

Date: February 8, 2010

To: Bette Bottoms, Vice Provost for Undergraduate Affairs

From: Centers for Diversity (CFD) Review Committee
Kevin Kumashiro, Chair
Sara Agate
Marsha Cassidy
Chris Deegan
Jorge Girotti
Rita Hodge
Carlotta Johnson
Alejandro Madrid
Prashansa Sharma
Malcolm Smith
Hugo Teruel
Detmer Wells

Re: Final Report of the CFD Review Committee

In this Report, the CFD Review Committee presents (A) the background, scope, and major findings of the review, (B) overviews of the CFD, (C) commendations, (D) recommendations regarding the individual centers, (E) recommendations regarding the CFD as a whole, and (F) recommendations regarding campus processes for decision making.

(A) Background, Scope, and Major Findings of the Review

In November 2009, in consultation with Provost Tanner, Vice Provost Bottoms convened this Review Committee, which consists of a diverse group of twelve students, staff, and faculty from throughout UIC, to “review the current status and possible future directions of the UIC Centers for Diversity” (as noted in her November 17th memo to the Committee, which is attached as Appendix I), as well as to make specific recommendations regarding how to address the reduced state funding overall for the University of Illinois and its impact on the CFD (as communicated to the chair of the Review Committee on December 10th). The CFD currently consist of the African-American Cultural Center, the Asian American Resource and Cultural Center, the Rafael Cintron-Ortiz Latino Cultural Center, the Gender and Sexuality Center, and the Women’s Leadership and Resource Center.

The Committee planned a schedule and process for the collection of input that included a meeting with the co-chairs of the campus Diversity Strategic Thinking and Planning (DSTP) initiative, two joint meetings with the CFD directors, “community meetings” for each of the CFD and an additional “general” one about all five that were open to students, staff, faculty, alumni, and community members, individual meetings and tours of facilities with the director and staff of each center, and public announcements that solicited confidential input via e-mail. Appendix II lists the Review Committee members and the schedule of meetings. Appendix III contains the e-mail announcement of the community meetings and solicitation of input, which includes the seven discussion questions that guided this process. The various meetings together drew approximately 300 in attendance (between 25-80 per meeting), with e-mailed or written input from approximately 50. The Committee reviewed a range of documents, including packets of information about and materials from each center provided by the CFD directors, the joint report by the CFD directors (submitted on November 25th), budget sheets from each center, documents related to the DSTP initiative, and information about other relevant centers locally and nationally. The Committee appreciates the time and generosity of many individuals throughout UIC who contributed materials and input to this review, and wishes to note that it took very seriously its charge of gathering input from the CFD constituent groups. Despite approximately thirty hours of meetings over two and a half months, many questions and concerns were raised that could not be resolved by this Committee and that deserve more sustained and direct engagement by the campus leadership. We discuss these issues in subsequent sections of this report, as well as our nine major recommendations, which are as follows:

- *Follow a transparent and democratic process to make budgetary and other decisions. (Section F1)*
- *Use the campus mission to guide budgetary and other decisions. (Section F2)*
- *Develop and use a diversity framework to guide budgetary and other decisions. (Section F3)*
- *Examine UIC’s organizational structure and the relationship of diversity-related units. (Section F4)*
- *Hold the CFD budgets harmless. (Section E1)*
- *Improve the process for guidance and accountability of the CFD. (Section E2)*
- *Keep the CFD offices physically separate. (Section E3)*
- *Address inadequate space of the CFD. (Section E4)*
- *Hire a development officer for the CFD. (Section E5)*

(B) Brief Overviews of Each Center

The following overviews are excerpted from the materials provided to the Committee from the CFD directors.

- (1) African-American Cultural Center (AACC):** According to the AACC director, the AACC, established in 1990, “contributes to the academic mission of the university by promoting the expression and analysis of all African-American creative and cultural traditions, the trends developing in these traditions, the African ancestral roots of these traditions, the influence of other cultures on African-American cultures, and the influence of African-American traditions and trends throughout the Diaspora and on other cultures. The AACC is especially concerned with nurturing the appreciation and study of African-American cultures to support their development and dissemination and to bring about the end of racism and discrimination against African Americans and all other ethnic groups in the United States and around the world.” The AACC’s signature program is the monthly visiting artist series and art gallery. Located in Addams Hall, and employing one director, one full-time and one part-time staff member, and one student worker, the AACC “sponsors and advocates creative productivity and cultural research, cultural programming, student networking, and community outreach.” The FY10 budget is \$222,692. In AY10, the AACC estimates that the number of students reached through contacts will be approx. 3000; the number of students reached through more intensive engagement was not reported by the director.
- (2) Asian American Resource and Cultural Center (AARCC):** According to the AARCC director, the AARCC “officially opened in spring of 2005 as a result of student efforts to ensure that UIC support the needs of Asian Americans. The AARCC is also dedicated to educating the general campus about this diverse community. The AARCC’s goals are to provide education and resources for and about Asian Americans; increase awareness of diverse Asian American issues, cultures, and communities; strengthen the Asian American campus community; support the growth of Asian American Studies; and guide Asian American students in reaching their academic, personal, and professional potential. The AARCC has worked to institutionalize the resources and programs that were previously initiated and maintained by students, such as Asian American Awareness Month, the Asian American Resource Book, and new-student orientation and leadership development for Asian American students. In addition, the AARCC has launched initiatives such as the Asian American Mentor Program, the Student Organizations Council and Leadership Retreat, the AARCC Essay contest, and community involvement activities with Chicago’s Asian American community-based non-profit organizations. The AARCC has offered workshops, presentations, and trainings on a variety of topics for students, staff, and faculty. The AARCC established major academic programming for the campus, such as the ASAM Lecture Series, ASAM Expo, and ASAM Knowledge Bowl, which now have transitioned over to or remain collaborative efforts with a newly developing Asian American Studies program.” The AARCC staff have taught and continue to teach courses in the College of Liberal Arts and Sciences and the Honors College. Located in Taft Hall, and employing one director, one full-time and one part-time staff member, and four student workers, the AARCC has an FY10 budget of \$181,031. In AY10, the AARCC estimates that the number of students reached through contacts will be approx. 4000, and the number of students reached through more intensive engagement will be approx. 400.
- (3) Gender and Sexuality Center (GSC):** According to the GSC director: Established in 1995 as the Office of Gay, Lesbian, and Bisexual Concerns (OGLBC), and renamed in 2008, the GSC “conducts or facilitates lesbian, gay, bisexual, transgender, queer, and ally (LGBTQA) education, outreach, research and support for the UIC

