

**A Report on the
Participation and Success
Of Underrepresented
Students and Staff**

**The University of Illinois
at Chicago**

Office of Academic Affairs

**Submitted to the Illinois Board of Higher Education
September 1998**

UIC Executive Summary

National Recognition

- In November 1997 *The Hispanic Outlook in Higher Education* declared UIC "as a model for the modern urban university . . . a deserving recipient of *Hispanic Outlook's* Honor Roll designation."
- In a study released in March 1998, *Black Issues in Higher Education* ranked UIC as 12th in number and percentage of Hispanic faculty at 120 Research I and Research II institutions.

Increased Diversity

- The number of Hispanic students at UIC was 57% higher in Fall 1997 as compared to Fall 1989.
- In FY1997 8.8% (243) of all UIC baccalaureate degrees were earned by African-American students and 13.3% (369) by Hispanic students.
- The number of African-American, Latino and Native American tenure/tenure-track faculty at UIC nearly doubled from 67 in FY1989 to 126 in FY1998.
- The number of women among UIC vice chancellors, deans, and directors reached 49.6% in Fall 1997 as compared to 44.3% in Fall 1992.
- Underrepresented minorities in the executive ranks at UIC rose from 66 in 1992 to 87 in 1997.
- The number of Hispanic support staff at UIC continues to climb—from 429 in 1992 to 694 in 1997.

New Initiatives

- The UIC College of Architecture and the Arts established an exchange program with Tuskegee Institute (an historically Black institution) and is sponsoring Arts-Lab in the mainly Hispanic Pilsen Community.
- The College of Education is attempting to recruit more people of color and bi-lingual/bicultural into the teaching profession through three new programs: Golden Apple Scholars, Project TLC, and Project 29.
- UIC announced a program that recruits minority community members to the support staff at UIC.
- UIC initiated mentoring programs for tenure-track women faculty and for women and minority staff.

Acknowledgments

The production of this report would not be possible without the assistance of staff in the more than 70 programs and offices that contribute data and narrative for this report. Without their assistance this report could never be produced. The quality and incredible diversity of the programs and initiatives offered through these units is only hinted at in this report. Their dedication to diversity goals reflected in their contributions to this report have earned both my admiration and gratitude.

At the University of Illinois at Chicago, two individuals must be singled out for their invaluable contributions to this report. Julie Smith, Director of the Office of Data Resources and Institutional analysis was a tremendous help. Without her assistance, there would be no supporting documentation in this report. Associate Chancellor Patricia Gill, who directs the UIC Office of Access and Equity, provided invaluable information concerning programs that target faculty, academic professionals and support staff, as well as a campus perspective on UIC diversity initiatives.

Marilyn Murphy, Assistant Director, Office of Academic Policy Analysis, served as an essential advisor and critic. Without her direction and support, completion of this report would have been extraordinarily difficult, if not impossible.

The table preparation and collection of information from the contributing units was made possible by the considerable efforts of Peggy McDonald, Office of Academic Affairs.

Mary Glenn Wiley
Office of Academic Affairs
August, 1998

University of Illinois at Chicago
Annual Institutional Report on Underrepresented Groups
1998

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UNIVERSITY OF ILLINOIS AT CHICAGO

ANNUAL REVIEW

HIGHLIGHTS AND NEW INITIATIVES

National Recognition of UIC's Diversity Record

Reports in recent years have highlighted the many programs UIC has instituted and the progress UIC has made toward achieving diversity in the student body, faculty and staff. Recent recognition of UIC's relative success in achieving diversity by two major higher education publications is one indicator of the success of these attempts.

- In November 1997 *The Hispanic Outlook in Higher Education* declared UIC "as a model for the modern urban university . . . a deserving recipient of *Hispanic Outlook's* Honor Roll designation."
- In a study released in March 1998, *Black Issues in Higher Education* ranked UIC as 12th in number and percentage of Hispanic faculty at 120 Research I and Research II institutions.

However UIC's continuing commitment to diversity and accessibility requires strengthening programs that have proven to be successful as well as the development of new initiatives to address new and continuing issues.

New Initiatives/Programs

Academic Units and Degrees Related to the Disabled

In November 1997, the IBHE approved three UIC proposals important to disabled residents of Illinois. They approved the establishment of a PhD in Disability Studies in the College of Associated Health Professions at UIC, the establishment of a new academic unit (the Department of Disability and Human Development) in the College of Associated Health Professions, and an M.S. in Disability and Human Development to be granted by this new unit. These changes will allow UIC to exert leadership in the broad area of disability studies. The new PhD will not only develop scholars who will provide leadership for the interdisciplinary study of disability but will include a strong commitment to recruit women, minorities, and people with disabilities. The new department had its origin in the Institute for the Study of Developmental Disabilities (ISDD) which was transferred to UIC in 1993. The mission of the Department is to provide an academic focal point for the scholarly interdisciplinary study of disability and related aspects of human development. The Department will grant a newly approved M.S. in Disability and Human Development. Creation of this program provides Illinois in general and the greater Chicago area in particular with better trained and more prepared professionals to work in the growing number of jobs which require expertise in disability. The former ISDD has become the Institute on Disability and Human Development and will function as the research arm of the new department.

Enhancing Diversity in the Teaching Profession:

Three new programs in the College of Education expand already existing programs in Education that are focused on the recruitment and retention of individuals of color into the teaching profession. As the school populations become more diverse in terms of race and ethnicity, it is critical that UIC graduate a cadre of new teachers that displays the same diversity that is seen among their elementary and secondary students. To recruit and support individuals of color to enter the teaching profession is consistent with the College's mission of preparing individuals to work in urban schools.

- Golden Apple Scholars is a program designed to recruit students of color into teaching and to support them as they progress through their teacher education program.
- Teacher Leaders for Children – Project TLC is a graduate level teacher education program that is designed to prepare individuals who are bilingual (Spanish/English) and bicultural to teach limited English proficient children with disabilities. Of the first cohort of eighteen, thirteen have graduated. Four students will graduate at the end of the summer term. One student was dropped from the program for poor academic performance.
- Project 29 is a program designed to prepare provisionally certified teachers who are bilingual and

bicultural to teach elementary age children in the Chicago Public School.

Student Exchange/Recruitment

The College of Architecture and the Arts has entered into an exchange program with Tuskegee Institute that promotes both faculty and student exchange between the undergraduate architecture programs. This program is intended to increase the understanding of students at both institutions by exposing them to a cultural setting quite different from their own. This exchange may also help UIC recruit both faculty and students into the Architecture program.

Community Jobs Initiative

A major initiative has been announced to encourage the recruitment of minority community members to the support staff at UIC. Under this initiative the University would commit to enroll a reasonable number of community residents – over a two-year period – in a pilot learner/trainee program that waives customary civil service requirements and provides on-the-job training leading to permanent employment. Approval of the State University Civil Service System is being requested at this time.

New Mentoring Programs

The Chancellor's Committee on the Status of Women's Subcommittee on Minority Concerns developed and initiated a mentoring program for staff modeled after a successful mentoring program conducted at Quaker Oats. This program is run by committee members and volunteers from university staff. Approximately 19 mentors agreed to meet on a regular basis with 21 mentees (academic professionals and civil service employees) to provide professional, personal, and emotional support for mentees. To date, the program has held training sessions for the mentors, as well as a group session introducing the concept and the commitment requirements to the mentoring teams. Mentors have been assigned. Each mentor has agreed to meet with the assigned mentee for at least one two-hour session every two months. Additional program materials and activities are under development.

Under the aegis of the Office of Academic Affairs, a mentoring program for new faculty was initiated in FY98 as a pilot program for tenure-track women in their first three years. So far, 37 women have signed up as mentees; there are a slightly greater number of mentors (some women have two mentors). Volunteer mentors were solicited from among all male and female tenured faculty. In fall, 1998, the program will be expanded to include all incoming tenure-track faculty.

The Center for Research on Women and Gender is participating in the Committee on Institutional Cooperation Women in Science and Engineering (CICWISE) initiative which is designed to encourage more women to choose science careers and to provide support for women who have made such choices. This past year, thirteen engineering and science undergraduate and graduate students attended a CICWISE-sponsored Student Leadership Conference with UIC staff. The CICWISE program is sponsoring a series of conferences to encourage the communication of "best practices" for the recruitment and retention of women in science and engineering. In addition to other activities, CICWISE is planning to launch an Internet-based mentoring project to link undergraduate and graduate women with women mentors from industry. UIC is host to an Internet listserv named WISENET to encourage interaction among current and future female scientists and engineers.

