

UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN

EP.09.15

Office of Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820



August 29, 2008

Abbas Aminmansour, Chair
Senate Committee on Educational Policy
Office of the Senate
228 English Building
MC 461

Dear Abbas:

The Office of the Provost has reviewed the proposal to formally establish the Center on Democracy in a Multiracial Society. As a unit reporting to the Office of the Provost, we fully support the proposal.

The Center has been a tremendous asset to our campus during the period of temporary approval, monitoring research and outreach in areas related to the University. I look forward to the accomplishments of the Center over the coming years, as it becomes a permanent element of our campus.

Sincerely,

A handwritten signature in cursive script that reads "Linda Katehi".

Linda Katehi
Provost and Vice Chancellor
for Academic Affairs

c: Ruth Watkins
Kristi Kuntz

**REQUEST FOR NEW ADMINISTRATIVE, RESEARCH¹
OR PUBLIC SERVICE UNIT**

RECEIVED

SEP 03 2008

BACKGROUND

1. Name of Institution: _____ University of Illinois _____
2. Title of Proposed Unit: _____ Center on Democracy in a Multiracial Society _____
3. CIP Code (6-digits): _____ 60.0502 _____
4. Proposed Date for Initiation of Unit: _____
5. Contact Person _____ Jorge Chapa, Ph.D. _____
- 5.1. Telephone _____ (217) 244-0188 _____
- 5.2. E-mail _____ jchapa@uiuc.edu _____
- 5.3. Fax _____ (217) 333-8122 _____
6. Location: On-Campus
Off-Campus : Region Number(s) _____

OFFICE OF THE SENATE

PURPOSE: OBJECTIVES, MISSION AND PRIORITIES

7. Unit Objectives and Contributions

7.1. What are the goals and objectives of the new unit?

The Center on Democracy in a Multiracial Society (CDMS) is a unique interdisciplinary research and service institute organized around a commitment to the practice of democracy, equality, and social justice within the changing multiracial society of the United States. It includes a network of UIUC-affiliated scholars with an expertise in and sensitivity to the persistent and significant role of race in many aspects of life in the United States. The Center's three core principles are to:

1. learn how to fully realize the benefits of diversity, negotiate conflicts, and form coalitions with individuals and groups of various racial and ethnic backgrounds;
2. empower members of the University of Illinois community to live in racially diverse communities, maintain friendships with people of different backgrounds and function more effectively in an increasingly diverse workplace by teaching and learning about racial diversity in formal classroom activities and informal interactions on campus; and,
3. prepare students for civic engagement and participation in a democratic society.

¹ Temporary approval may be sought through reasonable and moderate extension for creation of a new, formally organized, research or public service unit that has a temporary mission up to five years. Following that time period, the institution must seek permanent approval if the unit continues operation.

7.2. What is the relationship of the unit to the university's mission and priorities? Is the unit involved in instruction and, if so, to what extent?

The University of Illinois states that it will transform lives and serve society by educating, creating knowledge, and putting knowledge to work on a large scale and with excellence. As a unit within the University, CDMS strives to assist the institution in meeting this mission. CDMS, through its programs, research groups, and collaborations aims to create knowledge for use within both the Urbana-Champaign community and throughout the state of Illinois. By its design, CDMS is geared toward providing educational opportunities for university, as well as community, students by providing avenues of support and by improving instruction.

In terms of *educating*, CDMS supports the development of new courses (e.g. The Diversity Research Project through the Department of Sociology). CDMS also has developed a Brown Bag series which allows for presentations on a specific themed subject matter. This series has been interdisciplinary and incorporates the work of both faculty and students. Within CDMS, students, primarily undergraduates, are given the opportunity to learn research and technical skills through mentorship and the various tasks completed.

