

UIC HONORS COLLEGE STRATEGIC PLANNING DOCUMENT: YEAR 3 ACTIONS SUMMARY AND RECOMMENDATIONS

June 2015

Diversity Strategic Planning Committee Membership, 2012-2015:

Nancy Cirillo, Co-chair

Associate Professor Emerita of English

Teresa Orenic, Co-chair

Associate Professor of Biological Sciences

Lori Baptista (2012-14)

Director of the African-American Cultural Center

Megan Carney

Director of the Gender and Sexuality Center

Hui-Ching Chang

Associate Dean for Academic Affairs, Honors College

Stephanie Crawford

Associate Professor of Pharmacy Systems, Outcomes and Policy

Shahrbanoo Fadavi

Professor of Pediatric Dentistry

Jesus Garcia-Martinez

Associate Professor of Physiology and Biophysics

Tyler Nielsen (2012-14)

Alumnus, Honors College

Krishna Reddy

Professor of Civil and Environmental Engineering (2012-2014)

Brian Ward

Honors Advisor and Program Specialist, Assistant Director for Admissions, Honors College

Student Members:

Sabah Mahmood (2012-14)

Kiran Malhotra (2012-14)

Nasseef Quasim

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The UIC Honors College aims to foster a community of academic excellence by bringing together a diverse group of exceptional undergraduate students, faculty, and staff. To pursue our mission to achieve diversity, the UIC Honors College Diversity Strategic Planning Committee has worked over the years, beginning with the submission of the original plan to the Honors Council by the Committee (see note #1, below) and to the Dean in February 2012.

This plan was then followed by two responses: one is from the College at the end of the first year of planning in November 2012; and the other is the current response—a three-year review completed at the end of 2014. This document contains three intersecting parts:

- (1) the original plan, presented in **black**;
- (2) the College's response in 2012, presented in **red**; and
- (3) the current review with action summary and recommendations at the end of year 3, presented in **green**.

Note: The original Committee comprised the following members:

Matthew S. Gaynor, Associate Professor of Graphic Design, Committee Chair
Richard E. Barrett, Associate Professor of Sociology
Faith Johnson Bonecutter, Associate Dean for Academic Affairs, College of Social Work
Bernadine Canada, Interim Director, Academic Center for Excellence
Hui-Ching Chang, Associate Dean for Academic Affairs, Honors College
Shahrbanoo Fadavi, Professor of Pediatric Dentistry
Jesus Garcia-Martinez, Associate Professor of Physiology and Biophysics
Deborah Lynn Happ, Undergraduate Student, LAS and Honors College
Teresa Vales Orenic, Associate Professor of Biological Sciences
Andre L. Thomas, Jr., Undergraduate Student, LAS and Honors College
Stacie L. Williams, Associate Dean, Honors College

--Presented by the Diversity Strategic Planning Committee to the Dean: December 2011

--Presented by the Dean to the Honors Council: February 2012

--Finalized with college updates and ideas: November 2012

--Presented to the College Faculty: December 2012

--3 Year Actions Summary and Recommendations presented by the Diversity Strategic Planning Committee to the Dean: February 2015

--Revisions of 3 Year Actions Summary and Recommendations finalized and presented by the Dean to the Honors Council and Honors Faculty: July 2015

INTRODUCTION

The Honors College embraces a broad conception of diversity. The College conceives of diversity of students, faculty, staff, and administrators in terms of race, ethnicity, gender, sexual orientation and gender identity, disabilities, socioeconomic status, culture, and religion. The College also considers diversity to include majors, colleges (Business, Education, etc.), course offerings, and Faculty Fellows' areas of expertise. Having said this, people live in the intersections of these categories, and college programs, policies, procedures, and outreach need to be shaped by this reality.

The UIC Honors College Diversity Strategic Planning Committee builds upon the work done by the Honors College Diversity Strategic Thinking Committee, which sought to think critically about diversity and its benefits in relation to the missions of the Honors College and the University. That committee found that the Honors College starts from a position of many strengths, including the fact that it has one of the most diverse student bodies of any Honors College in the nation. The goals outlined below, and processes for achieving them, aim to allow the Honors College to remain at the forefront of diversity efforts at UIC, and the diversity efforts in Honors Education nationwide.

Process and Explanation of this Document

In 2011-2012, the original Honors College Diversity Planning Committee reviewed the College Diversity Thinking Document and identified four areas upon which to focus its activities:

Climate
Teaching/Learning
Student Recruitment/Retention
Visibility

Committee members worked in teams of two or three to develop ideas to address issues raised in the thinking document or developed through committee discussion. These ideas were developed and narrowed down to goals the committee believed were achievable through the efforts of the Honors College and most likely to help embed a culture of diversity within the College.

The committee presented the draft report to the Honors College Dean in December 2011. The recommendations in that report (included herein in black ink) were considered by the Honors Council (the executive committee of the college) at its regular meeting on February 7, 2012. The college used the document as a guide for implementing change throughout 2012 in ways that are documented by the college (in red ink) throughout this document. That document, a compendium of the original committee recommendations plus college updates and ideas, served as the starting point for the work of the new Honors College Diversity Committee in 2014-2015. This document reflects that new work (in green ink).

CLIMATE

1. Activity: *Establish a Permanent Honors College diversity committee*

Responsibility: HC council and Dean

Implementation: Immediate

Mapping to UIC DSP goal:

Goal 1: *UIC will establish a diversity leadership structure that reflects a vision of diversity as a fundamental institutional value that is supported and encouraged through shared leadership and responsibility.*

College update: At the College Honors Council Meeting in November, 2012, the Council unanimously supporting the Dean's request to start the process required to change the college by-laws to establish a permanent Honors College Diversity Committee. It will have an established and rotating committee membership that includes faculty, staff, students, and a representative from the UIC Centers for Cultural Understanding and Social Change. It will meet regularly each year, starting in Spring 2013. It will be charged with making recommendations regarding diversity, broadly defined, as related to programs, policies, and procedures, including, for example, matters concerning curriculum, climate, student recruitment and retention, faculty affairs, campus engagement, outreach and visibility, etc. The work of the committee shall foster the full inclusion, participation, and engagement of all members of the Honors College in service of the college mission.

The Diversity Committee will first be charged with considering the recommendations in this document. It will also be charged with assisting with the intellectual development and upkeep of new college web pages to document diversity efforts, events, and resources for students, faculty, and staff. Other UIC colleges may have appropriate models.

The committee will have a faculty member co-chair and an associate dean co-chair, and the faculty co-chair will be a voting member of the Honors Council.

Diversity Committee Review and Update (Spring, 2015): Following the recommendations, the Honors College revised its bylaws and established a permanent Diversity Committee in December 2012. The committee has evolved, and this year, its role has been to plan and recommend actions and to assess progress in realizing diversity goals. In addition, it helps sponsor events, and serves as a liaison to campus diversity committees and offices. The committee currently has six faculty members (including two faculty co-chairs), two students, two staff members, and one campus partner from the staff of the Centers for Cultural Understanding and Social Change (as noted at the beginning of this document).

In addition to including student members on the Diversity Committee, a student subcommittee was established in Spring 2015. In Fall 2014 the Diversity Committee solicited students regarding their interest in serving on the committee and participating in the College's diversity efforts, and received enthusiastic responses from more than 30 students. The committee then met with some of the students to further gauge their interest, and invited two to sit on the committee and the rest to form a student sub-committee. Student members of the main committee will help coordinate with the student sub-committee to participate in all aspects of the College's diversity efforts, including development of a dedicated webpage on diversity on the College's website and participation in recruiting and informational events described in Activity #2.

In line with establishing a diversity leadership structure, the Honors College mission statement was revised with the bolded language below to reflect its diversity aims and approved by the Council at its Oct. 24, 2014 meeting:

*The UIC Honors College enhances opportunities for intellectual challenge and leadership by fostering a community of academic excellence, connecting outstanding undergraduate students with premier faculty mentors, and promoting scholarly engagement. By bringing together a **diverse group of exceptional undergraduate students, faculty, and staff**, the Honors College provides an environment for advanced intellectual growth and a foundation for life-long learning.*

2. Activity: Recruitment: Honors College “Meet and Greet”

- The Honors College staff will invite student leaders from African American and Latino student organizations to an informational session/discussion regarding the benefits of being in the HC.

Responsibility: HC staff and Associate Dean

Implementation: Immediate

Mapping to UIC DSP goal:

Goal 2: *UIC will have an intentional and transparent climate of diversity and equity, stating in clear terms its diversity and equity priorities.*

College update: The college will work with African American and Latino support units and cultural centers on campus, as well as other units such as the Native American Support Program, Gender and Sexuality Center, and the Disability Resource Center, to identify all relevant student organizations and invite their leaders to an information session as suggested. The groundwork has already been laid for this outreach because the college has already hosted two events (one at the Honors College, and one in the Student Services Building) for all staff of such support units. At these informational luncheons, staff from the college and these units met each other and learned about each others’ missions and resources.

The advisors of the Honors College also hosted an advisor meet-and-greet breakfast this semester and plan to do so again each semester, for advisors from all over campus (including support programs). Such activities build relationships and support for the Honors College across campus.

The college also encourages its staff to be involved with the Chancellor’s Committees on diversity and has staff who attend the meetings of the committees on the status of Blacks, Latinos, and Asian Americans. A goal is to ensure representation at meetings of all of the status committees.

Such activities have led to supportive partnerships that should help in the college’s efforts to reach out to student leaders of these diverse groups as suggested.

The college can draw upon its student leaders to help, especially those in the Honors College Advisory Board, the Student Leadership Council, and Unifying Diversity. In fact, it is not even clear that Unifying Diversity, a very active group in the past, is active at this time, but it should be. Student leaders can reach out to the other support units as suggested, with the aim of building bridges to encourage students from underrepresented groups to join the college if they already meet the requirements, but also to aspire students to be academically strong enough to apply to the Honors College in due time.

Profiles from students who enter the college as a result of such partnerships could be added to the college web site, along with a variety of student profiles that would assist in recruitment of all students.

Note that the Dean brought together a group of African American students for discussion two years ago, which was useful in terms of information and viewpoints that were shared. A group of Latino students has expressed interest in helping with admissions and recruitment. The college does involve students who represent many aspects of diversity, including underrepresented students, in admissions/recruitment days.

The Honors College admissions staff members are also considering other ideas for recruiting students who are already at UIC such as holding small informational sessions in other colleges. These sessions could dispel myths that the HC is only for health science majors and they could teach about the benefits of HC membership for enhancing students' undergraduate experience.

Diversity Committee Review and Update (Spring, 2015):

Summary: The Honors College has grown in the numbers and percentages of underrepresented minority students in each of the last 6 years. It is more diverse than ever before, and last year's Freshman class mirrored similar campus students. The PAP-Honors program has helped tremendously with recruitment.