Community Arts Initiative

ARTS-LAB is a new program sponsored by the College of Architecture and the Arts which is intended to encourage and support new art initiatives by students, artists, and institutions in the Pilsen Community, and to create a partnership between the School of Art and Design and The Resurrection Project. The program serves minority youth at the Guadalupano Cultural Institute by offering Art Education Classes and Sound Engineering Workshops. In its first year, thirty community members (youth and adult) participated in visual arts classes and sixty Latino teenagers participated in sound studio workshops.

Continued Success

Expanded Outreach Programs

TRIO Programs - Project Upward Bound provides a comprehensive summer and academic year program for low-income, potential first-generation college students. This program attempts to instill the motivation necessary to complete a program of secondary education and to enter and succeed in a program of post-secondary education. This year there are three new activities:

- Parent Retreat, a full day of workshops and activities for parents of Project Upward Bound students, was initiated.
- Social Work Component designed to serve all students by interviewing and assessing their needs was added to the program.
- Senior "Institutes" which consist of workshops on college selection, the application process, financial aid, and scholarships were offered.

The Hispanic Math-Science Education Initiative (HMSEI) target population has been expanded from high school students to eighth grade students and the overall enrollment has increased.

Minority Engineering Recruitment and Retention Program (MERRP) continues to work to recruit and retain engineering students from ethnic populations underrepresented in the engineering profession. New this year is a HECA-funded pre-freshman summer residential program offered in cooperation with Harold Washington College.

Student Recruitment

President's Award Program (PAP) was established in 1985 to ensure that capable underrepresented minorities (African-American, Latino and Native American) with outstanding academic records (ACT Composite Scores of 22 or above) can study at the University. PAP not only provides tuition support, it also supports participants in the transition to college, acts as a liaison and advocate for program participants, and enhances cultural development through group activities. The PAP student organization provides opportunities for students to interact socially and to learn leadership and organizational skills. To encourage residential PAP students to bond and to facilitate their adjustment to campus life, a section of the student residence hall has been set aside for PAP students. Fall 1997 President's Award enrollments increased for the sixth consecutive year. For fall 1997, a total of 769 continuing and new freshmen PAP students enrolled at UIC – compared to 702 for Fall 1996. The number of students with ACT composite scores of 28 or higher increased for the second year.

Faculty/Administrator Recruitment

The Minority Faculty Recruitment Program continues to assist units in attracting outstanding minority faculty to the UIC campus. The major goal of the program is to increase the number of underrepresented minority faculty members at UIC by providing permanent salary supplements up to \$20,000 annually for each recruit and by providing research grant dollars. It is hoped that faculty recruited through this program will serve as role models and mentors for minority students. Due in part to the salary supplement, UIC had been able to recruit 61 underrepresented minority faculty between FY93 and FY98. In the same cohort, 57 received grant support. All thirteen colleges have benefitted from this program since its inception. The joint efforts of departments, colleges, and the campus have increased the number of African-American, Latino and Native American tenure/tenure-track faculty from 67 in FY89 to 126 in FY98.

Since October 1992, the overall representation of female academic administrators and academic professionals has increased 3.1 percentage points (58.4% to 61.5%); among vice chancellors, deans, and directors there has been a 5.3 percentage point increase (44.3% to 49.6%). Minorities have increased by 3.9 percentage points overall, adding three percentage points to their representation in the executive ranks, from 66 to 87 (a 31.8% increase) since 1992. African-Americans have increased by 2.3 percentage points overall, from 40 to 51, a 27.5% increase, in campus executive positions during this time. Hispanics have increased by 0.8 of a percentage point, including nine additional directors, a 64.3% increase over 1992.

Public Act 87-581

One new initiative at UIC that relates to Public Act 87-581 is the design and development of a training module on safety awareness and community building using social norming techniques. This module will be part of the curriculum in LAS 100 classes. LAS 100 is a course required of all first year students in the College of Liberal Arts and Sciences. This module was designed by the staff of the Office of Women Affairs and the Campus Advocacy Network to augment the issues highlighted during freshman orientation by the Danger Rangers and Campus Police. Peer educators have been trained to deliver this material to the LAS 100 classes beginning Fall 1998.

FOCUS TOPICS

Effective Student Mentoring

Most mentoring relationships develop in the informal environment of student faculty interaction. This is particularly true of the mentoring relationship between graduate students and their thesis/dissertation advisors. For the undergraduate student, formal mentoring is provided most often by the student support units whose programs are highlighted frequently in various reports on student services. For this reason, we have decided to highlight two programs designed to support graduate/professional students in this report.

College of Medicine (COM). Upon matriculation to the UIC College of Medicine, each entering medical student is matched with a college faculty member who serves as that student's academic advisor. The role of the student's advisor is to provide the student a personal and mentoring relationship, and to be the "first line of defense" for troubleshooting academic, logistical, and personal problems that may arise in the course of medical education. COM faculty advisors are responsible for signing off on students' senior curriculum and study plans, play a supportive role in career counseling and residency program consideration, and provide a model for professional development. The goal of this relationship is to help students adapt successfully to all aspects of the College of Medicine.

The Interdepartmental Concentration in Women Studies provides a mechanism by which graduate students are linked with a mentor who shares academic interests. This Concentration is open to graduate students from many disciplines who have an interest in women's issues. If a graduate student's request for participation in the Concentration is approved, a Women's Studies graduate faculty member, preferably within the department of the degree, becomes the student's mentor and Women's Studies advisor. This provides a mentor who is knowledgeable not only about the field of study but shares an interest in gender issues with the graduate student.

Serving Students with Disabilities: Thinking Small

The most obvious changes to improve access on the UIC campus are the many large scale physical projects such as modified entrances, elevators, modified restroom facilities, etc. However, some of the smaller changes and provisions radically improve the quality of the experience of students with disabilities. Among these small but meaningful changes is the inclusion of a hearing-assist system to all the multimedia systems installed in lecture halls. A student can check out headphones from the Office of Classroom Services for use in 16 lecture halls (18 in Fall 1998). These headphones do not require any physical connections in these lecture halls thus freeing the student to sit anywhere in the classroom.

One of the abiding problems for disabled access is science laboratory equipment and design. In many cases, it is not possible to reconfigure instructional labs to allow for full participation. In response, UIC has purchased mobile lab benches for use in Physics and Biological Sciences laboratories. Now a mobile lab bench can be rolled to the site where needed and connected to all utilities. Water is available from a tank internal to the mobile unit. These units have allowed for greater participation by disabled students in science laboratories.

In many classrooms a couple of permanent seats have been removed from lecture halls and classrooms to allow for wheelchair access. This modification allows access but does not provide a writing surface for a student in a wheelchair. In response, UIC has installed standalone tablet arms in small classrooms for the use of students with wheel chairs. In larger venues, tables or counters have been provided. In all cases, loose seating is available for use with these writing surfaces if no disabled student requires the space.

TTY lines are an integral part of the on-line registration system and the financial aid system at UIC. The Office of Admissions and Records also provides TTY lines for student callers.

One small programmatic initiative that has been very successful is a program to assist learning-disabled student athletes. UIC's Office of Disability Services has worked with the Academic Center for Excellence to design appropriate tutoring and home study plans for student athletes. These plans are unique since student athletes

are not able to access tutors when traveling to away games. Recent court decisions and changes in NCAA rules concerning disabled student athletes make this modified support plan for student athletes worth highlighting.

The IBHE has requested information on how campuses estimate the number of students with disabilities. To obtain service students must self-identify and be certified. A code is then entered in the UIC student data base. This allows us to track their numbers. We are well aware that this is an undercount but by using these as a basis for predicting service requests, we believe we are relying on figures that represent the population willing to self-identify. UIC currently has a relatively small number of students that self-identify as disabled. In Fall 1997 103 students at UIC identified themselves as disabled. In spring 1998 the number dropped to 96. We believe that the numbers will increase over the next decade as the public becomes increasingly aware of the physical accessibility of UIC. One of the tasks set for the newly hired Coordinator of Student Disability Services is to project and plan for future needs.

