Advance Professor, Bioengineering
Former Vice Provost for Planning and Programs

William Walden
Special Assistant to the Provost for Diversity
Professor, Microbiology and Immunology

Members and Staff:

Linda Landis Andrews
Lecture, English

Fabricio Balcazar
Director, Center for Capacity Building for Minorities with Disabilities Research
Professor, Disability and Human Development

Caryn Billa
Director, Office for Access and Equity

Cynthia [Cec] Boyd
Director, Neighborhoods Initiative
Director, Health City Collaborative
Clinical Associate Professor,
College of Nursing and School of Public Health

Kamilla Chandia
Undergraduate Student
Psychology and Honors College

Diane Chin
Executive Editor, Diversity Strategic Plan
Associate Director,
Chicago Civic Leadership Certificate Program

Ralph Cintron
Associate Professor, English and Latin American and Latino Studies

Barbara Coats
Director of Field Instruction
Community Programs Director
Clinical Assistant Professor
Jane Adams College of Social Work

Linda Deanna
Associate Vice Chancellor for Student Affairs
Dean of Students

Matthew Gaynor
Associate Dean for Faculty Affairs, College of Architecture & the Arts
Associate Professor, Graphic Design

Patricia Gill
Contributing Editor, Diversity Strategic Plan
Associate Vice Provost for Planning and Programs

Jorge Girotti
Associate Dean and Director, Special Curricular Programs
College of Medicine
Director, Medical College Admissions
Director, Hispanic Center for Excellence

Rebecca Gordon
Director, Women’s Resource and Leadership Center

Deborah (Deb) Happ
Undergraduate Student
Sociology

La Donna Hudson
Director for Human Resources,
Office of the Vice Chancellor for Administrative Services

Patricia Imman
Associate Director, Office of Degree Progress

Janet Media
Executive Associate Dean, College of Education
Former Executive Associate Dean, Honors College

Juan Martinez
Graduate Student
Sociology

Kim Morris Lee
Director of Organizational Effectiveness, UIC Human Resources

Soheil Murad
Professor and Head, Chemical Engineering

Cheryl Nakata
Professor and Head, Managerial Studies