Regarding the specific suggestions in the diversity strategic plan, the committee noted that the College implemented a modified version of the originally recommended activity, which was to host events for student leaders of African American and Latino organizations. The College instead found it more effective to work with, and reach out to, various support units and cultural centers to learn about each other's missions and resources. The College continues to build links with these units through events such as "Meet and Greet" breakfast meetings, and regularly co-sponsors many events organized by the six Centers for Cultural Understanding and Social Change with a substantial financial commitment each year. In addition, Honors Advisors have participated in campus committees to help the College reach out to student leaders of these diverse groups. Also, the Honors College's own student leaders also help to recruit minority students. The newly enhanced diversity representation for HCAB and the Honors Ambassador program also makes a major difference, although the student group Unifying Diversity voluntarily disbanded a few years ago.

Assessment:

- In place of the originally recommended "Meet and Greet" events for student leaders from African American and Latino student organizations, there is a broadened plan, to reach out to African American and Latino support units and cultural centers on campus, as well as other units such as the Native American Support Program, Gender and Sexuality Center, and the Disability Resource Center, among others. Through social events (such as mutual visits), co-sponsoring activities, and teaching Honors courses, the College and these support units and cultural centers have learned about each other's missions and resources, and work together to reach out to underrepresented minority students. The College has continued to strengthen links that have already been built with these units.
- Honors Advisors have consistently held "Meet and Greet" breakfast meetings once a semester with advisors from other units, to help the College's efforts to reach out to student leaders of these diverse groups.

- Staff members have also participated in campus committees on diversity, such as the Chancellor's Committee on the Status of Asian Americans. With Jill Huynh's departure in Summer 2013, at the present, there is no other member currently involved with the Chancellor's committees on diversity, although Brian Ward has been an active member of the African American Recruitment and Enrollment Initiative and has in the past attended the Chancellor's Committee on the Status of Blacks. He has also led efforts in working with student leaders, including the student sub-committee for the Diversity Committee, to inform them of the benefits of being in the Honors College.
- The Honors College's own student leaders have also worked to recruit minority students. Although they may not have a formal role in recruitment, with representation of diversity in the Honors College Advisory Board and the Honors College Ambassadors program (see Activity #3), the monthly meetings of the Student Leadership Council, and student publications such as *One World* (see Activity #9), together they cultivate a climate that is supportive and enriches itself through diversity.
- Overall, the College has made extensive and effective efforts to reach out to advisors in various support units. The committee recommends that the College consider implementing similar events for student leaders of various support units. Given the enthusiasm shown by many students to help with the goals of this committee and the fact that a Student Diversity Sub-committee is to be implemented, such efforts will be organized and led by oversight from the Committee, especially the two student members, under the supervision of a College staff member, Brian Ward.

3. Activity: Recruitment -- Honors College Ambassadors (Peer Navigators)

- There is a need to increase the number of students from underrepresented ethnicities/races and academic majors within the college.
- Continue to identify underrepresented students within the Honors College who can be Ambassadors. (Perhaps the Honors College can provide an incentive to encourage students to become Ambassadors.)

Responsibility: HC staff and HC Student Ambassadors

Implementation: On-going

Mapping to UIC DSP goals:

Goal 4: UIC will have an ethic of diversity that lessens stratification, provides access, and promotes opportunity by expecting success of all members of its community.

Goal 3.2.d: Create a diverse student ambassador group reflecting the academic excellence of UIC that meets with high school students.

College update: The college has turned to its existing student organization, the Honors College Ambassadors (led by Honors College staff members) to help meet this goal, and it will continue efforts in this regard indefinitely. Specifically, the college staff and current student Ambassadors recruit prospective Ambassadors with many criteria in mind, one of them being to diversify the group. During the review of applications, diversity is one of the criteria considered in selecting the final group of new Ambassadors.

In addition, the college staff worked carefully with the Honors College Advisory Board student group to help it change its by-laws in a way that has diversified that student leadership group remarkably. This change – which specifies membership in a manner that is akin to the membership of the Honors Council in terms of disciplinary representation – has made it more welcoming and more diverse for students from more disciplines and more ethnicities/races.

The college would like to find more ways to help students from lesser-represented majors/disciplines find each other and build a supportive community. In Fall 2012, it hosted a “Major Mingles” event for psychology majors, but it was not well attended, even though students express great interest in the concept whenever they hear about it.

The college has also reached out more to alumni to provide mentoring and internship experiences for students.

(Note comments below regarding the PAP-Honors program as the central mechanism by which the college has been able to increase the number of underrepresented students in the college in Fall 2012.)

Diversity Committee Review and Update (Spring, 2015):

Summary: Efforts to increase the number of Honors peer Ambassadors from underrepresented ethnicities and disciplines have proved very successful: from almost no students from underrepresented minorities in 2012 to 38% in Fall 2014. Representation by major is still heavily weighted in the natural sciences, reflecting the demographics of the College. Following the revision of the bylaws in Fall 2014, both underrepresented ethnicities and disciplines have representatives on the Honors College Advisory Board. Efforts have also been made to include transfer students. The natural sciences and pre-med/pre-health majors continue to represent the majority of majors and career paths, although current students indicate more interest in second majors or minor concentrations in the social sciences and humanities, and the numbers of students from other disciplines are growing.

Assessment:

Extraordinary progress has been made in recruitment of underrepresented minorities for the Ambassadors program. In 2012, there were virtually no students from underrepresented minorities serving as ambassadors. In Fall 2014, almost 38% are from historically underrepresented minority groups. See the summary profile of ambassadors below:

FALL 2014 AMBASSADORS (N = 45)*

Gender		Race/Ethnicity				
Men	Women	African American	Latino	Asian	White	Two or More
16 (36%)	29 (64%)	4 (9%)	13 (29%)	20 (44%)	7 (16%)	1 (2%)
Program/Intended Major						
Natural Sciences 33 (73%)			Social Sciences/Humanities 4 (9%)			
Biological Sciences	18 (40%)	Applied Psychology	1 (2%)			
Neuroscience	11 (24%)	Communication	1 (2%)			
Biochemistry	2 (4%)	History	1 (2%)			
Chemistry	1 (2%)	Political Science	1 (2%)			
Physics	1 (2%)					
Engineering 3 (7%)		Applied Health 4 (9%)		Mathematics/ Computer Science 1 (2%)		
Bioengineering	2 (4%)	Nursing	2 (4%)			
Chemical Engineering	1 (2%)	Health Information Management	1 (2%)			
		Kinesiology	1 (2%)			
Intended Second Majors/Minors						
Spanish	4 (9%)	Cell and Tissue Engineering	1 (2%)			
Chemistry	2 (4%)	Psychology/Chemistry	1 (2%)			
Psychology	2 (4%)	French/Francophone Studies	1 (2%)			
Chemistry/Psychology	2 (4%)	Russian	1 (2%)			
Spanish/Chemistry	2 (4%)	History	1 (2%)			
Psychology/Spanish	1 (2%)	Communication	1 (2%)			
Music	1 (2%)	Economics	1 (2%)			
Pre-Professional Programs – 29 (64% of total)						
Pre-med			23 (51%)			
Pre-health			5 (11%)			
Pre-law			1 (2%)			

*Self-identified categories, categories are not all mutually exclusive.

- The prestigious President’s Award Program Honors (PAP-H) scholarship is the largest recruiting tool to bring high-achieving underrepresented students into the Honors College and the University. A substantial number of PAP-H scholarship recipients have applied, competed successfully, and were selected to serve as ambassadors.
- Of the total (n = 45) ambassadors, 11 are new PAP-H scholars and 2 are returning PAP-H scholars (the latter currently serve as the Student Coordinators for the ambassadors program).
- To the extent possible, at least one PAP-H ambassador is assigned to each orientation group. Each orientation typically includes 4 ambassadors – one PAP-H, one returner, and two additional ambassadors, such that the group is as diverse as possible (including academic interest, i.e., major/minor areas of study and/or pre-professional interest areas).
- In terms of majors, ambassadors overwhelmingly indicate their interest in natural sciences, but increasingly, student ambassadors indicate second majors (or minors) that are not in the natural sciences. These include Spanish and other languages, psychology, history, music, communications, and economics.
- Relatively few students in art and business are enrolled in the Honors College, and it is more challenging to connect them with student peers to contact in the Honors College. It is also tougher to recruit students in art and business as their disciplines emphasize participation in internships during the summer, when ambassadors are involved with orientation projects for incoming Honors College students. Thus, identified target areas of growth for student representation among the ambassadors are art and business students.
- Last spring and continuing, the Honors College started pairing transfer students with ambassadors. The incoming transfer students have different needs, e.g., less the crash course on undergraduate student life. The orientations for transfer students are a little more relaxed, but it is good for the new transfers to have a peer to call on in the Honors College.
- As noted in the DSP document, the Honors College has worked hard to encourage students of similar disciplinary backgrounds—particularly those in the minority colleges and departments—to get to know each other. Efforts have been expanded to provide a supportive environment for underrepresented disciplines. First, the College encourages Faculty Fellows to create opportunities for their advisees to get to know each other. Second, since 2014, the Fall Professional Development Series featuring eight different sessions was offered for the first time. The workshops have well attended, creating additional opportunities for students to learn more about their career choices within their disciplines. For example, the Honors College hosted a panel with four faculty members in humanities, the social sciences, and fine arts on September 29, 2014, to talk with students about how to prepare outstanding applications to graduate schools in these fields.
- Overall, the committee believes that the Honors College has been doing an outstanding job in including minority students in the Ambassadors program, as well as through other continuing efforts to provide a supportive community for students from underrepresented groups and underrepresented disciplines. The committee suggests that the College continue these efforts and evaluate the results of their programs. One recommendation is for the organizers of such programs/workshops to submit brief yearly reports to the Dean summarizing their progress and outcomes.