Programs Integral and Unique to Campus Mission

As stated in the scope and mission statement approved by the IBHE, the University of Illinois at Chicago's "mission comprises three traditional elements—teaching, research, and public service—each shaped by and relevant to its metropolitan setting as well as the University of Illinois' traditional pursuit of excellence." It is this urban focus which is unique to the UIC mission. In addition, the teaching mission of UIC includes the preparation of large numbers of health professionals. This focus on the health professions is also unique to UIC.

For many years, the College of Medicine has been a nationally recognized leader in providing medical education to students from ethnic/racial backgrounds underrepresented in the medical profession. The College has graduated more minority physicians than any other U.S. medical school, except Howard and Meharry. Currently UIC ranks second in the number of Hispanics awarded medical degrees in the continental U.S. Similarly, UIC graduates more Mexican-American physicians than any other U.S. institution except the University of Texas at Galveston. Much of this success is due to the *Urban Health Program* (UHP).

In 1978, UIC created the Urban Health Program to train a cadre of minority health professionals dedicated to improving the quality for health care among groups most in need of improved health services. Many predominantly minority urban neighborhoods lack adequate health care services. Blacks, Latinos, and American Indians are disproportionately affected by diseases such as cancer, tuberculosis, hypertension, and diabetes. Infant mortality in these communities is far greater than in the general population. Not only does the UHP represent an effort to fulfill our mission of training health care professionals but through this effort it fulfills UIC's commitment to service.

In addition to the Urban Health Program, there is a relatively new program that also exemplifies the UIC mission of training health care professionals -- the *Hispanic Center of Excellence*. The mission of the Hispanic Center of Excellence (HCOE) is to assist with matriculation and graduation of Latino/Hispanic physicians from the University of Illinois at Chicago College of Medicine. The HCOE promotes and encourages these physicians to provide quality health care to the Latino community in Illinois once they have completed their medical education.

Both of these programs will be reviewed in detail in the section "Review of Formally Organized Units."

Another unit that epitomizes the UIC commitment to teaching, research, and service with an urban focus is the *Great Cities Institute*. The Great Cities Institute (GCI) was approved by the IBHE in January 1996. The mission of the GCI is to create, disseminate and apply interdisciplinary knowledge about urban affairs to improve the quality of life in metropolitan Chicago and other urban areas. The Great Cities Institute Scholars and Fellows are responsible for implementing this mission. Due to the concentration of underrepresented minorities in large urban areas, improvements to the quality of life in the city have a disproportionate impact on minority residents.

A selection of titles of research projects conducted by GCI Scholars and Fellows are presented below. These research projects epitomize the UIC commitment to the quality of life in urban areas, especially for underrepresented minorities.

- Development of a comprehensive community-based youth violence prevention program
- Decreasing racial and gender discrimination in the labor market
- Improving the quality of ESL classes in communities
- Assessing the influence of health care reforms on the health status of underprivileged women and children
- Resident initiatives to revitalize public housing
- Interpersonal violence: exploring the ethnicity, race and social class nexus
- Community factions and school reform: A case study of Roberto Clemente High School
- Expanding the Urban Youth Leader Project: A collaborative effort to build social responsibility through physical education with “at risk” youth
- Issues of immigration, race/ethnicity, and gender in urban communities
- Workforce development and partnership program: Conducting research and technical assistance on urban education and training
- Developing a series of projects that focus on the issues of substance abuse, crime, violence and health care needs.
- Developing New Models for Affordable Housing, Community-based Development, and Community Organizing.

REVIEW OF FORMALLY ORGANIZED UNITS
Concerning the Recruitment and Retention of
Graduate and Professional Students from Underrepresented Groups

The Graduate College is charged with oversight of the campus-level programs and initiatives developed to recruit and retain graduate students from underrepresented groups. These initiatives will be reviewed. It is important to note that most aspects of graduate education are controlled by departments. As a consequence a great deal of the day to day work related to the recruitment and retention of underrepresented graduate students is performed informally in the departments.

There are two formally organized units on the UIC campus devoted to the recruitment and retention of underrepresented professional students. The oldest is the Urban Health Program, which is arguably the most successful of such programs nationally. More recently the Hispanic Center of Excellence has been initiated in the College of Medicine. Both of these programs will be reviewed.

Graduate College

The Graduate College provides substantial assistance in the recruitment of underrepresented students. Via participation in the *CIC Name Exchange Program*, the Graduate College in concert with the other CIC institutions identifies potential graduate applicants within the consortium, shares these names with member institutions, and seeks to influence the target students' postgraduate academic and career choices. The Graduate College invites minority juniors with grade point averages admissible for graduate study to participate in this program. Students are required to sign and complete a release form granting permission for the release of their names to the 15 participating campuses of the CIC institutions. The names of these students are entered on a computer data base used to generate a list and set of mailing labels for each CIC institution. To enhance the recruitment efforts, the list of names is forwarded to the academic departments and programs. Students meeting the admission requirements are provided application materials and information on financial support, as well as literature on the academic program.

The various fellowship programs administered by the Graduate College help departments attract students of color. Among these scholarship/fellowship programs are:

- The *Illinois Minority Graduate Incentive Program* (IMGIP), funded by the Illinois Legislature, is designed to increase minority student enrollment and subsequent minority faculty members specifically in the fields of physical sciences, life sciences, and engineering at Illinois colleges and universities. Awards are granted to applicants following a statewide competition. Each award recipient receives a fellowship stipend and book/supplies/travel allowance to support doctoral study in the sciences. An annual Fellows' conference is designed to provide networking opportunities, expand employment opportunities, and increase general knowledge about issues related to teaching and research. This is a very successful program. Attrition is very low. The availability of multi-year support and an allowance to cover books, supplies, and travel makes these students very attractive applicants. Previous Fellows have successfully completed the PhD with many having pursued employment in higher education. One Fellow, having completed a two-year postdoctoral position, has indicated his plans to return to the Chicago area in a faculty post.
- The *Abraham Lincoln Graduate Fellowship* is designed to expand the overall breadth of background of the UIC graduate student body by providing support to individuals from traditionally underrepresented racial and ethnic minority groups in graduate education. The stipend was increased to \$12,000 this year, and thus, the number of awards was reduced from ten to seven awards. Selected students receive this support and a waiver of tuition and service fees.
- The *Illinois Consortium for Educational Opportunity Program* (ICEOP), funded by the Illinois Legislature, is designed to increase the number of graduate students at Illinois colleges and universities and the number of faculty and staff at Illinois institutions of higher education, governing boards, or agencies who are members of traditionally underrepresented racial minority groups. Awards are granted to applicants following a statewide competition. Each award recipient receives a stipend and a tuition and service fee waiver. This funding has increased the number of minority students accepting admission to UIC graduate programs. Previous recipients of this award have successfully completed

- their degree programs and entered academic professions.
- The *Minority Academic Partnership Plan* (MAPP) was initiated by the President of the University of Illinois to increase the participation and success of minority students leading to academic careers. Its goal is to ease the financial burden of Black, Hispanic and Native American graduate students who received their bachelor's degree from the University of Illinois and are now in pursuit of advanced degrees that lead to faculty careers. Each recipient is guaranteed fellowship and/or assistant support that includes a tuition and service fee waiver, and a living stipend, contingent upon his her admission to a full time graduate degree program. The guarantee of funding further encourages minority students to consider a graduate degree and a career in academe.
- The *Graduate College Diversity Fellowship* is designed to increase racial diversity in the graduate student body. First-year students from traditionally underrepresented racial ethnic minority groups who have not begun graduate work at UIC are eligible. This funding has increased the number of minority students in our graduate programs. Since it is a relatively new award it is too early to see if in fact, these students complete their degrees and select academic careers.

Scholarship and fellowship support is essential in recruiting and retaining underrepresented minority students to graduate programs. Possibly more important are initiatives to entice underrepresented students to consider graduate study. One well-developed program which attempts to do this is the *CIC Summer Research Opportunities Program* (SROP). The goal of the SROP initiative is to introduce talented American minority sophomores and juniors to research and to the rewards of graduate study early in their undergraduate experience, and to encourage these students to complete graduate or professional degrees in preparation for academic careers. The program is designed to provide minority undergraduates the opportunity to develop and explore a topic of their choice. Chosen competitively, these promising students are paired with faculty members working in the student's area of interest to conduct an eight-week research project. Students participate in an orientation program, a weekend conference held at one of the CIC campuses, and mandatory, weekly meetings. Participants are also required to submit a final paper on their research project and present an oral presentation at the Research Symposium at the end of the program. Each student is paid a stipend and faculty receive a research allowance. Seventy-five percent of the participants who have graduated from the baccalaureate program have gone on to graduate or professional school and more than 90 percent continue to be enrolled in their chosen program.

