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Multicultural Enrollment Committee - Ruth A. Vedvik, Director
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-------------------------- **Executive Summary** ----------------------------

Three major initiatives aimed at building a more inclusive community were addressed this past year at the University of Illinois at Urbana-Champaign. First, a report to the Board of Trustees on minority graduate and professional enrollment and retention was presented at the April 1998 board meeting. The report examined issues that impact enrollment and retention of underrepresented students in graduate and professional programs and identified several strategic plans to increase minority representation in those programs.

Second, an *ad hoc* task force to review campus policies, procedures and practices regarding sexual harassment was appointed by Chancellor Michael Aiken. The task force's final report was unveiled to the campus community on March 5, 1998. The recommendations contained therein are expected to have implications for policies, procedures and practices as they pertain to the prevention of harassment and maintenance of a discrimination free workplace.

Third, A Town Meeting For All was held at the Illini Union Courtyard Café in April 1998 and was sponsored by the ad hoc Committee on Campus-wide Access, which was formed concurrently with a recommendation to Chancellor Aiken to formulate and appoint such a committee at the campus level. The purpose of the meeting was to provide a public discussion of campus accessibility. Several critical themes and strategies were identified that would address issues involving campus accessibility.

-------------------------------------- **Purpose** ----------------------------------

    Illinois Public Act 85-283 requires all public institutions of higher education to report annually to the Illinois Board of Higher Education (IBHE) on their plans and efforts to improve the participation of underrepresented groups: minority, female, and disabled students and staff. The Illinois Board of Higher Education, in turn, is required to report each January to the Governor and General Assembly on the effectiveness of institutional plans. This report is based on the March 1998 Guidelines for Updating Annual Reports on Underrepresented Groups in Higher Education, prepared by IBHE.

------------------------- **Annual Overview** ----------------------

Minority Graduate and Professional Enrollment and Retention

    In a 1997 report to the Board of Trustees of the University of Illinois on faculty diversity, there appeared to be a direct tie between the academic labor pool and the limited numbers of minorities and females in some academic disciplines nationwide. Specifically, minority and female representation was particularly low in the physical sciences and engineering fields. The faculty diversity report provided the university an opportunity to compare its data on minority participation in its programs to national data. A review of the diversity in the graduate and professional programs at the Urbana-Champaign campus was concluded and presented to the Board of Trustees at its April 1998 meeting.

    The professional degree programs covered were medicine, law, pharmacy, veterinary medicine and dentistry. Statistics for master's and M.B.A. programs at the Urbana campus were not included in the report.

    From 1986 through 1995 at UIUC:
- Enrollments of Black and Hispanic graduate students increased at a greater rate of growth than regional (CIC) and national trends. The greatest increases occurred during 1990-1995.
- Doctoral degrees awarded to Blacks and Hispanics at UIUC are reflective of the national levels of 3.8% and 2.8%, respectively.
- Since 1985 the proportion of Hispanic doctorates in Engineering and the Life Sciences at UIUC is higher than national trends.
- Women receive about 36.0% of doctorates, first professional and master's of architecture degrees.

Programs to Increase Enrollment and Retention of Minority Students

    The Graduate College coordinates a campus-wide recruitment effort to increase the enrollment of underrepresented minority graduate students.
- The Graduate College Minority Affairs Office (see Unit Review section) is involved in several consortia that encourage the participation of women and minorities. The National Name Exchange, the CIC Panel on Increased Access of Minorities to Graduate School, and the CIC Women in Science and Engineering (WISE) meet regularly to exchange best practices.
- A number of external and university programs offer support to minority students. The Graduate College Fellowships (GC) and the Minority Academic Partnership Plan (MAAP) Fellowships are funded by the university. Among the external support programs are: Lilly/Milikin Teaching Fellowships; Illinois Consortium of Educational Opportunities Program (ICEOP); and Illinois Minority Graduate Incentive Program (IMGIP).

Issues Impacting Enrollment and Retention of Minority Students

Several issues were cited for the shortfall in diversity at the doctoral level. The issues addressed were:

- Multiple-year financial assistance will be required as the competition increases for a limited pool of minority students.
- Opportunities for departmental research and teaching must expand in order to support socialization into the profession, improved retention, and career placement.
- Undergraduate research programs must be expanded to increase the pool of highly qualified graduate school applicants.
- UIUC must increase the visibility of its graduate programs among underrepresented students.
- Improved diversity in math, science, and engineering will require increased outreach, particularly to students from the state of Illinois.

Strategic Plans to Increase Minority Graduate Student Enrollment and Retention

While the current and varied programs and services have been relatively effective, other initiatives would advance UIUC's inclusiveness goals. Some of the strategic plans are to:

- Create a **Summer Research Institute for First Year Graduate Students** to become rapidly acclimated to the department culture, research labs, etc. The program could be folded into the Summer Research Opportunities Program (SROP), in particular, the SROP Scholars Seminars.
- Implement a **Multiple-Year Fellowship Program** to assist students during especially critical periods, the first two and the final years in their academic careers.
- Establish a **Departmental Matching Fund Assistantship Program** to provide incentives for departments to offer underrepresented students greater access to the assistantship opportunities so important to professional socialization.
- Institute **SROP Alumni Fellowships** to students to provide financial support for their graduate program. Students who have successfully participated in a CIC SROP would be eligible for the fellowships.
- Provide **Ronald E. McNair Scholars Fellowships** to support McNair Scholars (who are first-generation and low-income and students underrepresented in graduate study). Also proposed are application fee waivers.
- Have **Campus Visitation Programs for Outstanding Scholars** to assist departments in recruiting the most talented students to their programs by allowing students to visit the campus and the prospective departments.
- Hold a **Minority Congratulatory Ceremony** to be conducted during spring graduation for students who are served by the Graduate College Minority Affairs Office. This ceremony would be limited to students earning advanced degrees, giving them a positive final impression of their experience at UIUC.

Sexual Harassment Task Force

In January 1997, Chancellor Michael Aiken appointed an *ad hoc* task force to review campus policies, procedures and practices regarding sexual harassment. The current sexual harassment policy, in place since 1988, had not been reviewed for several years.

The Sexual Harassment Task Force met for the first time in February 1997, to review the Chancellor's charge and identify issues for discussion and resolution. The task force was organized into three subcommittees: 1) policy and standards, 2) procedures and resources and 3) prevention and education.

The task force was made up of a diverse membership that included many with substantive expertise and experience in implementing current campus policy. In addition, members of the task force consulted widely as they reviewed university and campus policies, procedures and practices. They sought information from other universities and associations, solicited opinions from students, faculty and staff, and met with key informants.

Charge to the Committee

In his charge to the Task Force, Chancellor Aiken stated:

"As a campus, we are committed to providing our faculty, staff and students with an optimal environment in which to work and study. Such an environment must be safe and inclusive; we must not permit harassment to intrude upon the lives of members of the community."

The Sexual Harassment Task Force was asked to evaluate the following, and to recommend revisions as needed:

- Current policies on sexual harassment and on consensual sexual relations
- Current formal and informal procedures for responding to instances of sexual harassment
- Systems and resources currently in place to handle allegations of sexual harassment
- Prevention and educational programs currently in place for students, administrators, faculty and support staff who may be impacted by allegations of sexual harassment

Committee Recommendations

The final report was unveiled to the campus community on March 5, 1998. In the area of policies and standards, the task force recommended three major changes: 1) the University should consider revising its definition of sexual harassment so that it provides a clearer explanation of what constitutes sexual harassment; 2) the Urbana-Champaign campus should have a policy on sexual harassment that includes a clear definition of sexual harassment; and 3) the Urbana-Champaign campus should adopt a policy prohibiting consensual sexual relations between teachers and their students as well as supervisory employees and those who report to them.

In the area of education, the recommendations included campus-wide educational programs as well as strengthening current educational and training programs for those who may have to respond to sexual harassment allegations.

In the area of campus procedures for handing allegations of sexual harassment, the task force recommended certain modifications to current procedures. They also recommended that the current procedures for handling allegations of sexual harassment should continue to be overseen by the provost's office.

The recommendations of the task force are still under consideration. The task force report will have implications for policies, procedures and practices on campus to do with prevention of harassment and maintenance of a discrimination free workplace.

Committee on Campus-wide Access

In response to the strong recommendations of the Dean's Task Force on Cognitive Disabilities that a Chancellor's Committee on Disability Access be established, a self-appointed ad hoc Committee on Campus-wide Access was formed in October, 1997, by UIUC faculty, staff, and students, pending official appointment by the Chancellor. The committee's objectives are to:

1) improve accessibility for people with disabilities to all university programs and activities;
2) get everyone, not just people with disabilities, thinking about ways to improve accessibility;
3) encourage programs and individuals to take responsibility for making UIUC fully accessible;
4) receive input in the form of complements, complaints, and solutions;
5) share ideas with campus leaders;
6) work proactively to make UIUC an inviting and supportive place to live, work teach, and learn; and
7) access the abilities of individuals, as per the logo – "access*abilities*"

On April 8, 1998, A Town Meeting For All was held at the Illini Union Courtyard Café from 11:00 a.m. to 2:00 p.m. One purpose of this first ever open meeting on disability was to provide an opportunity for all interested individuals to voice, share, and listen to concerns regarding campus accessibility. Another purpose of the meeting was to offer new ideas on how to create a campus community that is an inviting and supportive place for all persons to live, work, teach, and learn. The town meeting produced a substantial amount of feedback on how campus accessibility can be improved. The main areas highlighted by comments at the meeting are as follows:

•   Protocol and "Distributed Ownership" of Responsibility: where to go and what to do
•   New Ways of Thinking
•   Physical Access
•   Accommodation in Environments
•   Technology – Strategic and Ad Hoc
•   Issues of the Hearing-Impaired
•   Faculty and Staff Issues as Distinct from Student Issues
•   "Invisible" Disabilities
•   Accommodation in Extra-Curricular Student Life
•   Suggestions for Future Events

The ad hoc Committee on Campus-wide Accessibility reviewed the full transcript of the Town Meeting For All and identified the following critical themes and several responses they feel would address these issues involving campus accessibility.