community, Chicago, the Midwest, and the nation. The GSC has been the constant driving force for Domestic Partnership Benefits, Safe Zone 101 training, year-round LGBTQA educational programming, and services that address the constantly changing needs of the LGBTQA communities. The GSC assists students personally, professionally, and academically so that they graduate; helps faculty with course development and research so that they can be more inclusive and comprehensive; and provides consultation to staff so that the services that they provide can be more effective. In 2001, the Rainbow Resource Room opened to provide a physical space to support LGBTQA students, faculty, and staff. The Rainbow Resource Room houses a book and media library, public-use computers, a microwave and refrigerator, and a TV with DVD/VCR. It recently expanded to include a resource library and conference room.” Located in BSB, and employing one acting director, one part-time staff member, and four student workers, the GSC has an FY10 budget of \$161,000 (less \$88,000 for the open director line). In AY10, the GSC estimates that the number of students reached through contacts will be approx. 2000, and the number of students reached through more intensive engagement will be approx. 100.

(4) Rafael Cintron-Ortiz Latino Cultural Center (LCC): According to the LCC director, the LCC, established in 1976, “strives for the creation of a positive atmosphere conducive to the sharing of knowledge, information, and opportunities through the development of educational, cultural, and social programs that affirm Latin American identity and values. The center aims to complement and influence UIC’s mission of diversity through campus and community collaborations while encouraging others to explore and understand Latino issues. Since its establishment, the LCC has functioned as a ‘home away from home,’ contributing to the retention and advancement of Latino students. Traditions have been established including signature events like the Chicago Latino Film Festival and La Peña (live music night). The LCC serves as a linkage between the university and the Latino community in Chicago by providing the latter with university programs and services and by bringing community concerns to the attention of the campus community.” Housed in Lecture Center B, and employing one acting director and four student workers (and one outgoing director on-leave), the LCC has an FY10 budget of \$226,497. In AY10, the LCC estimates that the number of students reached through contacts will be approx. 3000, and the number of students reached through more intensive engagement will be approx. 100.

(5) Women’s Leadership and Resource Center (WLRC): According to the WLRC director, “while the Chancellor’s Committee on the Status of Women had spearheaded a twenty-year effort to establish a women’s center on campus, the final catalyst for funding a center was born out of student activism in 1990. The WLRC was initially envisioned by CCSW as an office charged to promote a culturally pluralistic and equitable environment. The WLRC was created to serve all women on campus and provide a range of services including policy analysis, coalition building, outreach and education, advocacy, sexual-assault education and prevention, feminist-based counseling, information and referral, programs to celebrate the contributions of women to history, culture, arts, and contemporary society, and campus climate projects. In response to those same incidents in the 1990s, the Campus Advocacy Network (CAN) was created as a separate, grant-funded hate-crimes office. The mission was quickly expanded to include interpersonal violence as the office was tasked to provide advocacy services to men and women who are victims of sexual assault, domestic violence, stalking, and hate crimes, and anti-violence education. This initiative was

institutionalized in 1997 when the CAN became housed under the WLRC. Since 2004, the CAN has received over \$900,000 in grant funding to reduce sexual assault, domestic and dating violence, and stalking on campus.” Located in University Hall, and employing one director and four full-time staff members, the WLRC has an FY10 budget of \$193,387 (not including grant funding). In AY10, the WLRC estimates that the number of students reached through contacts will be approx. 8000, and the number of students reached through more intensive engagement will be approx. 300.