A relatively new program, *Helping "Other" People Excel* (HOPE), was established to provide academic and non-academic support for the underrepresented graduate students while enrolled in the university. HOPE's major purpose is to make graduate education a positive and meaningful experience for these graduate students. HOPE tries to promote the intellectual and social growth of minority graduate students as well as promote fellowship among these graduate students and University faculty and staff. To this end, HOPE sponsors regular meetings, speakers, and socials. Speakers have addressed such topics as Graduate College thesis requirements, and social activities have included the annual picnic. Due to some recent restructuring, we anticipate an increased emphasis on this program in the 1998-99 academic year. HOPE has been a good referral source for students who are newly admitted as well as for those individuals experiencing academic difficulty or wanting a social support system. Officers in the organization have been very successful in obtaining funding, completing their academic programs of study, and securing attractive postgraduate employment.

To complete the cycle, the Graduate College also contributes to the *CIC Directory of Minority PhD Candidates and Recipients*. Published annually, the Directory is an effort to increase the professional opportunities of minority graduates and to aid colleges, universities, and other potential employers in their recruitment of highly educated underrepresented minorities. Participation in the Directory is optional for the students. Eligible students who complete release forms, and return them to the Graduate College prior to the deadline, are included in this publication.

In 1989, when UIC began to examine the relationship between minority enrollments and program initiatives, the graduate student enrollments for African-American and Hispanic students were 6.0% and 2.5% respectively. The figures in Table 1 (All tables are contained in the Appendix B.) illustrate the progress that UIC has made since that time. In Fall 1997, African-American graduate student enrollment was 9.0%, and the figure for Hispanic students reached 5.7%. It is obvious that steady progress has been made within each group

throughout the eight-year period. In FY 1997, 7.6% (132) of the graduate degrees conferred were granted to African-American students and 6.2% (107) were granted to Hispanic students. Some of this change is due to the recruitment and retention efforts detailed above.

Urban Health Program

In 1978, UIC created the Urban Health Program (UHP) to recruit, retain, and graduate students from minority groups underrepresented in the health professions. The program also aims to provide assistance in improving health services delivery to ambulatory care facilities in underserved urban areas.

Six health sciences colleges at UIC participate in the Urban Health Program. These colleges are the Colleges of Associated Health Professions, Dentistry, Medicine, Nursing, Pharmacy, and the School of Public Health. Each of these has developed specific programs that work toward recruitment and retention of minority students and toward helping students achieve their health career goals through enriched academic experiences and personal counseling. These college-level Urban Health offices and activities are augmented by the UHP Support Office and the Academic Center for Excellence.

UHP seeks to identify promising minority and disadvantaged students in high schools, junior colleges, and universities/colleges who exhibit potential for completing a health education curriculum. By reaching these students at an early stage in their education, UHP can help develop the basic academic knowledge and skills critical to preparing for a career in the health professions.

Administration and Oversight

The Vice Chancellor for Academic Affairs assumes responsibility for the program, which is run on a day-to-day basis by the director for urban health. A UHP management team composed of UHP coordinators from all UIC health sciences colleges, the School of Public Health, and representatives of other UHP-supported components convenes regularly to discuss program plans and progress consistent with overall UHP goals and objectives. Many of the UHP team members devote time to recruitment activities on the University of Illinois campuses and at other colleges and universities, both public and private, throughout the state of Illinois, as well as out-of-state institutions from which a significant number of Illinois residents graduate.

Community Advisory Council

Since its beginning, the Urban Health Program has enjoyed strong cooperation from other educational institutions and community groups. The Community Advisory Council was created as a forum for interested leaders, educators, and health professionals to assist the University of Illinois at Chicago in its effort to influence education and practice in the health professions. The membership of the Advisory Council is drawn from a list of key community leaders, educators, health professions, and representatives of interested organizations and institutions throughout the local area.

Assessment of UHP

Two important measures of the success of UHP are enrollments and degrees granted.

Enrollments provide a good indicator of the degree to which the recruitment and retention goals of the UHP have been met. Total enrollments of UHP students as a percentage of total enrollments in the various health professions for the last five years (1993-1997) are presented by college in Table 2 in the Appendix. First year enrollments in the six component programs for the same period are presented in Table 3 in the Appendix. There have been marked increases in total UHP enrollments in Associated Health, Medicine, Nursing, and Public Health.

Although these figures document the past recruitment success of UHP, more is expected of the program in the future. These expectations are reflected in the goals for enrollment recently set for the various colleges. The goals are to

- Increase enrollment of minority medical students in each entering class to achieve a minimum of 25 percent.
- Increase minority enrollment in health professions programs other than medicine to at least 20 percent of the aggregate class total each year.

UHP graduation rates tend to lag behind those for non-UHP students. While there are many factors explaining this in general, and there are particular combinations affecting each individual student, the core cause is that UIC admits many UHP students whose educational background has been disadvantaged. They simply have farther to go than most non-UHP students. Not all complete or complete as quickly as we would like.

Despite the fact that graduation rates for UHP students are not as high as for non-UHP students, the largest program (Medicine), through its support of more than nine hundred enrolled medical students, has contributed to the graduation of more minority physicians than any other U.S. medical school, except Howard and Meharry. Currently UIC ranks second in the number of Hispanics awarded medical degrees in the continental U.S. Similarly, UIC graduates more Mexican-American physicians than any other U.S. institution except the University of Texas at Galveston.

One indicator of the extent to which the Urban Health Program is achieving its goal of training minority health care professions is the proportion of each graduating class that are participants in UHP. Review of figures on UHP graduates as a percentage of total graduates by degree program from AY 1990-1991 through 1996-1997 reveal that UHP students make up a substantial proportion of each graduating class (Table 4). These percentages vary year to year and are especially unstable where the numbers are small. These data can best be interpreted in relation to the data on the percent of entering students that are UHP students. For example, Table 3 shows that from 1993-1997, 24.74% of the first year students in Medicine entered through the Urban Health program. Compare this percent with the percent in Table 4 which reveals the proportion of UHP graduates in 1996-1997 class -- 20.97.

Focus on Success

Recruitment activities are a core activity of the Urban Health Program in the participating colleges. Two outstanding examples of current practices are highlighted below.

- The College of Dentistry has invited minority applicants in Dentistry to participate in laboratory and clinical internships. Students have the opportunity to observe clinical dentistry and to interact with faculty as well as students while learning about the various disciplines of Dentistry.
- College of Medicine faculty mentors provide hands-on research experiences and other enrichment activities for high school students

Similarly, practices employed by UHP college programs to support current students have had considerable success and serve as excellent models for other programs. Three examples of such UHP activities are listed below:

- The School of Public Health has achieved graduation rates for UHP students equal to those of non-UHP students with a set of academic enrichment activities. These include a three-week pre-matriculation program which emphasizes writing and verbal skills as well as provides extensive exposure to the public health curriculum, mathematics and computers.
- The College of Nursing, for the past two years, has used faculty as liaisons for Urban Health students to promote retention. These liaison faculty are available to students for purposes including listening, problem solving, advocating, etc. As part of retention activities, social activities have been sponsored for the purpose of allowing students and faculty to mix in an informal basis.
- The College of Associated Health Professions' (CAHP) retention efforts include twice a term meetings of UHP students with the CAHP UHP director to discuss issues such as finances, family, and/or academic progress.

Support from other Units

The Graduate College has joined with the Urban Health Program to plan an expansion of Graduate College existing programs to support the work of the Urban Health Program. Basic science majors will be the prime

but not exclusive target of these expanded initiatives. Recruitment and retention are the areas in which support of UHP is planned.