4. Activity: *Establish an Honors College Summer College program for HC-eligible students (including PAP Honors students).*

- Develop activities/programs, including Intergroup Dialogue programming, to acclimate students to campus and to connect them to the Honors College

Implementation: Summer 2012

Responsibility: HC staff and Associate Deans

Mapping to UIC DSP goal:

Goal 4: *UIC will have an ethic of diversity that lessens stratification, provides access and promotes opportunity by expecting success of all members of its community.*

Goal 4.2.c: *Bridge the gap between recruitment and graduation by promoting summer bridge programs for newly admitted students and further mentoring services.*

College update: More information about the new PAP-Honors program is below in this document, but in response to this question, the college did host a Summer College program as recommended, for 83 new PAP-Honors students during two weeks of Summer College in August 2012 before the semester started. This program introduced the cohort of students to university study, issues of academic inquiry and discovery, and leadership, easing their transition into the first year with skill-building experiences. Specifically, they moved into campus housing two weeks prior to beginning of semester, with room and board provided. They experienced:

- Five days of academic instruction: Honors 101 (Freshman Orientation Seminar), which includes some elements of Intergroup Dialogue, and five 3-hour academic seminars taught by a diverse group of UIC top faculty researchers (including African American, Latina, Asian American, and White faculty) addressing the question of “How Do We Know?” across a wide range of disciplines:
 - Professor Houshang Darabi, *"The Art and Science of Industrial and Systems Engineering"*
 - Professor Roberta Paikoff-Holzmueller, *"Studying Human Development: Finding and asking (and sometimes answering) a really good question"*
 - Professor Linda Bracamontes-Roeger, *"Graphic design is everywhere"*
 - Professor Christian Messenger, *"How Literary Study Speaks About Popular Culture"*
 - Professor Hannah Higgins, *"The Many Windows of Art: Painted, Built, and the Little One in the Palm of Your Hand"*
 - Professors Meena Rao and William Walden, *"Explorations in the Natural Sciences"*
 - Professor and Associate Dean Sara Hall, *"Representation/Reality: Approaching Documentaries as Film"*
- Two off-campus cultural/academic excursions to the Art Institute of Chicago and the Gene Siskel Film Center for experiential, contextual learning.
- Evening social programming organized by Campus Housing, including on- and off-campus social events (bowling in SCE, Navy Pier fireworks).
- One week of Residence Hall programming: Project LEAD (Leadership Education Experience) and New Student Days.

Diversity Committee Review and Update (Spring, 2015):

Summary: The College has continued to host a two-week Summer College program for PAP-H students. The first program took place in 2012 and was repeated in 2013 and 2014, with some minor revision of class scheduling and social activities. The Summer College and the one-week residence hall programming (Project LEAD and New Students Days) have proven to be very

successful in acclimating students to campus and connecting them to the Honors College. The committee also notes the impressive success of PAP-H program—increased student diversity and the continued success of PAP-H students have significantly contributed to the Honors College’s diversity and inclusiveness. Averaged across all cohorts and years, the retention rate is 99.3% and the admissions yield rate is 73%. PAPH entering ACT scores (not that this should matter since it does not predict graduation rate when Honors College membership is accounted for) and first-semester GPAs are higher than average Honors College students’. In the rising senior class, one student won the Truman award, one won the Goldwater, one is a Rangel scholar, and one who entered with the State’s highest ACT score has already graduated and will attend Northwestern Medical School. All have a long list of other accomplishments including internships, study abroad, research here and across the country, etc. And the program has diversified the Honors College more than ever.

Assessment:

- The second year (2013) of the PAP-H program continued to exceed all expectations, with an admissions yield rate of 75%. These 43 highly qualified PAP-H recipients had a higher mean ACT score (29.6 vs. 28.9) and high school GPA (3.74 vs. 3.65) than the entering first-year Honors class as a whole.
- At year’s end, the academic performance of PAP-H first-year students (2013) was stronger than the rest of the Honors class at large, with first-year PAP-H students earning a mean GPA of 3.58 compared to 3.40 for all first-year Honors students. In addition, 88% of the PAP-H Scholars had a first-year GPA of 3.0 or higher, and their retention rate to the second year was 99% compared to the campus average of 80%.
- There has been considerable effort to disseminate information about PAP-H nationally through conference presentations at the CIC Honors Education Meeting (May 2014) and the Honors Education at Research Universities Conference (May 2013 and 2015), as well as efforts to pursue publication documenting our success about the PAP-H program in *Honors in Practice*.

5. Activity: Active recruitment of underrepresented faculty

- Underrepresented students might become interested, and currently enrolled underrepresented students in the Honors College might become more engaged, if there are more faculty of color involved in the college.
- The Honors College should consider direct personal appeals to underrepresented faculty to join the Honors College to work with and mentor the best and brightest students at UIC.
- It should be remembered, however, that according to the 2010 Zero Group Representation report, across the campus half of the academic units have no African American tenured/tenure-track faculty, along with a similar dearth of Latino faculty across campus (e.g., 13 departments in LAS have no African American faculty and 9 have no Latino faculty).
- Assessment through monitoring the number of underrepresented faculty with regard to their representation on campus and by department.

Responsibility: HC Dean

Implementation: On going

Mapping to UIC DSP goal:

Goal 3: *UIC will recruit, retain and promote the success of a diverse faculty, staff and student population.*

College update: The Dean and Associate Deans have been actively and directly recruiting faculty of diverse backgrounds for several years, but it is difficult to get large numbers of underrepresented faculty in particular because there are relatively few on campus who are tenured or able to do so given workload issues. (The Dean is conservative in approaching faculty of any ethnicity who are untenured.) Also, even though many have accepted these invitations, about the same number rotate out of the Fellows pool, sometimes because they are not being retained by the university at large. Even so, the percentage of underrepresented faculty in the Honors College nearly mirrors the population of the UIC faculty as a whole, with even more African Americans than the campus at large, as seen below, but fewer Asian Americans. The percentage of Latino and Asian-American faculty does not, however, reflect the representation of students in these ethnic categories. The college has also increased the number of women Fellows, which is important given the gender composition of the student body.

Category	Overall UIC Faculty Fall 2011	H.C. Faculty Fall 2010	H.C. Faculty Fall 2011	H.C. Faculty Fall 2012	H.C. Students Fall 2012
<i>African American</i>	59 (4.8%)	17 (5.7%)	15 (5.2%)	18 (5.8%)	83 (6%)
<i>Asian American</i>	213 (17.5%)	41 (13.9%)	41 (14.1%)	42 (13.6%)	486 (32%)
<i>Hispanic</i>	78 (6.4%)	16 (5.4%)	19 (9%)	18 (5.8%)	233 (16%)
<i>White</i>	788 (64.8%)	213 (72.2%)	209 (72.1%)	225 (72.8%)	620 (42%)
<i>Unknown</i>	N/A	8 (2.8%)	6 (2%)	6 (2%)	15 (1%)
<i>Multiple</i>					55 (4%)
<i>Women</i>	476 (39%)	125 (42.4%)	126 (43.4%)	140 (45.3%)	906 (61%)
<i>Men</i>	740 (61%)	170 (57.6%)	164 (56.6%)	169 (54.7%)	586 (39%)
TOTAL	1216*	295	290	309	1492
*Other ethnicity categories included in larger UIC report					

The college is committed to having a diverse Faculty Fellows program. Note that in their discussions of this diversity report, the Honors Council members noted that the responsibility for this goal should be shared by the administration, staff, faculty, and students of the college. To this end, the Council and the HCAB student group will be enlisted to help ensure that both faculty and students understand the importance of recruiting a more diverse group of Faculty Fellows and bring prospective Fellows to the attention of the Dean. The college would appreciate getting practical ideas from the Diversity Committee about ways to encourage existing college faculty to help.

Note that the college increases the diversity of the faculty who teach its courses by sometimes employing instructors from outside the Faculty Fellow group. For example, directors of the Latino Cultural Center and the African American Cultural Center will team-teach a special Hon 201 seminar on cultural issues this year.

Finally, note that the Honors College has an active Alumni Board that would also benefit from having a more diverse membership.

Diversity Committee Review and Update (Spring, 2015):

Summary: The College has and continues to recruit underrepresented (UR) Faculty Fellows effectively, such that the representation in the Honors College mirrors that of the campus as a whole. Challenges include the paucity of UR faculty in the campus as a whole and over-commitment of UR faculty. In addition to all ongoing efforts to achieve this goal, the Dean may consider speaking to department heads to invite UR faculty to become more involved with the Honors College—to become Fellows, to teach, or to guide research.

Assessment:

- Implementation of this diversity goal is ongoing. The HC actively recruits faculty from UR groups, such that in 2012, for African American and Latino faculty, the representation in the Honors College mirrored that of the campus as a whole. An exception was Asian faculty, who are less represented in the HC as compared to the campus representation. According to the most recent data available (for 2013, see Table below), the representation of UR faculty continues to mirror that of the campus representation.

UIC and HC Faculty by Race/Ethnicity/Gender

Category	Overall UIC Instructional Staff*, Fall, 2013	HC Faculty Fellows**, Fall, 2013
African American	101 (6%)	18 (6%)
Asian	285 (16%)	42 (14%)
Hispanic	120 (7%)	18 (6%)
White	1159 (65%)	225 (73%)
Other/Unknown*	* (6%)	6 (2%)
Female	798 (44.6%)	140 (45%)
Male	990 (55.4%)	169 (55%)
TOTAL	1788*	309**

*Other ethnicity categories included in UIC report

**Only Faculty assigned to students are counted

- As mentioned above, a barrier that hampers recruitment of UR faculty into the HC is the limited representation of UR faculty on the campus as a whole. A second barrier identified by the committee is that UR faculty are often overcommitted as they are asked to participate in many efforts across campus and the dean does not like overburdening untenured junior faculty with extra Honors College responsibilities. In addition, although the HC is committed to recruiting underrepresented faculty as HC Fellows, this must be balanced with the need to recruit Fellows by discipline in order to match the representation of HC students by discipline.

Recommendations:

- As mentioned, over-commitment of UR faculty presents a barrier to their recruitment as HC Fellows. The key is how to make work at the Honors College a priority for them. It seems that this could be addressed by extension of current College efforts, such as direct appeals to faculty and providing compelling reasons why the Honors College may benefit them and hence be a priority. The diversity committee will compose a brief document outlining the benefits of serving as an Honors College fellow.
- It would be fruitful to continue expanding other ways in which UR and all faculty can and have

contributed to the Honors College in addition to serving as Fellows. Examples include mentoring students in research for Capstone and other projects; teaching Honors College core or seminar courses; involving Honors students in grant applications by incorporating an education/training component; helping students do honors supplements in regular courses taught; participation in PAP summer orientation presentations and other sponsored programs/events; and many other possibilities.

6. Activity: Active recruitment of faculty in underrepresented disciplines

- Recruit Faculty Fellows to speak to the benefits of being a Fellow at unit faculty meetings. HC Dean or staff representative serves in support role, but the primary recruiting narrative comes from the Faculty Fellow.

Responsibility: HC Dean, Associate Dean, Staff, Honors Council

Implementation: Immediate and on-going

Mapping to UIC DSP goal:

Goal 3: *UIC will recruit, retain and promote the success of a diverse faculty, staff and student population.*

College update: The number of Faculty Fellows necessarily reflects the number of students who are in particular disciplines or who have particular career aspirations (e.g., dentistry, anesthesiology). There is an expected mentoring load of approximately 5 to 6 students for each Faculty Fellow. If, for example, there are 20 communications majors, then ideally there should be about 4 Faculty Fellows in that discipline. This ratio and distribution of Faculty Fellows across disciplines/areas is carefully monitored so that it reflects students' areas of disciplinary study. In fact, in recent years, there has been increased attention to diversification of students in terms of major area of study, so the diversification of faculty in this regard will follow.

