

REVIEW OF FORMALLY ORGANIZED UNITS

Units Concerning Recruitment of Undergraduate Students from Underrepresented Groups

The recruitment process at UIC involves multiple strategies and campus units in a comprehensive effort to increase the awareness of potential students about the affordable quality education offered by UIC. In concert with the Office of Admissions and Records, two ethnic support programs (the African-American Academic Network and the Latin American Recruitment and Education Services) seek to encourage students to apply for admission and to maintain a high level of interest in UIC through the enrollment process.

Office of Admissions and Records

The Office of Admission and Records (OAR) at UIC is the backbone of all undergraduate recruitment and admission for the University of Illinois at Chicago. One of OAR's recruitment goals is to increase the ethnic diversity of the UIC student body. Pursuant to that goal, ethnic minority students are included in all UIC recruitment activities, and a number of activities are specifically directed toward them.

Recruitment Staff

The Recruitment Section of OAR has 12 staff members. All 12 are personally involved in recruiting. While a number of other support programs and colleges have recruitment personnel who target minority populations, OAR recruitment staff oversee and coordinate all campus recruitment efforts. The recruitment staffs of the African-American Academic Network (AAAN) and the Latin American Recruitment and Educational Services Program (LARES) focus their efforts. OAR has responsibility for reinforcing the recruitment efforts of these programs, processing applications, and providing assistance to increase the number of minority students who actually enroll in the university.

Recruitment Strategies

Multiple tactics are used by OAR to recruit minority students. Among these are:

- Database Searches – To support recruitment efforts of minority students, OAR obtains special lists of minority students who could qualify for the President's Award Program and the Guaranteed Professional Program Admissions initiative from the PSAT and the ACT. OAR contacts these students both via mail and personally.
- College Fairs – UIC participates in a number of special college fairs that attract a high number of minority students, for example the ICCA (Illinois Council for College Attendance) College Fair in Chicago. OAR recruiters attended 145 College Fairs in 98-99. Seventy-four of these targeted minority students.
- State Transfer Days – OAR recruiters attended 30 State Transfer Days at Illinois Community Colleges in 1998-99.
- Community Service – OARS hosts numerous special groups on campus for information sessions and campus tours. From October 1, 1998 to June 15, 1999, OAR hosted a total of 41 special groups. Eighteen (44%) of them were minority groups. In addition OAR has participated in information fairs held by groups such as the Chicago Police Department and the Chicago Boys and Girls Club. Special presentations are also made at elementary schools, middle schools, Expanding Horizons groups, and churches.
- School Visits – OAR regularly visits 370 high schools in Illinois. One hundred and thirty-three of them have predominately minority enrollments. OAR also makes regular visits to 52 community colleges in Illinois, of which 9 serve predominately minority students.
- Mailings – During the 1998-99 year, OAR sent application/prospective student packets to 42,963 students. Less than half (20,046) of that group provided information about their race ethnicity. Of those reporting, 3,379 were African American and 2,705 were Latino/Latina/Hispanic. This represents just over 30% of the students reporting race/ethnicity. If the distribution is similar among students not reporting, the total number of African American or Latino students would be approximately 13,039. In addition OAR supports a special mailing to counselors regarding the Chancellor's Award and the President's Award Programs for minority students.

- Counseling Appointments – During the 1998-99 year, OAR served 1,570 students in pre-admission counseling appointments in the Admissions Office. Of those, 595 self-reported ethnicity, and of those, 90 were African American and 83 were Latino/Latina/Hispanic.
- Special Events – Among the special recruitment activities, OAR annually sponsors Preview Days on Chicago Public School holidays, hosts admitted student receptions at schools sending large numbers of students to UIC, offers application workshops at Chicago schools with large numbers of students interested in UIC, and participates in the Salute to Academic Achievement and UIC's Dream Day for minority students.
- Telecounseling – OAR staff make phone calls to prospective and admitted students including approximately 1,000 minority students each academic year. Special calls are made to admitted African American and Hispanic students in the spring.
- Professional Association Participation – To increase awareness of staff and to make others in the state aware of UIC, OAR participates in the Illinois Council for College Attendance, the Illinois Committee on Black Concerns in Higher Education, and Professional Latinos for Recruitment in Higher Education.