In the area of recruitment, the Graduate College intends to work in concert with academic departments to organize and conduct visits to select feeder institutions. The Graduate College proposes to expand the Summer Research Opportunities Program (SROP) (described elsewhere in this report) for prospective graduate students to academic programs on the west campus. The Graduate College will identify prospective graduate students, nurture ties to faculty, and recruit participants for the SROP. The Graduate College will also sponsor a recruitment program for UHP departments from undergraduate programs located on the east side of UIC. The purpose of these activities will be to introduce minority undergraduates to opportunities in graduate programs on the west side of UIC.

The College of Education also supports the Urban Health Program through Early Outreach, a long-term talent development program which targets minority and underrepresented students in grades six through twelve for involvement in an assortment of academic enrichment programs. Although our core staff is small, to achieve this goal, we hire a cadre of teachers, who are experts in their fields. Early Outreach's academic enrichment and career awareness programs provide early socialization to a college environment, academic enrichment in mathematics, language arts, and science, and exposure to diverse career options in health and other fields through forums and preceptorships. Another component of Early Outreach encourages parental involvement as volunteers. Parents also participate in educational workshops and group discussions which vary in subject matter, but include academic and career planning for children, dealing with an adolescent child, social issues impacting today's teens, etc. Parent education is crucial depending on the cultural and ethnic background of the families and their prior involvement in higher education.

The Academic Center for Excellence-Counseling Center devotes the major portion of its budget to retention activities. The Center, for example, served 44 students with direct counseling, and made 94 individual contacts. The Academic Center for Excellence served approximately 400 students with summer enrichment workshops. These workshops enhance new students' chances for success and, in some cases, prepare students for state examinations such as the M-1 medical exam. The center strives to make its services known to students through orientation booths (Mobile Labs) which are sponsored for several hours by some of the UHP colleges and through direct mailings to all UHP students. Finally, the Center has established liaisons with all of the colleges in order to maintain relationships with the college directors as well as with faculty/staff/administrators. These communication links are important for sharing information about students, developing strategies to meet their needs, and directly advocating on their behalf. The Center maintains communications with community agencies and personnel in order to stay abreast of current employment practices and opportunities.

Evaluation Plan

Beginning in FY98, the UHP college programs are required to undergo an annual assessment to determine the current status of UHP students in the various colleges in relation to support services and other initiatives. The major focus of this assessment is on the relationship between the use of resources and student recruitment, retention, and graduation in each of the participating colleges. These reviews are currently in progress.

Budgetary Support

Prior to fiscal year 1997, most Urban Health Program unit budgets were included in other College cost centers, usually in the Dean's Office or in the College's Student Affairs Office. Beginning fiscal year 1997, separate cost centers were established for the Urban Health Program in each of the colleges and the other campus units. The fiscal year 1998 budgeted number and the fiscal year 1997 expenditure amounts are reported directly from these cost centers. Table 5 presents budgeted funds for FY98 by UHP function (recruitment, retention, administration) and by college. Table 6 presents expenditures for FY97 by UHP function and by college. These tables indicate that the budget funds are concentrated on recruitment and retention efforts. Retention efforts receive over 50% of the funds.

Overall Evaluation

As noted previously, the recruitment figures, graduation figures, and comparisons with other institutions indicate that the Urban Health program is extremely successful. Despite these positive indicators, continued vigilance is necessary to insure continued success. Specifically the new structure of the program and the new assessment plans are designed to raise our level of success.

Hispanic Center of Excellence

The Latino population in the United States is presently growing at a rate approximately five times faster than that of the general population. Within a decade, Latinos will represent the largest ethnic minority, and will compose the majority of the population in some major U.S. cities. According to the 1990 Census, Latinos represent 9 percent of the United States population.

Although Latinos are the fastest growing segment of the population, the number of Latino physicians in this country is disproportionately low. The 1990 Census reported that there were 586,715 physicians in the United States. Of these only 28,781 or 4.9% were Latinos. This situation prompted the United States Congress to enact into law the Hispanic Centers of Excellence (MHIA, 1991). Currently, there are seven Hispanic Centers of Excellence based in medical schools in the U.S. and Puerto Rico.

In 1991, the College of Medicine was awarded funding through the Division of Disadvantaged Assistance, Public Health Service, U.S. Department of Health and Human Services to establish an Hispanic Center of Excellence (HCOE). In many respects the HCOE supplemented and built on initiatives begun through the Health Careers Opportunity Program (HCOP) and other sources. But the HCOE also set out to address other issues which had not received formal attention in the past. For instance, among the purposes of the HCOE are: the increase of Hispanics in the faculty ranks of the COM; curricular offerings that educate medical students about health care of Hispanics; and the coordination of faculty/student research. As a federally funded project, it has a broader mandate than recruitment and retention of Latino/Hispanic students to UIC. HCOE supports a major outreach program that informs Illinois Latino/Hispanic high school and college students of the possibilities of a career in the health professions and assists them in developing the skills necessary to succeed in college and to navigate the medical school application, testing, and interviewing process.

The UIC specific mission of the Hispanic Center of Excellence (HCOE) is to assist with matriculation and graduation of Latino/Hispanic physicians from the University of Illinois at Chicago College of Medicine. HCOE promotes and encourages these physicians to provide quality health care to the Latino community in the state once they have completed their medical education. This center combines many recruitment and retention initiatives that were offered previously under one administrative unit in 1991. Since it is a recent addition to the support system in the College of Medicine, it is still in its formative period.

The Center seeks to accomplish its mission by:

- Increasing the quality and quantity of Latinos/Hispanics in the medical school applicant pool. Of particular interest are those Illinois applicants who would apply to the University of Illinois at Chicago College of Medicine. The Center currently works with Latino high school and college students to provide a variety of services and programs to shape their education toward a future in medicine.
- Providing various services to Latino medical students that will ensure their retention and subsequent graduation from the College of Medicine. The Center also provides opportunities for these medical students to work with Latino faculty on important health issues that are relevant to the Latino Community.
- Collaborating with other UIC units to prepare admitted Latino medical students. The Latin American Recruitment and Education Services Program (LARES), in partnership with the Hispanic Center of Excellence, has developed a variant of their successful Summer Bridge program designed to prepare admitted students for future medical careers.

The following four examples illustrate how the Center works to implement these goals.

1. *iESCUCHA! Student Network* is a vital force in student recruitment and retention. The Network helps HCOE to reach out to current and future medical professionals in the Chicago area. In addition to its

invaluable data base, the Network has sponsored a weekend conference every summer for the past five years. The purpose of this conference is to develop leadership skills among participants. The agenda includes sessions addressing health care problems in the Latino community; the role of professionals in community advancement; organization skills to maintain high participation rates in ¡ESCUCHA!, etc. Two hundred and fourteen students, who have participated in summer programs since 1992, have been tracked by HCOE. Of these, 50 are in residency training; 13 are studying another health profession; 59 are in medical school; 74 are in pre-med undergraduate programs; 8 are graduate students; 16 are undecided undergraduate majors; and 10 are no longer interested in medicine.

2. *Leadership Development Seminar* is an annual seminar held during the summer that consists of workshops and group activities designed to develop and strengthen the organizational and leadership skills of Latino students.
3. *Medical College Admissions Test (MCAT) Review Program* is for students who have completed their junior or senior year of college and are planning to take the April or August MCAT. This review covers the four subject components of the MCAT: Verbal Reasoning, Physical Sciences, Biological Sciences, and Writing Skills.
4. *Spanish Language Course* introduces second-year medical students to basic concepts and Spanish medical terminology that helps facilitate the doctor patient encounter. Its objectives are to provide instruction in three competency areas: colloquial Spanish language skills, medical interviewing and relevant cross-cultural knowledge and awareness. Seven Hispanic and 13 non-Hispanic students participated in this course in the last year.
5. *Seminar Series on Health Care Issues in the Latino Community* educates medical students about issues and trends relevant to the health status of Latinos in Illinois and the rest of the U.S.
6. *United States Medical Licensing Exam – Step I & II Review Program* is offered to Latino medical students at UIC to prepare them by reviewing major subject areas and reinforcing test taking skills. The Center will support students to participate in either a four, eight, or 16 week program.
7. *Hispanic Medical Student Research Fellowship Program* is a ten-week summer program designed to introduce first year Latino medical students at UIC to the field of research. The Center will support selected students to participate in this research experience.
8. *Faculty/Student Research Initiative* sponsored by HCOE has involved thirty-four Latino medical students and 15 faculty since 1994. Both participating faculty and students have evaluated the program positively.