With regard to Faculty Fellow recruitment in general, the Dean and Associate Deans have systematically been visiting college faculty meetings to spread the word about the Honors College for two years, with success. These visits will be continued. The Dean also makes a presentation at new faculty orientation each year about the benefits of being a Fellow. But these efforts are only a start. An essential goal is to increase the reputation of the Honors College and its intrinsic interest for faculty and students -- constant concerns for any dean, concerns that drive priorities in a college. The Honors College hosts many high-profile events, co-sponsors many events across campus, advertises its events widely, ensures the highest excellence among students who themselves go out and are ambassadors in the classroom and elsewhere, etc.

The college also ensures that current Faculty Fellows have meaningful ways to connect with the college through faculty/student luncheons, by being celebrated with profiles in the *Ampersand*, and so on. The college has also instituted a more comprehensive new Faculty Fellow orientation to ensure that all faculty members understand their responsibilities and the benefits of becoming a Fellow. All these efforts and many more create interest in the college among its constituents -- both faculty and students. Such interest leads to faculty "selling" the college to each other. As a result, there are more unsolicited applications from Fellows than ever, faculty are quick to recommend their colleagues when asked, and when invited to become a Fellow, faculty usually accept enthusiastically.

Diversity Committee Review and Update (Spring, 2015):

Summary: As summarized in tables below, a statistical study of the distribution of students by discipline and college as against Faculty Fellows yielded the conclusion that there is an adequate number of Faculty Fellows to serve as advisors in the underrepresented disciplines. All other efforts in spreading the word about the Honors College and establishing its intrinsic interest to students and faculty at UIC have been effective over the past two years.

Assessment:

- Dean Bottoms and the Associate Deans have continued to visit different units at UIC to highlight the work of the HC and motivate faculty to serve as advisors to HC students. Values of the Honors College have also been effectively communicated to various constituencies through new faculty orientations, co-sponsoring events, and new Fellow orientations, as well as faculty-student luncheons. In line with previous years, the number of unsolicited applications continues to rise. Since April of 2013, an annual Fellows luncheon has also been organized on the West campus with faculty from all health-related Colleges. Also, since Spring 2014, a dozen UIC faculty members from diverse disciplines and visiting scholars have been invited to James Stukel Towers, where Honors housing is located, to interact informally with students.
- It was also found that the reputation of the Honors College relies on the word of mouth from faculty members. Although having a “faculty ambassador” in each department has not been implemented systematically, there have been continuous efforts to recruit Fellows from various disciplines to participate in the Honors College. The diversity committee will make it a priority to devise a plan to establish a faculty ambassador program for implementation by the College. The diversity committee will also compose a brief document outlining the benefits of serving as an Honors College fellow, which can be distributed to departments. Another recommendation is for the College to contact the Director of Undergraduate Studies from under-represented departments to assist in recruiting efforts. Such efforts include: (1) asking current Fellows and Chairpersons to recommend Fellow candidates; (2) asking current instructors to recommend other instructors to offer Honors courses; and (3) recruiting more Fellows to conduct Admissions Interviews; among others, many of which the College has already been doing.
- The committee has also reviewed the College’s recruitment of faculty in underrepresented disciplines. As stated in the update from the HC: “The number of Faculty Fellows necessarily reflects the number of students who are in particular disciplines or who have particular career aspirations (e.g., dentistry, anesthesiology). There is an expected mentoring load of approximately 5 to 6 students for each Faculty Fellow.”
- To determine the ratio of students to Faculty Fellows, we analyzed tables with student characteristics and HC Faculty Fellows obtained from Associate Dean Stacie Williams and UIC’s Office of Institutional Research. In addition, we communicated with Eliza Callahan, Academic Advisor and Program Specialist in the HC, to learn how the students are assigned to their Faculty Fellows.
- The table produced in this report (see below) lists 12 colleges plus LAS, which accounts for three times that number of distinct disciplines. Historically, students enrolled in the College of LAS represent the majority of the students in the HC, but the student-to-faculty ratio (2.7) in LAS is still below the expected mentoring load of 5 to 6 students per Faculty Fellow (see table below). Note that LAS students can also be assigned faculty fellows from other colleges (their intended careers), including some that do not have undergraduates, such as the Colleges of Dentistry, Medicine and Social Work. Likewise, the College of Engineering, which has the

second highest enrollment, also maintains a favorable student to faculty fellow ratio of 5.1, while other colleges with lower enrollments boast even lower ratios.

Ratio of Students to Faculty Fellows in the Different Colleges/Disciplines

- There are a total of 767 (sophomore and above) undergraduate students in LAS. Of those 767 students, 443 are advised by a Faculty Fellow in LAS and the other 324 are distributed in 12 other colleges. The student:faculty ratio for a given college takes into account its own students plus students from LAS.
- To determine whether the recruitment of Faculty Fellows has been successful, two issues need to be considered:
First, assignment of Faculty Fellows to students begins during sophomore year, and therefore, the number of students is lower than the total numbers presented in the paragraph above. The data presented above shows that the ratio of students to Faculty Fellows is well below the mentoring load of 5 to 6 in the underrepresented disciplines.

College	Total No. Faculty	No. students sophomore and above from own College	No. students sophomore and above from LAS	Total No. students sophomore and above advised per College	Ratio student :faculty
Applied Health Professions	21	70	15	85	4.0
Architecture and the Arts	22	53	2	55	2.5
Business Administration	21	77	1	78	3.7
Dentistry	8		46	46	5.8
Education	5	5	4	9	1.8
Engineering	30	149	4	153	5.1
Liberal Arts and Sciences	164	443	--	443	2.7
Medicine	34		148	148	4.4
Nursing	28	36	32	68	2.4
Pharmacy	16	3	65	68	4.3
Public Health	3	9	1	10	3.3
Social Work	5		6	6	1.2
Urban Planning and Public Affairs	5	9	0	9	1.8
	362		324	1178	

- Second, students in LAS are sometimes assigned to Fellows across almost all other Colleges due to their varied interests in pursuing careers in a health-related field (for example, a biology major will be assigned to a Faculty Fellow from the College of Dentistry, because the student intends to pursue a career in Dentistry). Students in Colleges other than LAS are usually assigned to Fellows in the their same home College. Even with the added students from LAS to Faculty in the other Colleges, the ratio of students to Faculty Fellows is below the mentoring load noted by the Honors College.
- Conclusion: There is an adequate number of Faculty Fellows to serve as advisors to students in the underrepresented disciplines.

Recommendations:

To increase the diversity of Faculty Fellows by discipline, the committee recommends:

- That the College should continue efforts to invite faculty from UR disciplines, who serve as Capstone mentors, to become HC Fellows.

- Another issue raised by the committee is that, since Faculty Fellows are recruited based on the numbers of students who require Fellow assignments each year, it would be fruitful to consider directing recruiting efforts also at students, rather than faculty.

- The major guiding principle in recruiting Fellows is that the number of Faculty Fellows necessarily reflects the number of students who are in particular disciplines or who have particular career aspirations. As mentioned, the Committee also notes that faculty members can involve themselves in Honors College activities in ways other than serving as Fellows—they can teach Honors courses and supervise students' research, for example. Hence, recruitment of Faculty from underrepresented disciplines to get involved in the Honors College should not be based only on numbers of students in those disciplines.

- It should also be noted that the College has begun to support faculty who apply for student research and training grants that create noteworthy educational experiences for HC students, including the following, with some focused on underrepresented minority students:
 - (1) NSF RED Proposal (IUSE / Revolutionizing Engineering Departments program) (11/2014); proposed by the Department of Chemical Engineering.
 - (2) NIH NIDDK (National Institute of Diabetes and Digestive and Kidney Diseases) Education Program Grants R25: "Training Interdisciplinary Scientists in Bioengineering Approaches for a Functional Cure of Diabetes" (10/2014); proposed by the Department of Surgery. FUNDED FOR FIVE YEARS – summer 2015.
 - (3) NSF S-STEM grant: "Scholarships for Training in Academic and Research Success (STARS)" (8/2014; not funded); proposed by the Department of Biological Sciences
 - (4) Beckman Scholars Program proposal (8/2014); proposed by the Department of Chemistry
 - (5) The Autism Program of Illinois Quick Start Transition Related Programs Grant: "New Peer Mentoring Program for Students with Autism" (2013; Funded); proposed by Psychiatry Professor Jennifer Gorski, partnered with the Disability Resource Center and the Honors CollegeThis is an additional way that Fellows and non-Fellows are involved in the College.

TEACHING/LEARNING

7. Activity: *Diversity in the Classroom for HC Teachers workshop*

- Design a 2-hour workshop for a group of Honors College instructors on Diversity in the Classroom to be piloted next semester (or as soon as possible).

- Develop a survey to measure the effectiveness of the workshop and get participants' initial feedback on what they learned

- Workshop would be offered once a semester
- Workshop size would be small to develop cohorts of faculty who would be able to get to know one another and share workshop and teaching experiences
- Assessment through follow-up meeting and/or surveys at the end of the semester would gather feedback on the effectiveness of workshop from faculty participants and foster further refinement of the workshop
- Assessment through surveys given to students at the (beginning and?) end of the semester can gauge absorption of diversity component of courses
- Workshop participation would eventually expand to all faculty teaching Honors College courses

Responsibility: HC Associate Dean will be responsible for development of workshop curriculum and faculty and student assessment surveys using available HC intellectual resources.

Implementation: Immediate: Ideally, workshop topics and curricula would be developed during winter break and offered to a pilot group at the beginning of spring semester 2012. If not, development would occur over spring semester and the workshop would be offered before fall semester.

Mapping to UIC DSP goal:

Goal 6: *UIC will utilize diversity to expand conceptual frameworks of knowledge and scholarship in every discipline.*

Goal 6.1.a: *Build diversity into the required curriculum.*

Goal 6.1.e: *Develop workshops to connect and engage faculty.*

College update: The workshop has already been designed and implemented twice, in Spring and Fall 2012, and plans are being made for the evaluation of future workshops. The workshop is called “Instructors’ Roundtable: Diversity Matters.” The nature of the event is captured in this invitation sent to all Honors course instructors:

“Given that diversity is a defining feature of UIC, allowing us to reap benefits in so many different ways, for this semester’s roundtable, I think it is a good time for us to discuss diversity issues to help further enrich Honors College curriculum. This is, in fact, consistent with one of the recommendations recently put forth by the Honors College Diversity Strategic Planning Committee. The point is that every Honors College course can and should have elements of diversity appreciation embedded within it. I would like to invite you to share your ideas about diversity issues in our upcoming Instructors Roundtable... We will start with a brief introduction and then move to presentation/discussion; for the second hour, we will enjoy a light lunch while continuing to discuss/entertain ideas about your course! Every one of our invited instructors will be able to participate and respond to questions such as: What do you see as “diversity,” what are some of its manifestations, and what should or can we do about it in our courses? From both a philosophical and practical perspective, is focusing on diversity likely to be seen as divisive, or can it lead to an enriched teaching and learning environment, or both? How can some of the different aspects of diversity be integrated into your teaching and in what ways? What are some pedagogical tools that we can use to enrich our teaching, specifically, and the curriculum as a whole? Of course, you are most welcome to bring your own questions and/or share your ideas with other instructors. During the meeting, we will also share many interesting class exercises that help address issues of diversity. Here are a few good examples: you can ask students to complete 10 sentences beginning, “I am...” to explore the linkage between culture and identity; you can ask students to

write, "I am [an adjective]," and "I am NOT [an adjective]," to explore their perceptions of stereotypes; you can also sample students' diverse languages by asking them to talk so others can hear different voices. Of course, how diversity should be integrated depends on the nature of the course, and this is why the Roundtable discussion is important."