Relative to *creating knowledge*, CDMS funds interdisciplinary research. Each year, CDMS solicits proposals from the university community from faculty and graduate students regarding critical issues affecting the university, state, and the nation in the form of a fellowship program. Fellowship packets are reviewed by a group of tenured faculty members who rigorously evaluate each proposal for scholarly merit and applicability. Fellows receive release time and are given a semester stipend of \$8,000 for faculty members and \$ 6,000 for graduate students.

In addition, CDMS also supports research initiatives and groups. These projects typically include graduate students who are engaging in real-life projects that afford them the opportunity to learn and understand scientific methodology. CDMS adds to this experience by supporting researchers as they seek the opportunity to present findings to a diverse community. Many of CDMS-sponsored research projects have been presented at national conferences including American Educational Research Association (AERA), National Conference on Race and Ethnicity in American Higher Education (NCORE), International Institute of Qualitative Inquiry, the American Sociological Association (ASA), and at many other conferences and events held at college campuses throughout the country. For these research projects, the faculty members are given seed money to initiate research and are encouraged to apply for additional support internally and externally from foundations and the government. Upon completion of the project or year, the investigators are asked to prepare a report on their findings.

7.3. What specific needs and measurable contributions will the unit make to statewide priorities and needs? Also complete Table 1 to demonstrate how the program will support one or more goals of *Illinois 2011*.

CDMS' research projects and programs are integral to the day-to-day operations of the institution and surrounding area. CDMS Brown Bag sessions and other programs serve as forums where individuals can share new and innovative technologies.

Affordability – The cost of an education is rapidly increasing, causing parents and students alike to wonder about affordability. To help students defray the cost of their education at the University, the Center employs students who hold varying socio-economic status. To date, the Center has encouraged and funded post-doctoral, doctoral, master’s degree level, and undergraduate students to complete and continue their education. Providing funding internally is only one part of the center’s goals. Through its sponsored research initiatives, the Center supports programs that offer educational opportunities to the larger society.

- Education Justice Project (EJP) is a project that has been funded by the CDMS for the past two years. This group aims to reintroduce higher education to the Danville Correctional Center.

Attainment – To improve educational attainment through a seamless P-20 system of high-quality teaching and learning, CDMS works in partnerships with local schools. Currently, the Center has relationships with Booker T. Washington Elementary School (a local elementary school) and University High School.

- Engagement with Booker T. Washington provides educators with resources (human and financial) to meet the needs of their growing diverse population. The relationship with University High School has been fostered through an ongoing relationship with its faculty and staff. The Center has been asked to participate in school events that promote diversity.

Diversity – Effectively responding and meeting the needs of the state’s changing demographic is complicated when the myriad facets are considered. Increasing the diversity among faculty, students, and staff requires a multi-prong approach on the state and county level. In an effort to enhance the college participation of all Illinoisans, CDMS is preparing two multi-year projects that examine education, race, and immigration in (1) rural Illinois communities and (2) the Chicagoland area. These longitudinal research projects will follow two Center-based studies called the *Latinos/Latinas and Higher Education Trends* and *The Latino Effect: Difficulty of Passing Tax Referenda in IL School Districts with High Concentrations of Latinos*. One of the Center’s objectives over the next five years is to research and improve the access for underserved students and increasing educational transitions.

Efficiency – Within the limited fiscal resources of the University and state, the Center has sought to maintain and promote quality programs that improve faculty, staff, student, and community learning and engagement. Each semester, CDMS provides funding for interdisciplinary programs that discuss institutional- and community-based best practices geared towards positive student learning outcomes. The Center’s expenditures and other financial transactions are closely monitored by the University’s Office of Business and Financial Services (OBFS). Furthermore, the Center’s activities and events have been subject of both internal and external evaluations. Ongoing evaluations are an integral part of the Center’s future plans.