In the past year, HCOE's recruitment activity included providing approximately 24,000 students with information on health careers and counseling on the medical school admissions process. Developing this pool of potential medical school applicants is the largest and most time and resource consuming segment of the program. Federal funding of this program has been steady at \$500,000 over the last two years. The number of students served at UIC has climbed from 56 (44 Hispanic) in FY97 to 71 in FY98 (58 Hispanic). This increase reflects the success of the program as perceived by students.

Overall Evaluation

To ascertain the degree to which HCOE meets its stated goals, several indicators need to be considered. The absolute number of Hispanic students informed about health careers provides a general image of the scope of the outreach attempts. In the past year, HCOE has had contact with 24,000 students. This is an impressive record. A further indicator of program success is the level of program participation. From 1992 through 1997, 214 students have participated in summer programs sponsored by HCOE. The success of these students (50 are medical residents, 59 are in medical school, 74 are in premed, 13 are studying other health professions, and 8 are graduate students) reflects positively on the program. On the basis of these data, it appears that HCOE is a good initiative that has been invaluable to a substantial number of targeted students.

UIC SUMMARY

Up to this point, we have presented information about some of the initiatives designed to increase the participation of underrepresented groups at UIC. We believe that our success in fulfilling UIC's commitment to provide access to an outstanding education regardless of race/ethnicity, gender, ability/disability, or sexual preference is best reflected in the data on the underrepresented minority presence at UIC.

Students

Table 7 presents an overview of UIC student enrollment as compared to the Illinois population and the total population of students in Illinois who took the ACT. Although many in the population of ACT test takers would not qualify for admission to UIC, it is a more realistic indicator of the pool from which UIC draws its students. The figures in Table 7 show that the proportion of Hispanic students in the total student body of UIC in Fall 1997 is more than double their proportion of ACT test takers in Illinois. The percent of Hispanic students equals or exceeds the percentage of ACT test takers in undergraduate, graduate, and professional student groups. The total enrollment of African-American students in Fall 1997 was one percentage point below the figure for ACT test takers, but it was one point above for Freshmen. During the past year, the total minority student enrollment increased from 40.6% to 42.1% of the total student enrollment -- an increase of 340 students (Table 8). During this period, the number of Hispanic students increased by 44 students. The Native American and African-American student numbers showed a slight decrease. Between 1989 and 1997 the total minority enrollment increased by 36%. Graduation rates of undergraduate underrepresented minority students are encouraging (Table 9). In FY 1997 8.8% (243) of all baccalaureate degrees were conferred to African-American students and 13.3% (369) to Hispanic students. Particularly noteworthy is the sizeable increase in the percent of African-American students receiving a baccalaureate degree -- 17.3% for the 1989 cohort as compared to 26.1% for the 1992 cohort. African-American and Hispanic graduate student enrollment remained stable at approximately 15% (N=885) of the total UIC graduate student enrollment for the last three years. African-American and Hispanic professional student enrollment has also been relatively stable for the past few years around 16%. Women students have had a majority presence at UIC since 1992 (Table 10). In 1997, women made up 53.9% of the total student enrollment. The same trend is seen in enrollments of undergraduate women. Between 1992 and 1997, female undergraduate enrollments have increased to 53.8% of the total undergraduate enrollment. Women have also made up over 50% of the freshman class for the past five years. In addition, the percent of women among science and math majors continues to increase (Table 11). Women were 56.6% of the science majors and 45.2% of the math majors in 1997. Although the percent of women in engineering was not as great, 19.8% in 1997, the numbers have increased from 1989 to 1997 (Table 12). Women students are also in the majority in graduate programs taken as a whole (Table 13). Professional program enrollments of women lag behind the graduate figures by about 10 percentage points, but are increasing. Between 1989 and 1997, UIC increased the number of women enrolled in professional programs by 147. This is an increase of almost 16%.

Faculty

Table 14 provides a profile of faculty employed at UIC as of October 1997, in comparison with the Illinois population and the total number of Ph.D.'s earned by citizens in the US in 1993. The UIC community generally strives to reflect the diverse population of the State of Illinois. However, in examining our faculty profile, particularly tenure-track faculty, it is helpful to consider the racial/ethnic representation of the pool of Ph.D.'s from which we draw our faculty. The data in Table 14 reveal that while African-American faculty make up only 2% of the tenured faculty, the institutional pipeline for tenured African-American faculty is larger with African-American faculty making up 7% of the tenure-track faculty. Hispanic faculty make up 4% of the total tenured and tenure-track faculty group — 3% of the tenured faculty. In the tenure-track category, Hispanic faculty make up 6% of the total faculty group. Increased percentages of African-American and Hispanic faculty at the tenure-track level are due, in part, to institutional initiatives reviewed in the "Highlights" section. These figures provide a snapshot of the current composition of the UIC faculty. It is helpful to consider the pattern of employment over a longer period of time to assess fully our progress toward faculty inclusiveness goals. Data on tenured and tenure-track faculty at UIC indicate a general pattern of increases in minority faculty between 1989 and 1997 (Table 15). The count of all minority faculty (297) in 1997 was 99 greater than it was in 1989 (198). The number of African-American faculty increased from 34 to 54 and the number of Hispanic faculty increased from 30 to 57 in this time period. The proportion of tenured faculty who are women has increased slightly from

19.4% in 1989 to 21.8% in 1997 (Table 16). The percent of women in the tenure-track category is unstable over this same time period. It was highest, 42.8%, in 1995 and lowest, 37.8%, in 1992.

Academic Professionals and Support Staff

Table 17 provides a profile of the racial/ethnic representation of academic professional and support staff at UIC in 1997, in comparison with the population in Illinois. The most useful comparisons are with data that reflects the pool from which we draw our staff. In the case of administrative and support staff, it is useful to examine comparisons with the labor force in the Chicago Metropolitan Statistical Area (CMSA). The data in Table 17 reveal that the percentage of African-American academic professional employees is equal to the Illinois population and one percentage point below the CMSA figure. The percentage of African-American support staff at UIC is more than double the state and CMSA percentages. The percentage of Hispanic academic professional staff (8%) is equal to that of the Illinois population and two percentage points below the labor force in the CMSA. However, representation among support staff is at 12% -- two percentage points above the percentage in the CMSA labor force. Once again this profile provides a snapshot of the current level of representation, but it is also important to examine UIC's progress over the past few years. The total number of minority academic professionals has increased from 1989 to 1997. Hispanics show a steady increase from 4.0% in 1989 to 7.2% in 1997. In numbers this is an increase of 177%. The African-American percentages increase steadily from 1989 to 1993 and then become unstable. However, the number of African-American academic professionals has shown a general upward trend in all but two years - 1992 and 1995 (Table 18).

The number of African-American academic professionals in 1997 is 94% greater than in 1989. The number of minority group members among the support staff shows a substantial increase in the percent Hispanic, increasing from 8.1% in 1989 to 11.5% in 1997. African-American figures for this same period increase but are less stable as percentages (Table 19).

Progress to Date

The progress described in this report reflects UIC's commitment to ensuring that the UIC community reflect the diversity of Chicago and Illinois. Although we have much to do, the UIC community is much more diverse in all categories than it was in 1992. Some of the successes are: the substantial increase in Hispanic students, the increase in the number of African-American students who complete their baccalaureate degrees, the extraordinary increase in the number of women in administrative positions, the growing numbers of Hispanics among the support staff, and the trend toward a greater representation of African-Americans and Hispanics among the academic professional staff. These accomplishments encourage us to focus attention on achieving greater diversity, especially among the graduate and professional students, and faculty.