Critical Themes

Systemic awareness of accessibility issues. Across campus greater awareness of and sensitivity to accessibility issues needs to be made. Planning, policies, and procedures need to have a point where accessibility issues are considered before implementation.

Physical access. There are areas on campus which have inaccessible areas, lack signage, or do not comply full with the A.D.A. Units need equipment to make their programs accessible.

Technology advancing without access improvements. Much technology is being developed on this campus without front-end integration of accessibility. Subsequently, adaptations need to be implemented, whereas if access had been incorporated into the design, accommodation would be unnecessary.

Faculty/Staff accommodations plan. Most of the programming involving access pertains to students. There are not as many mechanisms set up for faculty and staff to get accommodations and this puts them at a disadvantage in their professional settings.

Expand the traditional view of "disability". There are many disabilities beyond physical ones involving mobility, hearing, and sight which are equally debilitating but which are much less understood. The response needs to be expanded as well to provide support for these 'non-traditional' disabilities.

University is a leader in access. The UIUC should continue to be a leader in access not only in complying with the law but in recruitment of students and staff and advancing research and curricula development.

Committee Response

Ad hoc Committee on Campus-wide Access. The committee believes the preceding issues point to why this campus needs to have such a committee and recommends that a committee made up of experts and persons with disabilities be appointed by the Chancellor.

Permanent A.D.A. Coordinator. The ad hoc committee also believes there needs to be a person whose full-time job it is to address accessibility issues exclusively.

Formal Workshops. The campus needs to enhance and continue to offer formal training workshops in accessibility issues to train faculty, staff, and students in awareness and sensitivity.

The ad hoc Committee on Campus-wide Access intends to be a proactive committee on campus accessibility, working for campus-wide "universal access." They aim to be a resource that supports individuals, programs, and units as they take responsibility for making their workplace, classrooms, instruction, and events accessible to all.

Administrative Update

Implementation of Public Act 87-581 -- In the past year, there were no changes in campus procedures for implementation of Public Act 87-581. In February 1993, the Director of Affirmative Action notified deans, directors, and department heads of the requirements of the Act and the requirement for monthly reporting of findings of racial, ethic, or religious intimidation or sexual harassment. There were 125 acts for which the Office of Affirmative Action initiated investigations in 1997-98. Two reports alleging the commission of a hate crime, as defined under section 12.7-1 of the Criminal Code, was forwarded by the Campus Police Department to the local State's Attorney's office for the 1997-98 academic year.

Organization of the Focus Topics

The guidelines for this year's report prescribe the following three focus topics for discussion: Effective Student Mentoring; Serving Students with Disabilities, Thinking Small; and Programs Integral and Unique to Campus Mission. Several campus programs are organized under the focus topics.

Effective Student Mentoring
    Graduate College Mentoring Award
    Campus Honor's Program
    Project Youth
    Women's Studies Program

Serving Students with Disabilities: Thinking Small
    Division of Rehabilitation and Education Services (DRES)

Programs Integral and Unique to Campus Mission
    Summer Research Opportunities Program (SROP)
    Minority Academic Partnership Program (MAPP)
    Targets of Opportunity Program (TOP)

Also prescribed for this year is the inclusion of a supplemental focus topic, which examines how schools determine the numbers of disabled students to be served. The Division of Rehabilitation Education Student Services Office is covered in the supplemental section.

EFFECTIVE STUDENT MENTORING

Graduate College Mentoring Award

Award Overview

The Graduate College Award for Outstanding Mentoring of Graduate Students is a new award, created upon recommendation of the Graduate Student Advisory Council. The award recognizes exemplary efforts by the graduate faculty in advising and serving graduate students. The award was first presented to three faculty members (one White male, one Hispanic male, and one White female) in 1996-1997. In 1997-1998, two faculty members (one White male and one White female) received the award.

 "What Makes A Good Mentor?"

What is it about the nominees and winners that make them excellent mentors? What special qualities do they have? In the nomination materials—which included letters from students, faculty, and essays by the nominees themselves—several characteristics appear repeatedly. The following excerpts are from "What Makes A Good Mentor?" which was co-authored by UIUC Graduate College Assistant Deans Lamar Riley Murphy and Gaye Wong, dated April 30, 1997.

• **Respectful**: Good mentors treat their students with respect and trust, viewing them as invaluable but inexperienced junior colleagues. They see graduate students as apprentices; it is their responsibility, privilege, and reward to guide students successfully through that apprenticeship. As one nominee phrased it, "Working closely with one's advisor is more

than a supplement to formal instruction; it is the core of the matter." Good mentors act in accordance with their vision that their students are, in the words of a nominee, "important partners in learning, teaching, and research."

- **Committed:** Good mentors make "an investment of faith in the growth potential of students," starting at the beginning of graduate school—or earlier—and continuing well beyond graduation, eventually evolving into a collegial relationship. This commitment manifests itself every day and in every facet of graduate training and professional socialization. As one nominee put it, "That commitment must be very broad, including not only counsel on acquiring the intellectual skills likely to be of later value, but direct guidance on everything from public speaking style to the management of career details such as nuances of interaction with journal editors and academic/corporate politics, to name only two."

- **Demanding:** Good mentors have high standards for themselves and their students, and they constantly strive for excellence. Wrote a former student, "He always guided me in a direction that was within my reach to complete the work, but clearly had me challenged to the maximum extent of my abilities." Good mentors are sensitive to the toll such high expectations can take on students' self-confidence, and they consciously endeavor to build rather than erode self-esteem. Explained one former student, "[My mentor's] distinctive mentoring style allowed me room to stumble, to take blind alleys and wrong turns, but always made me know I was accompanied on the journey. [My mentor] encouraged even as he criticized, and he criticized frequently."

- **Adaptable**: Good mentors recognize that different students have different needs and strengths. In fact, the best mentors capitalize on such differences by tailoring training opportunities to the needs and aspirations of each student. Good mentors do not force students to adapt to their own styles; rather, good mentors adapt their approaches to the needs of individual students. A former student said his mentor had an "uncanny ability to match his style of mentorship to the student's disposition. He seemed to know exactly how to critique and motivate each of use in ways that revealed our deficiencies but left us invigorated for the next attempt." Since students are continually developing throughout their graduate careers, effective mentoring also requires a process of continual reassessment and readjustment. What is common to all effective mentoring, however, is, in one mentor's words, "very personal attention" and "quick and detailed feedback."

- **Available**: Despite their own busy schedules, good mentors are accessible, and approachable, not only to their own current and previous advisees but to other students as well. Their doors are literally always open to their students, and they are available at nights, on weekends, and while on sabbatical. Marveled one student, "[My mentor] always gave me his undivided attention, although he had countless other commitments." Another wrote, "One of [his] students once told me that he worked so hard to turn around a draft of his dissertation proposal in a timely manner because it embarrassed him that [his advisor] was working harder on it than he was."

- **Encouraging**: Good mentors encourage students to develop their own ideas by giving the kind of feedback that promotes a sense of independence, responsibility, and self-confidence. They encourage students to experiment and teach them not to fear mistakes. Said one former student about his mentor, "he hands his students the rope and shows them how not to hang themselves." Another mentor was said to have the "knack of giving comments in a way that elicited rather than imposed ideas." Another student attested to the importance of this approach: "[He] was the first teacher in my entire college career to take my work seriously. His encouragement, regard, rigor, and attention to my work were contagious, and I began for the first time to take myself seriously because he took me seriously." Indeed, the intellectual passion and enthusiasm that good

mentors communicate to their students is contagious. Students find inspiration in their examples, and are further inspired when they realize that they are being encouraged to pursue topics far beyond the particular expertise of the mentor.

- **Proactive**: Good mentors do not wait for their students to seek them out with questions or problems. Good mentors have frequent formal and informal meetings with their students, and they aggressively make available and encourage participation in meaningful professional development activities. The nominating materials abound with anecdotes about students whose lack of self-confidence, experience, or foresight would—without the intervention of a mentor—have kept them from pursuing an opportunity that later proved to be extremely beneficial. Good mentors also provide opportunities for other students in their programs. One nominee, for instance, has improved professional development opportunities for all of the students in his department by instituting such programs as a graduate "buddy"system, faculty-graduate student round tables on graduate and professional issues, and various colloquia on job search and interview techniques.

- **Nurturing**: "Good mentors," wrote a former student, "nurture the careers of their students. They introduce them to the right people, they are generous with credit and praise, they put in good words in the right ears, which result in the earliest professional opportunities, and they encourage after setbacks. In short, they spend the credit of their hard earned reputations to advance their students." Good mentors spend significant amounts of their time promoting the careers of their students, beginning with the earliest days of graduate school and continuing well beyond the first job.

- **Holistic**: Good mentors view the educational process as encompassing much more than mastery of a particular academic subject. As a former student explained about his mentor, "after spending my graduate career with [him], I know now that an educated individual knows more than the contents of numerous text books and journal articles. An educated individual is knowledgeable about the world around him, tolerates any and all views, goes out of his way to make others a better person, and accepts nothing less than the best possible effort."

- **Influential**: "An advisor," wrote one finalist, "has the responsibility to be a positive role model…" Good mentors, as she and other finalists suggest, practice what they preach. Noted another professor, "students learn at least as much by first-hand observation of you … as they do by what you tell them." Good mentors have influence that extends far beyond the students with whom they have personally been involved, so that their influence ripples through succeeding generations of students. Wrote one student about the three years he spent studying with one nominee, "Three years is not a long time in my life. However, three years studying with [her] has changed my whole life." Another of this professor's students made a similar testimonial, concluding that her "impact over the generations is immeasurable."

Selection Criteria for the Award for Outstanding Mentoring of Graduate Students

Candidates are selected on the basis of four criteria: 1) excellent guidance of individual research and creative projects, including theses; 2) general assistance to graduate students, including advising for graduate student organizations, conflict resolution, and advocacy for graduate students; 3) impact on students; and 4) other contributions to professional development of graduate students, including supervision of teaching assistants and research assistants, and career preparation and advancement.

