



**Proposal to the Senate Educational Policy Committee
to Establish a Unit (including Centers and Institutes)**

1. **SPONSOR NAME:** Colleen Murphy, Director, Women and Gender in Global Perspectives Program
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4. **COLLEGE CONTACT EMAIL:** w-heller@illinois.edu
5. **TITLE OF PROPOSAL:** Establish permanent status for the Women and Gender in Global Perspectives Program.
6. **BRIEF DESCRIPTION AND JUSTIFICATION:**

Establish permanent status for the Women and Gender in Global Perspectives program (WGPP). Established in 1980 as an office, it transitioned to a program in 2000. Significant changes have occurred since the solidification of WGPP as a program that justify its status as a permanent program. For more than forty years, WGPP has supported research, outreach, and education concentrated upon understanding of gender equity and inequities that affect individual and community capabilities globally. WGPP's Gender Relations in International Development (GRID) graduate program transitioned from a graduate certificate developed in 1987 to a graduate minor formally approved by the Senate in 2011; we established a joint undergraduate certificate with LAS Global Studies in Global Health in 2016; our advancement efforts resulted in the establishment of two endowed full-year graduate fellowships and one endowed graduate research award; we have expanded our fellowship offerings to include language support through the annual offering by WGPP of multiple IGI Graduate Language Fellowships; our annual programming series is now permanently endowed through a gift by the founding Director; and the number of WGPP's faculty affiliates has more than doubled, a reflection of our campus-wide profile and reach.

The request for permanent status is tied to the application of the Illinois Global Institute (IGI) for permanent status as an institute. WGGP is one of the constitutive units within IGI. Permanent status will align WGGP with the other centers that are housed within the IGI and will solidify its status as a permanent entity on campus.

7. **DESIRED EFFECTIVE DATE:** August 16, 2023
8. **STATEMENT FOR THE ACADEMIC CATALOG** (If there is text in the Academic Catalog, <http://catalog.illinois.edu/>, that will need to be added or updated as a result of this request, please list the URL(s) of the page(s) and the text to update.):

CAMPUS CLEARANCES

Colleen Murphy

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Date: 2023.03.23 14:24:38 -05'00'

Sponsor Name and Signature

Date

Wendy Heller

3-23-2023

College Contact Name and Signature (if applicable)

Date

Kathryn Martensen

4/3/23

Provost Representative

Date

Educational Policy Committee Representative

Date

1. Unit Objectives and Contributions

In 1980, the Women and Gender in Global Perspectives Program (WGGP) was established as the Office of Women in International Development (WID) at the University of Illinois Urbana-Champaign (UIUC). The formal program arose from the interdisciplinary efforts of the Committee on Women in Development that had been meeting on campus for a year previously. As a new academic unit within the campus-wide International Programs and Studies, the WID Office was charged with encouraging and facilitating the development of research, instructional, and service activities focused on the international aspects of women in development. With additional funding from a Title XII Strengthening Grant of the Foreign Assistance Act, the WID Office began its official role at UIUC. In 2000, the unit changed from an Office to a Program which included the name change to the Women and Gender in Global Perspectives (WGGP).

The mission of WGGP over the past forty years has been to promote scholarly activities that advance our understanding of how resource inequalities and gender equity affect individual and community capabilities. Through a multi-disciplinary approach, we support research,

education, and public engagement that highlight the centrality of gender in shaping the genuine opportunities open to individuals and communities, with a particular emphasis on the Global South and the promotion of gender equity. During the height of the COVID19 pandemic, we developed a resource page on our website with information and references on the gendered impact of COVID19. Our recent expansion to support language instruction reflects the link between issues of language and equity within cultural contexts. We contribute to the training of scholars who can simultaneously center on universal equity goals, while developing a grounded appreciation of how language and cultural context provides both opportunities as well as barriers to gender equity.

The significance of this global engagement by WGGP is reflected in our impressive success in advancement. A \$1.6 million gift endowed our novel, innovative, interdisciplinary, cross-campus programming and public engagement efforts, while three separate major gifts established fellowships and a grant award for graduate students working on issues of gender and development.

WGGP, like all units within IGI, is organized around the principle that a public university has a responsibility to its communities to foster global understanding and the capacities for global engagement.

The resources secured by WGGP through its gifts are in turn invested in support of students and faculty across campus. This support reaches every college and school at UIUC.

In addition to fostering scholarship and research, WGGP builds and sustains a scholarly community with interest in the study of gendered impact of policies and gendered dimensions of issues arising in communities across the globe, with a concentration on the Global South. The scope of that support and those efforts is reflected in WGGP’s 100 faculty affiliates from 12 colleges and schools, of which 75 faculty are tenured or tenure-track and 11 have received Distinguished Professorships. 31% of WGGP faculty affiliates are from the GIES College of Business as well as the Colleges of Education, Law, Media; and the Schools of Information Sciences and of Social Work. WGGP’s commitment to equal access for underrepresented minorities is reflected in the demographics of the unit. Faculty Affiliates include 27% that identify as Black, Hispanic, Native American, or biracial and 80% who identify as women.

WGGP is arguably one of the principal multidisciplinary hubs for the study of global questions of gender equity at UIUC. To date, the Gender Relations in International Development (GRID) graduate minor has certified 155 graduates from 48 countries who pursued graduate studies in 35 departments across 9 colleges, including ACES, LAS, Social Work, Medicine, and Education. WGGP graduate alumni use the training through the GRID minor to obtain influential positions in the public sector as well as provide and nonprofit sections.

<i>WGGP Alumni Employment by Sector, 2010-2020</i>	
Education, all levels	57%
Government Services	8%
Private Sector	16%
Non-profit	19%

GRID alumni are employed in various nonprofit organizations such as the World Bank, IUFRO, Girls in Tech, and Africa’s Tomorrow. GRID alumni are working as professors and university department heads both domestically and internationally. These include the head

of the Department of Architecture at Universitas Pendidikan Indonesia; and faculty members at the University of Botswana, the University of Eswatini, and at domestic institutions.

Our 31 current GRID students come from a dozen countries and are pursuing graduate studies in 17 departments in 7 colleges across campus.

Current GRID Students by College and Department

College		Department			
ACES	Agricultural & Biological Engineering	Agricultural & Consumer Economics	Crop Sciences	Natural Resources & Environmental Sciences	
	Educational Policy, Organization & Leadership	Educational Psychology	Global Studies in Education		
	Civil and Environmental Engineering				
College of Fine and Applied Arts (FAA)	Architecture	Urban and Regional Planning			
Information Sciences	Information Sciences				
LAS	Anthropology	Center for Latin American and Caribbean Studies (CLACS)	Linguistics	Sociology	School of Integrative Biology
	Social Work				

They too are poised to tangibly have a global impact. For example, one Civil Engineering PhD student, a veteran of the US Armed Forces, is a Policy Advisor with Minority Veterans of America; her dissertation focuses on the impact of natural disasters on built infrastructure. With the frequency and severity of natural disasters increasing because of climate change, her dissertation research is relevant globally.

The impact of WGPP extends far beyond its formally affiliated faculty and students. WGPP has longstanding connections and collaborations with partners across campus. For the past five years, WGPP and the Humanities Research Institute (HRI) have hosted an International Women’s Day event: “12 Women Who Changed the World: Untold Stories” that brings together faculty, staff, students, and community members to recognize women who have made a difference in academia and beyond. Past speakers include Illinois US Senator Tammy Duckworth, President of the University of Illinois system Tim Killeen, UIUC Chancellor Robert Jones, and former UIUC Provost Andreas Cangellaris. These activities are reflective of a long history of collaborative programming that has been deepened by the development of IGI. In April 2021, we hosted Lual Mayen, who spent 22 years in a refugee camp in Uganda before founding Junub Games. Mayen’s work has been featured in many prominent media venues, including NPR and the Washington Post. Mayen’s lecture, “From Refugee to Game Developer: Peacemaking through the Art of Gaming,” was co-sponsored by 18 various units on campus, including the Grainger College of Engineering’s Institution for Inclusion, Diversity, Equity, and

Access. In addition to the public lecture, we coordinated meetings with him and local community groups. In the last 4 years, WGGP has collaborated in over 50 events with other centers in IGI, expanding the educational opportunities for students to learn from different regions and global contexts.

WGGP is also an integral part of initiatives sponsored by the IGI and on campus. WGGP's Director was the PI for the Chancellor's Call for Action to Address Racism and Social Injustice project focusing on transitional justice; through this opportunity IGI conducted a project drawing on global experiences with transitional justice, such as the work on truth and reconciliation commissions in South Africa, Guatemala, and Brazil, to build insights into the use of transitional justice tools to address structures of racism in the United States. She chaired the IGI-HRI joint committee that planned "The Global and its Worlds," a year-long collaboration with HRI that included a graduate fellows' workshop and campus programming examining themes of globalization from diverse international vantage points. Through the IGI Migration and Refugees in Global Perspectives Initiative, WGGP sponsored a year-long project on Migration and Game Design, bringing together WGGP, the Siebel Center for Design, IGI, and Playful by Design, to examine the prospect of gaming as a tool to cultivate empathy towards migrants. Finally, the WGGP Director is the inaugural campus chair of the Illinois Scholars at Risk Program, which is charged with developing a campus infrastructure for receiving and coordinating hosting of scholars and practitioners at risk from around the world, with current acute needs in Afghanistan and Ukraine.

Over its 40-year history, WGGP has established international and area study educational opportunities, including through its GRID graduate minor and more recently LASGS-WGGP Undergraduate certificate in Global Health. It has provided fellowship and award opportunities in language acquisition and research on the Global South and support for programming and outreach activities targeting audiences of different ages and expanding awareness of the diverse ideas, perspectives, and cultures globally, with a targeted emphasis on gender equity and the Global South. Our students emerge prepared for successful careers in the public and private sector, and many actively pursue public engagement.

In these several, specific ways, WGGP contributes directly to the following goals expressed in UIUC's Next 150 Strategic Report:

- *"Develop global awareness and cultural competency through a combination of curricular, student-life activities, and international experiences that build and foster collegewide and university-wide strategic partnerships."* (Next 150, Goal 2, Section W, Item iv)
- *"Integrate and emphasize global perspectives within our learning environment, and benefit from the international diversity of our students, faculty, and staff"* (Goal 2, Section C, item vii)
- *"Foster an environment where our excellence in education and scholarship have a global impact and where international perspectives are built into the institutional culture"*

such as through the area studies centers and critical conversations" (Goal 3, Section B, iv)

2. Need

WGGP, like all units in IGI, constitutes one of the state of Illinois' preeminent global gateways. Global and area studies and thematic programs are integral parts of the educational and research infrastructure of many colleges and universities in Illinois. WGGP is unique in the State of Illinois. WGGP makes UIUC the only university in the state to have a center exclusively focused on gender equity globally.