Table 1
UIC African- American and Hispanic Graduate
And Professional Student Enrollment
Fall 1989-1997

Graduate Student Enrollment

Fall Term	1989	1990	1991	1992	1993	1994	1995	1996	1997
African American	6.0% (314)	6.2% (365)	6.6% (403)	7.1% (459)	8.1% (523)	8.5% (542)	8.9% (546)	9.1% (551)	9.0% (541)
Hispanic	2.5% (134)	3.4% (201)	3.8% (233)	3.8% (244)	4.3% (281)	4.9% (309)	5.8% (354)	5.7% (347)	5.7% (344)

Professional Student Enrollment

Fall Term	1989	1990	1991	1992	1993	1994	1995	1996	1997
African American	7.6% (171)	8.2% (183)	7.8% (177)	8.4% (191)	9.1% (207)	9.6% (223)	9.2% (215)	8.2% (191)	8.4% (192)
Hispanic	8.4% (189)	7.8% (173)	7.0% (157)	7.2% (163)	6.9% (156)	7.4% (172)	7.0% (163)	7.0% (180)	8.2% (187)

Data source: UIC Office of Data Resources and Institutional Analysis

Table 2
Percent of Total Enrollments in UHP
by College and Year
Fall 1993-1997

	CAHP		Dentistry		Medicine		Nursing		Pharmacy	Public Health
Year	Total	% UHP Total	Total	% UHP Total	Total	% UHP Total	Total	% UHP Total	Total	% UHP
1993	746	18.90	253	8.70	1260	22.86	433	16.17	534	8.24
1994	763	20.84	252	7.94	1270	24.33	615	15.61	602	9.80
1995	748	21.12	254	6.30	1272	24.37	641	15.44	632	8.23
1996	689	19.16	253	7.51	1243	24.54	679	18.11	666	7.51
1997	687	20.82	251	7.17	1229	25.31	639	20.03	656	7.16
Total	3633	20.18	1263	7.52	6274	24.27	3007	17.16	3090	8.16
Avg	727	20.18	252	7.52	1255	24.27	601	17.16	618	8.16
									261	26.20

Table 3
Percent of First Year Enrollments in UHP
by College and Year
Fall 1993-1997

	CAHP		Dentistry		Medicine		Nursing		Pharmacy		Public Health	
Year	Total	% UHP Total	Total	% UHP Total	Total	% UHP Total	Total	% UHP Total	Total	% UHP	Total	% UHP
1993	323	14.24	68	8.82	295	25.76	169	15.38	162	6.79	62	40.32
1994	324	21.91	66	7.58	285	28.07	298	16.11	171	7.60	98	20.41
1995	299	17.73	63	4.76	317	18.93	200	13.79	173	4.62	67	17.91
1996	263	14.45	64	9.38	279	27.24	191	24.21	165	6.67	88	28.41
1997	308	23.70	64	6.25	267	24.34	147	23.04	154	6.49	122	29.51
Total	1517	18.52	325	7.38	1443	24.74	1142	18.48	825	6.42	437	27.00
Avg	303	18.52	65	7.38	289	24.74	228	18.48	165	6.42	87	27.00

Table 4
UHP Graduates as a Percentage of Total Graduates
By Year and College
AY 1990-91 to 1996-97

COLLEGE	90-91		91-92		92-93		93-94		94-95		95-96		96-97	
	UHP%	TOTAL	UHP%	TOTAL	UHP%	TOTAL	UHP%	TOTAL	UHP%	TOTAL	UHP%	TOTAL	UHP%	TOTAL
Associated Health	12.1	174	18.8	112	17.1	117	14.8	229	15.5	252	13.8	254	22.1	253
Dentistry	8.5	59	9.0	89	8.9	78	11.9	59	6.0	50	7.7	52	8.1	62
Medicine	22.9	280	18.4	245	18.8	314	17.6	289	15.5	297	23.0	283	21.0	267
Nursing (BSN)	22.1	95	19.8	91	22.0	100	16.3	141	14.5	179	14.5	200	12.0	117
Nursing (RN-CMPL)	10.4	77	3.1	32	0	19	23.1	13	14.6	41	16.7	18	8.0	50
Pharmacy (PharmD)	6.2	128	5.3	113	4.3	116	7.8	141	9.7	134	10.1	129	9.3	150
Pharmacy (CCD)	0	20	0	18	11.1	18	10.5	19	13.3	30	3.8	26	3.6	28
School Public Health	17.9	67	15.8	82	17.8	73	18.8	80	22.2	81	31.7	120	17.5	103
Graduate College	4.5	177	3.6	192	3.6	248	9.6	228	5.6	248	6.5	263	4.1	291
Totals	13.6	1077	12.2	974	12.6	1083	14.0	1199	12.9	1312	15.2	1345	13.6	1321

Table 5
Urban Health Program Budget
by Function and College
FY98

<u>Unit</u>	<u>Recruitment</u>		<u>Retention</u>		<u>Administration</u>		<u>Total</u>
	\$	%	\$	%	\$	%	
Associated Health							
Professions	\$31,884	31%	\$51,443	50%	\$19,558	19%	\$102,885
Dentistry	\$34,773	35%	\$49,675	50%	\$14,902	15%	\$99,350
Medicine	\$155,200	20%	\$465,600	60%	\$116,400	15%	\$776,000
Nursing	\$52,548	50%	\$52,698	50%	\$0	0%	\$105,246
Pharmacy	\$23,808	32%	\$23,854	32%	\$27,743	37%	\$75,405
School of Public Health	\$13,491	83%	\$2,763	17%	\$0	0%	\$16,254
Graduate College	\$16,025	41%	\$12,000	30%	\$11,425	29%	\$39,450
Counseling Services							
VCSAEM	\$0	0%	\$60,468	94%	\$3,725	6%	\$64,193
UHP-Administration	<u>\$96,489</u>	40%	<u>\$48,244</u>	20%	<u>\$96,488</u>	40%	<u>\$241,221</u>
Total:	\$424,218	28%	\$766,745	50%	\$290,241	19%	\$1,520,004

Table 6
Urban Health Program Expenditures
by Function and College
FY97

<u>Unit</u>		<u>Recruitment</u>		<u>Retention</u>		<u>Administration</u>		<u>Total</u>
	\$	%	\$	%	\$	%	\$	
Associated Health								
Professions	\$33,409	33%	\$50,656	50%	\$17,247	17%	\$101,311	
Dentistry	\$43,560	35%	\$62,229	50%	\$18,668	15%	\$124,457	
Medicine	\$155,200	20%	\$465,600	60%	\$116,400	15%	\$776,000	
Nursing	\$59,767	58%	\$42,563	42%	\$0	0%	\$102,330	
Pharmacy	\$19,687	30%	\$24,360	37%	\$21,392	33%	\$65,438	
School of Public Health	\$12,711	83%	\$2,604	17%	\$0	0%	\$15,315	
Graduate College	\$6,025	15%	\$26,440	67%	\$6,875	17%	\$39,340	
Counseling Services -								
VCSAEM	\$0	0%	\$56,209	91%	\$5,291	9%	\$61,500	
UHP - Administration	<u>\$61,321</u>	40%	<u>\$30,660</u>	20%	<u>\$61,321</u>	40%	<u>\$153,302</u>	
TOTAL	\$391,680	27%	\$761,321	53%	\$247,194	17%	\$1,438,993	

Table 7
UIC Enrollment for Fall 1997
Compared to Illinois Population and ACT Test Takers
Racial/Ethnic Summary by Percentage Representation

	Caucasian	Asian American	African American	Hispanic	Native American	*Foreign and Unknown
% Population in Illinois	75%	2%	15%	8%	n/a	n/a
% ACT Test Takers in Illinois	69%	5%	11%	6%	.4%	9%
UIC Total Enrolled 24,578	48%	19%	10%	13%	.3%	10%
UIC Freshmen Fall 1996 2,890	39%	26%	12%	18%	.3%	4%
All Undergrad Students 16,283	46%	21%	10%	17%	.3%	5%
Graduate Students 6,013	53%	8%	9%	6%	.3%	24%
Professional Students 2,282	50%	28%	8%	8%	.3%	4%

Data sources: 1990 Census - State of Illinois; The 1996 ACT High School Report of Normative Data - Composite for Illinois; UIC Office of Data Resources and Institutional Analysis

*Foreign student data and racial/ethnic status "unknown" have been combined.