Campus Honor's Program

The Campus Honor's Program (CHP), a four-year general studies program open to undergraduates in any curriculum, admits only 125 freshmen from approximately 6,000 first-year students who enter the University annually. The primary purpose of the mentor system is to provide each Chancellor's Scholar with a role model/friend/advisor who will: 1) introduce the student to the intellectual standards and methodologies of the academic discipline; 2) encourage the student to explore the vast academic and cultural resources of the University; and 3) guide the student (if asked) in such matters as course selection and long-range professional planning.

Each student in the CHP is assigned, upon request, to a specific faculty mentor from the student's major field of interest. An assignment is not made on the basis of sex or minority status. First-year CHP students are invited to sign up for the mentor program during new student orientation sessions and once during the year. Only when students are ready to make a commitment should they sign up for the program, which is strictly voluntary.

Creating a mentor/student relationship that is not artificial is a basic challenge of the program. Good mentor/student relationships tend to develop naturally as a result of classes or other shared activities and interests. CHP simply offers the opportunity and hopes for some serendipity in the initial mentor pairings between busy faculty and often-shy students who don't recognize the advantages of having a good mentoring relationship.

Once a relationship has been established, the most important thing is for the mentor and student to meet on a regular basis. Although the frequency of the meetings should be determined by mutual convenience—preferably no less often than once a month—more frequent contacts (e.g., a meeting, telephone call, or e-mail post) are highly encouraged.

Involvement with faculty outside the classroom is instrumental in a student's intellectual and social development. The more frequent and rewarding the contacts beyond the requirements of academic work, the greater the likelihood of high levels of individual growth and excellent performance. To this end, mentor program participants are notified of honors program activities (e.g., faculty lecture series, international club lunches, beginning and end-of-year receptions, academic convocation, picnic and other special events) via CHP's newsletter so that they can attend as their schedule permits.

Successful mentoring requires cooperation, involvement, and personal initiative on the part of both student and instructor. As in any relationship, the partners must earn each other's respect, trust, and loyalty. The key characteristics for success are a predisposition in the student's favor and a willingness to help on the faculty member's part—and persistence on the student's part.

As of May 15, 1998, 52% of the students in the Campus Honor's Program were female and 5% were minorities. There has been no observational difference in the mentoring success rate vis-à-vis sex or minority status.

Project Youth

Project Youth is a registered student organization that serves as a liaison between UIUC students and high school students from Chicago's underprivileged schools that have low average graduation rates and may suffer from a lack of funding and curriculum. During the Winter Break, UIUC students visit inner-city schools, talking to students about continuing their education and encouraging them to apply to the program's spring conference.

Approximately 150 applications were received, 25 were accepted, and seventeen high school students participated in the conference held on the Urbana campus in April 1998. The students experienced a typical day at the University by attending classes with their UIUC student mentors. Students attended workshops on careers and choosing a major as well as a panel discussion on minority life on campus. Students were also invited to a party at the Illini Union. By the end of the conference, students reported that the experience gave them a better understanding of what they would need to do to succeed at the University. The high school seniors in the group who had not applied to a university requested application information from the program coordinators. Of the approximate 4 seniors, 1 has enrolled at the UIUC for fall 1998. A former high school participant of Project Youth coordinated the program for the 1997-98 academic year.

Currently, Project Youth has 83 UIUC student members; about 60 of those members attend regular meetings and pay dues. Over the past 2 years, members visited approximately 13 high schools in the Chicago area.

Women's Studies Program

Although women have made remarkable inroads into traditionally male professions, they still encounter barriers to success. In both traditional and non-traditional occupations, women continue to earn less, on the average, than their male counterparts, and are disproportionately represented in high-level positions. Minority women face special challenges, often encountering multiple forms of discrimination in hiring and advancement. And while women's roles are changing, women remain the primary caregivers in our society; few employers take into account the difficulties of balancing the needs of family with the demands of a career.

The mentoring program at Women's Studies provides alumnae and students an opportunity to work together to address the obstacles women face in the world of business, the academy, and the professions, and help them build fulfilling careers. Together they can talk candidly about the daily realities of working as a professional woman as well as exploring the many professional paths available to students. Students can begin to form networks with future colleagues, and alumnae will have the opportunity to introduce promising young women into their field.

The Women's Studies Program offers several different formats for interested mentors, including one-on-one correspondence, workshops, and internships. Interested mentors, who do not have to be alumnae in order to participate, file a form with Women's Studies that provides information on their professional background and experience, as well as their particular interest in mentoring. Students who are looking for a mentor must interview with the program advisor to determine their needs and discuss their expectations.

In its initial year, approximately 15 mentor volunteers and 7 students contacted the program advisor. Two students received names and contact information for three of the mentors. The remaining five students did not find mentors who were working in their field of interest.

To increase the number of mentor/student pairings, recruitment of mentors from the local community will be intensified. A workshop tentatively planned for fall 1998 will focus on issues for women in the workplace and in a variety of professions as well as create an interest in the mentor program itself.

SERVING STUDENTS WITH DISABILITIES: THINKING SMALL

Department of Rehabilitation and Educational Services (DRES)

On many campuses in recent years, improving accessibility for students with disabilities has involved large-scale investment in construction projects. At the same time, small changes have been made with considerable result. The University of Illinois Division of Rehabilitation Education Services (DRES), celebrating its 50th Anniversary year, makes it possible for otherwise qualified individuals with disabilities to pursue a higher education and to benefit from all related experiences which are so much a part of a college education and common to all other students

The accessible University of Illinois campus has afforded students with disabilities the opportunity to participate on an equal basis with approximately 36,000 other students in all campus activities. Over the years, the program has served approximately 300 students per year, over half of which use wheelchairs. DRES has introduced many innovative modifications that have produced improvements in learning or in quality of life of students with disabilities.

For those not familiar with the Americans with Disabilities Act, the ADA and Section 504, a person has a disability if he or she has: a) a physical or mental impairment that substantially limits one or more of the major life activities (such as walking, standing, seeing, speaking, hearing, sitting, breathing, reading, learning, thinking, performing manual tasks, taking care of oneself); b) has a record of such impairment; or c) is regarded as having such an impairment.

DRES typically serves students with the following disability conditions: mobility impairments, vision impairments, hearing impairments, learning disabilities, attention deficit/hyperactivity disorder, systemic disabilities, psychiatric disabilities, and brain injuries. Some of these conditions are readily apparent, while others are not always visible to an observer. The focus topic presents an overview of disability conditions and the small changes and instructional strategies that enhance the accessibility of course instruction, materials, and activities for students with disabilities with considerable results. These innovative modifications allow evaluative mechanisms for assessment and priority for making similar changes throughout campus.

- As an outgrowth of presentations made to the Council of Deans and to the Associate and Assistant Deans Committee earlier this year, DRES decided there was a need to improve the timeliness of informing instructors that students with disabilities are enrolled in their classes, and identify the accommodations requested for the amelioration of the limiting consequences of their documented disabilities. The product of this effort is an electronic "Faculty Notification Letter" (FNL). The letter is intended to avail the instructors of essential information about the students' disabilities at the earliest possible moment. Students' names and specific disabilities are not revealed in these letters – it is still the responsibility of the individual student to self identify to the instructor if they wish to receive the appropriate classroom accommodations.

- Students registered with DRES may enroll for classes during the first days of U of I Direct online registration rather than waiting until an assigned time and date to register. This affords students a greater opportunity to arrange a complementary academic schedule.

- At the beginning of each semester at a designated date and time the Illini Union Bookstore restricts it's services to students with disabilities. They have sufficient bookstore personnel on hand to individually assist students with disabilities and provide assistance in selecting and obtaining textbooks and supplies. Students may elect to go to

the Illini Union Bookstore at other times, but may find an excessively crowded situation. DRES buses pick up students at the residence halls at approximately 5:40pm for the 6:00pm opening.

- Before selecting and finalizing courses with their academic advisors, students may consult with the staff of DRES to:
  - develop a schedule that takes distances, locations, physical tolerances, and other disability-related factors into account,
  - locate campus buildings, as well as accessible entrances and elevator locations. and
  - request academic departments to move classes from inaccessible to accessible locations.

- The Office of Assistive Communication and Information Technology is available to maximize the student's ability to effectively use computer technologies. The office offers: (1) adaptive peripherals, including voice synthesizers, Braille translators and embossers, keyboards, and switches; (2) specialized software, including programs to increase print size; (3) supportive instruction; and (4) direct linkage to the campus-wide mainframe computer network. DRES will assist students in obtaining a telecommunications device for the deaf (TDD/TTY), adaptive devices such as a telephone amplifier or wake-up system, visual alarms (i.e., smoke/fire alarms), an audiological evaluation and/or hearing aide evaluation. The Coordinator of Assistive Communication and Information Technology is also available to evaluate the student's technology needs relative to specific course requirements, as well as long-term personal and vocational goals.

- Students may secure notetaking services by picking up a "Notetaker Information Packets" for each class in which such services are required. Each packet includes a letter to the professor identifying the student as having a disability which warrants the provision of notetaking support services. The letter notes three alternatives for the provision of this accommodation: (1) The professor may provide the student with a copy of his/her personal lecture notes, (2) A teaching assistant may be assigned responsibility for taking notes in the class for the student, or (3) Peer notetakers may be recruited from the class.

- An extensive volunteer network is available through the Office of Sensory Accommodations. Services available through this network of trained volunteers may include notetakers, readers, writers, Braille transcribers, and research partners. For students identified as having profound hearing loss or deafness, the Office can assist in scheduling qualified interpreters as well as resources available for students with hearing impairments to increase their manual communication skills.

PROGRAMS INTEGRAL AND UNIQUE TO CAMPUS MISSION

The University of Illinois at Urbana-Champaign enjoys a reputation as a leading research university. As respected scholars, professors at UIUC attract students and other scholars to the undergraduate and graduate programs of study. To increase the participation of students and scholars from underrepresented groups with distinctive academic abilities and interests to a career in research, programs such as those described below offer opportunities at all levels of research.