The Honors College has focused on several other ways of infusing issues related to diversity into its curriculum and courses, including:

- a. The college continues to offer "*Diversity and Cultural Experience (An intergroup dialogues experience)*," a 3-credit core course using Intergroup Dialogue (IGD) pedagogical techniques – the first to have been developed on the campus. To serve as a model for other colleges, a process/teaching manual was developed in conjunction with the development of this course, and it continues to be revised with each offering of the course. It would be beneficial for the Diversity Committee to consider how to better market and share this tool to the campus. A promising idea for the future is to create a document that would help instructors of core courses and seminars bring elements of IGD pedagogy into other courses.
- b. The college has been aggressively adding new diversity-relevant courses taught by a more diverse faculty in terms of discipline and ethnicity. In addition to the IGD course above, other courses include "*Psychological Adaptations Of Immigrants*," "*Slaves, Convicts, Shameful Beginnings: Writings From The Caribbean And Australia*," "*Introduction To American Sign Language and Deaf Culture*," "*Advanced American Sign Language and Deaf Culture*," "*German-Speaking Nobel Prize-Winning Writers*," "*Atlantic Slavery: The Strength and Sinews of the New World*," "*The Sexual and Racial Politics of American Popular Media*," "*Music Therapy and Music Medicine: A Multicultural Examination*," "*Global Health Advocacy*," "*What's Culture Got to do with it?*," and "*Asian American Popular Culture*."
- c. The college revised its *HON 101, Freshman Orientation Seminar*, to incorporate more awareness of and appreciation for diversity throughout the course in terms of readings and its assignments, including using tenets of intergroup dialogue methodology and theory when possible.
- d. The Dean developed a new Honors College seminar, *HON 201: An Introduction to Faculty Research and Scholarship Related to Diversity*, aimed at increasing understanding, awareness, and appreciation of diversity-related scholarship, broadly defined. The seminar is being taught for the first time in Fall 2012. It introduces Honors College students to the range of UIC faculty members' scholarly work on topics related to race, ethnicity, prejudice, discrimination, diversity, and social identity, among others. It features faculty members from colleges and disciplines across the campus. With the best talents of college Faculty Fellows, the hope is that the course will deepen students' understanding about and encourage their enthusiasm for scholarship in areas related to diversity. The list of contributors included:
 - Kevin Kumashiro, Professor of Asian American Studies. Approaches to teaching and teacher education that challenge different forms of oppression in schools and society.
 - Chris Boyer, Associate Professor of History and Latin American and Latino Studies. Social and environmental history of Modern Mexico.
 - Bette L. Bottoms, Professor of Psychology, Dean of the Honors College, and Vice Provost for Undergraduate Affairs. The influence of case, victim, defendant, and juror characteristics (such as race, ethnicity, and sexual orientation) on juror decision-making.

- *Ralph Keen*, Professor and Arthur J. Schmitt Foundation Chair in Catholic Studies. Religion and diversity: The “Golden Age” construction of the early church (circa 500) by Counter-Reformation Catholic authors.
- *Rick Kittles*, Associate Professor of Hematology/Oncology. Tracing of the ancestry of African Americans via DNA testing.
- *Tanya Berger-Wolf*, Associate Professor of Computer Science. The intersection of Population Biology and Computer Science examining social groups, for example sibling groups, and how these are reconstructed.
- *David Xavier Marquez*, Assistant Professor of Kinesiology and Nutrition. Disparities in physical activity and disease/disability among Latinos.
- *Sharon Haar*, Professor of Art and Architecture. Role of entrepreneurship, design innovation, and global networking in the transformation of architectural practices devoted to social activism and humanitarian relief.
- *Michelle Boyd*, Associate Director of Programs for the Institute for Research on Race & Public Policy, and Associate Professor of African American Studies & Political Science. Combining documentary storytelling and ethnographic methods to create accounts of social injustice.
- *Silvia Malagrino*, Professor of Art and Design. Cataloguing the experiences of exiles, migrants, refugees, and other individuals exposed to the impact of political events in their personal lives.
- *Karina Reyes*, Associate Professor of Psychology. Academic achievement, success, and resilience among inner-city youth.

Diversity Committee Review and Update (Spring, 2015):

Summary: The recommended diversity-in-the-classroom workshop has been implemented in the form of the Instructors’ Luncheon. Also, the Honors College has successfully integrated diversity concepts throughout its curriculum. With roughly 30% new courses every semester and the inclusion of faculty from an expanding array of departments, together with guest speakers from academia or industry, the College curriculum is more diverse than ever. The new open-access *Interdisciplinary Journal of Undergraduate Research* has also added diversity to the curriculum.

Assessment:

- The diversity plan recommended design and implementation of a 2-hour workshop for a group of Honors College instructors on diversity in the classroom to be offered once a semester. The workshop was held for the past two years in combination with the Instructors’ Luncheon, an informal gathering held once a semester. Topics discussed included: what is diversity and how can it be integrated into courses? How can diversity be included to enrich the teaching and learning environment? The format was modified after two semesters because some participants in the Instructors’ Luncheon tend to be the same each semester and the discussions on the specified topics may become repetitive. Hence, rather than making “diversity” an obvious focus for subsequent Instructors’ Luncheons, Dean Chang lead discussions in that direction whenever opportunities arose. It should also be noted that the luncheon itself is designed to realize the goal of diversity—it provides a rare opportunity for all instructors to encounter a diverse range of topics and teaching methods from other disciplines. The fact that instructors in the Honors College come from a wide variety of different disciplines

is itself an important element in helping the Honors College achieve the goal of diversity.

- A barrier to offering a formal workshop on a yearly or biyearly basis is overcoming the logistics of requiring instructors to attend. The next steps in effectively mounting a more comprehensive and effective workshop should address the following issues: (1) expanding the number of participants beyond those in the Instructors' Luncheon, from Honors course instructors to all Honors Fellows; (2) encouraging participation, given the workshop's voluntary nature; and (3) exploring the possibility of alternative forms of sharing ideas about diversity in the classroom. The committee has considered this issue and feels that formal workshops are difficult to implement, which led to the suggestion that discussions regarding diversity in the classroom are best done in less formal settings. For example, it was recommended that informal coffee hours in the afternoon or after faculty meetings might be attractive and easy for faculty to attend. Once we are able to reach a good attendance at these informal meetings/gatherings, we should be in a good position to implement more structured workshops.
- Continue to include discussions about diversity in teaching and learning at the Instructors' Luncheon appears to be a good strategy.
- It would be fruitful for the Diversity Committee to consider other ways to raise issues regarding teaching and diversity to the HC faculty through various venues, such as (1) organizing a panel discussion on diversity once a semester; (2) including elements of diversity in new Fellow orientation; (3) promoting discussions of diversity issues for HC instructors and Faculty Fellows to share ideas after Honors Faculty meetings; and (4) engaging students on these issues by inviting students to the workshops and/coffee hours.
- In addition to integrating the diversity workshop into the Instructors' Luncheon, diversity in curriculum at the Honors College is also implemented through the infusion of difference and inclusiveness into all aspects of education. The honors curriculum benefits from variegated social, racial, and intellectual sophistication:
 - (1) Range and types of courses that reflect and integrate multiple manifestations of diversity themes: While continuing to offer courses on topics such as "Faculty Research on Diversity"; "Intergroup Dialogue," Race, Racism, Power, and Education in the United States"; and so on, new courses such as "The Politics of Public Space" and "Race and Ethnicity on the American Stage" have also been added to enrich the curriculum.
 - (2) Course solicitation that invites diverse faculty members with distinct scholarly expertise to participate and contribute: Every semester, new course proposals from instructors of diverse disciplines have been proposed and reviewed, resulting in roughly 30% new courses each semester.
 - (3) Experts of diverse backgrounds and community partnership, who bring knowledge from all aspects of life to the students: In addition to professors of diverse disciplines, another powerful means to bring diversity to the College is the range of speakers for Honors courses. Industry experts and accomplished leaders and alumni offer their insight through courses such as "Leadership Seminar" and "A Decade of Pharmacy Experiences: From Pharmacy Student to Pharmacist in the Workforce." "Who Was Uncle Tom?" was held in conjunction with the Daley Library's exhibit from the University of Birmingham, England, titled, "Visualizing Uncle Tom's Cabin" (September, 2014), and "Think Global, Act Local: Global Health Service Learning Program" presents students with opportunities to work with community partners to gain first-hand experience.
- Furthermore, the Diversity Committee worked with Honors College staff on collaboration with

the Richard J. Daley Library to present a mini-film series on slavery. The Academy Award winning *12 Years a Slave* was screened twice in the fall of 2014 and the 1927 version of *Uncle Tom's Cabin* once, which offer substantive explanations of the institutions, particularly in grounding them in historical contexts. To deepen students' understanding, the Honors College and the Library also co-hosted a presentation by a guest lecturer specializing in the visual culture of *Uncle Tom's Cabin*, Dr. Rob Obey from Bowling Green State University.

- In early November, the Honors College hosted a panel entitled "Freedom Summer: 1964," a panel discussion with five men and women of the Freedom Riders hosted by Professor Natasha Barnes and including Professor Johari Jobir. This was an incredible success, with a standing-room only of students, area high-school students, faculty, and community members.
- The College also hosts and co-sponsors events such as the Department of Political Science's Future of Chicago lecture series (bringing in leaders such as former Governor Jim Edgar and former CPS CEO Barbara Byrd-Bennett).

STUDENT RECRUITMENT AND RETENTION

The 6-year campus graduation rate is 58%, but only 39% for African Americans and only 51% for Hispanic students. The graduation rates for underrepresented students who have spent time in the Honors College are higher. Even so, the Honors College has a problem in terms of retention of minority students. It embraces the need to help solve this. Some specific data for minority students who entered the Honors College as freshmen is as follows:

- Of the 21 Black and Hispanic students of the freshman entering HC class of 2006, 12 graduated from the Honors College. A total of 16 graduated from UIC, for a 76% graduation rate.
- Of the 9 Black and 11 Hispanic freshmen entering in 2007 (who would be currently in their 6th year), only 2 Black and 3 Hispanic students have graduated from the Honors College. A total of 13 of these have graduated from UIC, with one more still enrolled, making this a 70% graduation rate for these students (if the pending student graduates).
- Of the 8 Black and 20 Hispanic freshman students entering in 2008 (who would be currently in their 5th year), 2 Black and 11 Hispanic students have graduated from the HC. A total of 17 have graduated from UIC, 1 more student has declared an intention to graduate in Fall 2012, and five more are still enrolled at UIC, so their overall UIC graduation rate is currently 61% and has the potential to increase to 82%.