WGGP's two main curricular foci are our Gender Relations in International Development (GRID) graduate minor and our undergraduate (UG) global health certificate (GHC), which we offer in collaboration with the College of Liberal Arts and Sciences Global Studies Program (LASGS). There are 31 graduate students currently enrolled in the GRID minor. The GRID core graduate course averages 14 students from varied disciplines from colleges and departments across campus. The undergraduate certificate in Global Health was started in 2016 and has 67 graduates to date.

WGGP offers two fully endowed year-long fellowships for graduate students, an endowed research travel award, and our extensive programming is supported by a significant endowment from the founding director. In addition, WGGP administers 2-3 IGI Graduate Language Fellowships for graduate students. The numerous endowed fellowships and grants at IGI reflect the ongoing identification with and commitment to area, thematic, and global studies by current and emeriti faculty and alumni.

Campus units that are closest in alignment with WGGP are the Department of Gender and Women's Studies and the Office of the Vice Chancellor of Diversity, Equity, and Inclusion.

The Department of Gender and Women's Studies (GWS) offers a rigorous and encouraging intellectual environment in which to pursue an undergraduate GWS major or GWS or Queer Studies minors. GWS teaches interdisciplinary perspectives on gender in philosophical, political, aesthetic, economic, social, and scientific worlds, and on gender as foundation *for* those worlds. In doing so, GWS also illustrates and investigates gender and its intersections with other relations of power, such as sexuality, race, indigeneity, class, nationality, religion, and ability.

The Office of the Vice Chancellor for Diversity, Equity & Inclusion (OVCDEI) at UIUC strives to make our campus an increasingly diverse and inclusive community that is open, just, and welcoming for all. UIUC's strong commitment to diversity is reflected in both the Diversity Realized at UIUC Through Visioning Excellence (DRIVE) and Targets of Opportunity Program (TOP) programs. DRIVE's goal is to increase diversity in tenure-track assistant professor positions at UIUC or other universities. The WGGP Director is an OVCDEI-appointed member of the DRIVE program faculty committee. In addition, OVCDEI oversees the Chancellor's annual Call-to-Action to Address Racism and Social Injustice Research Program, which represents an additional \$2M of annual funding for research on systemic racism and generationally embedded racial disparity. In AY2021-2022, the WGGP Director served as the principal

investigator for a \$95,000 grant to IGI on “Blueprint for Transitional Justice in the US: Building on Lessons and Insights from Global Perspectives.”

While both GWS and the OVCDEI are crucial entities at UIUC, WGGP fills an additional need that exists for both faculty and student. While the OVCDEI is focused on questions of gender equity on campus, WGGP takes up the same topic but with a global lens that extends beyond the scope of university and domestic communities. While GWS is similarly interested in questions of gender, it prioritizes philosophical approaches to understanding what gender is and how it relates to other identities. By contrast, WGGP has a policy-oriented focus on identifying and critically evaluating the gendered impact that policies will have and the implications of those impacts for the particular normative value of gender equity.

The Women’s and Gender Studies program at DePaul University has similar goals, but more squarely aligns with the Gender and Women’s Studies Department than with WGGP. DePaul University Women’s and Gender Studies (WGS) emphasizes feminist and social justice theory with focuses on agency, social responsibility, advocacy and activism. They offer an academic major and a minor at the undergraduate and MSW/MA degree. The mission of DePaul’s GWS is to understand the interconnectedness of systems and structures of gender with, for example, race, class, and sexuality.

3. Organization

WGGP has its own bylaws (Appendix) that were adopted on April 26, 2016, by a vote of the faculty affiliates. WGGP maintains affiliated faculty with 0% appointments; sponsors programming; awards fellowships, grants, and scholarships; pursues advancement opportunities; implements academic and research programs; as well as hires and supervises unit staff.

WGGP is a unit of the IGI, which in turn is a unit of the College of Liberal Arts and Sciences. The executive officer of WGGP is the Director, who is appointed by and reports to the Executive Director of IGI. WGGP staff includes, in addition to the Director, an Associate Director and Office Support Specialist (50%). The Director is responsible for strategic planning and works with the Associate Director on day-to-day basis and is a tenured professor whose research aligns with the focus of WGGP. The Associate Director oversees operations and financial reporting, manages personnel, assists the Director with student meetings and advising coordination, and develops programs. The Office Support Specialist is responsible for supporting efforts around scheduling, programming, email inquiries, and providing accounting support. WGGP also has a 50% graduate student funded through the Illinois Global Institute. WGGP coordinates with IGI for shared services such as human resources, business processes, communication, and IT services.

The Director provides strategic leadership for WGGP in consultation with the Associate Director and the WGGP Executive Committee. WGGP is committed to diverse representation in faculty affiliates and the executive committee. The executive committee consists of 10 faculty and 2 graduate students and meets twice each semester to vote on important policy decisions in addition to advising on programming activities. All WGGP Faculty Affiliates are eligible to stand

election to serve three-year terms on the Executive Committee. Graduate Student representatives serve one-year terms.

4. Unit Outcomes

The WGGP's principal intended outcomes are:

1. Comprehensive multidisciplinary engagement with world regions combined with a thematic focus on gender and gender equity.
2. Securing resources through advancement and grant development that supports global inquiries around issues of gender and gender equity as a subject of teaching, research, and public engagement at UIUC.
3. Sustaining and enhancing student and community awareness and understanding of gender and its relationship to world regions, cultures and societies in multidisciplinary perspectives.

The metrics used to measure success in these three areas are:

1. The range of regional and global approaches to gender and gender equity embodied by WGGP;
2. Success in securing gift support and grants, and the ratio of external to internal funding;
3. WGGP impact as measured by the number of open campus events held, number of student fellowships and scholarships awarded for research and language study; number of courses and instructors supported; and the number of public engagement and educational outreach activities conducted.

Outcomes:

1. Broad coverage of global regions, including Africa, East Asia and the Pacific, South Asia, the Middle East, Russia, East Europe, Eurasia, the European Union, Latin America and the Caribbean, and Brazil, and a comprehensive exploration of their complex and developing interconnections and interaction through a gender lens with a particular emphasis on the impact on gender equity.
2. WGGP has a high ratio of incoming endowment and gift income support for both students support and programming. For every \$1 that comes to WGGP through state support, WGGP brings in \$1.2 in endowment and gift income. Currently, this amount is almost \$79,000 per year of which \$52,000 directly supports event programming.
3. WGGP recent impacts in student support, instructional courses, and programming continue to grow and expand.
 - a. The WGGP Rita and Arnold Goodman Graduate Student Fellowship, Barbara A. Yates Graduate Student Fellowship, and the Evelyne Accad and Paul Vieille International Research Award provide annual financial support to graduate students that are working on gender issues in an international setting. For the 2022-2023 application cycle, there were 10 graduate students who applied for the Rita and Arnold Goodman Fellowship, 9 for the Barbara A. Yates Fellowship, and 3 for the Evelyne Accad and Paul Vieille International Research Award.
 - b. WGGP supports the GRID core course for the graduate minor and in FY22 provided additional support to global studies course to strengthen course to be offered to virtually and increase class enrollment.

- c. In addition to this direct student support, we receive over \$50,000 in endowment interest income to directly support event programming. In FY22, WGGP hosted 29 events that included virtual, hybrid and in-person format and co-sponsored 70 events that were open to both on campus and community members. WGGP programs impact the university, community, region, and the nation through the production and dissemination of knowledge to audiences ranging from pre-K -12 level educational institutions, institutions of higher education including the UIUC campus, local community colleges like Parkland, and the broader public locally, regionally, and nationally. WGGP has expanded programming to include both hybrid and recorded programming to expand its reach. Outcome assessment is monitored through program surveys developed in collaboration with an outside evaluator, ALK Evaluation and Consulting. The assessment tools look at accessibility, content, and strengths of program offerings. We are also currently developing a survey for alumni to gauge our impact and student satisfaction.

5. Quality Assurance Process

The WGGP Director reports to the Executive Director of the Illinois Global Institute, who in turn reports to the Office of the Provost and the Dean of the College of Liberal Arts and Sciences. The Director of WGGP submits an annual report based on the LAS framework. The Dean of LAS and Executive Director of IGI review the WGGP Director annually, and they assess the quality of the unit and the extent to which the unit's outcomes achieve stated objectives.

The WGGP Executive Committee consists of electives faculty affiliates; ex-officio members from the Gender and Women's Studies Department and the Gender Librarian; 1-2 WGGP graduate students; WGGP Associate Director; and WGGP Director. This committee meets with the Director twice per semester and provides advice to the Director. This committee votes on changes to the bylaws, and assists with WGGP programming, educational, and advancement efforts.

Finally, WGGP participates in the program review and strategic planning processes conducted by IGI. The first IGI external program review occurred in 2019-2020. Reflecting the seriousness with which such reviews are taken, as of January 2023 all of the recommendations by the review committee that depend upon IGI resources have been adopted or are in the process of being implemented.

6. Facilities and equipment

The Illinois Global Institute and the College of Liberal Arts and Sciences provides the space and facilities for WGGP. They include staff offices and access to shared conference rooms and meeting spaces. WGGP utilizes the university classroom and technology through the Urbana campus Office of the Registrar for all classroom needs. Since 1974 with the creation of the Women in Development fund, the University Library has established a significant collection related to development. Over the years, this fund grew and evolved to support library resources for women and gender studies materials in all formats, languages, and across

multiple disciplines; the total number of volumes held by the library for women's studies is approximately 31,000 titles. The University Library also holds the collection of Irene Tinker, founding board member of the International Center for Research on Women, and pioneering scholar on world development and the differential impact of development projects and policies on women and men. Key academic journals that will support this unit and available at the University library include *Gender and Development*, *Journal of Women and Culture in Society*, *Development and Change*, and *Feminist Theory*.