(C) Commendations

The outpouring of responses about the importance and value of the CFD was overwhelming, as was the emotional level with which some students, staff, and faculty shared their dependence on one or more centers for their academic success and personal well-being. Regarding the CFD as a whole, the major themes that emerged include:

- Providing a “safe haven” physically, socially, and/or emotionally, or as some students described it, a “home away from home” (this was particularly mentioned by students in regards to the AARCC, GSC, LCC, and WLRC)
- Providing advocacy on personal, academic, and professional issues for students, staff, and faculty (this was particularly mentioned by students in regards to the AARCC, GSC, and WLRC, as when describing how the centers were essential in helping them to stay in school, or even to address life-threatening issues)
- Providing supportive spaces and resources for exploring and nurturing one’s own identities
- Serving a range of needs (this will be highlighted in subsequent sections of this report)
- Offering a remarkable quantity and quality of educational programming for the general campus (this was particularly visible for the AARCC and GSC)
- Addressing diversity within communities, and raising awareness of multiple and intersected identities
- Collaborating in a variety of ways (sharing resources; jointly developing and offering programs and services) among the five centers and with other campus units in both Academic and Student Affairs
- Serving as a resource for communities beyond the campus
- Promoting social justice

(D) Recommendations Regarding Individual Centers

The Committee saw value in each center that echoes and highlights the commendations listed above, but also encountered reasons for concern:

(1) African-American Cultural Center: The AACC should be commended for connecting UIC with African American artists in the Chicago community via its monthly visiting artists series, and for archiving this program. However, beyond this program, it was not clear to the Committee what other needs the AACC was meeting, how it was reaching students, or how it was connecting with either other relevant campus units or its core constituent group on campus. Furthermore, the Committee is concerned that the office space does not allow for adequate privacy and confidentiality, particularly the director's office.

- a) The Committee recommends that the campus (in consultation with the Chancellor's Committee on the Status of Blacks, African American Studies Department, and other constituent groups) conduct an extensive review to clarify or update AACC's mission and restructure its staffing and programming accordingly.
- b) The Committee recommends that AACC significantly increase the student involvement in its programs and find more balance between community outreach and student involvement.

(2) Asian American Resource and Cultural Center: The AARCC should be commended for addressing such a wide range of needs at UIC, given the lack of other units on campus that specifically address Asian American issues (such as a student-services unit or, until Fall 2010, an academic unit), and it should be noted that, even when the campus provides services for the general population, Asian American students prefer to turn to AARCC for parallel services. AARCC should also be commended for offering a range of campus programs and student support services, for collaborating with other relevant units on campus, and for the exceptionally positive reviews by students. However, the Committee is concerned that the staff are overextended (the staff themselves acknowledge that they cannot do more outreach because they do not have the capacity to serve more), that the center's budget is sharing costs for repairs to the ventilation system (which it should not have had to help to pay for), that the physical space is woefully inadequate, that the staff are not fairly compensated for teaching duties, and that some ethnic groups within the Asian American student community seem less connected to AARCC than other groups.

- a) The Committee recommends that AARCC continue to increase outreach to all Asian American ethnic groups, and explore hiring more ethnically diverse staff.
- b) The Committee recommends that the campus address the space deficiency for AARCC.
- c) The Committee recommends that the campus create and institute a policy regarding fair compensation for staff from any of the CFD who teach.

(3) Gender and Sexuality Center: The GSC should be commended for addressing such a wide range of needs at UIC (given the lack of other units on campus that specifically address LGBTQ issues, such as a student-services unit or an academic unit), particularly for providing a safe space for LGBTQ students; for collaborating with a range of units on campus programs; and for the exceptionally positive reviews by students. However, the Committee is concerned that the staff are overextended,

that the Rainbow Resource Room cannot be fully staffed at all times, that the current draft of the campus “master plan” proposes the demolishing of the Behavioral Sciences Building (leaving the GSC without a home), that the GSC has not extended its programming to fully include intersexuality, and that the search for a permanent director has been delayed for over a year.

- a) The Committee recommends that GSC be authorized to immediately begin the director search, and that the search be for a director who can strengthen ties to the academic units.

(4) Rafael Cintron-Ortiz Latino Cultural Center: The LCC should be commended for its generosity in making its large space free for use by both campus units and community organizations, and for continuing such signature programs as the Latino Film Festival and lecture series. However, the Committee is concerned that the number of campus programs and services has reduced in recent years; that there is only one professional staff member (all other workers are student workers); that there is not enough staff to open the large space all day and evening for programs; that the current draft of the campus “master plan” proposes the demolishing of Lecture Center B (leaving the LCC and its historic mural without a home); and that the search for a permanent director has been delayed.

- a) The Committee recommends that LCC be authorized to immediately begin the director search, and that the search be for a director who can strengthen ties to the academic units.
- b) The Committee recommends that LCC expand its campus programming.

(5) Women’s Leadership and Resource Center: The WLRC should be commended for addressing such a wide range of needs at UIC, particularly regarding advocacy and direct services for survivors of abuse (via the Campus Advocacy Network); for successful external fundraising; and for the exceptionally positive reviews by students and staff. However, the Committee is concerned that the office space does not allow for adequate privacy and confidentiality for clients or for group gatherings of its constituents; and that the number of educational programs has been reduced in recent years due to budget limitations.

- a) The Committee recommends that, although its advocacy arm (i.e., CAN) is well-developed, WLRC increase its educational programming, particularly for students.
- b) The Committee also recommends that the campus locate WLRC in adequate office space (such as by making available the unused offices near the WLRC).