7.4. What is the demand for the unit’s services? What clients or population will the unit serve?

The Center is positioned to serve the Illinois community. Currently, its primary client is the university community with several collaborations occurring throughout. The Center has garnered a reputation as a policy/research and public education unit designed to serve as a catalyst for vigorous scholarly and public debate on the multiple racial contexts of democracy. Demand for the Center’s services has come from the Urbana-Champaign community, surrounding state counties, local and state agencies, and other institutions within the nation. Clientele include other

universities and government agencies, which make use of the expertise provided by the Center. Within the past two years, Center staff has participated and/or presented research at the American Sociology Association (ASA) Conference; the Illinois Board of Higher Education (IBHE), DePaul University for the Advisory Committee of the IBHE; the Hispanic Association of Colleges & Universities (HACU); the Chairs of the National Hispanic Caucus of State Legislators; the American Association for Hispanics in Higher Education (AAHHE), the University of Illinois at Chicago (UIC), Southern Illinois University in Carbondale (SIUC), Eastern Illinois University (EIU), Northeastern Illinois University (NEIU), the University of California, Berkeley and attended meetings with other administrators of university-based policy/research and public education centers to discuss possible collaborations, such as an Embracing Diversity Conference.

As the Center expands to meet to growing needs of the university, county, and state, we anticipate future partnerships similar to those detailed above.

8. Organization

8.1. Describe the proposed unit's organizational structure.

CDMS is a unit under the auspices of the Office of the Provost. The Center has a 75% FTE Director who reports to the Provost. The Center's operations are overseen by two advisory groups. The National Advisory Council is comprised of three tenured faculty members (one internal/two external) who focus on issues of accountability, credibility, development, and outreach. The internal advisory board members are tenured or tenure-track faculty who help the Center pursue and maintain academic and intellectual integrity.

Additionally, the Center is staffed by a 100% FTE Program Coordinator who reports to and works with the Director in the administration of the Center's fiscal matters and coordination of the Center's operations. The Center also has a 100% FTE Research Specialist who is responsible for organizing and administering support for the Center's research programs and initiatives and who works directly with the graduate assistants and fellows in order to fulfill the Center's mission. The Center also employs individuals on an hourly basis who serve as office assistants in varying capacities.

8.2. Explain how the unit is organized to meet its objectives.

With respect to the educational component, the Center serves and will continue to serve as a resource to academic units supporting curriculum development and course delivery.

The Program Coordinator reports directly to the Director. This individual manages all program funds related to grants and daily expenditures. Along with the Director, she implements the Center's fiscal policies, participates in budgeting and financial planning, and assists with the coordination of program events. The Research Specialist, who also reports directly to the Director, oversees the collection and management of data, supervises data analysis, and creates and revises final products. In addition, she coordinates various research projects, including preparing timelines; assists with budget preparation and revisions; drafts and edits project reports and methodological reports; and maintains communication with projects investigators and collaborators to assess and fulfill research progress.

Within the past year, the Center has examined its administrative and support needs. The individuals employed by the Center are well-trained and qualified in their areas: (a) Finance and

Accounting, (b) Research, Administration, and Policy, and (c) Media and Publications. All individuals are capable of working in at least one other area, thereby reducing the administrative and support costs of the university.

OUTCOMES²

9. Unit Outcomes

9.1. What targets have been set to assess the proposed unit's success in achieving objectives?

Among others, specific performance measures might include:

- Expected research and/or public service products;

The CDMS solicits and supports research annually. This has produced several working papers and two pending book contracts.

- Whiteness Bibliography Publication
- Race, Diversity, and Campus Climate Conference and forthcoming publication — *Implementing Diversity: Contemporary Challenges and Best Practices on Predominantly White Campuses*
- Occasional Publications: *Latinos/Latinas & Higher Education Trends*
- Stephen Hartnett's *Captured Words/Free Thoughts* (Volume 5) Spring 2008
- Stephen Hartnett's forthcoming book on *Education and Incarceration?*
- D. Anthony Clark's forthcoming publication on *Chief Love and Grief*

- Ratio of external to internal funding for the unit;

All the current funding is internal. However, the Center is vigorously researching opportunities to secure external funding to expand its offerings and to enhance the services and programs provided.