7. Resources

The IGI and its units are centrally budgeted. The state budget allocation for the IGI and its units, including WGGP, is determined and allocated by the Office of the Provost. The budget process for the IGI and its units, including WGGP, passes through three stages: internal planning, review by LAS, and review by the Provost.

WGGP currently has 1.5 full-time-equivalent staff positions, a 1.0 FTE Associate Director and 0.5 FTE Office support. In addition, WGGP has a faculty director, whose appointment includes a teaching release from the director's home unit; and 0.5 Graduate Assistant. Other personnel costs cover a lecturer for the WGGP graduate core course that is taught each spring. The budget does include the costs of course buyouts and summer salary for directors. The university's financial commitment to the WGGP covers the staff lines and director package. Endowed gift support to WGGP provide graduate student fellowships and all programming support. Twelve percent of the total expenditures represents gift funds for direct graduate student fellowships and research travel awards. Gift support amounts to 22% percent of the total expenditures and provides all of WGGP's programming support. As described in the budget chart, WGGP is not seeking additional state funds through this proposal.

8. A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

Equity

Part 1. Describe plans to implement systemic solutions that will increase access and opportunities for service to underserved communities and the implications for the proposed unit of administration. Explain how progress will be monitored. [See Equity Strategy #1 and #2]

WGGP's equity plans implement systematic solutions to increase access and opportunities for underserved communities that closely align with the Illinois system's programs to foster Equity Strategies 1 and 2.

Equity Strategy 1 emphasizes that "It is critical to provide differentiated academic and social and emotional support that students need to ensure they return to their pre-pandemic learning trajectory. While these strategies are essential to address pandemic-related educational impact, they should be implemented as systemic solutions that will address equity gaps for the long-run."

At the System level, the University of Illinois prioritizes closing equity gaps among the citizens across Illinois, within our urban and rural communities, and beyond. While the fundamental

needs that will drive greater economic vitality vary greatly across zip codes in the state, it is clear that closing equity gaps among our citizens remains crucial to achieving the mission of the University of Illinois System.

Among the tools referenced are high-impact practices which WGPP specializes in, specifically through language study fellowships. The 3 IGI Language Fellowships administered by WGPP support the study of critical languages for students' research and professional development.

In addition, WGPP programs are open to the public which extends to traditionally underrepresented groups, including ethnic minorities, seniors, veterans and rural populations. All WGPP in-person activities are held in wheelchair accessible facilities. WGPP virtual events are close-captioned, recorded and permanently archived. The WGPP website and all streaming videos comply with accessibility standards, including ASL interpretation upon request and support access for users with screen readers. WGPP disseminates info through campus organizations that target historically marginalized populations and co-sponsors and helps disseminate info about their events in turn.

Equity Strategy 2 points to the need to “Establish and implement institution-level equity plans, practices to close access, progression, completion and attainment gaps.”

Supportive of IBHE's A Thriving Illinois plan and aligning its Equity Strategy #2, the UI System's **Access 2030 Strategic Plan** is a comprehensive initiative designed to increase the number of graduates from underrepresented groups by 50 percent by the end of the decade. This will include students from disadvantaged backgrounds – ethnic and racial, rural, and urban. This initiative will strengthen the University of Illinois' bedrock commitment to the public good, ensuring that as we work to improve life in our state, we are not leaving communities behind. It will build on ongoing efforts to create more opportunities for Illinoisans of all backgrounds. The initiative is being tooled to close equity gaps throughout the pipeline, working from K-12 through college, including our community colleges. **Access 2030 embodies Equity Goal 2 of A Thriving Illinois**, providing a framework for and supporting the three institutions' equity plans.

At the institution level, the University of Illinois Urbana-Champaign's diversity, equity, and inclusion work is led by the Office of the Vice Chancellor for Diversity, Equity, and Inclusion (OVCDEI). The OVCDEI's goals, ongoing assessments, and initiatives impact students as well as faculty and staff, and student-focused programming sets the tone for the institution's efforts as they relate to all of the “A Thriving Illinois” equity strategies. In Spring 2023, the institution launched a campus-wide climate assessment instrument to understand the degree to which students feel safe, accepted, and valued. The goal is to provide a quantitative sense of how individuals feel about their campus experiences. This assessment will include students' perceptions of the quality of their interactions with peers, faculty members, and administrators, including their sense of the campus as a place where they belong and are treated with respect. The university is partnering with the Association of American Universities (AAU), external organizations, and peer institutions to ensure the survey instrument is state of the art, has questions that shed light on multiple axes of diversity, and generates data that can be shared and benchmarked against peer institutions to tease out challenges that are unique to the UIUC campus as well as those that are common to peer universities.

In keeping with the institutional framework led by the OVCDEI, the University of Illinois Urbana-Champaign is engaged with several efforts to strategically support and bolster equity on campus. For example, in July 2020, the university pledged \$2 million annually for the Chancellor's Call to Action to Address Racism and Social Injustice to focus the intellectual and scholarly talent of the university to examine two of the greatest challenges facing society and seek new solutions. The proposals submitted in 2021 underwent a vigorous and scholarly review that included pre-proposal submission, evaluation, a request to prepare a full proposal, further assessment from both internal and external evaluators, and funding notification. Ninety-two proposals were submitted and 22 were funded, for a total of \$1,630,373. The remainder of the funds will support a symposium and other programmatic operations. Principle Investigators leading the funded proposals represent eight colleges and two administrative units across 17 departments.

A significant number of Illinois graduate students also did their undergraduate studies at Illinois, thus increasing access and attainment for undergraduate degrees can support increased access for graduate degrees. Looking at the last four years, campus graduate programs have been able to successfully recruit and enroll between 700 and 800 students from UIUC undergraduate programs, which is approximately 19% of UIUC total new enrollments each year. Looking specifically at those from domestic underrepresented populations, campus has been able to successfully recruit and enroll between 100-130 students from campus undergraduate programs, which accounts for approximately 30% of UIUC total new enrollments for these underrepresented populations each year.

Accordingly, although targeted at the undergraduate population, the campus **Student Success Initiative (SSI)** indirectly impacts graduate students too. Goals of the SSI are to: 1. increase access (reduce cost of attendance, increase aid, consider time to degree); 2. eliminate equity gaps (increase retention and graduation rates for underrepresented and minoritized students); 3. improve the Illinois experience (abandon "sink or swim" mentality, identify and broaden campus programs, support services, and opportunities for engagement). In February 2022, SSI hosted the inaugural Student Success Symposium, which engaged over 200 faculty, staff, and students. A variety of other projects emerged from SSI that have enabled the university to provide greater focus on recruitment efforts. United with the university's Mental Health Working Group, a comprehensive **wellness website** was implemented, the **Faculty and Staff Mental Health Ambassador Program** was piloted, and a Mental Health statement for syllabi was implemented. SSI members contributed to the planning of a UI System-wide **Mental Health Symposium** and received a \$5,000 grant to create Wellness Spaces on campus. Working toward a more streamlined Learning Management System (LMS) experience for students, SSI team members helped faculty migrate materials to **Canvas**. An SSI implementation team reviewed **Article 3 of the Student Code** on Academic Policies and Regulations with an equity lens, provided findings to the Provost's office, and recommended policy changes to be implemented in the 2022-2023 Student Code.

Finally, the university hosts a **series of outreach, recruitment, and transition programs** on their Diversity, Equity and Inclusion website to improve access and successful outcomes in graduate education for students from historically underrepresented groups. The **Summer Research**

Opportunities Program at Illinois brings highly competitive undergraduate students for a nine-week introduction to graduate study. Participants conduct research under the mentorship of a faculty member in their chosen field of study, explore careers in research, attend workshops, and take part in team activities that prepare them for graduate study. **Aspire Illinois** recruits talented students from backgrounds typically underrepresented at elite institutions to consider attending graduate school at Illinois. Toward this aim, campus fosters a webinar series to guide students through the process of selecting a graduate program and submitting competitive applications. In addition, ASPIRE applicants are supported through direct contacts with Directors of Graduate Studies and faculty as well as through campus visits. The **Community of Scholars** visit weekend unites newly admitted students with their admitting graduate programs and with prospective peers. Through networking and orientation to the campus, students are able to better understand how graduate study at the university can support their short and long-term goals.

To support the graduate school application process, application fee waivers are provided for Illinois Promise students, Summer Research Opportunities Program participants, McNair Scholars, ASPIRE scholars, individuals with US military service and FreeApp applicants through a Big Ten Academic Alliance program to increase access to graduate education for diverse applicants.

WGGP directly contributes to the equity goal of the campus. The entire mission of WGGP is organized around understanding how inequalities arise and how gender equity can be best promoted through policies, with a particular emphasis on the Global South.

The emphasis of WGGP on the gender and the Global South provides the foundation for a pipeline of graduate students who pursued their undergraduate studies at UIUC. The UIUC campus prioritizes increasing the number of Illinois graduate students that completed their undergraduate coursework at Illinois, as a metric of increasing access for graduate degrees as well as reflecting access and attainment of undergraduate degrees. The administrative integration of LAS Global Studies into the IGI directly promotes this goal. LAS Global Studies integrated into IGI will provide avenues for the development of undergraduate to graduate pipelines of students interested in global and regional and thematic programs of study. The LAS Global Studies Program (GS) will report to LAS and Illinois Global Institute (IGI). WGGP supports LAS GS through our joint undergraduate certificate in Global Health, which serves as a pipeline for graduate students interested in pursuing questions of gender and gender equity, an opportunity that can be pursued through the WGGP graduate minor in Gender Relations in International Development. Students pursuing the graduate minor are predominantly from underrepresented minority communities in the United States as well as international students from countries throughout the Global South.

WGGP has prioritized building connections between global communities and themes and underrepresented minority communities in the United States. The IGI was one of the units whose proposal was selected for funding by the Chancellor's Call to Action, to implement the project "A Blueprint for Transitional Justice in the U.S." Led by the WGGP Director who served as PI, this project draws on global experiences with transitional justice, such as the work of truth and reconciliation commissions in South Africa, Korea, Guatemala, and Brazil, and their

gendered impacts to build insights into the use of transitional justice tools to address structures of racism in the United States.