(E) Recommendations Regarding the CFD as a Whole

Several concerns were raised about the ability of the CFD to meet campus needs, especially the limitations of the campus in providing visionary leadership on issues of diversity in general and support for the CFD in particular. The Committee recommends the following actions by the campus:

- (1) Hold the CFD budgets harmless.** The analysis in this report reveals that the campus cannot meet its mission and priorities regarding diversity by cutting CFD budgets. In tough times, it is important to maintain our vision—and indeed, in the past, UIC has held harmless programs that support underserved populations. Even at current budget levels, the needs regarding diversity on campus are not being adequately addressed, and if anything, the CFD must be better resourced in order to help to meet these needs. We do not believe that the CFD should continue with “business as usual,” and this report identifies areas for improvement that will help the CFD to better meet campus needs. However, we also do not believe that the CFD alone can achieve the recommendations outlined in this report, and therefore, this report also identifies areas in which the campus can improve.
- (2) Improve the Process for Guidance and Accountability of the CFD.** Even though each of the CFD articulates a mission that addresses perceived needs of the campus, there has been no formal mechanism to assess the value of what the CFD do to address those needs. Specifically, the CFD do not undergo an annual evaluation in which campus needs and CFD goals in meetings those needs can be assessed. Furthermore, some of the CFD have advisory boards, and some work closely with the relevant Chancellor’s Status Committees, but not all do, raising questions about the degree to which the CFD are accountable not only to their primary constituent groups, but also to the campus as a whole.
- a) The Committee recommends that each of the CFD have an active advisory board(s) that consists of students, staff, faculty, and community members, including individuals with scholarly and administrative expertise on issues of institutional diversity. The membership and responsibilities of these advisory boards should be accessible to the public via the CFD websites.
 - b) The Committee recommends that each of the CFD undergo annual reviews by the supervisor (currently, the Vice Provost for Undergraduate Affairs), aligned with the missions of the CFD and the larger campus mission. The CFD’s supervisor should consult with relevant constituent groups during the review, including but not limited to the advisory boards and the Chancellor’s Status Committees, and then share their findings with them.
- (3) Keep CFD Offices Physically Separate.** The question of whether or not to move the CFD into one shared physical space was raised, to which the input received by the Committee was overwhelming in opposition. Four primary concerns were raised. First, students reported that several centers (particularly the AARCC, GSC, LCC, and WLRC) provide a safe space or a “home away from home” for students, and that safety and community spirit may be lost if all centers were brought together. Not all minority experiences are the same, and not all minority groups are free of the biases that exist in the larger society against other groups. Second, if the CFD were brought together in ways that required the sharing of resources, the result might be that the centers end up competing with one another for even less resources than they already have. Third, while proximity might help to highlight commonalities, it might also mask the unique needs of each community. Fourth, and perhaps most important, the symbolic significance of placing centers in various locations across campus helps to communicate to the campus and beyond that diversity is everywhere and that support can be accessed in multiple places. The contrast would be the implied message that,

as one student put it, “if you want diversity, you go over there.”

- a) The Committee recommends that the CFD remain physically separate.
- b) The Committee recommends that the campus provide the resources to increase CFD staff so that more outreach can be done on the West Campus.

(4) Address Inadequate Space of the CFD. Some students explained that they do not feel safe on campus, except in spaces like the CFD. However, all of the CFD are experiencing problems with space or space maintenance. In particular, the AACC and WLRC lack office space that can provide privacy and confidentiality, and the AARCC, GSC, and WLRC lack adequate space for formal meetings and/or informal gatherings—the latter of which is important because, as research has demonstrated, the more points of contact that students have with the university, the more likely they are to persist, succeed, and graduate. Moreover, when the CFD use other campus spaces, they have needed to pay to do so, which not all units on campus are required to do (such as Student Affairs), and although the LCC and AACC are generous with the use of their large rooms, even these rooms cannot accommodate some of the very large events that the CFD frequently offer.

- a) The Committee recommends that the campus address space improvement requests that allow the CFD to be fully operational, most immediately the lack of confidentiality of office space in AACC and WLRC, and the space deficiency in AARCC and WLRC.
- b) The Committee recommends that all campus meetings and events spaces be provided free of charge to the CFD for their events, including Student Centers East and West, Student Services Building, and the UIC Forum.
- c) The Committee recommends that the CFD have priority and shared access to one large performance space on campus for their very large programs and events, such as one of the theaters.

(5) Hire a Development Officer for the CFD. Each of the CFD acknowledges that there are urgent needs that are not being met because the centers do not have the human and/or financial resources necessary to do so. The Committee does not believe that collaborating with even less resources is the solution. Each of the CFD already collaborates with other units, and it became clear to the Committee that further collaboration would not necessarily save money. Collaboration is not the same as sharing resources, and if collaboratively developed programs were to be offered, either additional resources would be needed or current programming would be reduced. The Committee believes that collaboration is valuable, and encourages the CFD to continue to explore ways to collaborate, but recognizes that initiatives to collaborate should have a clear purpose and intended outcome that go beyond the saving of money.

- a) The Committee recommends that the campus invest in hiring a full-time development officer for the CFD to help fundraise for such expenses as programs, additional staff, and space improvement. Diversity initiatives are funding priorities to many external agencies and foundations.

- b) The Committee recommends that the campus assist in making much more visible to the campus and beyond the programs and services of the CFD.