Recruitment Outcomes

Over time comparisons of new freshmen and transfer student figures in Table 20 show relative stability in the racial/ethnic mix. Looking at Freshmen we see that the percent of African American new freshmen has decreased (13.1 to 11.1) from 1994 to 1998. However, the actual number of African American new freshmen has varied from 336 in 1994 to 356 in 1997 to 327 in 1998. The representation of new Hispanic students has decreased as well from 22.2% in 1994 to 17.9% in 1998.

New transfer student figures for the same period show a similar dip in African American students from 11.1% in 1994 to 9.5% in 1998. However, the percent of new transfer students who are Hispanic has grown from 10.7 in 1994 to 12.6 in 1998.

Perhaps indicative of greater retention are the figures for all undergraduates for the same time period (Table 21). While enrollment of new students fell, the percent of all undergraduates who were African American remained relatively constant from 1994 to 1998. In 1994, the figure was 10.6 and 10.3 in 1998. Similarly, the percent of undergraduates who were Hispanic was also fairly stable. In 1994, 16.5% of the undergraduates at UIC were Hispanic. In 1998, the figure for Hispanics had increased to 17.0%.

African American Academic Network (AAAN)

Mission

The African American Academic Network's (AAAN) charge is to recruit and enroll African American students and to provide academic and developmental support from admission to graduation. AAAN offers a broad range of services including: admissions assistance, personal growth and development, academic advisement, academic support and co-curricular activities which enhance the cultural, academic and social experiences of African American students. The program encourages students to bond with UIC by providing a supportive, welcoming environment that helps them to remain at UIC through graduation.

Recruitment Outcomes

One measure of the success of AAAN recruitment efforts is the number of new and transfer students enrolling at UIC each year. The Fall 1998 enrollment of 327 African American new freshmen was down from the high of 356 in Fall 1997 (Table 20). However this enrollment figure is higher than in 1995 or 1996. One explanation for the decrease in African American enrollment is the overall trend in the number of 18-24 year old Black high school graduates in the Midwest. According to the Bureau of the Census, the number of 18-24 year old Black high school graduates was 536 thousand in 1995 but dropped to 486 thousand in 1996 and to 441 thousand in 1997. The number increased some in 1998 to 460 thousand. This is still 14% below the number in 1995. This is a greater decrease than seen in freshman enrollments.

The number of African American transfer students has declined over the past five years from a high of 230 in Fall 1994 to 171 in Fall 1998. Despite the decline in new freshmen and transfer students, the number of

African American undergraduate students has been fairly stable. As the figures in Table 21 indicate, there was a decline from 1,721 in Fall 1994 to a low of 1,680 in Fall 1996. Fall 1997 and Fall 1998 enrollment figures show a recovery. This pattern indicates improved retention which is in part due to AAAN support programs. In 1998, 8.1% of the baccalaureate degrees awarded were to African American students (Table 22).

Recruitment Staff and Strategies

The AAAN goal for 1998-99 specific to recruitment was to maintain focus on recruitment in the Chicago area and to continuously implement more “non-traditional” recruitment approaches to build a pool of younger African Americans who are interested in attending UIC.

AAAN has a staff 20 of whom 3 are assigned totally to the recruitment of African American students. To this end, in 1998-99 the recruitment staff visited 45 high schools and 10 community colleges in the Chicago area that have substantial African American enrollments. They also developed contacts with 36 community groups or agencies, and 4 elementary schools. They continued to participate actively in UIC’s Freshman and Transfer Preview Days, and the U of I’s Salute to Academic Achievement.