Part 2. Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed unit. Explain how progress will be monitored. [See Equity Strategy #3]

Institution-level efforts to recruit and retain faculty, staff, and administrators of color
Aligned with Equity Strategy 3 (Implement equitable talent management to increase and retain faculty, staff, administrators, and trustees of color), the UI System and the UIUC Campus support efforts in this area, particularly in supporting underrepresented minority faculty. The **Distinguished Faculty Recruitment Program** has a stated goal of increasing underrepresented minority faculty. Since 2017, the System has committed \$20 million to this program, the recruitment of tenured, star, or rising faculty from a range of disciplines who can transform our universities by their exceptional scholarship and teaching. One criterion is that the faculty member “will enhance diversity in the unit and in the college.” The **Public Voices Fellowship** is a year-long program open to tenured faculty to join a cohort of leaders, the majority of whom will be underrepresented (including women) and provide them with extraordinary support, leadership skills, and knowledge to ensure their ideas shape not only their fields, but also the greater public conversations of our age. The **Leadership Initiative for Women Faculty** brings together women faculty from across the UI System who are leaders and/or potential leaders to identify barriers to and facilitators for advancement of women. Finally, the System will also be providing funding in support of each university’s faculty recruitment plans which will also emphasize the recruitment of underrepresented minority faculty.

As a campus, the University of Illinois Urbana-Champaign is committed to investing in strategic hiring of faculty to maintain our academic strengths, respond to student demand, and capture opportunities. Investments from the **Office of the Provost** in faculty hiring, retention, and development are critical to maintaining and enhancing the academic excellence of our campus, especially at a time when the competition for top talent is intense. **The Next 150** strategic plan identified a major hiring initiative to expand faculty hiring in key areas over the next five years, with the goal of expanding the overall size of the faculty. While the COVID-19 pandemic slowed that initiative, the University remains committed to hiring with the goals of enhancing faculty diversity and meeting student demand.

Though all faculty hiring is a department and college-level decision, the campus has devoted significant resources to incentivize hiring activities that support diversity, recruitment, and retention goals. Prominent among those programs are the **Targets of Opportunity Program (TOP)** and the **Dual Career Academic Couples (DCAC)** program. The TOP program provides recurring funds for salary support for hires that enhance campus diversity, including faculty from underrepresented groups and women in STEM fields. Nearly all of these hires are identified through a traditional search process. The Provost invests ~\$1 million per year in this recurring salary support for TOP. The Office of the Provost, in conjunction with the **Office of the Vice Chancellor for Diversity, Equity, and Inclusion** also announced a temporary modification to the TOP program to recruit more faculty of color. This initiative made an additional ~\$1 million available to units to support hiring in this area. For the DCAC program, the Provost

provides recurring matching funds (i.e., 1/3 of the initial salary) if the partner is hired into a tenure track position through the DCAC program. Several years ago, the Provost modified the DCAC program to provide only non-recurring funding (1-3 years) for non-tenure track partner hires which has helped to reduce the overall cost of the program.

The campus also continues to fund postdoctoral fellowships targeted to underrepresented scholars in ethnic studies programs (e.g., Latina/Latino Studies, American Indian Studies) and through the **DRIVE program**. These programs are intended to help provide postdocs with an opportunity to build a foundation of scholarship that will prepare them for tenure track positions. While the ethnic studies postdocs are selected through a specific advertisement, the DRIVE program identifies candidates through a search process for open faculty positions.

Finally, through a partnership with the University System Office and departments, the Provost's Office also supports the **Underrepresented Faculty Recruitment Program** in making available non-recurring funds for research to enhance offers of employment. Awards up to \$20,000 per year for each of the first three years of employment are available for those hired in the 2022-2023 academic year. The Provost's Office funds the additional search expenses incurred by bringing an additional candidate to campus if that person is from an underrepresented group.

Additional retention efforts include programming and development activities for executive officers and faculty members across ranks. Programming and resources for unit executive officers (EOs) equip them with the knowledge and skills necessary for leadership including ways to enhance their ability to support and mentor faculty within their units, particularly faculty members of color. The **Office of the Provost** also coordinates several leadership development programs to increase the pool of potential academic leaders on campus with intentional focus on supporting faculty members from marginalized and underrepresented groups to explore campus leadership and administrative roles.

The **Office of the Provost** also invests in faculty development. From recruitment to onboarding, through promotion, and retirement, faculty members have access to programming and resources designed to meet them and address their careers needs. The office also supports several institutional memberships that provide external resources to our faculty, such as the **National Center for Faculty Development and Diversity** to ensure faculty members' continued access to NCFDD's resources.

To monitor progress of our efforts to recruit and retain faculty members of color on our campus, we collect, manage, and report annual data through the **Division of Management Information** and **Office for Access and Equity**. Additionally, we release a yearly report on hiring and retention of women faculty of color through the Women at Illinois report (e.g., 2020-2021 report and 2021-2022 report).

The IGI and its units have an excellent record of recruitment and retention of faculty, staff, and administrators of color. As units deeply invested in building understanding about the Global South, among other world regions, at UIUC and its communities, the IGI has prioritized building connections between global communities and themes and underrepresented minority communities in the United States. The units are also attuned to experiences of ethnic, racial,

gender, and religious minorities in world regions as well as the experiences of international students and scholars at UIUC. A significant proportion of the staff and leadership of the IGI and its units are part of underrepresented minority communities and/or have international backgrounds. In 2023, the IGI is organizing a Diversity, Equity, and Inclusion (DEI) Committee comprised of staff and students. This will be the IGI's first standing committee beyond its core governance structure and will be charged with addressing questions of climate and inclusion in the IGI and its programs. The IGI DEI Committee will coordinate and elevate efforts across IGI units to avoid issues of microaggression, promote recruitment of underrepresented faculty and staff, and the implementation of pipeline programs. All are already significant elements of IGI efforts. In Spring 2023, the IGI and its units will be participating in the Berkeley Campus Climate Survey. Faculty and staff search processes follow the practices developed by the College of Liberal Arts and Sciences for diversity advocacy and recognition of unconscious bias in recruitment.

Sustainability

Part 3. For this new unit of administration, describe how the institution plans to maximize effectiveness and efficiencies in its administrative structure and operations while avoiding unnecessary or existing duplication.

The IGI and its component units maintain an efficient organizational structure. Each center and program has a core professional and academic staff that includes a 50% administrative appointment and typically an associate director. Other staff positions are partially grant-supported and include roles in educational outreach, instruction, and academic advising. The units rely on a shared services business operations model developed by the IGI. This is a recently created business operations unit (organized beginning in 2019) developed in coordination with the Office of the Provost and the College of Liberal Arts and Sciences. The shared service model applies to business operations, grant administration, human resources, fellowship coordination, and office administrative support. This model avoids duplication within units by providing services across all units, and in the case of office support, across clusters of units.

As a unit of the IGI, WGGP is a part of a highly efficient organizational structure. WGGP has a core professional and academic staff that includes 1.5 full-time equivalent (FTE) excluding the Director, who retains a home-unit faculty appointment. The other roles include an Associate Director and an Office Support Specialist at 50% FTE and relies on a shared services business operations model developed by the IGI.

Part 4. Explain further how the new unit will capitalize and build collaborative synergies on campus and within and outside of the state; support future-ready learning, research, or public service approaches; and ensure that the unit is a good steward of its financial resources.

WGGP develops global awareness and cultural competency through a combination of faculty research and professional development, curricular internationalization, student-life activities, international experiences, public engagement, outreach. Through the programs in WGGP, UIUC students have opportunities to learn languages and to pursue interdisciplinary programs of undergraduate and graduate study engaging with world regions with a particular emphasis on

gender and gender equity. WGGP supports faculty research and discussion on gender in global, regional, and national contexts, and encourage research collaboration between scholars at UIUC and their peers and institutions throughout the world. WGGP supports students through the WGGP GRID graduate minor and LASGS-WGGP joint undergraduate certificate. Annually, WGGP supports graduate students through funding provided via 2 endowed graduate fellowships for students working at the intersection of gender and development; 3 IGI Language Fellowships for graduate students; and 1 graduate research travel award. WGGP also works with its 100 faculty affiliates to engage in research, collaboration and building faculty-student engagement. Those faculty members also conduct cutting-edge research related to dozens of countries around the world.

WGGP's work contributes to incentivizing Illinois students and scholars to stay in Illinois by increasing educational attainment, and by increasing the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society. WGGP has a strong history with the GRID minor provides students the analytical and empirical skills needed to address global human security and gender equity issues in research and policy analysis, as well as daily life. In this age of global economic transformation, it is especially necessary for researchers and practitioners to examine who gains and who loses from new policies, to assess the disparities in the impacts of reforms on women, men, and children, and to study the successful strategies and policies that appear. This training through the GRID minor positions Illinois graduates for productive public engagement and success in their careers. Graduates of the GRID minor have founded multiple NGOs, are leaders in public institutions, and excel in the private sector. Their advanced academic certification will increase their competitive positions and opportunities to be hired by agencies in academia, business, corporations, government, foundations, international organizations, and national and international NGOs. The combination of the specialized expertise that they bring to a post, and an understanding of how their expertise and the organization which hired them is situated in a globalizing world, makes their candidacies for these posts more attractive. WGGP provides an important resource to Illinois programs, and employers, by enlarging the pool of graduates with specific skills and topical area knowledge relevant to global challenges.

Growth

Part 5. As one of the Core Principles, demonstrate how the proposed unit will reinforce and promote public good in the state (e.g., civic engagement, exposure to arts and humanities, and solutions to society's challenges).

WGGP's mission embodies the campus' long standing land-grant mission to promote public good in the state and globally. Collectively, WGGP develops global awareness and cultural competency through a combination of faculty research and professional development, curricular internationalization, student-life activities, international experiences, and outreach and public engagement. In concert with other components of IGI, WGGP supports faculty research on gender and development in global, regional, and national contexts, and encourages research collaboration between scholars at Illinois and their peer institutions throughout the world. In total, these activities strive to provide the campus community and citizens of Illinois

with the tools and understanding to identify and address the complex and nuanced global challenges that our society faces at local, regional, international, and global scales and levels.

Through WGGP programs, students have opportunities to learn languages and to pursue interdisciplinary programs of undergraduate and graduate study engaging with world regions and themes of global human security and gender equity.

To achieve these goals, a significant portion of the WGGP's energies are focused outwardly on outreach and engagement to the campus and community. WGGP is committed to providing transformative teaching and engagement programs while also providing resources to further efforts towards exposing students and the public to the cultures of the world and the global challenges that we collectively face. To achieve this, WGGP sponsors academic conferences, symposia, and talks that are open to the public.