(F) Recommendations Regarding Campus Processes for Decision Making

- (1) Follow a Transparent and Democratic Process to Make Budgetary and Other Decisions.** The recommendations in this report require more research, analysis, and discussion that ultimately lead to significant decisions being made. The Committee recommends that such decisions be made by following a transparent and democratic process. Budgets should be made explicit and accessible. New review committees or task forces for guiding this work should be formed that are diverse and include (a) members of various constituent groups, chosen in consultation with those constituent groups; (b) individuals who bring scholarly and administrative expertise on issues of institutional diversity and who reflect the diversity of the campus; and (c) the CFD directors. Questions and proposals should be made public and should invite input before being implemented. Campus leaders and decisions makers should be present in discussions with constituent groups and held accountable.

In line with this recommendation, the Committee takes seriously its role of communicating to the campus leadership the voices of the groups most affected by these centers, who have stated passionately that the CFD must be valued and are an investment that supports UIC's commitment to diversity. The Committee also wishes to emphasize that many individuals on campus expressed suspicions that decisions had already been made regarding the CFD and that this review process will have little or no impact—such concerns only heighten the importance of moving forward with transparency and democratic processes.

- (2) Use the Campus Mission to Guide Budgetary (and Other) Decisions.** The Committee believes that budget decisions should be made based on the mission and priorities of the campus, and guided by individuals who bring scholarly and administrative expertise on issues of institutional diversity and who reflect the diversity of the campus. Although diversity-related programming is being cut in some universities across the nation, a recent article in the Chronicle of Higher Education (“Diversity Takes a Hit During Tough Times,” 10/16/2009) shows that not all universities are cutting the budgets of such programs. Tough times “show whether a university's commitment to diversity is real or whether it's something that is done just for the rhetoric.”

The current status of the CFD (including how they are grouped together, to whom they report, what programs they offer, and how much they are funded) has more to do with decisions of the past than with decisions that reflect the current priorities on campus. Not surprisingly, the CFD are not on a level playing field: they differ vastly in terms of budget, programs and services, connections with constituent groups, facilities and space, staffing, histories, and historically defined missions, and they each have unique challenges and resources. Given that the CFD are already in a tenuous and inequitable situation, the Committee believes that across-the-board cuts are not equitable and will not improve the quality of education at UIC.

Because diversity is a top priority and a part of our mission (as stated by the Chancellor and Provost in their February 1st memo to the campus), it would be

contradictory to reduce the work being done on campus regarding diversity. This is especially so when recognizing that, in times of crisis, the need to address issues of diversity and equity are even greater, not lesser, not only in terms of group dynamics (as when a culture of fear silences those who are already disenfranchised), but also in terms of individual identity (as when we turn to culture to rethink who we are). The integrity of cultural spaces and cultural education is even more important. This has two implications:

- Changes to the budgets of the CFD should not necessarily be the same for all; rather, each of the CFD should be treated uniquely.
- Changes to the budgets of the CFD should not necessarily be the same as those of other campus units.

Some units are more essential than others to the campus mission and to the unique challenges that the campus faces today, and decisions should be made accordingly. We believe that the CFD are among the essential units. We offer two cautions as units are compared with one another. First, this comparative analysis should not be limited to the units and services under the Vice Provost for Undergraduate Affairs; rather, the Committee believes that the Provost, Vice Chancellor for Student Affairs, and Chancellor are also responsible for finding ways to support these centers and this work, and should call upon the resources of the DSTP initiative. Second, this comparative analysis should not be limited to the budgets of the various campus units that specifically address issues of diversity. That is, we should not be cutting one diversity-related unit to strengthen another.

(3) Develop and Use a Diversity Framework to Guide Budgetary (and Other)

Decisions. In order to articulate a mission for the CFD, evaluate the CFD, and recommend improvements for the CFD, the campus needs a visionary definition of diversity and a comprehensive assessment of needs—but it currently has neither. The Committee recommends that the campus engage in a comprehensive assessment of needs and services, guided by the following five concepts:

- a) **Definition of Diversity.** Any attempt to address diversity must begin with a clear and bold definition that highlights the many intersecting dimensions of diversity and its central relationship to inequity and injustice. The Committee borrows from the College of Education in defining diversity as “the totality of the many ways that people are similar and different—including by race and ethnicity, social class, gender, sexuality, and ability—where the similarities and differences are often the bases of strength and of inequity.” One way to operationalize this definition is articulated by the Provost in his December 21st memo to the campus: “although diversity is defined in many different ways, at the heart of all definitions is the recognition of a need to increase participation of individuals from historically underrepresented groups in all campus activities.”
- b) **Commitment to Diversity.** Addressing diversity and inequity requires visionary leadership and adequate resources. The February 1st memo to the campus by the Chancellor and Provost makes explicit UIC’s commitment to diversity: “We recognize the hardship of the recent budget news and the challenges it places upon every single program and activity at UIC. However, we would like to take this opportunity to express our continued commitment to diversity and our goal of

completing the Diversity Strategic Thinking and Planning process and the development of a campus Diversity Strategic Plan over the course of spring 2010. Even during this very challenging period, we will continue our leadership in diversity and continue to provide a world-class education here at UIC. Diversity is and shall remain one of UIC's outstanding strengths and a fundamental part of our identity." The Committee is pleased that the DSTP co-chairs await our recommendations in helping to guide the development of the Diversity Strategic Plan, and we expect that supportive human and financial resources will be invested in our recommendations as an enactment of UIC's stated commitment to diversity.