In an attempt to reach younger students, AAAN strove to increase the quantity and quality of college awareness workshops and course pattern seminars with students from grades 8-10. In this effort AAAN collaborated closely with three elementary schools. To assure the quality of these workshops, recruitment team members completed a Program Planning guide prior to each event. This process addresses issues related to group composition, goals, and program content and activity.

AAAN continued its collaboration with UIC’s outreach and pre-college programs (Early Outreach, TRIO). Together with Early Outreach, AAAN sponsored a Campus Experience program for Early Outreach participants. Collaboration with these groups allowed AAAN to build a pool of 60 admissible students. Of these, connections were developed with 32.

For students in high school, AAAN collaborated with colleagues and community representatives to offer a pre-college workshop for 50 9th and 10th grade students. AAAN also sponsored 9 tours of UIC for students. In addition to the visits of students from area high schools, AAAN also offered tours for students through such groups as the Cabrini Connection, Early Outreach, and Youth Net Jobs for Illinois Grads.

AAAN has increased collaboration with five African American student groups at UIC to increase the recruitment of African American students. Seven students drawn from these organizations participated in various campus visits, tours, programs, and student panels targeting African American student recruitment.

To increase awareness of UIC’s commitment to African American students, to enhance UIC’s reputation in the African American community, and to reach admissible students, AAAN increased its links with community groups. The number of organizations and programs with which AAAN collaborates rose from 21 in 1997-98 to 25 in 1998-99. AAAN also wrote 21 other community organizations to explore future collaborations.

In pursuit of the 1998-99 goal of recruiting more African American students as transfers, AAAN led three transfer initiatives that targeted students of color and addressed their transition issues. Specifically, AAAN staff developed and coordinated a series of transition symposia; they facilitated a minority students’ transfer conference; and AAAN staff led the initiative to develop a handbook for transfer students.

AAAN continued to work with community college placement organizations to build a pool of students who meet UIC’s admissions criteria. From these sources, 140 prospective students were identified and contacted.

Following the philosophy that financial issues should not hinder access, AAAN’s recruitment/admission staff have included financial aid information in their presentations and continue to offer FastWeb scholarship search service sessions for individuals and groups. Approximately 54 students were assisted in using this service in 1998-99.

Assessment/Reorganization

In response to a recent organizational review, there was some restructuring of AAAN. This restructuring did not affect the recruitment section. Under the new structure, one counselor is identified as the liaison for African American students participating in the President's Award Program (PAP). This staff member contacted all students and arranged appointments and events that are designed to support and assure the success of students in this program.

Other Goals

Recruitment is only part of the mission of AAAN. The other parts of the mission are academic advising and student development and academic growth. The Academic Advising and Student Development group attempts to increase the retention and graduation rates of African Americans. The primary goal of the Academic Growth component is to provide services which will enhance the academic performance of AAAN program participants. These aspects of the unit are not covered in this report.

Latin American Recruitment and Educational Services (LARES)

The Latin American Recruitment and Educational Services (LARES) is a comprehensive program involved in recruitment, retention, and special opportunity initiatives. This review will focus on the recruitment aspect of the program.

Mission

The stated mission of LARES is "to empower students by providing personal growth and educational opportunities to prepare leaders who will make individual and collective contributions toward the cultural and social advancement of the Latino community." The first step toward this goal is to recruit Latino students to UIC.

Recruitment Outcomes

LARES' success at recruiting students has been unparalleled. This is demonstrated by the steady stream of new freshmen, approximately 500, admitted to its program each fall (Table 20). The sizeable Latino student representation at UIC gives further evidence of LARES' success. Almost one of every three Latino students who attends a four-year public institution in Illinois attends UIC (1998 IBHE Underrepresented Report). In 1998, Latinos comprised 17.9 percent of all UIC freshmen, 12.6 percent of all undergraduate transfers, and 13.4 percent of all UIC students (Tables 20 and 21). UIC awards more bachelor's degrees to Latinos than any other major university in the Midwest and 35th in the nation (Hispanic Outlook, 4/23/99). In 1998, Latino students received 14.7 percent of the baccalaureate degrees awarded by UIC (Table 22). In 1995, the percent was 10.8 and it has increased in each subsequent year.