WGGP's advancement efforts have also established endowments that generate \$50k in annual income for our programs and for support of global and area studies activities on campus. In 2021-22, WGGP sponsored 29 events that included virtual, hybrid, and in-person format and co-sponsored 70 events that were open to both campus and community members. WGGP's outreach strives to stimulate a vigorous dialogue and search for solutions among individuals and units working in a broad range of methodologies, cultural and philosophical traditions that focus on global problems and seek global perspectives. The goals of disseminating knowledge, providing resources and promoting innovative solutions to the full range of communities and age groups studying and working in Illinois.

Part 6. Describe how the unit plans to contribute to research, innovation, and economic development by leveraging the Illinois Innovation Network. [See Growth Strategy #1]

The University of Illinois Urbana-Champaign has strong partnerships with business and industry through the statewide initiatives like the Discovery Partners Institute (DPI) and the Illinois Innovation Network (IIN), which closely align with A Thriving Illinois' Growth Strategies. As a key gubernatorial initiative, DPI's Tech Talent Lab and immersion programs engage with Chicago's technology workforce, allowing students to interact with Chicagoland technology and innovation culture. Students make meaningful connections to regional employers and industries, university research teams, civic and nonprofit organizations, and startups that will lead to employment and talent retention in the region. IIN works to enrich the student experience through short-term boot camps around topics such as artificial intelligence, data science, entrepreneurship, and more. These intensive programs will encourage students' interest in topics that are key to the 21st century economy and give them a foundation for continued study.

The IGI and its units contribute to the mission of the Illinois Innovation Network through research, language, and international competency skills development among UIUC undergraduate and graduate students. IGI programs connect with multiple institutions in the Illinois Innovation Network, including the Discovery Partners Institute as well as the other campuses of the University of Illinois system. The IGI is working with the College of Liberal Arts

and Sciences at UIUC to pursue space for educational outreach and institutional collaboration work for programs sustained by IGI units. The IIN creates new opportunities to create the sort of institutional framework that could allow for synergies between the two institutions. Having an IGI space within the Discovery Partners Institute would allow the opportunity to convene meetings on joint educational programs (such as language and area studies instruction and study abroad) as well as research collaborations between the U of I system and international institutions. In addition, as representatives of their regions of the state, UIC and UIUC could collaborate on public engagement programs aimed at both the Chicago area and downstate Illinois, including initiatives to make international and area studies accessible to underserved urban and rural populations. Building these relationships could greatly benefit from meetings and colloquia conducted jointly between these two universities at DPI.

Part 7. Explain how the new unit engaged with business and industry in its development and how it will spur the state's economy by leveraging partnerships with local, regional, and state industry, business leaders and employers. [See Growth Strategy #3]

In addition to the **Discovery Partners Institute (DPI)** and the **Illinois Innovation Network (IIN)**, which closely align with A Thriving Illinois' Growth Strategies, the University of Illinois Urbana-Champaign has partnerships with the Research Park, the work of the Campus Community Compact, and PK12 programming overseen by the Associate Chancellor for PK12 Initiatives align with A Thriving Illinois' Growth Strategies.

As a crucial hub that provides meaningful and industry-focused research and internship opportunities, the [Research Park](#) employs 800 interns year-round in part-time employment, allowing University of Illinois Urbana-Champaign undergraduate and graduate students to work on campus and be enrolled as full-time students. There are more students working at the UIUC Research Park than at any other peer United States university research/tech park. Students are paid highly competitive wages for their specialized skillsets in areas like computer science, data analytics, UX/UI design, engineering, business development, and human resources. A number of these interns are classified as Federal Work-Study. Research Park internships increase students' employment prospects by expanding their professional networks, building their professional portfolios, and developing their leadership skills. Many of the corporate sites focus on DEI outreach and participate as sponsors to various student groups and campus units. Examples include **Motorola Solutions' partnership with the [National Society of Black Engineers](#)** and **COUNTRY Financial's work with the University of Illinois Women in Finance Academy**. Building on the well-established relationships of the affinity and community groups both on campus, the Research Park campus office has ongoing partnerships with units like La Casa Cultural Latina, the Bruce Nesbitt African American Cultural Center, and The Career Center, as well as student groups such as the Society of Women Engineers, Alpha Omega Epsilon (professional women's leadership sorority), and Sigma Alpha (professional agricultural sorority), to educate Illinois' diverse population of students on the opportunities available within the Park. The **Illinois Reboot tech training** program provides a free course in data science literacy to Central Illinois professionals who are underrepresented in technology and looking to upskill their careers. Since its inception in 2020, Reboot has trained 150 community

members, 61 percent from underrepresented populations. Reboot also provides career coaching and access to Research Park data science professionals. [Accelerating Women And underRepresented Entrepreneurs \(AWARE\)](#), programmed through the EnterpriseWorks incubator at the Research Park, supports entrepreneurship training, counseling, and networking for women and underrepresented entrepreneurs.

Another local program, [We CU](#), connects student volunteers with community projects. This program empowers students to make a positive impact in the community while building their resume and enriching their university experience. In the first two years of the program (2020-2022), 1,973 UIUC students from 12 colleges worked to complete almost 37,000 hours of training and service on 516 service projects.

The **Campus-Community Compact** (Compact) is one of the major initiatives of the Community Action and Public Engagement (CAPE) Committee of UIUC's Chancellor's Call to Action to Address Racism and Social Injustice. Comprised of a co-equal partnership between UIUC and the broader Champaign-Urbana community, the Compact is an ambitious and visionary initiative to accelerate social justice by addressing structural racism, bias, and social injustice over the next 5-10 years in six interrelated grand challenge areas: inclusive education; accessible technology; economic development; health, wellness, and resilience; workforce development; and community relations. The Compact also includes several crosscut areas; namely, accessible campus/transportation, accessible information, community safety, and language (e.g., multilingualism, communications, and messaging).

Three priorities have been identified for the Inclusive Education focus area: *restoring opportunity*; providing a *community-based information delivery service*; and *professional development*. *Restoring Opportunity* addresses the need for greatly improved access to quality health care, access to a rich array of courses taught by culturally responsive and affirming educators, and access to well designed and well-resourced schools. The development, implementation, and sustainability of a *community-based information delivery service* requires a community that partners with the university to invest in professional development strategies and training opportunities to continuously strengthen the capabilities of our teacher workforce in order to address the needs of an increasingly diverse student population. *Professional development* involves continuous professional development for teachers and administrators, including addressing COVID-19-related professional development. UIUC, through its College of Education, will work with the local schools' districts to create targeted initiatives to recruit and hire teachers of color at a level proportionate to the population of students of color taught or that increase the total population of teachers of color by 100% of their current numbers.

Through our faculty affiliates with appointments in the Grainger College of Engineering, Veterinary Medicine, LAS, and ACES, WGGP supports research that contributes to areas that range from crop sciences, bioengineering, livestock pathogens and vaccination, and genomics, to areas of engineering such as materials science research in geopolymers and sustainable construction. Areas of distinction in Illinois' agricultural, technological, and manufacturing economies are highly globalized. The capacity of businesses in Illinois to compete globally is

supported by the combination of sponsored student learning opportunities that support workforce development, international collaborative research, K12 and community college educational outreach, and the capacity to convene interdisciplinary conferences and symposia that bring together both educational and industry leaders.

WGGP is regularly the point of contact for businesses and governmental organizations seeking expertise or connections with campus experts on gender equity issues. In partnerships with other campus units, we promote events and initiatives to foster dialogue and cooperation with campus, business, government, military and NGOs. WGGP annually supports the Women in Entrepreneurship Conference, through Gies College of Business, that provides networking, resources, and talks to share knowledge, build skills, and inspire women in their entrepreneurial pursuits. WGGP has partnered with student groups like the Society of Women Engineers. In partnership with other IGI centers, WGGP also supports engagement and exchange between academic, public sector and industry leaders by hosting of IGI Career Day, which connects students with alumni in state and national businesses and prepares students to be competitive in professional job markets.

Part 8. Describe how the proposed unit will expand access and opportunities for students regarding high-impact practices including research opportunities, internships, apprenticeships, career pathways, and other field experiences. [See Growth Strategy #6]

As noted in the previous response, the **Research Park** expands access and opportunities for students by employing 800 interns year-round in part-time research opportunities and career-relevant internships, allowing University of Illinois Urbana-Champaign undergraduate and graduate students to work on campus and be enrolled as full-time students.

The campus Career Services Council, which includes the campus-wide [Career Center](#) in partnership with the college and departmental career offices and professionals, offers Handshake@Illinois, a platform for students to connect with employers, internship opportunities and job postings. Handshake@Illinois was used by more than 23,000 students and 8,500 employers last year.

In an effort to establish or enhance sustainable outreach and partnerships with PreK12 schools, the Chancellor at the University of Illinois Urbana-Champaign established the position of **Associate Chancellor for PreK12 Initiatives** in August 2021. This new position creates partnerships with superintendents statewide as well as identifies and partners with key education stakeholders to attract and retain underserved and underrepresented students. It allows us to rethink and enhance the high school to college pipeline in Illinois by partnering with organizations such as the **Discovery Partners Institute (DPI)**, **Illinois Innovation Network (IIN)**, and the **Jackie Joyner-Kersey Foundation**.

This new initiative reconceptualizes the important role higher education must play in ensuring Illinois learners gain the confidence and comprehension for college. The ultimate goal of this initiative is to ensure that the University of Illinois Urbana-Champaign has developed structural

outreach and partnerships to systemically close persisting opportunity gaps in our state's school systems.

Graduate students serve an important role within the [Office of Undergraduate Research](#) (OUR) as mentors for many undergraduate researchers. The OUR is guided by the philosophy that all Illinois undergraduate students should learn about current disciplinary research, take part in research discussions, and be exposed to research experiences in their regular coursework. Furthermore, where practical, an advanced research experience should be among the capstone options in all major programs of study. To achieve its mission, OUR seeks to: 1) inspire students and faculty to collaborate on research projects driven by mutual interests by fostering a research mentoring environment that encourages and rewards collaboration; 2) disseminate best practices and models for undergraduate research to campus stakeholders; 3) assist in the development and evaluation of curricular and co-curricular structures that support undergraduate research; 4) encourage the creation of new opportunities for undergraduate research on campus and 5) coordinate and nurture undergraduate research efforts across academic units on campus.