c) **Spectrum of Needs.** Addressing diversity and equity can and should happen at many levels, in a variety of ways, and with a range of impacts. The Committee conceptualizes a spectrum of needs on campus that may or may not be addressed by the CFD and that span many constituencies, including such needs as:

- Extra- and Co-Curricular Education*
** Note: according to Vice Provost Bottoms, the provost has identified this as the primary mission of the CFD (i.e., raising awareness through educational programming)*
- Formal Education
- Safety
- Personal Support and Advocacy
- Identity Development
- Recruitment
- Transition and Readiness
- Orientation and Induction
- Retention
- Academic Advancement
- Professional Development
- Connection with Communities Off-Campus
- Connection to the Campus
- Research

d) **Collectives of Campus Units.** Overlapping this spectrum of needs are collectives of campus units that include but are not limited to the CFD and that span various reporting lines (academic affairs, student affairs, etc.). Any unit may be serving more than one need; some units serve overlapping needs; and yet, even with the large number of units on campus, many needs may be addressed inadequately, and all units likely have areas for improvement.

e) **Institutional Mapping.** When the spectrum of needs is mapped onto the collectives of campus units, the extent to which the campus is addressing and not addressing issues of diversity is apparent and troubling ... and this is where the CFD play perhaps their most crucial role. Although each of the CFD arose from a different history and with a unique charge, most have expanded the scope of responsibility to meet other needs that were or are not being adequately addressed elsewhere on campus. This is particularly burdensome on those of the CFD that have few other units in their respective collectives (including the AARCC and GSC). Although many broad-based campus units are charged to serve all students, a chorus of voices in the "community meetings" expressed compellingly

and passionately that such services are not always perceived to be safe, supportive, or helpful by individuals whose identities are reflected in the CFD. That is, the notion that, “if we serve all students, then the support will trickle down to the minority students” is simply not happening for some students, and therefore, tailored programs are still needed. This explains the use of the CFD by students as well as staff and faculty for such already-existing services as advocacy (regarding such issues as safety and grievances), academic advising (or referrals for such), personal and career counseling, community outreach, student recruitment and retention, and professional development. The CFD have a proven track record of collaborating with other units to offer expanded services for minority students, and even of improving general services that benefit all UIC students.

- i. The Committee recommends that the campus undertake a comprehensive institutional mapping of the “spectrum of needs” with the “collectives of campus units” in order to identify where each need on the spectrum is being met. If any needs are not being adequately met in existing units, then the campus should improve or expand existing units or create new units to meet these needs.
- ii. The Committee recommends that the mission of each of the CFD be tailored to align with their respective spectrum of needs and collective of units, and that the missions of each center not be standardized.
- iii. The Committee recommends that the campus invest in its commitments to diversity by ensuring the sustainability of these units. Their programs and services, which are currently underfunded and inadequate, need to be made fully operational. The investment should include not only financial resources, but also leadership and guidance for other campus units that will enable the CFD to better achieve their goals.
- iv. The Committee recommends that one of the primary missions of the CFD continues to be extra- and co-curricular education, and that the CFD continue to expand educational programming, but that the CFD not be the only units on campus with this responsibility. More broadly, the Committee recommends that the campus require all campus units to assess how their programs and services can better address the entire spectrum of needs regarding diversity. Questions to raise for all campus units include where they are falling short, how they are being evaluated, and how they are being held accountable. In other words, the campus should ensure that all units, not only the diversity-specific ones, are advancing the campus’s diversity mission, and be held accountable.
- v. The Committee recommends that the campus expand the role of the CFD on campus, and in particular, that the campus leadership meet with the CFD directors to explore how the CFD can play a more central role in reshaping the DSTP initiative so that it addresses this framework.

(4) Examine UIC’s Organizational Structure and the Relationship of Diversity-Related Units. The mapping recommended in this report should lead the campus to view its diversity-related units as collectives that extend far beyond undergraduate

affairs, and even beyond academic affairs. Furthermore, the proposed definition of diversity should lead the campus to ask why the “Centers for Diversity” includes these five and not others, and even whether the name, “Centers for Diversity,” is best suited for this particular configuration.

- a) The Committee recommends that the campus examine its organizational structure to ensure that all of the diversity-related units, including the CFD, are in the institutional location that best supports their missions.
- b) The Committee recommends that the CFD report to top-level campus administrators who have scholarly and administrative expertise on issues of institutional diversity, and who have the resources to provide sustainable support.

The Committee also discussed the ways that other underserved groups, including persons with disabilities and the Disability Resource Center, fit and do not fit into the campus’s diversity initiatives in general and the CFD grouping in particular. We consulted with the DRC and the Chancellor’s Committee on the Status of Persons with Disabilities (CCSPD). The DRC staff and constituents participated in the “general” community meeting, and the CCSPD sent to us a statement on January 28th, which is attached as Appendix IV.

