

**UNIVERSITY OF ILLINOIS AT CHICAGO  
ANNUAL REVIEW  
HIGHLIGHTS AND NEW INITIATIVES**

**National Recognition of UIC's Student Diversity and Support of Community Diversity**

In previous reports, we have noted the recognition UIC has received for its progress toward a diverse student body, faculty and staff. Last year, UIC was cited by two major higher education publications, *The Hispanic Outlook in Higher Education* and *Black Issues in Higher Education* for their relative success in this endeavor.

Again this year, US News rankings of the diversity of student bodies at 228 national universities – 147 public, 81 private – listed UIC as one of the top ten universities (and the only university in the Midwest). (<http://www.usnews.com/usnews/edu/college/codivers.htm>) The institutions in this group include Research I and II Universities, and Doctorate-Granting Universities I and II.

*US News* lists UIC among top ten for diversity and only Midwestern university.

UIC was one of eight Illinois recipients of the 1999 HUD Best Practices Awards. The UIC Neighborhoods Initiative seeks to form partnerships between the UIC and residents in Pilsen and Near West Side to improve the quality of life for residents in areas such as economic development, education, housing, and health. The results of the partnerships have led to more affordable housing, after school activities, improved physical and mental health services, improved educational resources, increased employment, and redevelopment of commercial areas.

UIC Neighborhoods Initiative is recipient of 1999 HUD Best Practices Award.

These positive indicators of past success buttress UIC's continuing commitment to diversity and accessibility. In support of this commitment, successful programs have been strengthened and new initiatives have been launched. These are detailed below.

**Underrepresented Staff**

Improve Campus Environment – Faculty Recruitment/Retention/Development

*The Minority Faculty Recruitment Program* continues to assist units in attracting outstanding minority faculty to the UIC campus. The major goal of the program is to increase the number of underrepresented minority faculty members at UIC by providing permanent salary supplements up to \$20,000 annually for each recruit and by providing research grant dollars. In FY99, 26 faculty members received grants and/or first-time salary supplements. Currently, a total of 71 faculty members are benefitting from \$1,396,225 in salary supplements. It is hoped that faculty recruited through this program will serve as role models and mentors for minority students.

Under the aegis of the Office of Academic Affairs, a *Mentoring Program for New Faculty* was initiated in FY98 for incoming women faculty. The program was so successful that in Fall, 1998 the program was expanded to include all incoming faculty. Volunteer mentors are tenured faculty. In Fall, 1998, a total of 24 new faculty participated in the program. Fifteen of these were women, one was Black and two were Hispanic.

The impact of such initiatives as the Minority Faculty Recruitment Program, New Faculty Orientation, New Faculty Workshops, Promotion and Tenure Workshops, and the Mentoring Program for New Faculty should be visible in faculty diversity numbers. These data will guide the development of future programs. Data in Table 1 indicate that UIC has a higher percentage of Hispanic tenured and tenure-track faculty than would

be expected based on the number of Hispanic U.S. citizens that earn PDs. The percentage of African American faculty is equal to the number of African American U.S. citizens that earn PhDs. Over the past decade, the number of Hispanic tenured and tenure-track faculty has shown a steady increase (Table 2). The data for African American faculty also show an upward trend but these figures show more fluctuations. The Minority Faculty Recruitment Program has been in place for 8 years. We believe the increased number of minority faculty indicates the success of this program. The total number of women tenured and tenure-track faculty continues to increase over this same time period (Table 3) with the number of women faculty reaching 403 in FY 1998. The trend toward women being a larger percentage of the tenured faculty (23% in FY 1998) is encouraging. The introduction of the Mentoring Program for New Faculty should bolster programs presently in place and result in continued increases in minority and female faculty. As the presence of women and minorities in the classroom becomes less novel some campus environment issues are minimized.

#### Improve Campus Environment – Staff Retention/Development

The Minority Concerns Subcommittee of the Chancellor's Committee on the Status of Women launched the *UIC Support Staff Mentoring Program* in Fall 1998. This mentoring program was designed to further personal and professional development of support staff, to develop and build relationships, to share experiences and problem-solving approaches, to facilitate an understanding of the university culture and values, and to be a catalyst for positive and proactive change. Any member of the support staff can be a mentee.

Mentoring programs for faculty, staff, and academic professions are in place at UIC.

At the end of the first year, assessment of the program showed positive outcomes. For example, several women have returned to school, accepted new positions, or received a perspective on long-term career planning and professional issues. Both mentors and mentees have indicated benefits they have gained from the experience and encourage the continuation and expansion of the UIC Support Staff Mentoring Program.