WGGP plans to continue its distinctive contribution in providing students with access to high-impact opportunities. We will continue to hold workshops on careers in public service in support gender equity issues, as well as talks with representatives from the NGOs and practitioners. Recent graduates affiliated with WGGP are employed at The World Bank, Inter-American Development Bank, Peace Corp, Ministry of Agriculture, teachers and professors. WGGP's evaluation plan will work with alumni to look at graduate placement and strengthening career mentorship opportunities.

WGGP's support for the GRID graduate minor and LASGS-WGGP Undergraduate certificate in global health will also position Illinois graduates for productive public engagement and successful careers. Alumni of WGGP supported programs successfully enter the workforce and impact society through careers in public and private sectors, graduate and professional programs and research and teaching in P-12 and post-secondary schools and colleges.

WGGP contributes to the collective efforts to support a significant range of pathways for undergraduate and graduate student learning across multiple professional sectors and academic disciplines. WGGP works with the Applied Technologies for Learning in the Arts & Sciences (ATLAS) internship program to provide 2-3 internships to undergraduates to work with WGGP each semester to give experience between class and work experience. WGGP also offers graduate fellowships and awards annually. These include 3 language fellowships, which supports specialized language training in over 30 languages. This takes place primarily through instruction on campus. These language skills are a critical competency across multiple fields of professional and academic engagement which increase the global competitiveness of our students and our state workforce. Since these are funded learning opportunities which provide graduate fellowships, these fellowships make this skill development equitably accessible to students., contributing to retention and improving time to degree by supporting dedicated language study.

WGGP provides support for undergraduate and graduate student research that allows students to apply and refine research skills applicable in a wide range of academic and professional settings. WGGP, in collaboration with other IGI units, also organizes an annual career day that brings practitioners and professionals – many of them alumni – to campus to enhance student preparedness for entering the workforce. Career day activities include mock interviews, career pathway advising, and guidance in presenting international learning as competitive experience for professional placement.

Part 9. Explain how the proposed unit of administration will expand its models of teaching and learning, research, and/or public service and outreach that provide opportunity for students to succeed in the work of the future [See Growth Strategy #6]

WGGP contributes to the collective efforts to expand models of teaching, learning, research, and public outreach in multiple areas. By pursuing the integration of the LAS Global Studies major within IGI, we are significantly strengthening the pathways for connecting undergraduate majors to faculty mentoring and to the range of globally-engaged programming sustained by the area and global studies centers and thematic programs. WGGP provides support for faculty professional development through support for course development, including an extensive effort to support the development of online and hybrid instruction of international subjects during the Covid-19 pandemic. Support for faculty course development and professional development through areas like seed research, participation in professional meetings and course development, is ongoing.

WGGP also aims to develop an MS in Global Studies to provide value added to the disciplinary and professional credentials of students. Such an advanced academic certification will support agencies in academia, business, corporations, government, foundations, international organizations, and national and international NGOs. The combination of the specialized expertise that students bring to a post, and an understanding of how their expertise and the organization which hired them is situated in a globalizing world, makes their candidacies for these posts more attractive. Compared to those entering the employment field with only an undergraduate preparation suitable for admission to the MS program, completion of the degree will provide a cost-effective alternative for graduates seeking employment. In addition, the program will offer people in fields that focus on global issues options for career advancement.

Estimated Costs and Sources of Funds for Proposed Unit						
Illinois Higher Education						
			Year of Operation			
			1st Year	2nd Year	3rd Year	4th Year
Expenditure						
Personnel			1.5	1.5	1.5	1.5
Faculty Count	by # of FTE		0	0	0	0
	Personal Services in \$		85,633	85,633	85,633	85,633
	Other Personnel Costs in \$		0	0	0	0
	Supplies, Services, Equipment ¹ in \$		0	0	0	0
	Facilities in \$		0	0	0	0
		Total	85633	85633	85633	85633
Resources						
Current Unit			85,633	85,633	85,633	85,633
Other Internal Sources ²			7,100	7,100	7,100	7,100
Federal Funds			0	0	0	0
Fees, Sales, Other Income			78,928	78,928	78,928	78,928
New State Appropriation ³			0	0	0	0
		Total	171661	171661	171661	171661

¹ Includes expenditures for library resources.

² Reallocation within institution from other budgetary unit.

³ Complete table 2 if greater than zero.

Note: Do not estimate inflationary factor.

Narrative must accompany this table

The IGI and its units are centrally budgeted. The state budget allocation for the IGI and its units, including WGGP, is determined and allocated by the Office of the Provost. The budget process for the IGI and its units, including WGGP, passes through three stages: internal planning, review by LAS, and review by the Provost.

WGGP currently has 1.5 full-time-equivalent staff positions, a 1.0 FTE Associate Director and 0.5 FTE Office support. In addition, WGGP has a faculty director, whose appointment includes a teaching release from the director's home unit; and 0.5 Graduate Assistant. Other personnel costs cover a lecturer for the WGGP graduate core course that is taught each spring. The budget does include the costs of course buyouts and summer salary for directors. The university's financial commitment to the WGGP covers the staff lines and director package.

Endowed gift support to WGGP provide graduate student fellowships and all programming support. Twelve percent of the total expenditures represents gift funds for direct graduate student fellowships and research travel awards. Gift support amounts to 22% percent of the total expenditures and provides all of WGGP's programming support. As described in the budget chart, WGGP is not seeking additional state funds through this proposal.

Within the Expenditures section, Line 9 includes staff salaries and a graduate assistant. Within the Resources section, Line 16 is a Provost Office match for an endowed fellowship. Line 18 includes endowment and gift income.

Estimated Expenditures of New State Appropriations for Proposed Unit						
Illinois Higher Education						
			Year of Operation			
			1st Year	2nd Year	3rd Year	4th Year
Expenditures tied to New State Appropriation						
Personnel						
Faculty Count	by # of FTE					
	Personal Services in \$					
Other Personnel Expenditures in \$						
Supplies, Services, Equipment ¹ in \$						
Facilities in \$						
	Total	0	0	0	0	0

¹ Includes expenditures for library resources.

Note: Narrative must accompany this table

January 13, 2023

Dean Wendy Heller
Executive Associate Dean of Social and Behavioral Sciences and Area Centers
College of Liberal Arts & Sciences
University of Illinois Urbana-Champaign
2090 Lincoln Hall,
702 S. Wright St., MC-448
Urbana, IL 61801

Dear Dean Heller,

As the Directors of the ten area and global studies centers and thematic programs united within the Illinois Global Institute, we write in unanimous support of the proposals to grant permanent status to CGS, CSAMES, and WGGP, as well as to IGI itself. (The other centers within the IGI have already been granted permanent status.)

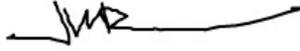
As their petitions show, these Centers provide efficient and effective support for the University's core missions as a land-grant institution, in alignment with Illinois' Strategic Plan. They foster interdisciplinary scholarship across campus, while connecting Illinois to global networks of discovery and innovation. Their curricular programs, scholarships, and public events open doorways to the world for Illinois students, supporting the transformative study of languages and world regions and promoting a more profound engagement with issues that face all of humanity, at a global scale. The Centers work to bring the world in all of its diversity to Illinois, even as they invest in fostering access and diversity on campus and closing equity gaps among communities across Illinois. And as they do all of this they not only serve as careful stewards of campus resources, but also generate new resources for our University, through the successful pursuit of endowment and grant support from a wide variety of funders.

Founded to provide an organizational and business operations home to all of our activities, IGI has shown itself to be an empowering framework for our collaboration and development. IGI multiplies the impact of our centers, allowing our units to be greater than the sum of their individual parts. Granting permanent status to IGI, CGS, CSAMES, and WGGP will consolidate this foundation and allow us to build on it in the years to come. It will place all of our programs on an equal footing and also enable them to cooperate on research, teaching, public engagement, and advancement initiatives most effectively going forward. For all of these reasons, we strongly endorse these proposals.

Thank you very much for your consideration and attention.

On behalf of the Directors,

Yours sincerely,

A handwritten signature in black ink, appearing to be 'JR', written over a horizontal line.

John Randolph
Chair, Directors' Council (IGI)
Director, REEEC

Teresa Barnes
Director, CAS

Wail Hassan
Director, CSAMES

John Tofik Karam
Director, Lemann Center for Brazilian Studies

Colleen Murphy
Director, WGGP (CGGE)

Matthias Grosse Perdekamp
Director, ACDIS

Emanuel Rota
Director, EUC

Misumi Sadler
Director, CEAPS

Gisela Sin
Director, CLACS

Steve Witt
Director, CGS



College of Liberal Arts & Sciences

Office of the Dean
2090 Lincoln Hall, MC-448
702 S. Wright St.
Urbana, IL 61801

April 10, 2023

Kathy Martensen
Associate Provost for Educational Programs and Success Initiatives
Office of the Provost
207 Swanlund Administration Building, MC-304
Champaign, IL 61820

Dear Kathy,

The Executive Committee of the College of Liberal Arts & Sciences has voted upon and approved the following proposal:

Establish permanent status of the Women and Gender in Global Perspectives Program

The proposal is now ready for review by the Senate Educational Policy Committee.

Sincerely,

A handwritten signature in black ink that reads 'Wendy Heller'.

Wendy Heller

Executive Associate Dean, College of Liberal Arts and Sciences
Professor, Psychology Department, University of Illinois
Presidential Fellow, University of Illinois System
2090 Lincoln Hall, MC/48
702 S. Wright Street
Urbana, IL 61801
email: w-heller@illinois.edu
Telephone: 217-333-0632

cc: Linda Moorhouse
Steven Downie
Jerry Davila



Illinois Global Institute

Women & Gender in Global Perspectives Program
111 Coble Hall, MC-401
801 S. Wright St.
Champaign, IL 61820 USA

April 12, 2023

Stephen R. Downie
Associate Dean for Curricula and Academic Policy
College of Liberal Arts and Sciences
University of Illinois Urbana-Champaign
2090 Lincoln Hall
702 S Wright St | M/C 448
Urbana, IL 61801

Dear Associate Dean Downie,

Throughout the process of completing the Women and Gender in Global Perspectives Program (WGGP) application for permanent status, the program worked closely with key stakeholders and its executive committee to ensure the proposal is reflective of its mission and continued campus wide contributions to the research, teaching, and engagement missions of the University of Illinois. The WGGP Executive Committee is comprised of a diverse group of faculty, staff, and graduate students from seven colleges and nine academic departments across campus. During its fall 2022 meeting, the Executive Committee approved WGGP's work towards permanent status. The WGGP Executive Committee reaffirmed its support and final approval of WGGP's proposal by unanimous vote on January 25, 2023.

