

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.