- Impact of this unit on national, state, regional, and local area organizations, business, or communities;

The Center has been able to consistently impact communities on the local, state, regional, and national levels. Constituents include faculty, staff, students, and alumni in addition to the larger community. Internally, the Center has relationships with other departments and colleges that interact with individuals who serve as speakers and presenters. Locally, relationships have been forged with schools. Regionally, the Center has also established relationships with other institutions (NEIU, SIU, and DePaul). By producing a body of research and disseminating the results periodically through presentations, brown bags, and other forums, the university and larger community is impacted. As noted previously, CDMS produces a number of publications describing sponsored research which serves as an outcome measure.

- Collaborative research product that promotes the Illinois economy.

² These quality indicators should be sufficiently specific so that at the end of the third year of the unit's creation, the institution can provide a progress report on its success in achieving initial outcomes in its annual Results Report.

CDMS staff works closely with the IBHE by serving on the advisory board to the task force charged with creating *A Public Agenda for Illinois Higher Education: Planning for College and Career Success*. An explicit goal of this effort is to improve the coordination or collaboration between Illinois institutions of public higher education and local, regional, and state-wide economic development efforts. Our contributions to community service programs and other educational programs also contribute to economic development efforts.

10. Resources

10.1. Indicate the number of students, businesses, industries, and/or other clients to be served by this unit. Include a description of faculty participation and student involvement in the unit if applicable. Table III should be completed (even if no new state funding is requested in the budget year) and should reflect all sources of funds, both state and non-state, and reallocations. A narrative budget statement should be provided to explain Table III, to include the following information:

Population	# Impacted/ Served Annually	Program/Description
Faculty		
• Enter fellowship competition	~20	On average, CDMS receives at least 20 applications for the faculty fellowship competition.
• Impacted by CDMS programs and activities	~100+	Faculty members typically participate in CDMS activities. In addition, faculty members serve as advisors to the various working and research groups.
Students		
• Enter fellowship competition	~20	On average, CDMS receives at least 20 applications for the graduate student fellowship competition.
• Impacted by CDMS sponsored or cosponsored programs and activities	~1,000	CDMS has partnered with several university departments and local schools to sponsor various types of programs and activities that support the mission of the university and CDMS. In addition, students also attend presentations, brown bags, and seminars.
Alumni		
	~5+	Attend presentations, seminars, conferences, etc.
Non-UIUC Faculty		
	~10+	Participate in seminars and conferences
Partners		
	~10+	Collaborate on joint activities

- Explain projected increments in total resource requirements (line 1) in terms of projected staff requirements, equipment and materials, and contractual services.

The narrative is included with the Table III, on the last page of this request.

- Explain new state resources required (line 6) in the budget year in terms of assumptions and factors used to construct line items 7 through 11. If resource requirements in the budget year include non-recurring costs (e.g., one-time equipment purchases), describe how these resources will be reallocated in subsequent years.

The narrative is included with the Table III, on the last page of this request.

10.2. Describe the facilities and equipment available, including buildings, classrooms, laboratories and equipment, office space, and library resources.

Over the past two years, the building in which CDMS is housed has been undergoing renovations (internal and external). The final stage of the renovation includes the completion of the basement where Center files will be stored. This addition complements the existing space, which includes one conference room, two storage rooms, and six offices. Within this space, CDMS offers adequate workspace and equipment that is technologically sound.

11. Quality Assurance Processes

11.1. Briefly describe the processes that will yield evidence to demonstrate the quality of the unit. Address the following elements:

- Evidence that the unit supports the university's mission and statewide goals;

Since its inception, CDMS has continuously funded research which has led to journal publications and has hosted two national conferences and co-sponsored an institute bringing together researchers and practitioners from around the state and the nation. Through its award programs, CDMS supports faculty and Ph.D. students as they enhance their research skills.