Summer Research Opportunities Program

The Summer Research Opportunities Program (SROP) is the most effective program administered by the Graduate College Minority Affairs Office to encourage the participation of underrepresented minority students to graduate study. The UIUC/SROP is one of 15 programs through the Committee on Institutional Cooperation (CIC). Since 1986, the UIUC/SROP has provided underrepresented sophomores and juniors an opportunity to develop and explore a research topic of their choice with a faculty mentor. The program encourages Native American Indians, African Americans, Mexican Americans, and Puerto Rican students who have a cumulative grade point average of 2.75 or better to pursue graduate study through a summer research experience.

In recent years, the UIUC/SROP program has worked to develop strategies to retain students to the completion of the bachelor's degree. As the ultimate goal is to encourage graduate studies, receipt of the baccalaureate degree is an essential milestone. In 1997, SROP at UIUC reported that 96.0% of the students persisted to graduation. Currently, 16 former UIUC/SROP students have earned doctorates. This figure surpasses any reported by other CIC Summer Research Opportunities Programs.

Minority Academic Partnership Program

The Minority Academic Partnership Program (MAPP) was established in 1989 by then University President Stanley Ikenberry with the intent of increasing underrepresented minority group members in the ranks of the professoriate. President Ikenberry guaranteed fellowship or assistantship support for the duration of their programs to all African Americans and Hispanic minority students who received their bachelor's degree from any of the three campuses of the University of Illinois, provided they enrolled in graduate programs that could lead to a doctoral degree.

The first MAPP fellowships were awarded in 1991. Between 1991 and 1997, 112 MAPP students were supported on one-year MAPP fellowships. Thus far, 65 have received master's or professional degrees; five have been awarded the Ph.D.

Targets of Opportunity Program

The Campus Targets of Opportunity Program (TOP) was initiated in 1987 and is designed to support the recruitment of outstanding faculty members among minorities that are underrepresented on campus, regardless of whether or not a position currently exists in the scholar's specialization. Underrepresented candidates at UIUC include African-Americans, Latinos, Native Americans, as well as two Asians who were hired because of underrepresentation in their areas of specialization.

TOP's success has been excellent, and the program has brought 83 exceptionally well-qualified underrepresented faculty into tenured or tenure-track positions at the UIUC campus. Besides TOP, UIUC continues to hire qualified minority faculty members who have been identified through normal recruitment programs.

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Division of Rehabilitation Education Student Services

The policies and procedures the campus has for determining the number and diversity of the disabled student population promotes sound record keeping, adequate information to predict the amount and type of services needed, and continuity of service, which can only benefit the students served by DRES. The Division of Rehabilitation Education Student Services is unique in that most students registered with the Division (DRES) will require assistance from the office at some point in time. A student wishing to access the services offered by DRES does so by completing an *Application for Services*, regardless of disability. In an ongoing effort to improve services and documentation procedures, the Able Aide database system was installed on the DRES network last year allowing authorized personnel to have rapid access to important statistics and other information about the number of students registered with the Division. Additionally, Resource Facilitators are now keeping case notes accumulated through contacts with and about students on the database which further enhances the ability to determine the disabled student population from year to year.

To be eligible for disability-related services students must have a documented disability condition as defined by the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. To the extent to which the disabling condition for which accommodations are being requested is not obvious, students are required to provide diagnostic documentation from a licensed clinical professional familiar with the history and functional implications of their respective disabilities. Disability documentation must adequately verify the nature and extent of the disability in accordance with current professional standards and techniques, and it must clearly substantiate the need for all of the student's specific accommodation requests. If the original documentation is incomplete or inadequate to determine the extent of the disability or reasonable accommodation, the university has the discretion to require additional documentation. Any cost incurred in obtaining additional documentation when the original records are inadequate is borne by the student. If the documentation is complete but the university desires a second professional opinion, the university bears the latter cost. In general, it is not acceptable for such documentation to include a diagnosis or testing performed by a member of the student's family. Additionally, students requesting accommodations for the manifestations of multiple disabilities must provide evidence of all such conditions that are not self-evident.

Students with disabilities at the University have the right to:
- equal access to courses,
- programs, services, activities and facilities offered through the University,
- equal opportunity to learn, and to receive reasonable accommodations,
- academic adjustments and/or auxiliary aids and services,
- appropriate confidentiality of all information regarding their disability and to choose to whom, outside of the University, information about their disability will be disclosed, except as disclosures are required or permitted by law; and
- information, reasonably available in accessible formats.

Students with disabilities have the responsibility to meet qualifications and maintain essential institutional standards for courses, programs, services, activities, and facilities. They must identify as an individual with a disability when an accommodation is needed and seek information, counsel, and assistance as necessary; demonstrate and/or document (from an appropriate professional) how the disability limits their participation in courses, programs, services, activities, and facilities. They must also follow published procedures for obtaining reasonable accommodations, academic adjustments and/or auxiliary aids and services.

A reasonable accommodation is a modification or adjustment to a course, program, service, activity or facility that enables a qualified student with a disability to have an equal opportunity. An equal opportunity means an opportunity to attain the same level of performance or to enjoy benefits and privileges as are available to a similarly situated student without a disability. The University is obligated to make a reasonable accommodation only to the known limitations of an otherwise qualified student with a disability.

Verification of a disability and determination of a reasonable accommodation will be made by DRES. This will occur after the analysis of disability-related documents and essential elements of the curriculum. A letter documenting this determination and specifying the academic adjustment and/or modification required by the student will be forwarded to the student's instructor or departments when necessary.

To determine reasonable accommodations, DRES may seek information from appropriate University personnel regarding essential standards for courses, programs, services, activities and facilities. Final determination of reasonable accommodations is made by DRES in collaboration with the student and faculty as warranted. Reasonable accommodations are determined by the attached Appendix A guidelines.

-------------------------------Unit Review-------------------------------

The IBHE guidelines also prescribe a review of formally organized support units involved in the recruitment and retention of graduate students from underrepresented groups. This year's review highlights the Graduate College Minority Affairs Office (GCMAO), which assists colleges with their recruitment and retention efforts of graduate students from underrepresented groups as well as the Graduate College's own efforts in these areas.

The Graduate College Minority Affairs Office (GCMAO)

Currently, there are 486 underrepresented minority students enrolled in graduate study at the University of Illinois at Urbana-Champaign (UIUC). The enrollment pattern of minority students at UIUC has been consistent with national trends where there is currently a decline in the number of students pursuing graduate degrees. The following chart gives the breakdown of fall 1997 enrollment numbers at UIUC by gender and ethnicity:

	Men	Women	Total
African American	119	155	274
Native American	9	8	17
Latino	96	99	195
Total	224	262	486

The following chart illustrates the fall 1997 preliminary enrollments of Post-baccalaureate students at other Committee on Institutional Cooperation (CIC) institutions where, compared to these institutions, UIUC falls in about the middle of the range:

Institution	African American	Native American	Latino	Total
University of Illinois at Urbana	301	18	197	8922
University of Chicago	268	22	214	7152
University of Illinois at Chicago	541	16	344	6398
Indiana University	193	18	168	6879
University of Iowa	224	30	122	6614
University of Michigan	610	38	368	10807
Michigan State University	454	42	184	7933
University of Minnesota	234	63	165	10510
Northwestern University	292	22	148	6186
Ohio State University	624	35	129	9907
Pennsylvania State University	226	19	136	6274
Purdue University	197	18	127	5998
University of Wisconsin-Madison	180	57	258	8800
University of Wisconsin-Milwaukee	249	22	106	5005

Source: Graduate Enrollments at CIC Institutions by Race and Ethnicity 1997 Preliminary Report
1. CIC information taken form the 1997 IPEDS (Integrated Postsecondary Education Data System) Fall Enrollment Reports.
2. The percentages of race and ethnicity are based on the domestic enrollments at each institution.
3. Enrollments listed under the IPEDS category, "Postbaccalaureate Students Not in *Graduate Programs*," are included in this table for every institution.

Trends in Enrollments and Degree Attainment

From 1986 through 1995, African American and Latino graduate student enrollment increased at a greater rate than regional (CIC) and national trends; the greatest increases occurred during 1990-95. Doctoral degrees awarded to African Americans and Latinos at UIUC are reflective of the national levels of 3.8% and 2.8%, respectively. Since 1985 the ratio of Latino doctorates in Engineering and the Life Sciences at UIUC is higher than national trends.

Outreach and Recruitment

During the 1997-1998 academic year, the GCMAO participated in outreach efforts to approximately 30 institutions, making more than 1,000 personal contacts with prospective graduate students. Three "CIC Caravan" trips were organized by the CIC Panel on Increased Access of Minorities to Graduate Study which included visits to Historically Black Colleges and Universities (HBCUs) and to Hispanic Serving Institutions (HSIs)—several of which are members of the CIC Alliance for Success institutions. In addition, the GCMAO made personal contacts with students interested in the Summer Research Opportunities Program (SROP)[1].

Graduate school information is distributed to students who contact GCMAO via walk-ins, workshops, telephone contact, or though staff contacts with student organizations. Programs which offer application fee waivers, such as Project 1000 program and the CIC FreeApp program, serve an estimated 200 students who are interested in applying to graduate school at UIUC each year.

In addition to its participation in departmental recruitment efforts, GCMAO established a volunteer recruitment program that allows graduate students, faculty, and administrators to take part in outreach activities such as Graduate and Professional Career Fairs throughout Illinois and the U.S.

Fellowships serve as important mechanisms to attract minority students to graduate study as well as retaining UIUC graduates. This year, 74 Graduate College Fellowships were offered and accepted by 60 students from other campuses. Of the 17 Minority Academic Partnership Plan (MAPP) fellowships offered to UIUC graduates, 14 were accepted.

Ten students received fellowships through the Illinois Minority Graduate Incentive Program (IMGIP), double from last year. The fact that the IMGIP is a very competitive program, requiring that students in the math and sciences compete with applicants from other graduate program institutions in the State of Illinois, makes the number of students served by the fellowship exceptional. Twenty-nine fellows have enrolled for the fall of 1998 as part of the Illinois Consortium of Educational Opportunities Program (ICEOP), another highly competitive program.

Through the Interinstitutional Collaborations initiative, eight departmental units received a total of $16,000.00 (an increase from $11,700.00 for six programs in 1996) for

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[1] See the section on the Summer Research Opportunities Program in the Campus Mission section.

programs designed to encourage minority students and faculty from other universities to choose graduate programs at UIUC.