Table 8
UIC Campus Summary
Minority Student Racial/Ethnic Distribution
Fall 1989-1997

Racial/ Ethnic Group		1989	1990	1991	1992	1993	1994	1995	1996	1997
Native American	%	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3	.03
	N	(60)	(67)	(69)	(77)	(78)	(82)	(83)	(74)	(72)
African-American	%	8.9	9.7	9.4	9.6	9.7	10.0	10.0	9.8	9.8
	N	(2198)	(2374)	(2283)	(2389)	(2452)	(2486)	(2459)	(2422)	(2419)
Asian	%	13.5	13.8	14.3	14.7	15.4	16.2	16.6	17.3	18.6
	N	(3258)	(3381)	(3466)	(3663)	(3876)	(4040)	(4076)	(4264)	(4565)
Hispanic	%	8.7	9.3	10.1	10.9	11.9	12.7	13.3	13.2	13.4
	N	(2100)	(2277)	(2456)	(2732)	(2984)	(3155)	(3272)	(3252)	(3296)
Total Minority	%	31.3	33.1	34.1	35.5	37.3	39.2	40.2	40.6	42.1
	N	(7616)	(8099)	(8274)	(8861)	(9390)	(9763)	(9890)	(10012)	(10352)

Data Source: UIC Student Data Book, Office of Data Resources and Institutional Analysis

Table 9
African-American, Hispanic and Total Cohort
Six-Year Graduation Rate and Retention Rate
1983, 1990 and 1992 New Freshman Cohorts

Fall Term	1983	1990	1992
African-American			
% Graduated	17.3	21.2	26.1
% Enrolled	3.6	9.3	8.6
% Total	20.9	30.5	34.7
Hispanic			
% Graduated	24.0	30.5	27.5
% Enrolled	7.3	11.3	10.8
% Total	31.3	41.8	38.3
Total Cohort			
% Graduated	33.5	35.7	34.4
% Enrolled	5.2	7.0	8.6
% Total	38.7	42.7	43.0

Data source: UIC Office of Data Resources and Institutional Analysis

Table 10
UIC Women Student Enrollments
Total and Undergraduate
Fall 1989-1997

Fall Term	1989	1990	1991	1992	1993	1994	1995	1996	1997
Total Women	47.8%	49.0%	49.9%	50.5%	51.9%	52.7%	53.2%	53.7%	53.9%
	11,574	12,020	12,069	12,610	13,067	13,099	13,076	13,189	13,249
Under- graduate Women	48.6%	48.8%	49.2%	49.8%	51.1%	51.9%	52.8%	53.6%	53.8%
	7,753	8,035	7,797	8,104	8,396	8,417	8,516	8,677	8,766

Data source: UIC Office of Data Resources and Institutional Analysis

Table 11
UIC Undergraduate Women
Percent Majors in the Sciences and Math
Fall 1989-1997

Acad. Year	1989	1990	1991	1992	1993	1994	1995	1996	1997
Sciences	47.4%	47.8%	49.3%	46.3%	48.3%	50.5%	51.8%	55.4%	56.6%
Math	44.4%	39.2%	32.9%	38.0%	40.1%	39.4%	44.8%	44.1%	45.2%

Data source: UIC Office of Data Resources and Institutional Analysis

Table 12
UIC Undergraduate Women
Engineering Student Enrollment
Fall 1989-1997

Fall Term	1989	1990	1991	1992	1993	1994	1995	1996	1997
	16.0%	16.8%	17.2%	18.8%	18.2%	19.4%	19.6%	18.8%	18.8%
	(332)	(337)	(350)	(381)	(360)	(365)	(371)	(370)	(380)

Data Source: UIC Office of Data Resources and Institutional Analysis

Table 13
UIC Women Student Enrollments
Graduate and Professional
Fall 1989-1997

Fall Term		1989	1990	1991	1992	1993	1994	1995	1996	1997
Graduate	%	51.2	52.2	54.0	54.8	56.8	57.6	57.8	57.0	56.8
	N	(12695)	(3047)	(3302)	(3535)	(3675)	(3654)	(3533)	(3459)	(3417)
Professional	%	41.0	42.5	43.0	42.8	43.9	44.4	44.0	45.3	46.7
	N	(919)	(938)	(970)	(971)	(996)	(1028)	(1027)	(1053)	(1066)

Date source: UIC Office of Data Resources and Institutional Analysis

Table 14
UIC Faculty Profile for 1997
Compared to Illinois Population and Ph D's Earned
Racial/Ethnic Summary by Percentage Representation

	Caucasian	Asian American	African American	Hispanic	Native American	Foreign and/or Unknown
% Population in Illinois	75%	2%	15%	8%	**	n/a
PhD's Earned by US Citizens	88%	3%	4%	3%	**	1%
Tenured and Tenure Track 1513	80%	12%	4%	4%	0	n/a
Tenured Faculty 1131	83%	11%	2%	3%	0	n/a
Tenure-Track Faculty 382	72%	15%	7%	6%	.2%	n/a

Data sources: 1990 Census - State of Illinois; The Summary Report 1993 Doctorate Recipients from United States Universities, National Research Council; UIC Office of the Chancellor, Affirmative Action Programs; Office of Data Resources and Institutional Analysis

*The 1% US Ph.D. earners are all representative of the "unknown" category. Foreign faculty represent less than one percent of the faculty in all categories at UIC. UIC does not employ faculty who are in visa status.

**Percentages have been rounded. In all categories Native American representation is below .5%.

Table 15
UIC Campus Summary
Minority Tenured and Tenure-Track Faculty
Racial/Ethnic Distribution
Fall 1989-1997

Racial/Ethnic Group		1989	1990	1991	1992	1993	1994	1995	1996	1997
Native American	%	0.2	0.2	0.3	0.3	0.1	0.1	0.1	0.1	0.1
	N	(3)	(3)	(5)	(4)	(2)	(2)	(1)	(2)	(1)
African-American	%	2.6	3.1	2.5	2.8	2.7	2.8	3.5	3.7	3.6
	N	(34)	(46)	(38)	(43)	(42)	(43)	(54)	(57)	(54)
Asian	%	9.8	9.4	10.2	10.6	10.9	11.6	11.2	11.7	12.3
	N	(131)	(137)	(155)	(164)	(169)	(181)	(173)	(182)	(185)
Hispanic	%	2.3	3.2	3.2	3.3	3.1	3.2	3.3	3.6	3.8
	N	(30)	(47)	(48)	(50)	(48)	(50)	(51)	(56)	(57)
Total Minority	%	14.9	15.9	16.2	17.0	16.8	17.7	18.1	19.1	19.6
	N	(198)	(233)	(246)	(261)	(261)	(276)	(279)	(297)	(297)

Data Source: UIC, Office of the Chancellor, Affirmative Action Programs, Office of Date Resources and Institutional Analysis

Table 17
UIC Academic Professional and Support Staff Profile for 1997
Compared to Illinois Population and the Labor Force
in the Chicago Metropolitan Statistical Area
Racial/Ethnic Summary by Percentage Representation

	Caucasian	Asian American	African American	Hispanic	Native American
% Population in Illinois	75%	2%	15%	8%	**
% in Labor Force in Chicago MSA*	75%	4%	16%	10%	**
% UIC Academic Professional Admin. # = 1592	67%	9%	15%	8%	1%
% UIC Support Staff # = 5460	35%	9%	43%	12%	.2%

Data sources: 1990 Census; State of Illinois; 1994 Illinois Department of Employment Security Estimates; Office of Data Resources and Institutional Analysis

* The racial/ethnic categories for the Chicago Metropolitan Statistical Area are not mutually exclusive.

** Data not available

Table 18
African-American and Hispanic Academic Professional Staff
As a Percent of Total

Fall	1989	1990	1991	1992	1993	1994	1995	1996	1997
African-American %	11.6	11.6	11.8	12.3	13.5	14.0	13.1	13.4	14.6
African-American N	(123)	(133)	(175)	(161)	(183)	(192)	(186)	(211)	(239)
Hispanic %	4.0	4.6	5.8	6.5	6.6	6.4	6.7	7.4	7.2
Hispanic N	(43)	(53)	(86)	(85)	(90)	(89)	(94)	(115)	(119)

Data Source: UIC Office of Data Resources and Institutional Analysis

Table 19
African-American and Hispanic Support Staff
As a Percent of Total

Fall	1989	1990	1991	1992	1993	1994	1995	1996	1997
African-American	43.5% (2,297)	42.9% (2,452)	42.3% (2,475)	42.0% (2,424)	41.2% (2,322)	41.4% (2,441)	41.1% (2,473)	40.4% (2,385)	39.8% (2,408)
Hispanic	8.1% (429)	8.7% (499)	9.1% (533)	9.2% (538)	9.5% (543)	9.4% (554)	9.7% (588)	10.5% (624)	11.5% (694)

Data source: UIC Office of Data Resources and Institutional Analysis