UIC awards more baccalaureate degrees to Latinos than any other major university in the Midwest and is 35th in the Nation (Hispanic Outlook, 4/23/99). Almost one in every three Latino students who attends a four-year public institution in Illinois attends UIC (1998 IBHE Underrepresented Report).

Recruitment Staff and Strategies

LARES has a staff of twelve, of which eleven counselor/recruiters devote the equivalent of 3.55 FTE to recruitment. Similar to other recruiters, these LARES staff members devote considerable time to high school visits. LARES recruiters regularly visit all Chicago area high schools with significant Latino populations. Recruiters visited 71 high schools in the 1998-99 academic year. Recruiters have developed strong relationships with these high schools and are viewed as resources for the high schools as well as recruiters. LARES also recruits at regional community colleges and through community agencies. LARES recruiters visited seven community colleges during the 1998-99 academic year.

By making visits and classroom presentations, LARES staff provide students with valuable information about UIC's admission requirements and application process. LARES also works with counselors to provide

students with up-to-date information on academic programs and the many services available at UIC. LARES works closely with educational agencies such as ASPIRA, LULAC, Instituto del Progreso Latino, and others to facilitate access to UIC. Through the LARES referral system, the staff are able to help many students who otherwise would not have the necessary information to pursue higher education at UIC.

LARES staff believe that one key to their recruiting success is the focus on the family rather than individual students. To this end, much attention is paid to parents and siblings in LARES' recruitment activities. For example, LARES organizes two bilingual family orientations and one financial aid workshop each academic year. Approximately 100 persons attend each event. Recruitment of one child in a family often results in siblings, parents, and other relatives applying to UIC. Parental involvement has been encouraged throughout the student's career at UIC and spawned the Association of Latino Parents.

Financial support available through the President's Award Program (PAP) is viewed as critical to LARES' recruitment efforts. The PAP was established in 1985 under the leadership of the President of the University of Illinois. The purpose of this program is to ensure that capable underrepresented minorities with outstanding academic records can study at the University. As the figures in Table 23 show, this undergraduate program has attracted many Latino and other minority students to study at UIC.

LARES also stresses early contact with prospective students. For example, a recent project brought 26 Gallistel Language Academy eighth grade students to campus. These students shadowed UIC undergraduate students throughout the day. For most students this was their first exposure to a university.

Eighth graders shadow UIC students in what is often their first exposure to a university.

Connections with Latino groups are also viewed as essential to success. To enhance the program's presence in the community, LARES staff members participate in various events and conferences. In May 1997 and November 1998, LARES coordinated workshops for the Mexican Consulate around topics ranging from organizational development to the sociology of the Mexican immigrant. Approximately one hundred leaders of Latino community organizations participated. LARES has served as a meeting site for the UIC Association of Latino Alumni, the Society of Hispanic Professional Engineers, the Society of Hispanic Professional Architects, Society of Social Workers, the Illinois Latino Council on Higher Education (ILACHE), and other professional organizations. These events have an indirect impact on recruitment since members of the community organizations and professional groups refer students to UIC. In addition to these events, staff have conducted workshops on topics such as scholarships, financial aid, selecting a college, skills assessment and study skills. The members of these groups are also a source of students.

UIC students, faculty, and staff are also seen as partners in recruitment and LARES has supported their creative initiatives that may result in recruitment. For example, a Ph.D. student in mathematics who is a teacher in the public schools was the prime mover in a recruitment project that brought 58 calculus students to UIC mathematics classes and a special lecture on the history of mathematics by a UIC Mathematics Professor, the Director of the Rafael Cintron Ortiz Cultural Center.