- Evidence that the unit's product or outcomes achieve stated objectives;

CDMS has several ways to assess outcome achievement. In the area of educating and creating new knowledge, CDMS strives to fund research that is publishable in leading journals and presentable at national and international conferences. CDMS will continue to assess its impact through the use of evaluation forms and by tracking articles and presentations that were from CDMS funded projects. The evaluations will allow program participants to provide feedback regarding the format of the event; the information presented, and program logistics. The evaluations will be reviewed after each event and incorporated as necessary into subsequent events.

CDMS will produce an annual report to include overviews of and updates on its various projects and programs. The report will be made available to all stakeholders within the University system, as well as other key stakeholders outside the institution.

These stakeholders include the University administration, the CDMS internal and external advisory councils/boards, as well as other community entities.

- Determination of organizational effectiveness;

Within the centralized location of the Center, duties and tasks have been specifically outlined based on areas of expertise and skill. Staff members are versed and capable of working in several areas within the Center, as this cross-training allows for reduced personnel costs.

CDMS sponsors various types of research and hosts seminars and other types of forums. CDMS will measure success rates by the number and quality of projects funded and the number of persons in attendance at the various events.

CDMS looks to its advisory boards to assess its organizational effectiveness. The two boards provide CDMS with input and feedback regarding its projects, programs, and activities during their sessions.

- Faculty and staff qualifications and reward structures;

The Center's Director is a tenured faculty member at the University of Illinois. The Research Specialist has a Ph.D. in Educational Organization and Leadership with an emphasis in higher education administration and policy analysis. The Program Coordinator holds a bachelor's degree in Cross-cultural Studies with a focus on international development and a minor in Theology. The Director is assessed by the Provost during an annual review process and all other staff members are evaluated by the Center's Director.

- Determination of adequate support staff, equipment, and other resources;

CDMS attempts to be a self-sufficient unit. However, as the full-time staff is limited to three individuals, the Office of the Provost provides additional administrative and technical support.

The Center also houses a growing library (books, CDs DVDs, and VHS format videotapes) that explores issues of various aspects of democracy. Data on past CDMS events are archived at the Center as well.

- Use of results from evaluations to improve the unit's effectiveness.

The CDMS has collected several evaluations from its sponsored research project PIs, faculty and graduate fellows, and research assistants. In addition, CDMS has also collected feedback regarding the workshops that its staff has facilitated.

Table I

Illinois 2011

Demonstrate how the proposed program will support one or more goals of the Illinois 2011, the Illinois Board of Higher Education's Strategic Initiative. Programs do not have to contribute to every goal, but must contribute to at least one.

Goal	How met
1. AFFORDABILITY – To help ensure college is affordable for all Illinoisans, particularly low-income students.	<ul style="list-style-type: none"> • <i>Employment of undergraduate and graduate students at the Center to assist with the financing of their university education. The Center has consistently provided work-study, fellowship, and post-graduate opportunities.</i>
2. ATTAINMENT – To improve educational attainment for all Illinois students, through a seamless P-20 system of high quality teaching and learning, through an increased focus on outreach to non-traditional students, and through stronger emphasis on preparing graduates in high-demand workforce areas.	<ul style="list-style-type: none"> • <i>Creating A Connected and Collaborative Community (Sponsored Research Project)</i> • <i>Center funding has been allocated to the Education Justice Project (EJP) (Sponsored Research Project)</i> • <i>Education or Incarceration? Schools and Prisons in a Punishing Democracy will be the first book in a new series, with others to follow as agreed upon by CDMS and the Press.</i>
3. DIVERSITY – To increase access and success in more diverse college student body and faculty ranks, including those with disabilities.	<ul style="list-style-type: none"> • <i>Documenting the Difference Racial and Ethnic Diversity Makes conference</i> • <i>Race, Diversity, and Campus Climate conference brought together faculty, staff, students, and researchers from across the state and nation to explore the issues and develop systematic assessment tools to evaluate various learning outcomes. Within this arena, the issues of pedagogical and programmatic initiatives were explored.</i>
4. EFFICIENCY – To promote efficiency and accountability in higher education operations.	<p>To facilitate productivity, cost effectiveness, and accountability, the Center has developed a <i>Wiki page</i> (http://wiki.cites.uiuc.edu) and has embarked upon a relationship with <i>iTunes U</i> (https://itunes.illinois.edu/). This provides for new ways of research to be conducted and relayed across the state and nation. It also fosters new and improved collaborative initiatives.</p>

Units do not have to contribute to every goal, but must contribute to at least one.