Support Services

The GCMAO works closely with the Graduate College Fellowships Office in administering fellowship programs that are central to meeting the financial needs of students underrepresented in graduate study. The MAPP and Graduate College fellowship, institutional fellowship programs that are provided to first-year graduate students, require that the host department agrees to support the student in subsequent years.

GCMAO has engaged in a collaborative program with Millikin University to identify underrepresented graduate students interested in becoming college teachers at small private undergraduate university. The Lilly/Millikin Teaching Fellowship, funded by the Lilly foundation and administered by Millikin University, provides an excellent opportunity to gain teaching experience. Students from UIUC who meet the eligibility requirements and who are in the final year of graduate study receive a yearly $12,500.00 stipend and tuition waiver to teach at Millikin University.

IMGIP/ICEOP fellows are required to look for positions in the State of Illinois or the State of Michigan. Over the past year, the GCMAO has established a series of workshops for fellows, which are available to all graduate students, in order to provide them with career information and job search assistance.

Because of the importance GCMAO places on the recruitment and retention of graduate students, considerable time and effort is given to advising and counseling current and prospective minority graduate students. Advising is available for financial aid, housing, application procedures, health care, etc., and appropriate referrals are made as necessary. In general, GCMAO services assist students with academic, social, cultural, and personal issues that may influence their success as a graduate student.

APPENDIX A

Reasonable accommodations are determined by the following guidelines:

❖ The barriers resulting from the interaction between the documented disability and the campus environment, for example:
- The possible accommodations that might remove the barriers;
- Whether or not the student has access to the course, program, service, activity or facility without accommodations;
- Whether or not essential elements of the course, program, service, activity or facility are compromised by the accommodation.

The disability documentation submitted to DRES should conform to the following criteria:

1. Students requesting accommodations on the basis of mobility, systemic or disease related disabilities must provide documentation consisting of:
   a. An identification of the disabling condition(s)
   b. An assessment of the functionally limiting manifestation of the condition(s) for which accommodations are being requested
   c. Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated

2. Students requesting accommodations on the basis of being deaf or hard of hearing must provide documentation consisting of:
   a. An audiological evaluation and/or audiogram
   b. An interpretation of the functional implications of the diagnostic data and hearing aid evaluation, when appropriate.
   c. Suggestions as to how the functionally limiting manifestations of the disabling condition(s) may be accommodated

3. Students requesting accommodations on the basis of low vision or blindness must provide documentation consisting of:
   a. An ocular assessment or evaluation from an ophthalmologist
   b. A low-vision evaluation of residual visual function, when appropriate
   c. Suggestions as to how the functionally limiting manifestations of disabling condition(s) may be accommodated

4. Students requesting accommodation on the basis of a specific learning disability or traumatic brain injury must provide documentation, which includes, but not restricted to the following:
   a. A diagnostic interview including a description of the presenting problem(s); developmental, medical, psycho-social and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of comorbidity where indicated.
   b. An assessment of global intellectual functioning as measured by the *Wechsler Adult Intelligence Scale-III* (WAIS III) with standard scores and scaled scores in table format of subtests.
   c. The *Woodcock-Johnson Psychoeducational Battery-Revised: Tests of Cognitive Ability* to corroborate the functional limitations attributable to the diagnosis, and for which academic accommodations are being requested. The standard scores, standard deviations and percentiles of each subtest and test cluster are required in table format.
   d. A comprehensive academic achievement battery (e.g., *Woodcock-Johnson*

Psychoeducational Battery - Revised: Tests of Achievement) with all standard scores, standard deviations and percentiles reported in table format for those subtests administered.

    e. A specific diagnosis which conforms to the following 4 diagnostic criteria for a specific learning disability:

       1. Exclusion Condition. The specific learning problem is the result of a presumed central nervous system dysfunction which does not primarily result from a sensory disability such as visual, auditory, or tactile loss or impairment, other neurological trauma or condition, a psychiatric condition or the consequences of an impoverished or disadvantaged environment.

       2. Cognitive Potential. The range of intellectual function is an IQ of 85 and above on either the Verbal, Performance or Full Scale IQ scores as measured on the WAIS-III.

       3. Potential vs. Performance Discrepancies. Two types of discrepancies are used in these evaluations: aptitude-achievement and intra-achievement. An aptitude-achievement discrepancy reflects the amount of disparity between certain intellectual capabilities of an individual and his or her actual academic performance. An intra-personal achievement discrepancy is present within individuals who have specific achievement deficits, such as inadequate reading comprehension or spelling skills.

       4. Chronicity. The problems must have existed throughout the developmental stages of learning.

    f. A clinical summary which: 1) indicates the substantial limitations to major life activities posed by the specified learning disability, 2) describes the extent to which these limitations impact the academic context for which accommodations are being requested, 3) suggests how the specific effects of the learning disability may be accommodated, and 4) states how the effects of the learning disability are mediated by the recommended accommodations.

    g. The report should be on letterhead, dated, signed and include the name, title, and professional credentials of the evaluator, including information about license or certification.

5. Students requesting accommodations on the basis of attention deficit-hyperactivity disorder (ADHD) must provide documentation by a professional who has undergone comprehensive training and has relevant experience in differential diagnosis and the full range of psychiatric disorders (e.g., psychologists, neuropsychologists, psychiatrists and other relevantly trained medical doctors). The documentation must include:

    a. Evidence of early impairment. The condition must have been exhibited in childhood in more than one setting.

    b. Evidence of current impairment. A history of individual's presenting attentional symptoms and evidence of current impulsive/hyperactive or inattentive behaviors that significantly impair functioning in two or more settings must be provided.

    c. A diagnostic interview. The interview must contain self-report, and third-party information pertaining to: developmental history, family history of ADHD or other learning or psychological difficulties, relevant medical and medication history, a thorough academic history, a review of prior psychoeducational test reports to determine whether a pattern of strengths or weaknesses is supportive of attention or learning problems

    d. Relevant employment history

    e. Evidence of alternative diagnoses or explanations being ruled out. The documentation must investigate and discuss the possibility of dual diagnoses and alternative or coexisting mood, behavioral, neurological and/or personality disorders that may confound the ADHD diagnosis. For a diagnosis of ADHD, the symptoms may not

occur exclusively during the course of a Pervasive Developmental Disorder, Schizophrenia, or other Psychotic Disorder, and are not better accounted for by another mental disorder (e.g., Mood Disorder, Anxiety Disorder, Dissociative Disorder, or a Personality Disorder).

f. Neuropsychological or psychoeducational assessments needed to determine the current impact of the disorder on the individual's ability to function in an academic setting. Such data should include standard scores, standard deviations and percentiles reported in table format for those subtests administered.

g. A specific psychological diagnosis as per the DSM IV. Symptoms of hyperactivity/impulsivity which were present in childhood, and the current symptoms which have been present for at least the past six months and which impair functioning in two or more settings (e.g., school, work, home) must also be identified.

h. An indication of whether or not the student was evaluated while on medication, and whether or not the prescribed treatment produced a positive response.

i. A clinical summary which: 1) indicates the substantial limitations to major life activities posed by the disability, 2) describes the extent to which these limitations would impact the academic context for which accommodations are being requested, and 3) suggests how the specific effects of the disability may be accommodated, and 4) states how the effects of ADHD are mediated by the recommended accommodations

j. The report should be on letterhead, dated, signed and include the name, title, and professional credentials of the evaluator, including information about license or certification.

6. Students requesting accommodations on the basis of a psychiatric disability must provide the current documentation from a licensed psychologist or physician which includes:

a. A specific, current psychiatric diagnosis as per the DSM IV which indicates the nature, frequency and severity of the symptoms upon which the diagnosis was predicated. A diagnosis without an explicit listing of current symptoms is not sufficient.

b. Primary and secondary Axis I and Axis II diagnoses are required, and a measure of functioning using the *Global Assessment of Functioning Scale* in the DSM-IV is highly recommended. Using the GAF indicate the student's general, highest and lowest GAF score and describe behaviorally the student's performance at each GAF level using as much detail as is known.

c. Prescribed medications, dosages and schedules that may influence the types of accommodations provided.

d. A clinical summary which: 1) indicates the substantial limitations to major life activities posed by the psychiatric disability, 2) describes the extent to which these limitations would impact the academic context for which accommodations are being requested, 3) suggests how the specific effects of the psychiatric disability may be accommodated, and 4) states how the effects of the psychiatric disability are mediated by the recommended accommodations.

e. The report should be on letterhead, dated, signed and include the name, title, and professional credentials of the evaluator, including information about license or certification.

UIUC 1997-1998 Inventory of Programs and Changes

Active Programs

Additions for 1997-1998 are starred.