Efficiency

As the numbers of Latino students burgeoned (increasing by 16% from '94 to '97), the staff size and budget increased but not dramatically. Funds devoted to LARES on a temporary basis were made permanent in the mid-1990's. Currently, the program cost per student is approximately \$166. Compared with similar programs, LARES is low in cost.

Innovation

LARES has been an innovator, initiating or participating in many recruitment programs that have later been adopted by other support groups and colleges. These include the two-day freshman orientation, parent organizations, and block scheduling.

Assessment

Recent evaluations of recruitment and admissions procedures by the Office of Academic Affairs, the minority support units, and the Office of Admission and Records have resulted in the current collaborative arrangement among units. This collaboration results in effective and coordinated recruitment arrangements for covering more territory and schools. This, in turn, allows for increased student contacts and beneficial support to schools, agencies and prospective students and parents.

Other Goals

This review has focused on the recruitment activities of LARES. Any such focused review is incomplete without mention of a few of the major activities that are targeted at retention and support of Latino students and community outreach. These include a successful Summer Bridge Program, block scheduling, and academic tutoring.

Units Serving Female Students and Staff

There are several units at UIC that serve to support women students and staff. Two of these are campus-wide units: the Office and Access and Equity and the Office of Women's Affairs. The primary purpose of the Office of Women's Affairs is the support of women students and staff whereas the Office of Access and Equity is concerned with all underrepresented groups. A short description of the role of the Office of Access and Equity as related to supporting female students and staff follows. Another major aspect of the Office of Access and Equity is reviewed in the section on improving faculty and staff representation.

In addition to these two units, there are two units that are primarily academic: the Center for Research on Women and Gender and the Women's Studies Program. The primary mission of both units is teaching and researching women's issues. Since the Center will receive a full program review in the next IBHE program review cycle, and the Women's Studies Program is primarily academic, they will not be reviewed in this report.

Office of Access and Equity

Mission

The Office for Access and Equity (OAE), as part of the Office of the Chancellor, strives to increase access to employment, programs, and services in an environment free of unlawful discrimination and harassment.

The major objectives of the Office for Access and Equity are:

- To represent the campus to federal and state agencies as well as to the higher education community on issues related to affirmative action, equal opportunity, harassment, discrimination, and diversity.
- To collaborate in the development of the campus' Affirmative Action Plan.
- To assist in the recruitment and retention of women, men and women of color, persons with disabilities, and other under-represented groups.
- To offer training in sexual harassment awareness, Affirmation Action/Equal Opportunity, the Americans with Disabilities Act, and other related topics as needed.
- To provide administrative support to the Chancellor's Status Committees.
- To extend technical advice to faculty, students, staff, and administrators on diversity issues as well as on problems regarding discrimination and harassment.
- To counsel faculty, staff, and students who believe they may have been subjected to harassment or discrimination.
- To investigate complaints of unlawful discrimination in admission, employment, and access to as well as treatment in UIC-sponsored programs and activities; also investigate claims of sexual harassment where a formal complaint is filed; make recommendations to responsible University representatives as appropriate.

Continuing Initiatives

The following list details OAE's continuing programs that address these objectives as related to women students and staff.

- assists in the recruitment and retention of women, as well as men and women of color, persons with disabilities, and other underrepresented groups in the academic hiring process.
- investigates claims of harassment and discrimination,
- offers training on issues relating to or about academic hiring, accessibility, disability, discrimination, dispute resolution, diversity, harassment, and sensitivity.
- provides administrative oversight to five Chancellor's Status Committees: including the Chancellor's Committee on the Status of Women.

The major area in which OAE provides considerable support to women faculty, staff and students is counseling and investigation of complaints. Six full-time staff handle counseling and investigation of complaints. This year, a total of 176 persons were served of whom 115 or 65% were female.

New Initiatives

OAE has assisted the Chancellor's Committee on the Status of Women (CCSW) in developing mentoring programs for women support staff and for women academic professionals and faculty.