- c) The Committee recommends that the campus leadership address the concerns and recommendations in the CCSPD’s statement, and also address parallel questions regarding Native American issues.

Conclusion: As we look to the future of UIC in general and the CFD in particular, we have much reason for hope and inspiration. Already, the CFD are beginning to serve as hubs that strengthen not only the academic and intellectual vibrancy of the campus—by creating gathering spaces for intellectual discussions, organizing academically-oriented programs and events, and serving as symbolic places where the commitment to diversity is named and resourced—but also the campus’s connection and engagement with the community—by linking faculty and students with members of the community, and facilitating partnerships between campus units and community-based organizations. These are two central components of the identity of UIC as a public research university, and therefore, should be nurtured, celebrated, and serve as the basis for growth. We hope that the campus leadership will share this report broadly and immediately, and we look forward to the changes that result.

Appendix I. Memo and Original Charge to the Review Committee

November 17, 2009

From: Bette L. Bottoms, Vice Provost for Undergraduate Affairs and Dean of the Honors College

Re: Centers for Diversity Review Committee

After consultation with Provost Michael Tanner, I invite you to serve on a committee to review the current status and possible future directions of the UIC Centers for Diversity, which include the African American Cultural Center, the Asian American Resource and Cultural Center, the Latino Cultural Center, the Gender and Sexuality Center, and the Women's Leadership and Resource Center (formerly the Office of Women's Affairs). In effect, I am asking you to perform a "site visit."

The Centers for Diversity are an important campus resource. Their home in Academic Affairs (the centers report to the Vice Provost for Undergraduate Affairs) reflects the centers' central mission of providing education to the campus about the cultures they represent. Historically, they have worked toward this mission as fairly independent entities, but more recently, they have been exploring greater collaboration. Without meaning to diminish any of the centers' important current contributions to the campus, I have encouraged their increased collaboration, believing that this could bring the centers greater strength in reaching their mission, more campus visibility, and a better defined role in supporting UIC's mission of cultural diversity (which, as you know, is itself under study at this time by the Diversity Strategic Thinking and Planning Committee). To be clear, however, there are no plans to merge the separate centers into one individual entity; that is not the goal of this exercise.

Given your impressive background and relevant experiences, you have been chosen to provide an outside, yet informed, perspective on a number of questions and issues surrounding the centers and their role on campus. This is particularly timely as two of the five centers are currently without permanent directors (i.e., Liz Thomson is Interim Director of the Gender and Sexuality Center, and Ivone de Jesus is Acting Director of the Latino Cultural Center). We want to mount a search for permanent directors in early 2010. Clearly, it will be advantageous to have your perspective on the centers as we approach the recruitment of permanent center leaders.

Some of the questions and issues currently being raised on campus about the centers include the following: What should the centers' role on campus be – and not be? What are their unique functions? What should be the centers' relationship with other diversity and culture-related campus support units and programs (e.g., LARES, TRIO, AAAN, Hispanic Center for Excellence, Study Abroad, etc.), departments (African American Studies, Gender and Women's Studies, Latino and Latin American Studies), and committees (Chancellor's Status Committees, DSTPC, Student Government, etc.)?

What would a more closely collaborating collective look like? Could the mission of some collective be "greater than the sum of its parts" in terms of ability to meet the central academic mission of the centers and the missions of the university? Could more collaboration lead to the identification of overlapping functions that could contribute to financial savings for the group as a whole? Could it lead to the saving of space? That is, if, in the future, there were resources to make it happen, would a central location with new or remodeled space (dedicated as well as shared space) support the work and collaborations of the centers and support students and faculty better than the current arrangement?

Those are just some of the questions that have been raised, and the questions that the centers themselves have been considering. You will no doubt generate others. These are complex questions. I simply want your best thinking on the issues, whether that leads you to specific answers or to a range of possibilities that can inform the campus about the centers and their future trajectories.

I do hope you will accept my invitation to be on this committee soon. As soon as I hear from you, I will send you detailed information about the centers individually, as well as their shared mission statement. My plan is to convene the first meeting of the committee with me in early to mid-November. I hope that you are able to complete your work by around the end of January or early February 2010, after meeting with various people on campus including faculty members, staff, students, members of other diversity-related campus support units and programs, etc. The input of the centers themselves will obviously be key. They have spent much time together and have reached consensus about a shared mission.

I look forward to meeting with you.

Appendix II. Review Committee Members and Schedule

Review Committee Members

- Kevin Kumashiro (Chair of the Review Committee), Professor and Chair, Educational Policy Studies, and Interim Co-Director, Institute for Research on Race and Public Policy
- Sara Agate, Chair, Interpersonal Relations Committee, Undergraduate Student Government
- Marsha Cassidy, Faculty Member, English, and Co-Chair, Chancellor's Committee on the Status of Persons with Disabilities
- Chris Deegan, Director, Office of Study Abroad
- Jorge Girotti, Associate Dean, College of Medicine, and Director, Hispanic Center of Excellence
- Rita Hodge, Director, Native American Support Program
- Carlotta Johnson-McGowan, Interim Director, African American Academic Network
- Alejandro Madrid, Assistant Professor, Latin American and Latino Studies
- Prashansa Sharma, Undergraduate Student Member, Diversity Strategic Thinking and Planning
- Malcolm Smith, Assistant Dean of Students, Student Affairs
- Hugo Teruel, Associate Director, Latin American Recruitment and Educational Services, and Co-Chair, Chancellor's Committee on the Status of Latinos
- Detmer Wells, Director, Public Relations and Marketing, Urban Health Program, and Co-Chair, Chancellor's Committee on the Status of Blacks