Year of Entering Cohort	African American 1 st to 2 nd Year Retention Rate			Hispanic 1 st to 2 nd Year Retention Rate		
	All AA Students at UIC	Those who spent 1 st year in Honors College		All Hispanic Students at UIC	Those who spent 1 st First-year in Honors College	
	Retained At UIC	Retained At UIC	Retained in Honors College	Retained At UIC	Retained At UIC	Retained in Honors College
2009	75%	93%	64%	79%	86%	59%
2010	74%	100%	55%	77%	88%	67%
2011	67%	91%	59%	74%	84%	76%

- Of the 14 Black and 42 Hispanic freshman students in 2009 (who are currently in their 4th year], 5 Black and 17 Hispanic students are still in the Honors College. One has graduated from UIC (in only three years) and 42 are still enrolled, for a total potential graduation rate eventually of 77%.
- Of the 9 Black and 33 Hispanic freshmen who enrolled in 2010 (who are currently in their 3rd year], 3 Black and 17 Hispanic students are still in the Honors College. A total of 34 are still enrolled at UIC, for a total potential graduation rate eventually that could be as high as 81%.
- Of the 17 Black and 50 Hispanic freshmen who enrolled in 2011 (who are currently in their 2nd year), 10 Black and 38 Hispanic students are still in the HC. A total of 51 are still enrolled at UIC, for a total potential graduation rate that could eventually be as high as 76%.
- This table below shows the trends in first-to-second year retention rates for underrepresented students in the Honors College over the past three years, which are increasing for Hispanic students, but not for African American students. Even though the rate of retention of these underrepresented students *within the Honors College* is lower than optimal, the rate of their retention *at UIC* is much greater than the retention rate for students at large at UIC. Being in the Honors College during the first year, then, appears to have positive benefits for underrepresented students.

With the advent of the new Honors Scholars PAP program, it will be even more important for the College to develop programs that will effectively monitor student academic progress and allow for strategic interventions that will foster and support student success in the honors program. The committee believes this support should come in the form of monitoring first-semester/first-year students' course performance to provide intensive counseling, better selection of courses, early provision of tutoring, and other forms of attention to support student learning before crises occur. All of this will call for new resources, possibly in terms of new advising/administrative hires and HC staff time. But this will certainly be a more responsible use of resources than supporting students financially who are not then offered a full array of tools for success.

College update: Increasing student success is the priority of the entire campus at this moment, the Honors College included. To start, notice the role that the Honors College plays in supporting student success at UIC: Even if minority students leave the Honors College after the first or subsequent years, they are more likely than other students to graduate from UIC. This is true with students generally, but even more true for underrepresented students. That is, the graduation rate across all students who spend time in the Honors College is about 80%, compared to the campus average of 58%. This more than 20% rate difference exists for students at all levels of entering ACT scores (down to 23), and across all colleges in the university. Thus, even spending some time in the college, especially the first year, acts as an inoculation that increases later UIC success.

But it is, of course, important that the college does more to not only ensure that these students graduate from UIC, but that they graduate as members of the Honors College with the kinds of high GPAs that will give them more opportunities in terms of graduate and professional school. To this end, the college has begun a wide variety of more “supportively intrusive” methods of tracking all of its students, not just underrepresented minorities, at the first signs of academic trouble. This includes attention to early alerts from faculty (midterm grades) and residence halls (results from MAP program survey), increased outreach from college advisors, assigning the PAP-Honors students to Faculty Fellows during the second semester of their freshman year (rather than waiting until their sophomore year), etc.

The relations built with other campus units in recruiting and retaining students, such as the African American Academic Network and LARES, will be helpful in this regard. Another example is a new partnership with the Department of Psychiatry, the Disability Resource Center, and Campus Housing in securing a grant to develop a peer mentoring program aimed at students on the autism disorder spectrum. This program is expected to draw on Honors Students (perhaps some themselves on the high functioning end of spectrum) as peer mentors and will serve those students in need of peer support. This program will increase the visibility of the Honors College among high achieving students served by the Disability Resource Center and will support student success.

The President's Award Program – Honors (PAP-H). A discussion of increased recruitment and retention of underrepresented minorities in the college must focus on the PAP-Honors program, which was a success in its inaugural year (2012) far beyond any expectations. This program has been the focus of an extraordinary amount of college resources, including financial resources (a \$350,000 per year contribution from the Honors College, which is part of a 4-year total price tag to the university of \$7M) and human resources (college staffing to design and implement a range of new support programs for these students).

Specifically, the President's Award Honors Scholarship Program is the most significant scholarship ever to be offered in the history of the UIC Honors College. It covers four years of in-state tuition and housing (as long as students maintain a 3.4 GPA), a week-long Summer College orientation program, and a new laptop computer. In 2012, PAP-Honors Scholarships were awarded to 103 UIC Honors College applicants and were accepted by 83 exemplary incoming first-year Honors College students (25% of the Honors College first-year class). As shown in the table below, this program is helping to diversify the college as a whole, and the entering freshman class in particular, in a manner that helps the college achieve the goal of mirroring the campus in terms of racial/ethnic diversity of the student body. As a result of this exceptional program, in only one year, the Honors College has welcomed its most diverse entering first-year class ever, with a mean entering ACT score of the entire class being more than a point higher ($M = 29$) than the year before.

To enrich and support the needs of these scholars, PAP-Honors at UIC is a residential scholars program, wherein students reside in the living-learning community of the Honors House in James Stukel Tower. Of course, all students gain from the benefits of the general Honors College experience, which provides academic challenges and opportunities, including research and civic engagement; mentoring from peers, dedicated professional advisors, and Faculty Fellows; special Honors-only courses; dedicated Honors study and computing facilities; a community of peer scholars; and so forth.

The PAP Honors experience begins with additional support through a pre-college Summer College program described in detail earlier in this document. After this intensive experience, during the first year, the PAP-Honors Scholars participate in ten touchstone exercises to help keep them connected to the Honors College community and each other, as well as to give students an awareness of the opportunities available at UIC and the surrounding city:

- Four additional meetings of HON 101 (Freshman Orientation Seminar) throughout fall term.
- Two mandatory one-on-one meetings with an assigned Honors College advisor
- Four engagement activities of students' choosing, such as:
 - Create a resume and have it reviewed by an Honors College Advisor
 - Attend a Hull House lecture or tour
 - Attend a Study Abroad "First Step" workshop and meet with a Study Abroad advisor
 - Attend an Office of Special Scholarship Programs scholarship information session
 - Participate in the Counseling Center's "Choosing a Major" workshop

- Attend an event at the Centers for Cultural Understanding and Social Change (Asian American Resource and Cultural Center, African-American Cultural Center, Latino Cultural Center, Disability Resource Center, Gender and Sexuality Center, Women's Leadership and Resource Center)
- Visit an Honors College Faculty Fellow to discuss his or her research

The Honors College aspect of the PAP Honors program, including the assignment of an appropriate faculty mentor, enhanced first-year programming, and the requirement for a capstone project, will continue to support the curricular and co-curricular endeavors of the PAP-Honors cohort, enhancing their chance for timely graduation. The PAP Honors program will complement the Honors College's long-standing commitment to diversity, academic excellence, and community engagement.

Eligibility criteria ensure that students are well-prepared for college success. Students who are eligible to be considered for the PAP-Honors scholarship have achieved a 27 or higher composite ACT score, are in the top 25% of their high school class, and belong to one of the following underrepresented applicant pools: newly admitted first-year students (a) from historically underrepresented groups, (b) from Illinois counties that send an average of two or fewer students per academic year to the University of Illinois, or (c) who are dependent students whose families are not expected to be able to contribute to the cost of their education (as verified through FAFSA and financial aid application processes). Prospective students apply for the award through the regular UIC admissions and Honors College review processes. Once admitted to the university, potentially eligible applicants undergo individual review during in-person interviews. On the basis of the interview and their application, they are considered by a selection committee first for membership in the Honors College, and then, for selection to receive the PAP-Honors scholarship.

Considered a pilot program this year, the yield (81%) was nearly double the normal yield rate. Thus, the program's recruitment and yield value is undeniable, for these outstanding students who had other excellent educational prospects. Next, the college must track and support these students throughout their years at UIC.

**UIC AND HONORS COLLEGE
DEMOGRAPHIC CHARACTERISTICS OF FRESHMEN**

	Fall 11: Honors College	Fall 11: UIC	Fall 12: PAP	Fall 12: Honors College	Fall 12: UIC
Total	337	3115	83	338	3123
Gender					
Male	131 (39%)	1396 (45%)	33 (40%)	139 (41%)	1405 (45%)
Female	206 (61%)	1719 (55%)	50 (60%)	199 (59%)	1718 (55%)
Ethnic					
Nat. Am.	0	4 (<1%)	0	0	4 (<1%)
Black	17 (5%)	267 (9%)	17 (20%)	22 (7%)	253 (8%)
Asian	132 (39%)	776 (25%)	0	130 (38%)	809 (26%)
Hispanic	50 (15%)	833 (27%)	54 (65%)	75 (22%)	951 (30%)
White	121 (36%)	1055 (34%)	1 (1%)	88 (26%)	896 (29%)
Native HI^b	2 (<1%)	16 (<1%)	0	2 (<1%)	17 (<1%)
Two or More Races^b	12 (4%)	76 (2%)	11 (13%)	19 (6%)	94 (3%)
Unknown	3 (<1%)	26 (2%)	0	2 (<1%)	99 (3%)

High School					
City Public	54 (16%)	807 (26%)	20 (24%)	47 (14%)	1024 (33%)
City Private	9 (3%)	146 (5%)	2 (2%)	3 (1%)	
Suburb Public	217 (64%)	1720 (55%)	48 (58%)	238 (70%)	1775 (56%)
Suburb Private	22 (7%)	118 (3%)	6 (7%)	19 (6%)	
Other Illinois	23 (7%)	152 (5%)	7 (8%)	27 (8%)	142 (5%)
Out-of-State	12 (4%)	117 (4%)		4 (1%)	182 (5%)
Initial College					
CBA	10 (3%)	239 (8%)	5 (6%)	14 (4%)	262 (8%)
ENGR	30 (9%)	326 (10%)	10 (12%)	50 (15%)	327 (10%)
AA	11 (3%)	202 (6%)	2 (2%)	4 (1%)	178 (6%)
LAS	270 (80%)	2190 (70%)	56 (67%)	251 (74%)	2199 (70%)
AHS	15 (4%)	105 (3%)	3 (4%)	15 (4%)	98 (3%)
ED	1 (<1%)	53 (2%)	3 (4%)	4 (1%)	57 (2%)
MEAN ACT	27.9	23.7	28.9	29.0	23.5
HSPR	91.4	76.6	90.5	90.7	77.1

Diversity Review and Update (Spring, 2015):

Assessment:

With various efforts and the success of the PAP-H program, the College has successfully advanced the goal of diversity, with underrepresented minorities composing 20% of the entire College and 30% of the freshman class. For the first time in its history, the College has matched the 8% campus enrollment for African Americans. The overall 6-year graduation rate is 88% (by far, most Honors students graduate in 4), an increase from 80% two years ago, and a rate that rivals the best universities in the nation. The College has also nearly closed the achievement gap, with Latino graduation rates at about 84% and African American at 75%. The graduation rate of Honors College students continues to be 20-30 percentage points higher than that of other non-Honors students. The positive effect of the Honors College holds after statistically accounting for any entering variable, including entering ACT score, number of AP credits, family finances, first generation status, etc.