Sincerely,

A handwritten signature in black ink, appearing to read 'Colleen Murphy'.

Colleen Murphy
Roger and Stephany Joslin Professor of Law
Professor of Philosophy and Political Science
Director of the Women & Gender in Global Perspectives Program

SENATE COMMITTEE ON EDUCATIONAL POLICY
MONDAY, APRIL 17, 2023
PUBLIC HEARING MINUTES

PUBLIC HEARING

As per Section 8, C.4 of its *Bylaws*, on April 17, 2023, at 2:00 pm, the Senate Committee on Educational Policy (EP) held a Public Hearing via Zoom on five proposals from units seeking permanent status. Campus notice of this Public Hearing was published through the Illinois Faculty/Staff Notices on April 9, 2023 (Eweek) online bulletin.

Thirty-seven participants were logged into the Zoom meeting held at the time of the Public Hearing. The following guests from the College of Education (EDUC) and the College of Liberal Arts and Sciences (LAS) were in attendance: Amanda Brown (EDUC), Antoinette Burton (LAS), Jerry Davila (LAS), Wail S. Hassan (LAS), Rodney Hopson (EDUC), Anita Kaiser (LAS), Timothy Leyhe (EDUC), Jessica Li (EDUC), Mithilesh Mishra (LAS), Elizabeth Niswander (EDUC), Donna Tonini (LAS), and Steve Witt (LAS).

Before discussion began, EP Chair Linda Moorhouse shared some of the recent discussions she and EP Office of the Provost liaisons, Brooke Newell and Kathy Martensen, have had with sponsors concerning the governance process used to determine the decision to move these units into permanent status. Each proposal was discussed separately during the Public Hearing.

EP.23.053, Proposal to Establish a Unit – Permanent Status for Center for Global Studies (CGS)

The Center for Global Studies (CGS), in the College of Liberal Arts and Sciences (LAS), was founded in 2000 as a center under Illinois International and became a U.S. Department of Education designated Foreign Language and Area Studies (FLAS) fellowship grantee in 2000, and a U.S. Department of Education designated National Resource Center (NRC) in 2003. CGS has maintained its FLAS and NRC designations since 2000 and 2003, respectively. Since 2019, CGS has been one of the ten foreign language and area studies thematic programs and centers of the Illinois Global Institute (IGI). CGS works to globalize the research, teaching, and outreach missions of the University of Illinois Urbana Champaign (UIUC) - tasks central to UIUC's strategic vision articulated in its Strategic Plan to be the pre-eminent public research university with a land-grant mission and global impact. CGS's central mission has been to promote and support innovative research to better understand global issues confronting the world's populations and identify ways to cope with and resolve these challenges. More information about this proposal can be found in EP.23.053.

Jenny Amos, EP subcommittee chair assigned to this proposal, gave a background summary of the proposal itself and relevant activities up to the time of the Public Hearing. EP Chair Moorhouse facilitated the discussion, asking for questions or comments about the proposal from participants in the Public Hearing who were not on EP.

- Jerry Davila, Professor in History and Executive Director for the Illinois Global Institute, thanked the campus offices and Senate Committee on Educational Policy for their support and guidance.

EP.23.054, Proposal to Establish a Unit – Permanent Status for Center for South Asia and Middle Eastern Studies (CSAMES)

The Center for South Asia and Middle Eastern Studies (CSAMES), in the College of Liberal Arts and Sciences (LAS), was founded in 1983 in the College of Liberal Arts and Sciences and was incorporated within the Illinois Global Institute (IGI) along with other area and thematic centers in 2019. CSAMES was founded to sponsor, highlight, and encourage events that further our academic community's awareness of and knowledge about the societies of South Asia and the Middle East. CSAMES is engaged in activities to foster knowledge and debate on those areas on campus as well as among community institutions such as schools, libraries, and service organizations, and we welcome suggestions for collaborative efforts in the service of these goals. CSAMES has been designated a National Resource Center under the U.S. Department of Education's Title VI and FLAS programs, with awards of over \$1.6M for the current cycle. More information about this proposal can be found in EP.23.054.

Nolan Miller, EP subcommittee chair assigned to this proposal, gave a background summary of the proposal itself and relevant activities up to the time of the Public Hearing. EP Chair Moorhouse facilitated the discussion, asking for questions or comments about the proposal from participants in the Public Hearing who were not on EP.

- Mithilesh Mishra, Senior Lecturer in Linguistics, asked about the historical reason for combining South Asian and Middle Eastern into one center. He commented there are many other universities in the country which have separate centers for these two areas. He also expressed the need to be forward looking and look at ways to fix the imbalances that exist today in geographical representation.
- Wail Hassan, Professor in Comparative and World Literature and Director of CSAMES, thanked campus and EP for their support. Hassan explained that one of the reasons for the combined center has to do with the limited number of faculty in each area. He also stated other historical reasons these two regions were combined into one center, which initially included efforts to prepare Title VI paperwork/applications. Hassan also stated there are future hopes to separate these two regions, South Asian and Middle Eastern, into two centers, and he expressed optimism that the South Asian faculty will continue to grow on our campus.
- Jerry Davila, Professor in History and Executive Director for the Illinois Global Institute, discussed future opportunities for hiring in South Asian, which will be important for program building, funding, faculty building.

EP.23.55, Proposal to Establish a Unit – Permanent Status for Illinois Global Institute (IGI)

The Illinois Global Institute (IGI) was established in 2019, with temporary status from the IBHE, to serve as the organizational and business operations home of ten international area and global studies centers and thematic programs in the College of Liberal Arts and Sciences (LAS). Its mission is to sustain engagement with world regions and global themes in teaching, research, and public engagement at the University of Illinois Urbana Champaign (UIUC), both through support for its component units as well as to support the extensive range of international engagement by UIUC faculty. Since 2019, the IGI has organized a business operations unit, organized its internal governance and quality assurance processes, and pursued an external review. Additionally, its component units have had significant successes in grant development that reflect the longstanding strength of area and global studies at UIUC. The Illinois Global Institute oversees the Center for African Studies (CAS, created in 1970); Center for East Asian and Pacific Studies (CEAPS, 1964); Center for Global Studies (CGS, 2003); Center for Latin American and Caribbean Studies (CLACS, 1963); Center for South Asian and Middle Eastern Studies (CSAMES, 1983); European Union Center (EUC, 1998); Lemann Center for Brazilian Studies (LCBS, 2009); Program in Arms Control and Domestic and International Security (ACDIS, 1978); Russian, East European and Eurasian Center (REEEC, 1959); and the Women and Gender in Global Perspectives Program (WGGP, 1980). More information about this proposal can be found in EP.23.055.

Jenny Amos, EP subcommittee chair assigned to this proposal, gave a background summary of the proposal itself and relevant activities up to the time of the Public Hearing. EP Chair Moorhouse facilitated the discussion, asking for questions or comments about the proposal from participants in the Public Hearing who were not on EP.

- Jerry Davila, Professor in History and Executive Director for the Illinois Global Institute, thanked the campus offices and EP for their support and guidance.

EP.23.056, Proposal to Establish a Unit – Permanent Status for Women and Gender in Global Perspectives Program (WGGP)

In 1980, the Women and Gender in Global Perspectives Program (WGGP), in the College of Liberal Arts and Sciences (LAS), was established as the Office of Women in International Development (WID) at the University of Illinois Urbana Champaign. The formal program arose from the interdisciplinary efforts of the Committee on Women in Development that had been meeting on campus for a year previously. In 2000, the unit changed from an Office to a Program which included the name change to “Women and Gender in Global Perspectives” (WGGP). The mission of WGGP over the past 40 years has been to promote scholarly activities that advance our understanding of how resource inequalities and gender equity affect individual and community capabilities. More information about this proposal can be found in EP.23.056.

Laura Shackelford, who serves on EP subcommittee B, the subcommittee assigned to this proposal, presented the proposal since the subcommittee chair was unable to be present for the Public Hearing. Shackelford gave a background summary of the proposal itself and relevant activities up to the time of the Public Hearing. EP Chair Moorhouse facilitated the discussion, asking for questions or comments about the proposal from participants in the Public Hearing who were not on EP.

- Anita Kaiser, Associate Director of the Women and Gender in Global Perspectives, thanked the campus offices and EP for their support and guidance.

EP.23.071, Proposal to Establish a Unit – Permanent Status for Center for Culturally Responsive Evaluation and Assessment (CREA)

The Center for Culturally Responsive Evaluation and Assessment (CREA) is in the College of Education (EDUC) and was established in 2011 as one of five EDUC strategic priorities by then Dean Mary Kalantzis. Since that time, CREA has shown international growth and prominence in its educational and intellectual footprint, and community engagement outreach efforts. CREA intends to serve as the major evaluation center on the University of Illinois Urbana Champaign (UIUC) campus to benefit its constituents and the state of Illinois, by repurposing a now dissolved College of Education Center, the Center for Instructional Research and Curriculum Evaluation (CIRCE). CREA continues and expands upon the legacy of “responsive and responsible” evaluation at UIUC through its founding director and other core members of its founding community and UIUC alumni, many of whom are recognized as leading international experts in culturally responsive evaluation and culturally responsive assessment. More information about this proposal can be found in EP.23.071.

Nolan Miller, EP subcommittee chair assigned to this proposal, gave a background summary of the proposal itself and relevant activities up to the time of the Public Hearing. EP Chair Moorhouse facilitated the discussion, asking for questions or comments about the proposal from participants in the Public Hearing who were not on EP.

- Rodney Hopson, Professor in Educational Psychology and Interim Director for the Center for Culturally Responsive Evaluation and Assessment, thanked the Senate Educational Policy Committee for their help in facilitating the proposal process.

When no further questions or comments were forthcoming about any of the proposals from those in attendance, EP Chair Moorhouse thanked everyone for their comments and discussion and ended the Public Hearing.