Another measure of the success of the Support Staff Mentoring Program is change in staff diversity. The proportion of the UIC support staff on the Chicago Campus in FY 1999 exceeds the proportion of both African Americans and Hispanics in the Chicago labor force and in the total population in Illinois (Table 4). Although some recent staff reductions in the Hospital have decreased the total number of support staff, the proportion that are African-American remains close to 40% and the proportion that are Hispanic continues to increase (Table 5). We expect the Mentoring Program to help UIC maintain the current positive trends in staff diversity.

#### Improve Campus Environment – Administrator and Academic Professional Retention/Development

As the mentoring program for support staff was being developed, a similar initiative was being pursued for academic professional and faculty women. The Development Subcommittee of the Chancellor's Committee on the Status of Women with the support of the Provost and the Office for Women's Affairs implemented the *Academic Professional Mentoring Program* in spring 1999.

The objective of this program is to promote professional and personal development for female academic professionals and faculty interested in administration. After the program has been in place for one year, feedback will be obtained from the participants and the program will be evaluated.

To enable us to evaluate the contribution of this program, we need to document the present levels of women and underrepresented minorities in the academic professional and administrative ranks.

The number of academic administrators and academic professions that are women or underrepresented minorities almost doubled from 1993 to 1998.

(The category academic administrator includes titles containing chancellor, vice-chancellor, dean, or director. Academic department heads are not counted as academic administrators.) Since October 1993, the number of academic administrators and academic professionals that are women has almost doubled (569 to 1,134); among vice chancellors, deans, and directors there has been a 68% increase from 121 to 203 (Table 6). The proportion of academic administrators hired during this period that were women was 54.5% and the proportion of academic professionals hired was 66% (Table 7).

The number of underrepresented minorities who are academic administrators and academic professionals almost doubled in the same time period (198 in 1993 to 386 in 1998). Among the executive ranks the increase in underrepresented minorities was 46%. Hispanics have more than doubled their representation, 11 to 28, in the same five year period (Table 6). Twenty-one percent of both the academic administrators and the academic professionals hired in this period were from underrepresented groups (Table 7). We are encouraged by these hires and expect the Mentoring Program to complement other campus efforts in retaining these individuals.

#### Improve Campus Environment – New Status Committee

A proposal to form the Chancellor’s Committee on the Status of Asian Pacific Americans has been accepted for AY99-00. The mission of this committee is to provide leadership and information resources on Asian Pacific American issues to the UIC community. This group will join five other Chancellor’s Committees that address the concerns of Blacks; Hispanics; women; the disabled; and gays, lesbians, and bisexuals.

### **Women**

#### Societal Need – National Center Designation

In September, 1998, the Office of Women’s Health in the U.S. Public Health Service designated UIC as a National Center of Excellence in Women’s Health (CoE). The UIC Center for Research on Women and Gender coordinates this multi-department effort which involves six colleges. The primary aims of the CoE include outreach to underserved patient populations; development of mentoring programs, especially for physicians; efforts to increase the number of minority women who become health care practitioners; development of medical curriculum that includes course work on women’s health and women’s health research. Finally, the Center of Excellence represents a major outreach effort into the neighborhoods around UIC.

UIC designated as National Center of Excellence in Women’s Health.

#### Improve Campus Environment

The two major units responsible for support programs aimed at women students are the Office of Women’s Affairs, and the Office of Access and Equity. (These units are reviewed in detail in the section on Formally Organized Units.) The success of these units in supporting women students can be assessed by reviewing data on the enrollment of women at UIC (Table 8). These data show that women as a proportion of the total student population has increased steadily to reach 54.4% in 1998. The proportion in graduate programs (Table 9) has reached 57% but the proportion in professional programs is less than 50% (46.5%). These figures indicate a need for initiatives that address the representation of women in professional programs.

The impact of efforts by the UIC Center for Research on Women and Gender in collaboration with the Committee on Institutional Cooperation Women in Science and Engineering (CICWISE) initiative which is designed to encourage more women to choose science careers and to provide support for women who have made such choices is documented by data on women in these fields. The

The undergraduate engineering enrollments of women reached a new high of 19.5% (386) in Fall 1998.

results are encouraging. The numbers of women in science and engineering degree programs continues to rise. In 1998, 58% of the science majors were women, up from 47.4% in 1989 (Table 10). Similarly, the engineering enrollments of women have increased from 16% in 1989 to 19.5% in 1998 (Table 11). There appears to be considerable variation in the number of women mathematics majors. In the past decade the number has been as low as 32.9% in 1991 and as high as 45.2% in 1997. The current lower percentage 36% is of a much larger number of majors in Mathematics in Fall 1998.