Underrepresented Students

Academic Assistance Program, College of Liberal Arts and Sciences
Academic Support Services, Office of the Provost and Vice Chancellor for Academic Affairs
Academic Writing Program, English Department, College of Liberal Arts and Sciences
Afro-American Studies and Research Program, College of Liberal Arts and Sciences

Chemistry Tutorials, Academic Affairs

Division of Rehabilitation Education, College of Applied Life Studies

Educational Opportunity Program, College of Education
Engineering Consortium Fellowship Program, College of Engineering
Equal Opportunity Program, College of Law

Graduate College Minority Student Affairs Office, Graduate College
 American Indian Fellowship, Graduate College
 Graduate College Fellowships
 Illinois Consortium for Educational Opportunity Program (ICEOP)
 Illinois Minority Graduate Incentive Program (IMGIP)
 Interinstitutional Collaborations, Academic Affairs and Graduate College
 Minority Academic Partnership Plan (MAPP)
 Packard Fellowship*
 Summer Research Opportunities Program (SROP)

Illini Union Program Department, Student Affairs
Illinois Minority Science Internship Program, ACES

La Casa Cultural Latina, Office of the Chancellor
Latino/Latina Studies Program, College of Liberal Arts and Sciences

Mathematics Department Tutorials, College of Liberal Arts and Sciences
Merit Program for Scholars in Chemistry, College of Liberal Arts and Sciences
Merit Workshop Program, Department of Mathematics, College of Liberal Arts and Sciences
Minority Access Program, College of Law
Minority Affairs Program, College of Engineering
Minority Student Advisement Program, College of Commerce and Business Administration
Minority Student Retention Program, ACES
Multicultural Career Conference, Career Services Center, Student Affairs
Multicultural Enrollment Committee, Office of Admissions and Records
Multicultural Fellowship, College of Veterinary Medicine*
Multicultural Transfer Admission Program, Office of Admissions and Records*

National Achievement Scholarship Program (NASP), University Office of Academic Policy Analysis

Office of Minority Student Affairs, Office of the Vice Chancellor for Student Affairs
    African-American Cultural Program
    Educational Opportunities Program
    Ronald E. McNair Post-Baccalaureate Achievement Program
    President's Leadership Program
    TRIO/Student Support Services
    Upward Bound
Office of Women in International Development (WID), International Programs, LAS
Office of Women's Programs, Office of the Vice Chancellor for Student Affairs

Peer Recruitment Program, Office of Admissions and Records
President's Award Program (PAP), Office of the Provost and Vice Chancellor for Academic Affairs
Principal's Scholars Program (PSP), Academic Affairs

Research Apprenticeship Program in Applied Science, ACES and College of Veterinary Medicine
Residential Life, Student Affairs,

Student Support Services, College of Applied Life Studies
Summer Programs in Engineering, College of Engineering
Summer Research Program for Minority Students, ACES
Support for Underrepresented Groups in Engineering, College of Engineering
Special Populations Health Education Program, McKinley Health Center

Transition/Summer Bridge Program, College of Liberal Arts and Sciences

Women in Engineering, College of Engineering*
Women's Studies Program, Liberal Arts and Sciences

Young Scholars in Agriculture Program, ACES

Underrepresented Staff

Minority Supplemental Research Grant Program, Office of Affirmative Action

Office of Affirmative Action, Office of the Chancellor

Supplemental Salary Program, Office of Affirmative Action

Targets of Opportunity Program (TOP), Office of the Provost and Vice Chancellor of Academic Affairs

Program Additions

Multicultural Fellowships, College of Veterinary Medicine
This program is new in 1997-1998.

Multicultural Transfer Admission Program, Office of Admissions and Records
This program is new in 1997-1998.

Packard Fellowship, Graduate College
This program is new in 1997-1998.

Women in Engineering, College of Engineering
This program is new in 1997-1998.

Program Deletions

National Coalition Building Institute Campus Task Force
This program was deleted in 1997-1998.

Inactive Programs

American Indian Fellowships, Graduate College
This program was inactive in 1997-1998.

Bridge/Transition Program, College of Liberal Arts and Sciences
This program was inactive in 1997-1998.

Interinstitutional Collaborations, Graduate College
This program was inactive in 1997-1998.

Illinois Minority Science Internship Program, ACES
This program was inactive in 1997-1998.

Latino/Latina Studies Program, College of Liberal Arts and Sciences
This program was inactive in 1997-1998.

Merit Workshop Program, Department of Mathematics, College of Liberal Arts and Sciences
This program was inactive in 1997-1998.

Student Support Services, College of Applied Studies
This program was inactive in 1997-1998.

Program Additions

Name of the program or formally organized support unit:

   Multicultural Fellowships, College of Veterinary Medicine

Established:

   1997-1998

Target audience:

   The Multicultural Fellowship Program provides fellowships to qualified minority students pursuing a degree of Doctor of Veterinary Medicine. The goal of the program is to recruit and retain minority students to increase the diversity of the student body and the veterinary profession. The fellowship is equal to resident tuition and is renewable for four years. The recipients assist in the College's recruitment efforts.

Program Inventory Update: 07/23/98

Program Additions

Name of the program or formally organized support unit:

Multicultural Transfer Admission Program, Office of Admissions and Records

Established:

1997-1998

Target audience:

PAP students who do not enroll at UIUC are invited to join the Multicultural Transfer Admissions Program (MTAP), along with students identified through recruitment visits to the seven (7) City Colleges of Chicago and Community Colleges in the Chicagoland area. A through communication and programming sequence is used in order to enhance academic preparation. In addition, early identification and advising will increase and facilitate smooth matriculation.

Program Inventory Update: 07/23/98

Program Additions

Name of the program or formally organized support unit:

Packard Fellowship, Graduate College

Established:

1997-1998

Target audience:

The David and Lucille Packard Foundation funds a program to assist students graduating from historically black colleges and universities to pursue graduate degrees in Chemistry, Physics, and Mathematics. Each Packard Fellow receives up to $20,000 per year for a maximum of five years. The University of Illinois Graduate College supplements the fellowship with a tuition and service fee waiver. In 1997-98 there were three Packard Fellows.

Program Inventory Update: 07/23/98

Program Additions

Name of the program or formally organized support unit:

Women in Engineering, College of Engineering

Established:

1997-1998

Target audience:

The mission of the Women in Engineering Program is to create a climate conducive for academic pursuit and personal growth that allows for equal opportunities for women in engineering education. The creativity and abilities of women will be enhanced at levels from pre-college to higher education. The Program was formally created in 1995 with a full-time director hired in the fall of 1996. In fall of 1997, 19 percent of the undergraduate students were women, 15 percent of the graduate students, and 8 percent of the faculty members in the College of Engineering.

Program Inventory Update: 07/23/98

Program Deletions

Name of the program or formally organized support unit:

National Coalition Building Institute Campus Task Force

Current goals and objectives of the program or unit:

The Campus Task Force was established in 1988 to develop and implement a university-wide effort to promote multicultural understanding, and reduce prejudice and bigotry of all kinds on campus. Members of the Task Force conduct diversity and prejudice reduction workshops throughout the year for staff and student groups.

Reason for deletion:

This program was no longer action in 1997-1998.

Program Inventory Update: 07/23/98

Inactive Programs

Name of the program or formally organized support unit:

    American Indian Fellowships, Graduate College

Current goals and objectives of the program or unit:

    The Indian Fellowship Program provides fellowships to enable Indian students to pursue a course of study leading to a postbaccalaureate degree in medicine, law, education, psychology, clinical psychology, or a related field; or an undergraduate or postbaccalaureate degree in business administration, engineering, natural resources or a related field. Eligible are members of Indian tribes, bands or other organized groups of Indians, and their descendants in the first or second degree.

Reason for deletion:

    This program was inactive in 1997-1998.

Program Inventory Update: 07/23/98

Inactive Programs

Name of the program or formally organized support unit:

Interinstitutional Collaborations, Graduate College

Current goals and objectives of the program or unit:

Established in 1991-92, the program is designed to coordinate and facilitate faculty exchanges for lectures, seminars, classroom instruction and workshops, varying in duration from several days to a semester or summer sessions. It also provides opportunities for faculty at participating institutions to pursue the doctorate or use research facilities at UIUC. The program has three general objectives: the first is to enhance cultural and racial diversity at UIUC through visits and interactions with faculty, staff and students at institutions with sizable minority populations; the second is to encourage collaborative research activities among UIUC faculty and those of minority institutions; and the third is to expand research opportunities for UIUC students and students at participating institutions so they become better prepared to pursue graduate study and academic careers.

Reason for deletion:

This program was inactive in 1997-1998.

Program Inventory Update: 07/23/98

Inactive Programs

Name of the program or formally organized support unit:

   Illinois Minority Science Internship Program, ACES

Current goals and objectives of the program or unit:

   Established in 1993, this program is designed to increase the awareness of academic programs in science and agriculture offered at the University and to improve the academic success, preparation and improve the number of transfers from community colleges to the University. Students are exposed to science and agriculture programs through placement in a lab under the supervision of a faculty mentor. The mentorship involves 8 weeks of hands-on learning, academic enrichment (6 hours college credit), and career awareness through seminars and field trips. Special academic tutorials and other assistance programs are provided and follow-up is conducted during the academic year

Reason for deletion:

   This program was inactive in 1997-1998.

Program Inventory Update: 07/23/98

Inactive Programs

Name of the program or formally organized support unit:

Merit Workshop Program, Department of Mathematics, College of Liberal Arts and Sciences

Current goals and objectives of the program or unit:

Established Fall 1987, the Merit Workshop Program was initiated to address the issue of underrepresentation in mathematics and science based majors of minority students, students from small high schools, and females. Participants for the workshop program are recruited from among high-achieving entering students who are either Black or Hispanic or who have graduated from small, rural high schools. Students from these groups have traditionally been high-risk groups for failure in calculus. Selection is based on information contained in admission files, including the student's choice of major and his/her Math ACT subscores. Program activities are centered around small group sessions in which students work together on specially selected, challenging problems. Participants attend the workshop for a total of six hours per week in addition to the three hours lecture and receive an additional two credit hours for their extra work.

Reason for deletion:

This program was inactive in 1997-1998.

Program Inventory Update: 07/23/98

Inactive Programs

Name of the program or formally organized support unit:

Bridge/Transition Program, College of Liberal Arts and Sciences

Current goals and objectives of the program or unit:

Established in 1968, the Transition Program is a campus-sponsored academic support program designed to provide assistance to a group of 100 students admitted each year to the University of Illinois at Urbana-Champaign who have academic weaknesses that could place then "at risk" if they were permitted to enter the University without such assistance.

These bright and talented students are admitted to the University through the Educational Opportunities Program (EOP) and placed in the Transition Program housed in the College of Liberal Arts & Sciences, where they will receive developmental academic support for two years. After a student has successfully completed four semesters in the Transition Program, an admission space is reserved in the college curriculum of his or her choice if the student is in good academic standing (C average or better) and has completed the required core courses for admission to that college and/or curriculum.

Established in the summer of 1985, the Summer Bridge Program is designed to provide selected Transition Program students with an intensive six-week residential summer session that includes an orientation to the University and course work in mathematics, composition and basic skills development. Participants are provided with a variety of cultural enrichment activities and orientation to University resources, support services, and campus living.

Reason for deletion:

This program was inactive in 1997-1998.