DEMOGRAPHIC CHARACTERISTICS OF FRESHMEN

	Fall 2013			Fall 2014		
	PAP	Honors	UIC	PAP	Honors	UIC
Total	43	396	3104	45	381	3030
Gender						
Male	23 (52%)	175 (44%)	1544 (50%)	15 (33%)	131 (34%)	1429 (47%)
Female	20 (46%)	221 (56%)	1560 (50%)	30 (67%)	250 (66%)	1601 (53%)
Ethnic						
Nat. Am.	0	0	3 (<1%)	0	0	0 (<1%)
Black	10 (23%)	23 (6%)	268 (9%)	15 (33%)	33 (9%)	285 (9%)

Asian	0	177 (45%)	788 (25%)	2 (4%)	139 (36%)	784 (26%)
Hispanic	30 (68%)	67 (17%)	879 (28%)	25 (56%)	68 (18%)	958 (32%)
White	2 (5%)	115 (29%)	955 (31%)	2 (4%)	127 (33%)	845 (28%)
Native HI^b	0	0	4 (<1%)	0	0	1 (<1%)
Two or More Races^b	1 (2%)	7 (2%)	78 (3%)	1 (2%)	8 (2%)	75 (3%)
Unknown	0	2 (<1%)	64 (2%)	0	6 (2%)	82 (3%)
High School						
City Public	5 (11%)	68 (17%)	1028 (33%)	12 (27%)	69 (18%)	
City Private	0	9 (2%)		1 (2%)	3 (1%)	
Suburb Public	32 (74%)	255 (64%)	1765 (57%)	22 (49%)	224 (59%)	1775 (56%)
Suburb Private	4 (9%)	28 (7%)		3 (7%)	32 (8%)	
Other Illinois	2 (5%)	30 (8%)	125 (4%)	7 (16%)	37 (10%)	
Out-of-State		9 (2%)	186 (6%)		16 (4%)	
Initial College						
CBA	4 (9%)	24 (6%)	341 (11%)	1 (2%)	15 (4%)	330 (11%)
ENGR	4 (9%)	68 (17%)	371 (12%)	4 (9%)	53 (14%)	340 (11%)
ADA	0	8 (2%)	183 (6%)	1 (2%)	7 (2%)	193 (6%)
LAS	33 (77%)	276 (70%)	2040 (66%)	39 (87%)	290 (76%)	2014 (66%)
AHS	2 (5%)	17 (4%)	105 (3%)	0	15 (4%)	104 (3%)
ED	0	3 (1%)	64 (2%)	0	1 (<1%)	49 (2%)
MEAN ACT	29.6	28.9	24.6	29.4	29.1	24
HSPR	92.7	89.9	76.9	91	90.9	77.4

Additional efforts to enhance student recruitment and success include: the President's Award Program – Honors (PAP-H), which consists of a diverse group of students; the PAP-H Summer College program (activity #4); and the Honors Ambassador program, among others. The PAP-H program has led to diversification of entering freshmen classes since 2012, and the academic performance and retention of these students has exceeded that of Honors students at large. In 2013, first-year PAP-H students earned a mean GPA of 3.58 compared to 3.40 for all first-year Honors students. In addition, 88% of the PAP-H Scholars had a first-year GPA of 3.0 or higher, and their retention rate to the second year was 99% compared to the campus average of 80%.

DEMOGRAPHIC CHARACTERISTICS

Racial/Ethnic Comparison of PAP-H, Honors College, and UIC	2013					2014				
	First-Year			Total		First-Year			Total	
	PAPH	Honors	UIC	Honors	UIC	PAPH	Honors	UIC	Honors	UIC
Total	43	396	3,104	1,588	16,660	45	381	3,030	1,582	16,707
Ethnicity:										
Native American	0	0	3 (<1%)	1 (<1%)	24 (<1%)	0	0	0	1 (<1%)	18 (<1%)
Black	10 (23%)	23 (6%)	268 (9%)	89 (6%)	1,303 (9%)	15 (33%)	33 (9%)	285 (9%)	121 (8%)	1,316 (8%)
Asian	0	177 (45%)	788 (25%)	552 (35%)	3,737 (22%)	2 (4%)	139 (36%)	784 (26%)	525 (33%)	3,800 (23%)
Hispanic	30 (68%)	67 (17%)	879 (28%)	260 (16%)	4,120 (25%)	25 (56%)	68 (18%)	958 (32%)	272 (17%)	4,410 (26%)
White	2 (5%)	115 (29%)	955 (31%)	589 (37%)	6,304 (38%)	2 (4%)	127 (33%)	845 (28%)	567 (36%)	5,982 (36%)
Native Hawaiian^b	0	0	4 (<1%)	4 (<1%)	69 (<1%)	0	0	1 (<1%)	1 (<1%)	44 (<1%)
Two or More^b	1 (2%)	7 (2%)	78 (3%)	46 (3%)	410 (3%)	1 (2%)	8 (2%)	75 (3%)	40 (3%)	417 (3%)
Unknown	0	2 (<1%)	64 (2%)	6 (<1%)	343 (2%)	0	6 (2%)	82 (3%)	14 (1%)	306 (2%)

8. Activity: Develop a system for tracking and reporting midterm grades and contacting those in trouble (C, D, & F's) for mandatory tutoring/study sessions

- There are currently peer chemistry sessions/tutoring to help 100- level chemistry students headed by a GA. This model could be used for other courses of high difficulty. Peer tutoring by upper-class students for other areas.
- This type of academic intervention is practiced in the UIC medical school as a part of an active program for student retention.
- Bring faculty advisors more closely into the advising loop to help guide and counsel students who are having difficulty maintaining Honors College standards.
- Assessment will occur through monitoring freshman yield numbers and the numbers of students retained in the Honors College.

Responsibility: HC Dean, HC Associate Dean, HC Staff

Implementation: Fall 2012

Mapping to UIC DSP goal:

Goal 3.2: *UIC will ensure access to admission and support for achievement and success to a diverse student population.*

Goal 3.2: *Colleges will track the history of participation and success of individuals from groups that traditionally have unequal access to its programs, with particular emphasis on first-year enrollment and retention.*

Goal 3.2.f *Expand personalized success learning programs for low-income, historically underrepresented high school groups*

College update: As mentioned above, the college has begun a wide variety of more “supportively intrusive” or intentional methods of tracking all of its students, not just PAP-H students, at the first signs of academic trouble. This includes attention to early alerts from faculty (midterm grades) and residence halls (results from MAP program survey), increased outreach from college advisors, assigning some students (i.e., PAP-H students) to Faculty Fellows during the second semester of their freshman year (rather than waiting until their sophomore year), etc. This also includes maintaining close contact and communication with faculty who teach the first-year core courses. If students are having problems in those classes (e.g., attendance, not turning in assignments) then they are often having trouble in other classes.

There is also a new system of assigned advisors for all students, which means students will have a primary person as an advisor throughout their years at UIC. Also, efforts are increasing to refer students to appropriate campus programs, and so forth. A challenge, which must be met, is to keep all these cross-unit efforts coordinated and maximally efficient and useful for the students and partners. Referral to tutoring, as noted, is important, yet this might be better accomplished via the existing Honors College tutoring system (where accomplished Honors College upper classmen provide tutoring in a wide range of topics) and in venues such as the Math and Science Learning Centers, rather than the College itself investing each semester in hiring graduate assistants for this purpose.

Attentive outreach efforts extend even to the final year of study. The Associate Deans host many group programs and engage in personalized outreach to ensure that all seniors have a good plan for their Honors Capstone projects. The last approximately 50 students who are still unresponsive about their capstone projects are tracked down personally by the Dean. This has proven to be quite effective, and actually quite appreciated by the students.

Even with all these new efforts, the Dean and her staff are fully committed to ever-increasing attention to student success, dovetailing with the campus-wide Student Success Plan project. In general, the college should be more proactive in ensuring that students are able to use resources such as study groups even before they have academic difficulty.

Diversity Committee Review and Update (Spring, 2015):

Summary: The goal of this activity is to enhance student success, a priority of the College. To this end, the College has implemented many measures that seem to be working well: implementing “supportively intrusive” methods to track students’ performance through their mid-term grades and other indicators; a well-coordinated advising system among the Honors advisors; campus housing resident directors (through the MAP program and others); and many methods to help students’ Capstone projects, among others. The advising staff has also implemented additional measures, including development and offering of orientation seminars to new transfer students.

The College was also home to a half million dollars in foundation funding that supports (a) a team led by Dean Bottoms and Dr. Farruggia who conduct research on undergraduate success; and (b) the Chicago Collaborative for Undergraduate Success, a coalition of all major Chicago colleges and universities working together with Chicago Public Schools and community partners on evidence-based initiatives to increase the success of Chicago’s youth (<http://collaborative.uic.edu/>).

VISIBILITY

- 9. Activity:** Monitor, improve, and make more accessible information about the Honors College and its programs.

- Inventory the places on the web that information about the Honors College is available (internal and external)
- Revamp website in terms of information architecture/usability/aesthetics. This may require the expenditure of resources
- Improve the aesthetic quality of HC publications to match the intellectual and creative quality of the content.
- Create videos about the Honors College that can be used for internal and external recruitment and information. Narratives that include the points of view of both students and Fellows, as well as narratives about activities, opportunities, and outcomes.
- Through the above, increase college visibility and make sure that the “UIC Campus, as a whole” is educated about Honors College at UIC and its mission.