## **Minority Students**

### Improve Campus Environment

The success of the Office of Admission and Records (OAR) recruitment division, the African American Academic Network (AAAN), and the Latin American Recruitment and Educational Support program (LARES) is reflected in the data on enrollments at UIC. (The recruitment sections of these units are reviewed in detail in the section on Formally Organized Units.) Enrollments continue to show a larger proportion of Hispanic students (13%) than either in the Illinois population (8%) or in the Illinois ACT test takers (7%). These students are concentrated in the undergraduate degree programs (Table 12). Enrollments of African American students are not as strong (11%), less than the proportion of Illinois ACT test takers (12%) and the proportion of the Illinois population (15%) that are African American. Looking at the past decade (Table 13), the number of Hispanic students enrolled at UIC has shown a steady increase from 2,100 in 1989 to 3,301 in 1998. Although the number of African American students enrolled at UIC is greater in 1998 (2,382) than in 1989 (2,198), this is lower than in 1994. These data indicate that greater effort needs to be addressed to recruiting African Americans into undergraduate programs and underrepresented minority students into graduate and professional programs.

### New/Enhanced Support Programs – During College Career

*President's Award Program (PAP)* was established in 1985 to ensure that capable underrepresented minorities (African-American, Latino and Native American) with strong academic records (ACT Composite Scores of 22 or above) can study at the University. PAP not only provides tuition support, it also supports participants in the transition to college, acts as a liaison and advocate for program participants, and enhances cultural development through group activities. The PAP student organization provides opportunities for students to interact socially and to learn leadership and organizational skills. The administration of PAP has been reconfigured to link PAP students to critical minority support programs. Fall 1998 President's Award enrollments increased for the seventh consecutive year. For Fall 1998, a total of 814 continuing and new freshmen PAP students enrolled at UIC – compared to 769 for Fall 1997. The number of students with ACT composite scores of 28 or higher increased for the third year from 328 in 1997 to 379 in 1998.

*The Abraham Lincoln Graduate Fellowship* program is designed to expand the diversity of the UIC graduate student body by providing support to individuals from U. S. minority groups that are historically underrepresented in graduate education. This year the stipend was increased to \$14,000 to make the award more competitive. In addition, the number of awards was raised to eight and the competition was opened to continuing students as well as new students.

### New/Enhanced Support Programs – Early Years

*ABLA Community Scholars Program* was instituted this year to serve 4<sup>th</sup> and 5<sup>th</sup> grade students who live in the ABLA Homes project in the UIC neighborhood. This Early Outreach program is designed to deliver an intervention that stresses instrumental enrichment and problem-based learning. The intended outcomes of this new program are to increase students' intrinsic motivation to learn, increase their ability to self-monitor and self-access, markedly increase their standardized test scores and establish a supportive and nurturing home environment and support system for participating students. Riis Elementary School, Thomas Jefferson Elementary School, and Whitney Young Magnet High School are UIC's partners in this initiative.

*Educational Talent Search* added two new schools, one elementary and one high school, to its program this year. Educational Talent Search is a program that identifies qualified youth with potential for education at the post-secondary level and encourages them to complete secondary school and pursue a post-secondary education.

*Spiral Workshop* is an initiative that attempts to develop artistic skills and cultural literacy in art among elementary age children. Building on past success, the number of children served doubled in the past year.

*Summer Residential Health/Science Enrichment Program* was launched this year to give African American and Hispanic 10<sup>th</sup> and 11<sup>th</sup> grade boys authentic experiences at the college and professional practitioner levels, as well as to expose participants to campus life at UIC. The students participated in biology, statistics, anatomy, research, and research writing classes at the college level, and made health and science-related field trips. During the program, the students lived in UIC student housing.

UIC summer program exposes Black and Hispanic 10<sup>th</sup> and 11<sup>th</sup> grade boys to science and health careers while living on campus.

*TRIO Programs - Project Upward Bound* provides a comprehensive summer and academic year program for low-income, potential first generation college students. This program attempts to instill the motivation necessary to complete a program of secondary education and to enter and succeed in a program of post-secondary education. Last year several new components were added to this program including a full day of workshops and activities for parents of Project Upward Bound students. Following on this successful initiative, new parent workshops have been added for this year. The workshops cover such topics as "Preparing Your Child for College," "Dealing with Stress," and "Adolescent Sexuality."

\*\*\*\*\*

**Public Act 87-581**

The Campus Advocacy Network, a program of the Office of Women's Affairs, trained peer educators to provide violence reduction and community building programs for College of Liberal Arts and Sciences freshmen enrolled in required LAS 100 classes. The new student orientation program provided a violence reduction program to almost 3,000 incoming freshman with an interactive theater Danger Ranger Skit. The 1999 Freshman Orientation incorporates a new module on sexual assault risk reduction.