Program Inventory Update: 07/23/98

Inactive Programs

Name of the program or formally organized support unit:

Latino/Latina Studies Program, College of Liberal Arts and Sciences

Current goals and objectives of the program or unit:

The University of Illinois at Urbana-Champaign created a Latino Studies program that includes teaching and research on Latino issues at the graduate and undergraduate level. Unlike the Targets of Opportunity Program, faculty are sought through the regular search process. The faculty in the program have a disciplinary base in humanities, social sciences, education, communications, or fine arts and must demonstrate teaching and research interests in both the core discipline and in issues related to the Latino experience in the U.S. Although the positions are open to all ethnic groups, a majority of those appointed are of Hispanic dissent.

Reason for deletion:

This program was inactive in 1997-1998.

Program Inventory Update: 07/23/98

Inactive Programs

Name of the program or formally organized support unit:

Student Support Services, College of Applied Life Studies

Current goals and objectives of the program or unit:

The Office of Student Support Services in designed to assist students in the College of Applied Life Studies (ALS) who maybe experiencing any number of academic or personal difficulties. Although participation is mandatory for all ALS students placed on academic probation, the program welcomes any ALS student to avail themselves to the services offered. Participating students receive intensive one-to-one academic assistance. Student Support Services works with students on a variety of issues, including but not limited to: management of academic class load, test-taking skills, time management, class selection, and life goals. Student support Services works closely with the graduate counselor(s) assigned to ALS student from the Office of Minority Affairs to provide comprehensive services for minority students.

Reason for the deletion:

This program was inactive in 1997-1998.

Program Inventory Update: 07/23/98

Attachment B: Programs for Underrepresented Staff at UIUC
Staff Served During Fiscal Year 1998 *

	Racial/Ethnic Composition of Staff Served by Minority Programs					Others Served By Dedicated Programs		Multipurpose**	Total Served
	Black	Hispanic	API	AIAN	Total	Females	Disabled		
Minority Supplemental Research Grant, Office of Affirmative Action	2	0	0	1	3	0	0	0	3
Office of Affirmative Action, Office of the Chancellor	*Campus-wide*					*Campus-wide*		*Campus-wide*	
Supplemental Salary Program, Office of Affirmative Action	1	0	0	0	1	1	0	0	2
Targets of Opportunity Program (TOP), Office of the Provost & Vice Chancellor for Academic Affairs	3	4	0	1	8	3	0	0	8

** *Multipurpose program - directed to serve more than one underrepresented group.*

OAA: 10/02/98 maw

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Attachment B: Programs for Underrepresented Students at UIUC
Students Served During Fiscal Year 1998*

Program Name	Racial/Ethnic Composition of Students Served by Minority Programs							Others Served		Total Students Served
	Black	Hispanic	AIAN	API	Minorities	White	Unknown	Female	Disabled	
Academic Assistance Program, LAS	1012	695	17	1	1725	1	0	1036	0	1726
Academic Support Services, Academic Affairs	728	315	2	15	1060	23	0	675	0	1083
Academic Writing Program, English Department, LAS	141	56	5	39	241	106	182	172	2	531
African-American Cultural Program, (OMSA), Student Affairs	20905	860	12	65	21842	0	0	0	0	26030
Afro-American Studies and Research Program, LAS	0	0	0	0	0	0	0	0	0	5000
ALS Student Support Services, Applied Life Studies	0	0	0	0	0	0	0	0	0	0
American Indian Fellowship	0	0	0	0	0	0	0	0	0	0
Bridge/Transition Program, LAS	0	0	0	0	0	0	0	0	0	0
Broad Horizons, College of Applied Life Studies	0	0	0	0	0	0	0	0	0	0
Chemistry Tutorials, LAS	226	97	3	7	333	6	0	198	0	339
Child Care Resource Service	0	0	0	0	0	0	0	0	0	0
Committee on Institutional Cooperation (CIC) Minority Fellowship Program, Graduate College	3	2	0	0	5	0	0	5	0	5
Division of Rehabilitation Education Services, ALS	0	0	0	0	0	0	0	155	367	367
Educational Opportunity Program, College of Education	14	1	0	0	15	0	0	7	0	15
Educational Opportunties Program (EOP), (OMSA), Student Affairs	901	469	8	6	1384	15	5	839	0	1404
Engineering Consortium Fellowship Program, College of Enginering	2	5	0	0	7	0	0	3	0	7
Equal Opportunity Program, College of Law	500	500	4	300	1304	5	0	0	2	1311
Graduate College Fellowships, Graduate College	44	15	0	0	59	0	0	35	0	59
Graduate College Minority Student Affairs, Graduate College	0	0	0	0	0	0	0	0	0	0
Illinois Consortium for Educational Opportunity, Graduate College	24	7	0	0	31	0	0	21	0	31
Illinois Minority Graduate Incentive Program, Graduate College	1	9	0	0	10	0	0	2	0	10
Illinois Minority Science Internship Program, College of ACES	0	0	0	0	0	0	0	0	0	0
Interinstitutional Collaborations, Academic Affairs	0	0	0	0	0	0	0	0	0	0
La Casa Cultural Latina, Office of the Chancellor	213	1958	33	75	2279	141	113	1314	4	2537
Latino/Latina Studies Program	0	0	0	0	0	0	0	0	0	0
Mathematics Department Tutorials, LAS	367	231	0	2	600	12	0	379	0	612
McNair Program, Office of Minority Student Affairs, (OMSA), Student Affairs	49	21	0	1	71	0	0	39	0	71
Merit Program for Emerging Scholars in Chemistry, LAS	76	51	3	30	160	129	2	151	0	291
Merit Workshop Program, Department of Mathematics, LAS	0	0	0	0	0	0	0	0	0	0
Minority Academic Partnership Plan, Graduate College	13	0	0	0	13	0	0	9	0	13
Minority Access Program, College of Law	4	11	0	0	15	0	0	13	0	15
Minority Affairs Program, College of Engineering	190	236	12	150	588	200	0	229	5	743

* Includes all programs that have a primary purpose to serve underrepresented students and staff and that have a budget allocation from the institution for this purpose.

Numbers overlap in that programs may provide different services to the same body of underrepresented students and staff.

Program Name	Racial/Ethnic Composition of Students Served by Minority Programs							Others Served		Total Student Served
	Black	Hispanic	AIAN	API	Minorities	White	Unknown	Female	Disabled	
Minority Student Advisement Program, Commerce & Business Admin	159	152	1	378	690	0	18	364	0	708
Minority Student Retention Program, College of Agricultural, Consumer & Environmental Sciences	81	45	18	7	151	24	0	119	4	174
Multicultural Transfer Admission Program	300	300	5	25	630	50	50	0	10	740
Multicultural Career Conference, Student Affairs, OMSA	0	0	0	0	0	0	0	0	0	0
Multicultural Enrollment Committee, OAR, Academic Affairs	10100	7400	100	800	18400	500	500	0	50	19450
Multicultural Fellowships, Vet Med	2	0	0	0	2	0	0	1	0	2
National Achievement Scholarship Program, UOAPA	9	0	0	0	9	0	0	3	0	9
National Coalition Building Institute Campus Task Force	0	0	0	0	0	0	0	0	0	0
Office of Minority Student Affairs, (OMSA), Student Affairs	1977	1440	60	8	3485	24	32	1923	0	3521
Office of Women in International Development, International Programs, LAS	30	13	0	20	63	70	10	110	0	143
Office of Women's Programs, Student Affairs	0	0	0	0	0	0	0	0	0	0
Packard Fellowship, Graduate College	3	0	0	0	3	0	0	2	0	3
Peer Recruitment Program, OAR, Academic Affairs	2850	1900	5	25	4780	20	100	0	10	4910
President's Award Program, Academic Affairs	449	587	18	0	1054	0	0	531	0	1054
President's Leadership Program, Student Affairs	0	0	0	0	0	0	0	0	0	0
Principal's Scholars Program, Academic Affairs	2800	250	6	25	3081	25	0	2247	2	3108
Program Department, Illini Union, Student Affairs	2588	1065	47	1613	5313	186	150	2991	0	5649
Research Apprentice Program in Applied Science, Colleges of Agriculture & Veterinary Medicine	10	1	1	0	12	0	0	8	0	12
Residential Life	0	0	0	0	0	0	0	0	0	0
Special Populations Health Education Program, McKinley, Student Affairs	0	0	0	0	0	0	0	0	0	8027
Student Support Services,(OMSA), Student Affairs	0	0	0	0	0	0	0	0	0	0
Summer Programs in Engineering Program, College of Engineering, WYSE(formerly MITE/JETS)	15	2	0	9	26	49	11	22	1	87
Summer Research Opportunities Program, Graduate College	0	0	0	0	0	0	0	0	0	0
Summer Research Program for Minority Students, College of ACES	6	1	0	0	7	0	0	5	0	7
Support for Underrepresented Groups in Engineering, College of Engineering	5	17	0	2	24	17	0	25	0	41
Upward Bound, (OMSA), Student Affairs	0	0	0	0	0	0	0	0	0	0
Women in Engineering	82	66	3	207	358	776	169	1303	0	1303
Women's Studies Program, LAS	0	0	0	0	0	0	0	1770	0	1975
Young Scholars in Agriculture Program	5	0	0	0	5	1	0	6	0	6

* Includes all programs that have a primary purpose to serve underrepresented students and staff and that have a budget allocation from the institution for this purpose.

Numbers overlap in that programs may provide different services to the same body of underrepresented students and staff.