The *UIC Support Staff Mentoring Program* started in fall '98 and was implemented by the Minority Concerns Subcommittee of the Chancellor's Committee on the Status of Women. This program was designed to:

- further personal and professional development of support staff
- develop and build relationships
- share experiences and problem-solving approaches
- facilitate an understanding of the university culture and values
- be a catalyst for positive and proactive change.

Since the development of this program, several women have returned to school, accepted new positions, or received a perspective on long-term career planning and professional issues. Any support staff member can be a mentee. Both mentors and mentees have praised the benefits they have gained from the experience and have encouraged the continuation and expansion of the UIC Support Staff Mentoring Program.

In 1997 and 1998, the Development Subcommittee of the Chancellor's Committee on the Status of Women conducted informal surveys among academic professionals on campus which identified the need for a mentoring program for academic professionals. The resulting mentoring program, with support from the Provost and the Office for Women's Affairs, was initiated and implemented in Spring 1999.

The objective of the mentoring program is to promote professional and personal development for female academic professionals and faculty interested in administration. The role of the Subcommittee and the participating administrative units is to identify and match senior administrators and others who can advise, coach, and offer guidance as well as help in understanding the culture and context in which they are operating. The response to the mentorship program has been overwhelming with over 50 matches and notifications made of mentors and mentees.

After the program is in place for one year, feedback will be obtained from the participants and the program will be evaluated. It is the hope of the committee that if the program proves successful it will become a permanent program at the University.

Office of Women's Affairs

Mission

The mission of the Office of Women's Affairs (OWA) is to work proactively to ensure the institutional commitment to equity for all women at UIC. This broad mission is articulated in the following objectives:

- To help create a campus climate that is equitable, culturally pluralistic, and safe through education, programs, special projects, and institutional interventions
- To be a proactive force in creating an ongoing institutional commitment to equity and justice for all University women through advocacy, programs and services.

- To assess the impact existing policies, regulations and practices on women at UIC and help set policy priorities, define problems, collect and analyze data, identify programmatic needs, and develop policy and program recommendations for the Chancellor, CCSW and other campus groups.
- To educate the University community on issues that affect women, in particular women at UIC.
- Collaborate, network and build coalitions with campus units for the benefit of women at UIC.
- To create a University community wherein violence is not acceptable so that ultimately all persons at UIC can live, work, pursue their educational goals in an environment free of violence.
- To create policies and procedures to assure that offenders are dealt with in a swift and appropriate manner through grievance and student judicial processes.
- To educate the University community about issues relating to violence to assist in the effective treatment of victims as well as increase awareness of risk reducing strategies.
- To provide effective interventions, crisis support, information, referral, consultation, and advocacy for victims of crime.

Continuing Initiatives

To meet these objectives, OWA offers three cornerstone events during the year: the Women's Leadership Symposium, Women's Heritage Month, and UIC Daughters @ Work Day. In addition, OWA through its Campus Advocacy Network (CAN) provides anti-violence programs in many campus venues. OWA and CAN staff contribute towards the organization of other major campus programs such as Alcohol Awareness Week, Wellness Jam, Unity Month, and Escucha Mi Grito. In addition to these programs OWA and CAN provide workshops, consultation, support, advocacy, information and referral on a variety of issues relating to women and minorities.

This year's *Women's Leadership Symposium* was attended by 232 women. The participants were 64% support staff, 30% academic professionals, 6% faculty, and 1% student. The racial and ethnic breakdown of the participants was 47% African/Black American, 29% Caucasian, 18% Latina, and 6% Asian. To meet the needs of women in upper administration and faculty members, workshops were offered that addressed strategic management and moving into administration. Participants consistently rated the symposium and workshops highly.

The 1999 *Women's Heritage Month* was the most successful to date as indicated by a 25% increase in attendance at the programs, an increase in student participation in the planning committee, an increase in collaborative programming with academic departments, and an increase in co-sponsorship. A total of 1,730 students, faculty, and staff attended the programs. The month-long series of programs also featured an essay contest about a notable woman for three Chicago Public School fifth and sixth grade classes. The school children watched a one-woman performance, received UIC T-shirts, and the winners of the essay contest received books.