From: [Martensen, Kathy](#)
To: [Moorhouse, Linda](#); [Lehman, Barbara J](#)
Cc: [Davila, Jerry](#); [Downie, Stephen R](#); [Newell, Brooke](#)
Subject: Fwd: EPC Town Hall message distribution
Date: Tuesday, April 11, 2023 7:32:29 PM

Hi again Barb and Linda,

Can you please add this documentation to the four proposals from LAS?

Thanks!

Kathy

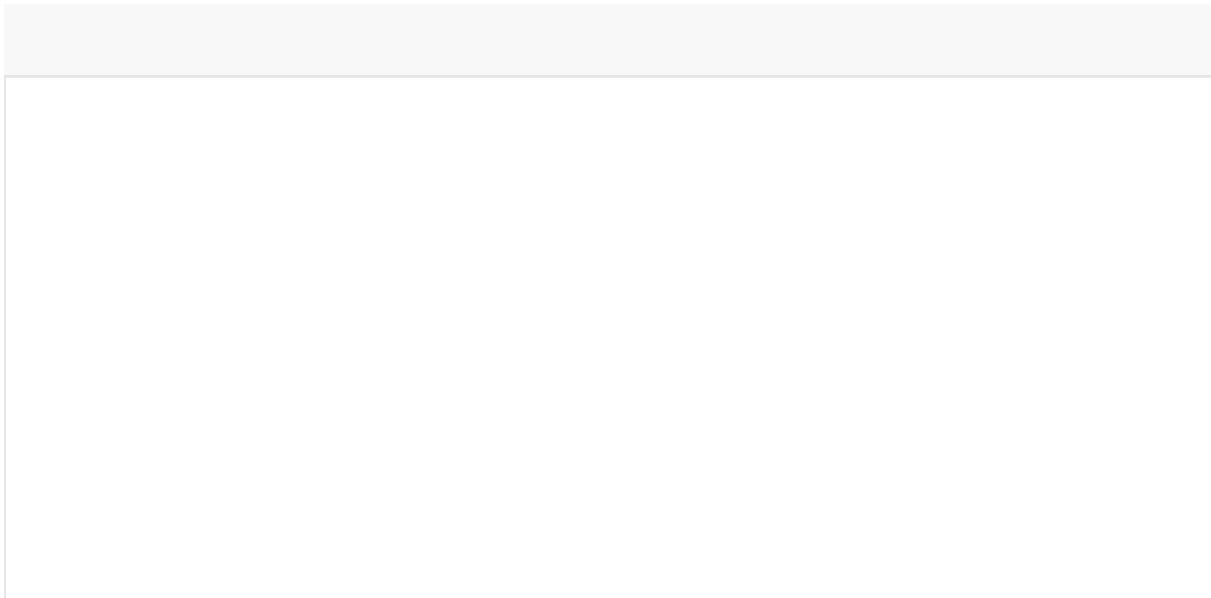
From: Davila, Jerry <jdavila@illinois.edu>
Sent: Tuesday, April 11, 2023, 4:35 PM
To: Downie, Stephen R <sdownie@illinois.edu>; Martensen, Kathy <kmartens@illinois.edu>;
Newell, Brooke <bsnewell@illinois.edu>
Subject: EPC Town Hall message distribution

Dear Stephen, Kathy, and Brooke,

Here is the webtools acknowledgement that the town hall invitation was sent to 511 recipients.
These are unique faculty affiliates (excluding multiple center affiliations)

Best, Jerry

From: no-reply-webservices@illinois.edu <no-reply-webservices@illinois.edu>
Sent: Tuesday, April 11, 2023 3:40 PM
To: Gitler, Terri <tgitler@illinois.edu>
Subject: Email was sent





Sending complete for the following email

Subject: Invitation: Senate EPC Public Hearing on Permanently Established
Unit Proposals

From: Jerry Dávila

Emails sent: 511

Date sent: 4-11-23 3:39 pm

Email ID: 1458562689

Powered by Webtools

From: [Lehman, Barbara J](#)
To: [Lehman, Barbara J](#)
Subject: FW: Invitation: Senate EPC Public Hearing on Permanently Established Unit Proposals
Date: Friday, April 21, 2023 10:39:47 AM

From: Jerry Dávila <tgitler@illinois.edu>
Date: Tuesday, April 11, 2023 at 3:38 PM
To: Davila, Jerry <jdavila@illinois.edu>
Subject: Invitation: Senate EPC Public Hearing on Permanently Established Unit Proposals

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[University of Illinois Urbana-Champaign](#)



Illinois Global Institute

Colleagues,

I am writing with great news. The proposals to establish the Center for Global Studies (CGS), and the Center for South Asian and Middle Eastern Studies (CSAMES), as [permanent centers](#), the Women and Gender in Global Perspectives Program (WGPP) as a [permanent program](#), and the Illinois Global Institute (IGI) as a [permanent institute](#) are currently under consideration by the [Senate Educational Policy Committee](#). As an affiliated faculty member of one or more of the area and global studies centers and thematic programs at UIUC, if you have any feedback you want to share, there is a public hearing on Monday, April 17, at 1:10 p.m. via [Zoom](#), and you are welcome to participate.

With best wishes for the last weeks of the semester and the academic year,

Jerry Dávila

Executive Director, Illinois Global Institute

Lemann Chair in Brazilian History

101 Coble Hall

Champaign, IL 61820

jdavila@illinois.edu



Illinois Global Institute

College of Liberal Arts & Sciences

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E-mail: igi-info@illinois.edu



The Women and Gender in Global Perspectives Program
University of Illinois at Urbana-Champaign
Spring 2016

BYLAWS

I. Name

The name of this unit is the Women and Gender in Global Perspectives Program (WGGP).

II Functions

WGGP promotes the study of human development and gender in international settings. We encourage and emphasize multi-disciplinary research and publications that advance our understanding of how inequalities in resource access and gender equity affect individual and community capabilities. We also provide a range of curricular and extracurricular activities on this topic on campus, and disseminate information about developments and opportunities for students and faculty. We foster research, teaching, programmatic, and engagement activities in cooperation with departments and units across campus and in the community.

III. COMPOSITION

A Membership/Affiliation

WGGP's scope is campus-wide and seeks to engage all colleges, schools, academic units and research institutes at the University of Illinois at Urbana-Champaign (UIUC). Faculty affiliation with WGGP is open to academic faculty and research staff at UIUC whose research and teaching are concerned with human development and gender. Any member of WGGP may nominate faculty or research staff for affiliate status. Invitations to become an affiliate are issued

at the Director's discretion. Members of WGGP also include WGGP staff and WGGP faculty and research staff.

IV. GOVERNANCE

WGGP's work of planning and coordination is accomplished chiefly by the WGGP Director, WGGP Assistant or Associate Director, faculty or research associates with appointments in WGGP, the Executive Committee, and others when so designated by the Director.

A. Appointing Authority

Administrative responsibility for the Program is lodged with the Vice Provost for International Affairs and Global Strategies in Illinois International (VPIAGS).

B. The Director

1. The Director, working with the Assistant or Associate Director, is responsible for the day-to-day operation of WGGP, including the careful management of whatever funds are at its disposal.
2. The Director chairs the WGGP Executive Committee and, in consultation with the members of that Committee, appoints such other committees as may be needed.
3. The Director supervises the keeping of the necessary records and the gathering and dissemination of information of interest to WGGP members, responds to requests for information and reports, and seeks outside funds for Program support. The Director is especially charged with receiving and seeking out suggestions for the improvement of WGGP, and taking appropriate action on such suggestions.
4. The Director of WGGP is appointed by the VPIAGS after consultation with members of the Executive Committee and other persons

concerned, including executive officers of relevant departments and colleges. Part of the Director's teaching load is normally released by the home department in recognition of this duty. The Director is given an office.

5. The Director shall be appointed for a term of up to five years, renewable.
6. During the final year of the Director's term, the VPIAGS is expected to consult those persons most directly concerned in order to determine whether the Director should be asked to serve for another term. Those to be consulted should include the members of the Executive Committee, students in the Gender Relations in International Development minor (GRID students), the faculty and staff of WGGP, as well as any other key stakeholders.
7. Petitions of grievance and/or requests for removal of the Director may be addressed to the VPIAGS at any time. Petitions are to be treated confidentially. Whenever 25% of members of WGGP present such a petition, the VPIAGS is expected to consult the members of the Executive Committee, and other persons directly concerned, and to take appropriate action.
8. If the Director has a prolonged absence from campus, an Acting Director shall be appointed by the VPIAGS in consultation with the Executive Committee of WGGP. The Acting Director will normally be selected from among WGGP faculty affiliates or faculty members. For the period of appointment in question, the duties and responsibilities of the Acting Director shall be the same as those of the permanent Director.

9. If the office of Director becomes vacant for any reason, the VPIAGS is expected to appoint an Acting Director and carry through the selection process as described in paragraph IV.B.8, above.

C. The Executive Committee

1. The Executive Committee establishes the general principles of operation of WGGP and advises the Director on matters pertaining to it.
2. The Executive Committee shall consist of six (6) representatives who are WGGP members and elected by WGGP members for three-year terms, renewable. Each of the six representatives is chosen from one of six categories; each category contains a group of specific disciplines. All affiliates are eligible to opt in to stand for election for the Executive Committee. Two (2) GRID representatives are appointed for a one-year, renewable, term by the Director from current GRID students. The Gender Studies and Multicultural Services Librarian is also a member of the Executive Committee. WGGP faculty or research staff are ex officio members. The Assistant or Associate Director shall attend WGGP Executive Committee meetings in his/her role as Secretary to the Executive Committee and shall have no vote.
3. The Executive Committee usually meets at least once a semester or at the very minimum once per regular academic year. Its meetings are conducted informally, but are subject to Robert's Rules of Order whenever necessary.
4. The minutes of the meetings of the Executive Committee are prepared under the direction of the Director and are distributed to members of the Executive Committee for their information.

D. Other Committees and Posts

The Director, in consultation with the Executive Committee, may establish such other committees and posts as needed.

V. MEETINGS

The Director has authority to call meetings of WGGP members whenever such a meeting is deemed appropriate or necessary.

VI. AMENDMENT OF BYLAWS

Any voting member of the Executive Committee may propose amendments to any or all portions of the bylaws. The Bylaws may be amended on an annual basis by a majority vote of the Executive Committee. A copy of the amended Bylaws will be forwarded to the Vice Provost for International Affairs and Global Strategies for review in order to ensure that the Bylaws are in conformance with the University Statutes and other relevant University, campus, and college policy documents.