Table III

TOTAL RESOURCE REQUIREMENTS FOR THE NEW UNIT

		Current	Budget	2 nd	3 rd	4 th
		Year	Year	Year	Year	Year
1	Total Resource Requirements	460,000	460,000	400,000	400,000	400,000
2	Resources Available from Federal Sources ¹	---	---	---	---	---*
3	Resources Available from Other Non-State Sources ¹	300,000	300,000	300,000	300,000	300,000*
4	Existing State Resources ²	160,000	160,000	100,000	100,000	100,000
5	Resources Available through Internal Reallocation ³	47,000	34,000	34,000	34,000	34,000
6	New State Resources Required ⁴	---	---	---	---	---
	Breakdown: New State Resources Required					
7	FTE Staff ⁵ (#)	N/A	N/A	N/A	N/A	N/A
8	Personal Services Costs	N/A	N/A	N/A	N/A	N/A
9	Equipment and Instructional Costs	N/A	N/A	N/A	N/A	N/A
10	Library Costs	N/A	N/A	N/A	N/A	N/A
11	Other Support Services Costs ⁶	N/A	N/A	N/A	N/A	N/A

¹These lines reflect funds available (not incremental funds) from non-state sources in any given year

²Existing state resources in each successive year are equal to the sum of the previous year's existing state resources (line 4); plus resources made available through internal reallocation (line 5); plus new state resources (line 6). If state resources allocated to a program in any given year (line 4) exceed state resource requirements needed to support the program in the following year, state resource requirements should be reduced with a negative dollar adjustment on line 5. The sum of lines 2 through 6 will always equal line 1.

³Numbers can be either positive (allocated to the program) or negative (allocated away from the program).

⁴Reflects the level of state funding requested in the referenced year. Dollars reported are incremental.

⁵Reflects the number of FTE staff to be supported with requested funds. Not a dollar entry.

⁶Other dollars directly assigned to the program. Do not include allocated support services.

TOTAL RESOURCE REQUIREMENTS FOR THE NEW UNIT
NARRATIVE

Line 1

Current Year: The figure represents annual gift funds committed by the Provost's Office in the amount of \$300,000. The balance of \$160,000 is also derived from the Provost's Office (State funds) and covers the salaries of the Director and the Research Specialist. This amount will remain the same for the budget year only. Thereafter, funds reflected cover only the annual commitment and the Director's salary.

Line 2

The Center does not currently have resources available from federal sources. If the center is awarded federal grants, the funds will be allocated to the programs and activities outlined in the grant. *CDMS is committed to raise funds from external state and federal grants. Our goal is to match the current commitment of funds with additional external funding by the 4th year.

Line 3

Current: The figure reflects the annual gift fund commitment from the Provost's Office. *CDMS is committed to raise funds from external state and federal grants. Our goal is to match the current commitment of funds with additional external funding by the 4th year.

Line 4

Current and budget: The figure reflects the salaries of the Director and the Research Specialist. For subsequent years, the figure represents the salary of the Director only.

Line 5

Current: The figure represents funds allocated for the Fellowship program. \$8,000 is given to each faculty fellow, while \$6,000 is given to graduate students. During the 07-08 fiscal year, there were six fellows (3 faculty/3 graduate students). \$5,000 was allocated to co-sponsored events within the University. For this budget year, the funding will remain the same for the fellowship program; however, the number of fellows has been reduced to four. Allotment for co-sponsorships programs will be approximately \$ 6,000. This is anticipated to remain the same for subsequent years.

Lines 6-11

The Center is not requesting new state funds at this time.