Review Committee Meeting Schedule Overview

- Convening and Meeting with Vice Provost Bottoms: 11/17
- Closed Meeting: 12/1
- Meeting with DSTP Co-Chairs: 12/8
- Meeting with CFD Directors: 12/9, 12/14
- Closed Meeting: 1/5
- Community Meetings
 - LCC: 1/19
 - AARCC: 1/21
 - GSC: 1/22
 - AACC: 1/22
 - General: 1/25
 - WLRC: 1/26
- Individual Meetings with CFD Staff and Tours of Facilities
 - WLRC: 1/27
 - LCC: 1/27
 - AARCC: 1/28
 - AACC: 1/28
 - GSC: 1/28
- Closed Meetings: 1/29, 2/2, 2/5
- Submission of Report: 2/8

Appendix III. E-mail Announcement and Solicitation of Input

Date: Wed, January 13, 2010 10:41 am

TO: UIC Community

FR: Kevin Kumashiro, Chair, on behalf of the Review Committee for the Centers for Diversity (CFD)

RE: Solicitation of Input and Announcement of Community Meetings on CFD

The UIC Centers for Diversity (African American Cultural Center, Asian American Resource and Cultural Center, Gender and Sexuality Center, Latino Cultural Center, and Women's Leadership and Resource Center) are currently undergoing a review to assess their current status and possible future directions.

A Review Committee was convened in November 2009 by Vice Provost Bette Bottoms, and is aiming to submit a report of its findings in February 2010. To perform this review, the Committee has been meeting with the CFD directors, and now solicits input from all members of the UIC community (students, alumni, staff, faculty, administrators, and community members) to the seven questions below:

1. Which of the CFD's services/resources/programs have you been using, and in what ways have they been meeting (or not been meeting) your needs and/or expectations?
2. What has been the relationship of the CFDs with other relevant campus units (e.g., student-support services, academic programs, Chancellor's Status Committees), and in what ways have these been mutually beneficial (or not beneficial) relationships?
3. How should the CFDs collaborate and/or share resources with one another, and for what purposes?
4. How would you feel if the CFDs remained autonomous but were physically brought together into one shared space?
5. How would you improve the CFDs?
6. How should the CFDs be evaluated?
7. What should be the mission of the CFDs?

Input can be voiced at one of the following six Community Meetings:

- Meeting about African American Cultural Center: 1/22 3:30-4:30, Location AACC (209 Addams Hall)
- Meeting about Asian American Resource and Cultural Center: 1/21 12:30-1:30, Location LCC (Lecture Center B2)
- Meeting about Gender and Sexuality Center: 1/22 2:00-3:00, Location 1171 BSB
- Meeting about Latino Cultural Center: 1/19 1:00-2:00, Location LCC (Lecture Center B2)
- Meeting about Women's Leadership and Resource Center: 1/26 4:00-5:00, Location LCC (Lecture Center B2)
- Meeting about All Five CFDs: 1/25 3:30-4:30, Location LCC (Lecture Center B2)

Input can also be sent via email to the Committee Chair's assistant, Jesse Buendia, buendia@uic.edu, by Tuesday, January 26. Input sent via email will be treated confidentially and anonymously (i.e., the senders' names will be removed).

Attendees with disabilities who require accommodations should contact Jesse Buendia, buendia@uic.edu, as soon as possible. All handouts will be made available in accessible online versions upon request.

We look forward to learning from the many constituents of these Centers, and we hope that your voices will contribute to this important review. Questions about the Review may be directed to the Committee Chair, Kevin Kumashiro (Professor and Chair, Educational Policy Studies), kevink@uic.edu.

Appendix IV. Statement by the Chancellor's Committee on the Status of Persons with Disabilities (CCSPD)

January 28, 2010

- A. There needs to be recognition of the existence of a disability culture on campus. Disability culture cuts across all cultures without exception.
- B. CCSPD is not advocating for the Disability Resource Center (DRC) to be included as a member of the Centers for Diversity.
- C. The Disability Resource Center should be listed as an affiliated member and included on all publications, hand outs, and websites.
- D. The Disability Resource Center and the Chancellor's Committee on the Status of Persons with Disabilities will seek out and encourage persons with disabilities to join the various centers and act as delegates for the disability community to promote interactions between the Disability Resource Center, the Chancellor's Committee on the Status of Persons with Disabilities, and the Centers for Diversity.
- E. The Disability Resource Center (DRC) will work collaboratively with the Centers for Diversity. The DRC can assist by (1) adding a link to the five centers on the DRC website; (2) sending a message to all registered students at the DRC encouraging them to get involved as a representative or member of other centers; (3) discussing the centers with individual students when they visit the DRC; and (4) co-sponsoring programs.
- F. The task force that recommended the creation of the Disability Resource Center has stated that there is a need for the DRC to have sufficient space so students, staff and faculty with disabilities can meet and have a place to "hang-out" ("Safe Haven").