Supplementary Data Tables

Underrepresented Minority Students

Graduation and Retention Rate of Beginning Freshmen After 5 Years

Freshman Class	Percent Graduated or Still Enrolled								
	Black			Hispanic			All Total		
	Graduated	Continued	Retention	Graduated	Continued	Retention	Graduated	Continued	Retention
Fall 1982	16.8	40.4	57.2	34.5	36.3	70.8	55.8	23.8	79.6
Fall 1983	12.7	51.8	64.5	26.1	35.1	61.2	56.0	25.3	81.3
Fall 1984	22.1	38.3	60.4	41.7	28.2	69.9	56.1	25.3	81.4
Fall 1985	15.2	47.4	62.6	34.8	40.4	75.2	55.3	26.1	81.4
Fall 1986	23.5	43.2	66.7	33.3	39.0	72.3	56.1	25.5	81.6
Fall 1987	21.3	42.1	63.4	36.4	39.7	76.1	56.8	26.0	82.8
Fall 1988	27.8	34.6	62.4	41.0	28.4	69.4	58.8	23.3	82.1
Fall 1989	21.5	40.4	61.9	35.4	36.4	71.8	56.0	26.5	82.5
Fall 1990	23.6	44.0	67.6	27.0	40.6	67.6	52.8	28.3	81.1
Fall 1991	25.9	41.4	67.3	30.9	41.5	72.4	54.0	26.8	80.8
Fall 1992	21.1	37.5	58.6	30.3	38.3	68.6	52.8	25.4	78.2
Fall 1993	19.1	44.8	63.9	28.9	37.9	66.8	51.4	26.1	77.5

Graduation and Retention Rate of Beginning Freshmen After 6 Years

Freshman Class	Percent Graduated or Still Enrolled								
	Black			Hispanic			All Total		
	Graduated	Continued	Retention	Graduated	Continued	Retention	Graduated	Continued	Retention
Fall 1982	39.2	11.2	50.4	61.1	8.0	69.1	74.1	4.5	78.6
Fall 1983	47.8	12.2	60.0	47.7	9.0	56.7	76.0	4.4	80.4
Fall 1984	43.9	11.9	55.8	61.2	3.9	65.1	76.4	4.0	80.4
Fall 1985	44.4	11.9	56.3	63.1	6.4	69.5	75.9	4.4	80.3
Fall 1986	48.1	11.3	59.4	58.8	6.8	65.6	76.0	4.3	80.3
Fall 1987	47.9	11.3	59.2	61.2	9.1	70.3	77.0	4.8	81.8
Fall 1988	49.1	9.1	58.2	60.9	5.5	66.4	76.8	4.6	81.4
Fall 1989	47.3	9.3	56.6	61.3	5.6	66.9	77.1	4.1	81.2
Fall 1990	54.2	7.9	62.1	57.9	6.9	64.8	75.2	4.7	79.9
Fall 1991	51.9	5.1	57.0	59.7	7.0	66.7	74.8	3.2	78.0
Fall 1992	48.3	6.4	54.7	55.9	6.9	62.8	74.2	3.6	77.8

Beginning Transfer Enrollment

	Black		Hispanic		Total
	Number	%	Number	%	
Fall 1989	19	1.7	18	1.6	1105
Fall 1990	40	2.6	29	1.9	1552
Fall 1991	24	2.0	20	1.6	1213
Fall 1992	18	1.6	24	2.2	1109
Fall 1993	54	4.2	31	2.4	1285
Fall 1994	27	2.0	40	3.0	1336
Fall 1995	21	1.8	34	2.7	1146
Fall 1996	28	2.5	27	2.4	1103
Fall 1997	20	1.9	33	3.1	1061

Underrepresented Minority Students

Graduate Programs Enrollment

	Black		Hispanic	
	Number	%	Number	%
Fall 1989	131	1.6	114	1.4
Fall 1990	182	2.2	109	1.3
Fall 1991	218	2.5	127	1.4
Fall 1992	269	3.0	126	1.4
Fall 1993	277	3.0	150	1.6
Fall 1994	299	3.4	178	2.0
Fall 1995	349	3.9	189	2.1
Fall 1996	342	4.0	199	2.3
Fall 1997	301	3.7	196	2.4

Professional Student Enrollment

Veterinary Medicine Number Enrolled				
	Black	Hispanic	API	AIAN
Fall 1989	0	1	2	0
Fall 1990	3	3	2	1
Fall 1991	4	5	4	1
Fall 1992	6	8	7	2
Fall 1993	7	11	8	2
Fall 1994	7	9	10	3
Fall 1995	6	11	8	2
Fall 1996	5	8	7	0
Fall 1997	3	9	6	0

Law Number Enrolled				
	Black	Hispanic	API	AIAN
Fall 1989	33	15	10	2
Fall 1990	44	22	12	3
Fall 1991	52	19	16	4
Fall 1992	61	28	28	1
Fall 1993	64	25	35	0
Fall 1994	66	27	46	1
Fall 1995	74	32	45	0
Fall 1996	63	37	47	0
Fall 1997	64	44	51	0

Female Students in Sciences, Engineering & Mathematics

Fall 1997	Total Bachelor in Sciences, Engineering, and Mathematics		
	Female	Percent	Total
Engineering	977	20.8	4705
Computer Science	78	11.4	687
Mathematics	86	41.0	210
Math & Comp Sci	61	21.3	286
Chemistry	172	46.4	371
Physics	20	15.4	130
Biology	1014	56.6	1792
Total	2408	29.4	8181

Fall 1997	Total Master in Sciences, Engineering, and Mathematics		
	Female	Percent	Total
Engineering	106	16.3	651
Computer Science	40	23.3	172
Mathematics	20	31.3	64
Chemistry	41	41.4	99
Physics	5	7.5	67
Biology	49	45.0	109
Total	261	22.5	1162

Fall 1997	Total Ph.D. in Sciences, Engineering, and Mathematics		
	Female	Percent	Total
Engineering	93	13.0	716
Computer Science	28	14.7	191
Mathematics	40	28.8	139
Chemistry	46	27.7	166
Physics	9	5.7	158
Biology	108	42.0	257
Total	324	19.9	1627

Underrepresented Faculty and Staff

Tenured/Tenure-Track Faculty

Year	Black Number	%	Hispanic Number	%	Total
1989	32	1.4	27	1.3	2152
1990	30	1.3	33	1.6	2125
1991	35	1.6	38	1.8	2106
1992	42	2.0	38	1.9	2055
1993	47	2.3	38	1.9	2024
1994	52	2.6	44	2.3	1986
1995	52	2.6	43	2.2	1968
1996	56	2.8	59	2.9	2004
1997	59	2.7	54	2.7	1974

Academic and Administrative Professionals

Year	Black Number	%	Hispanic Number	%	Total
1989	73	3.8	24	1.2	2007
1990	83	4.2	28	1.3	2048
1991	81	4.1	26	1.3	2040
1992	80	4.1	31	1.5	2021
1993	90	4.4	31	1.5	2037
1994	99	4.8	29	1.4	2082
1995	93	4.6	31	1.5	2048
1996	102	4.9	34	1.6	2072
1997	107	5.0	44	2.0	2225

Black Staff Employment

	Adm/Man #	%	Prof #	%	Cler/Sec #	%	Tech/Para #	%	Sk Crafts #	%	Ser/Main #	%
1989	8	6.7	34	5.9	215	9.2	66	11.3	51	7.6	313	23.2
1990	10	7.5	35	6.1	226	9.7	70	11.6	52	7.7	298	22.0
1991	10	7.1	37	6.5	208	9.4	65	11.4	52	8.0	296	22.1
1992	10	7.0	37	6.6	203	9.5	60	10.8	49	7.7	270	20.7
1993	11	8.0	34	6.4	199	9.7	54	10.2	47	7.4	262	20.5
1994	11	8.5	34	5.9	203	10.1	51	9.5	49	8.0	253	19.8
1995	10	7.9	36	6.8	205	10.3	47	9.0	50	8.2	257	20.1
1996	10	7.9	35	6.8	203	10.3	53	9.0	50	8.2	242	20.1
1997	8	6.5	38	7.1	197	9.8	51	9.6	48	8.2	240	18.9
Ave Availability		6.4		6.1		9.6		7.1		4.5		10.3

Hispanic Staff Employment

	Adm/Man #	%	Prof #	%	Cler/Sec #	%	Tech/Para #	%	Sk Crafts #	%	Ser/Main #	%
1989	0	.0	3	.5	14	.6	3	.5	2	.3	3	.2
1990	1	.7	2	.3	16	.7	3	.5	2	.3	5	.4
1991	1	.7	3	.5	14	.6	3	.5	2	.3	6	.4
1992	1	.7	3	.5	17	.8	3	.5	2	.3	5	.4
1993	2	1.4	2	.4	17	.8	3	.6	2	.3	5	.4
1994	2	1.4	2	.4	18	.9	3	.5	3	.5	5	.4
1995	2	1.6	2	.4	18	.9	2	.4	5	.8	5	.4
1996	2	1.6	3	.4	20	.9	3	.4	5	.8	8	.4
1997	2	1.6	3	.6	20	1.0	3	.6	5	.9	9	.7
Ave Availability		2.6		2.4		1.2		1.3		0.4		1.0

Underrepresented Faculty and Staff

Tenured/Tenure-Track Faculty

	Females	Percent FTE Female	Total
1989	368	17.1	2152
1990	377	17.7	2125
1991	399	19.1	2106
1992	396	19.3	2055
1993	406	20.0	2024
1994	419	21.1	1986
1995	415	21.1	1968
1996	423	21.1	2004
1997	434	22.1	1974

Academic Professional Women

	Females	Percent FTE Female	Total
1989	864	42.6	2007
1990	913	44.0	2048
1991	908	44.0	2040
1992	924	45.4	2021
1993	962	46.7	2037
1994	986	47.1	2082
1995	984	47.2	2048
1996	972	46.6	2072
1997	1016	45.5	2225

Female Staff Employment

	Adm/Man		Prof		Cler/Sec		Tech/Para		Sk Crafts		Ser/Main	
	#	%	#	%	#	%	#	%	#	%	#	%
1989	43	36.1	333	57.6	2102	90.1	279	47.9	27	4.0	395	29.3
1990	54	40.3	338	58.5	2084	89.7	291	48.2	33	4.9	401	29.6
1991	58	41.4	335	59.3	1996	90.3	271	47.4	31	4.7	405	30.2
1992	59	41.3	342	60.7	1937	90.3	267	48.2	29	4.6	386	29.6
1993	57	41.6	321	60.3	1851	90.4	260	49.1	33	5.2	376	29.7
1994	56	43.1	316	60.2	1722	91.0	260	48.4	32	5.2	386	30.2
1995	52	40.9	326	61.3	1820	91.0	248	47.5	30	4.9	389	30.5
1996	53	43.8	324	61.4	1815	90.5	256	47.0	28	4.7	379	30.1
1997	57	46.3	327	60.9	1834	90.9	263	49.3	29	5.0	373	29.3