UIC Daughters @ Work Day was inspired by the national program founded by the Ms Foundation to help combat the precipitous drop in self-esteem and career aspirations that occur in girls ages 9-15 due to the impact of stereotypical gender expectations. There were approximately two hundred participants. This successful program sparked the inception of a UIC Sons to Work Day that hosted 145 boys. Given the goal of Daughters @ Work it was important not to reduce the impact of the intervention by having a program for both boys and girls on the same day. However, OWA was very supportive of a separate program that served many boys of color and that could highlight the contributions mothers, grandmothers, and aunts make to the University.

New Initiatives

The contributions of the Office of Women's Affairs were vital to the new Academic Profession Mentoring Program described in the previous section on the Office of Access and Equity.

Reorganization

The Campus Advocacy Network became a part of the Office of Women's Affairs. CAN is an on-campus program that provides a comprehensive crisis response, referral, support and legal advocacy for victims of sexual assault, domestic violence, stalking and hate crime. CAN is committed to educating the larger

campus community about issues of violence as well as training key members of the university staff on how to respond more effectively to victims of these crimes. Since the inception of this program there has been a 250 percent increase in the client load. The project coordinator typically sees 45-50 individuals a year who have been victims of sexual assault, domestic violence, stalking or hate crime. Each client requires between 6-20 hours and extensive time consulting, coordinating, and referring to other agencies. OWA's objectives also have been enlarged to reflect the additional focus on safety education and violence risk reduction.

Efficiency

The Office of Women's Affairs has a staff of 2.57 FTE. Through their many programs, the OWA staff has had contact with 11,601 students and staff in FY99.

Units Seeking to Improve Faculty and Staff Representation

The Office of Access and Equity is the formally organized unit the charge of which includes improving the faculty and staff representation of underrepresented minorities and women. This section will focus on issues of faculty/staff representation. Other aspects of the Office of Access and Equity are treated in the section on units charged with serving female students and staff.

Office of Access and Equity

Mission

The Office for Access and Equity (OAE), as part of the Office of the Chancellor, strives to increase access to employment, programs, and services in an environment free of unlawful discrimination and harassment.

As stated in the section on support for women students and staff, one of the major objectives of the Office for Access and Equity is to assist in the recruitment and retention of women, men and women of color, persons with disabilities, and other underrepresented groups. The OAE also collaborates in the development of the campus' Affirmative Action Plan.

Continuing Initiatives

Specific to these objectives, OAE assists in the recruitment and retention of women, men and women of color, persons with disabilities, and other under-represented groups in the academic hiring process. OAE offers training for issues relating to or about academic hiring, accessibility, disability, discrimination, dispute resolution, diversity, harassment, and sensitivity.

Academic Hiring Process--Recruitment

Once a hiring unit determines the need for a position to be filled, a request to search a position is forwarded to OAE for review and approval. As part of the review for the academic hiring process, OAE assesses the position and the hiring unit to determine whether the hiring unit is measurably underrepresented by women, African Americans, or Latinos. If so, targeted recruitment efforts are strongly urged and recruitment resources are identified through OAE's recruitment database in addition to the hiring unit's proposed publication for advertisement.

Training--Academic Hiring, Accessibility, Disability, Discrimination, Diversity, Harassment, and Sensitivity

Seven OAE staff members conducted 82 presentations for 2,341 participants (74% female; 26% male) in FY 1999. A core group of OAE staff meet regularly to develop new programs and form new training initiatives. OAE identifies major campus units to which it extends offers to present training programs; presents programs upon a unit's request; has a relationship with the campus' office for Human Resources Development to provide regular sessions to the campus at large; and recommends training to units in which complaints of a hostile environment or climate have arisen. In the upcoming year, OAE will focus on training supervisors in the ADA and responding to requests for accommodations based on disability, and further developing programs on sensitivity to diversity.