Responsibility: HC Dean, HC Associate Dean, HC Staff

Implementation: Fall 2012

Mapping to UIC DSP goal:

Goal 7.3: *Access to excellence through inclusion and diversity will be evident in UIC’s internal and external marketing or communication vehicles.*

Goal 7.3. a: *Ensure that historically underrepresented individuals are represented in campus marketing materials.*

College update: The college has already started attending to each of these things. Following the hiring of a talented IT professional earlier in the year, the college web site is slowly but surely being redesigned. A videographer has been hired and has begun to interview faculty, staff, and students for a promotional video to be used for prospective students. A Facebook page has been established and is updated regularly by a staff member who is responsible for all college communications. It is becoming a community-building tool for students, staff, faculty, and even prospective students. For all of these purposes, the College has tried to ensure that the photographs show a diverse student and faculty population.

The student publications have been and are being revamped systematically, with the help of a doctoral student (hired as a graduate assistant) from the English Department, who has been working with all the student editors, writers, and designers. Mission statements of several of them have been revised; for example, the *Ampersand’s* now reads: *"To highlight the achievements of Honors College students, staff, and faculty, to report on Honors College events, and to provide a forum for students and faculty to share interesting experiences and opinions, all for the purpose of fostering a sense of community and celebrating diversity among the constituents of the Honors College."*

Another way to improve visibility and campus partnerships is to ensure that Honors College staff and students attend various campus events and have roles in campus organizations. Several staff members attend events and meetings of the Chancellor’s diversity committees, and more coverage of these meetings is a college goal. In fact, the college is going to develop a method for Honors College students to create a package of diversity-related experiences (such as attending these meetings and other diversity-related events) and attend and write about them for an Honors Activity.

Sharing their reports with the staff and administration of the college could insight about what underrepresented students and faculty who are not in the HC find important at UIC.

Also, the Honors College has funds to co-sponsor many events on campus, and such co-sponsorships are good for visibility and partnership building. For example, the College is a co-sponsor of all events at the Latino Cultural Center this season (at least a dozen different events), and for many other events at the Centers for Cultural Understanding and Social Change (e.g., Disability Expo). This is facilitated by the fact that until recently, these six centers reported to the college Dean in her role as Vice Provost for Undergraduate Affairs. These co-sponsorships need to continue and the college looks to the Diversity Committee to help it think about how to more widely advertise its ability to co-sponsor events.

Diversity Committee Review and Update (Spring, 2015):

Summary: Overall, significant progress has been made in increasing the visibility of the HC and making information about its programs more accessible. It is remarkable that in just one year, the official video, Twitter account, *Ampersand* blog, PAP-H year-end photo booklet, PAP-H flyer, and the web presence of student publications, among other regular publications, have been successfully accomplished. The next step is to continue to monitor all such activities to ensure diversity (see next Activity).

9. Activity: Monitor, improve, and make more accessible information about the Honors College and its programs.

Inventory the places on the web that information about the Honors College is available (internal and external)

Assessment:

- (1) The Honors College has major presence on the web, including the following:
 - a. A website (<http://www.uic.edu/honors/>) with a dedicated page on diversity (<http://www.uic.edu/honors/about/diversity.shtml>).
 - b. A Facebook page (<https://www.facebook.com/uichonorscollege>) used to engage students and supporters by sharing photos, events and announcements, and updates about the College.
 - c. A Twitter feed linked to the Honors College Facebook feed. It is also used to post photos and updates about the College as well as to engage students and supporters by sharing their Tweets about the College. (<https://twitter.com/UICHonors>)
 - d. A seven-minute official video featuring diverse students and faculty members, and roughly 20 related UIC videos (produced by different campus units or students), available on YouTube.
 - e. The College also plans to utilize an Instagram account.
- (2) The committee suggests:
 - a. To maximize the benefits of social media, Facebook link and Twitter link can be permanently displayed on the Honors College website.
 - b. The dedicated page on diversity has just been implemented (<http://www.uic.edu/honors/about/diversity.shtml>). In addition to the Honors College's mission statement featured on the site, the committee also recommends the following information be included to profile the Honors College's efforts and success in diversity matters:
 - Statistics concerning aspects of diversity, such as racial, ethnic, and discipline distribution among students, staff, and Honors College Fellows and faculty;

- Information included in the Annual Report page on diversity (https://www.uic.edu/honors/about/documents/Honors_College_Annual_Report_2013.pdf)
 - Links to underrepresented student groups to facilitate connections;
 - Links to UIC Office of Diversity (<http://www.uic.edu/depts/oaa/diversity/>) and various Cultural Centers;
 - List of courses featuring diversity themes;
 - Links to this report; and
 - Events sponsored and/or co-sponsored by the Honors College, among many other possibilities. The College staff is currently working on incorporating this information on the webpage, with the assistance of student members of the Committee.
- c. The range of videos related to the Honors College available on YouTube can be more strategically managed. For example, the “official video” may be marked clearly so prospective viewers can be guided toward it without being distracted by other videos.

Revamp website in terms of information architecture/usability/aesthetics. This may require the expenditure of resources

Assessment:

Work on revamping the Honors College’s website has been ongoing. The committee notes that maintaining websites/pages and other social media will take significant resources. Staff at the Honors College in charge of communication have been doing an excellent job. Given the demands, however, it would be worthwhile for the College to allocate more resources not only to revamp the website (see above), but to continue monitoring its focus on diversity.

Improve the aesthetic quality of HC publications to match the intellectual and creative quality of the content.

Assessment:

The Honors College has a variety of publications (in print and e-documents), including

- (1) Honors College publications for different constituencies:
 - a. Annual Report
 - b. *Honorable Mentions*
 - c. e-Newsletters to donors
 - d. *Honors College Handbook*
 - (2) Student Publications (many are available online in PDF format), specifically:
 - a. *Ampersand* and *Ampersand* blog (extensive web presence with all issues posted online; *Ampersand* content is also fed into the blog, and is searchable in categories such as “Capstone,” “Scholarship,” “Study Abroad,” and so on.)
 - b. *Asterisk* (extensive web presence with all issues posted online)
 - c. *Red Shoes Review* (2013 issue available online)
 - d. *Journal for Pre-Health Affiliated Students* (not available online)
 - e. *UIC OneWorld* (previous issues available online)
 - f. *Interdisciplinary Undergraduate Research Journal*
- **Plans are underway to post all publications online early this semester.

Honors College staff members attend to these publications carefully, and advise production by students with the assistance of a Faculty advisor and a graduate assistant. Not only has the intellectual and creative quality of the contents been maintained, but staff members have also encouraged that students from different ethnic backgrounds, gender, disciplines, and so on, are represented in these publications. Overall, the committee believes that the aesthetic quality of these publications now match the quality of their content. A next step could be to analyze the composition of participants to ensure ethnic and discipline diversity. It should be noted, however, that these are student-run organizations and they are the ones to maintain the leadership of the organization. We should definitely raise the question and encourage them to consider diversity when selecting their writers and advisory boards.

□ Create videos about the Honors College that can be used for internal and external recruitment and information. Narratives that include the points of view of both students and Fellows, as well as narratives about activities, opportunities, and outcomes.

Assessment:

The official video, which is of professional quality, conveys the essence of the Honors College and is well-received (please see above). Not only it is available on YouTube, but it has been played on important occasions and ceremonies conducted by the Honors College, including Admissions interview events; New Student Reception; Honors Council meetings; various sponsoring events; and so on, to inspire and to reconfirm the value of Honors education.

Additional videos that showcase matters concerning students' activities, such as student organizations, HCAB, leadership development, and so on, are the next step.

□ Through the above, increase college visibility and make sure that the “UIC Campus, as a whole” is educated about Honors College at UIC and its mission.

Assessment:

The College has accomplished a great deal in its internal and campus-wide communication. In addition to the items identified above (i.e., website, video, Honors College publications, and student publications), the Honors College has also utilized a variety of communication channels and materials to increase its visibility—i.e., making sure that the Honors College and its programs are accessible to all UIC people and beyond, and also educating the UIC Campus about the Honors College and its mission. A list of additional communication channels and materials include:

(1) Publicity brochures/materials:

- a. Standard one-page flyer describing HC, which is redesigned regularly
- b. “Scholarships for First-Year Students” flyer
- c. PAP-H flyer and the PAP-H year-end round-up brochure for the first two cohorts

(2) Internal and campus-wide communication:

- a. Daily Announcements emails that are very well designed and contain much useful information for students in digest format
- b. Facebook and Twitter
- c. A new webpage and interactive educational site for Chicago Signature Programming (<http://chicagosignature.honors.uic.edu/>) to prepare students for events as part of the RSVP system

- d. Flyers on bulletin boards around the College
 - e. Targeted emails to students in particular groups (discipline, year, etc.)
 - f. Display calendar of events on bulletin board
 - g. List of events on website
 - h. Announcements on Blackboard sites
- (3) Communication to external constituents (parents, alumni, donors, holiday cards, Honors College Ball invitations, etc.)
- a. Parents email listserv, which received emails with each issue of the *Ampersand* throughout 2013-14, as well as other development-related news and information
 - b. Donors e-newsletter sent quarterly
 - c. LinkedIn Group for Honors College Alumni
- (4) Since 2013, the College has also been offering workshops to help all, not just Honors, students on campus prepare for the annual Student Research Forum (SRF). This series of workshops includes abstract writing, poster design and preparation, and presentation strategies.

Most Honors College events are targeted specifically for Honors College students, so heavy advertising tends to be directed toward them. But a goal of the Honors College has been to provide honors-like opportunities and experiences to all students on campus, and in situations where events are intended for the campus as a whole, such as the Leadership Lecture Series, flyers will be distributed around campus and posted in campus-wide announcement emails to publicize and reach out to key campus partners (academic departments, student affairs departments, cultural centers, student organizations, Faculty Fellows, etc.).

The committee believes that the Honors College has been doing an outstanding job in publicizing all events and cultivating a culture of excellence and engagement. Honors students appear well informed about most activities and opportunities in the College. Currently, roughly 50% of the students read the daily announcements emails, up from 30% in just one year, possibly due to better formatting and timing of distribution. Even if only 50%, this is a high readership rate for a mass email sent out regularly, since students don't read all their mass emails. Moreover, since there is no way of knowing if the 50% come from same readership, the actual spread may be higher, since there may be different readers for different types of information/messages. Regardless, ensuring that more students read the College's messages, the Honors College has also focused on other venues of communication to increase message dissemination.

Although much has been done, the College continues to face the challenge of how best to communicate its mission to the faculty. The following presents current efforts:

- (1) Campus-wide email messages inviting faculty involvement, such as invitations to apply to become Fellows to mentor Honors students, or to offer courses for Honors students;
 - (2) New Faculty orientation (when new faculty joining UIC are informed about the Honors College during Faculty orientation);
 - (3) New Fellow orientation (once a faculty member applies to become a Fellow, s/he will be offered an hour-long Fellow orientation);
- (4) West Campus relations committee (having ambassadors/connecting people within specific departments/colleges; inviting clinicians and researchers to offer Honors seminars; and providing more shadowing opportunities for students). The Dean works with the Deans of Colleges on West Campus to further enhance its visibility.