

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

The IBHE guidelines also prescribe a review of formally organized support units involved in the recruitment and retention of underrepresented groups. This year's review highlights units which serve female students and staff (Women's Studies Program); units that work to improve faculty and staff representation (Office of Affirmative Action); and units concerned with the recruitment of undergraduate students from underrepresented groups (Minority Engineering Program).

Unit Serving Female Students and Staff

Women's Studies Program

Women's Studies is an academic program, offering courses and an undergraduate and graduate minor. In the 1998-99 academic year, the number of students enrolled in courses has increased nearly 10% due in part to increased course offerings. The curriculum and the minor programs are the primary way Women's Studies serves female students. Additionally, women faculty and staff also benefit through the various events sponsored by Women's Studies.

Women's Studies sponsors programming on feminist scholarship, women artists, and political and social issues of concern to women:

Exploration of Feminist Scholarship: This lecture series, instituted in 1996, has been very popular. The series brings artists and scholars that are often of special interest to women students, faculty, and staff. The theme varies each year. In 1998-99, "Engendering the Spoken Word" brought poets whose work engaged issues of gender and identity. For 1999-2000 a series on Feminism and the Visual Arts is planned.

Feminist Scholarship Series: This series offers students and faculty at UIUC an opportunity to share their research with other members of the campus community. This series has been in place since the beginning of the program, and remains a very popular forum for discussing current issues in feminist scholarship.

Women in the Director's Chair: Women's Studies, with sponsorship from other units like Cinema Studies, hosts this film festival of independent women artists every fall. The festival attracts students from a variety of fields, and features issues like race, ethnicity, sexuality, and class in relation to women and gender.

Women's History Month: Women's Studies coordinates events sponsored by other units related to women's history and initiates the month-long celebration with a reception.

Other programming varies from year to year. In 1998-99 Women's Studies celebrated the 20th anniversary of the program with a day-long celebration that included a luncheon, feminist fair, performances by local entertainers, and a "homecoming" dance. Numerous other social occasions offer opportunities for women students and staff to meet in a communal atmosphere. The annual fall reception and the end-of-the year picnic are regular events in the program calendar. This year, in cooperation with the Department of

Physics, the Committee on the Status of Women, and the Women in Engineering Program, the unit hosted a reception for Physics Professor Laura Greene, who won the E.O. Lawrence Award for Materials Research from the U.S. Department of Energy. Women's Studies also co-sponsored numerous events offered by other units that are of special interest to women.

The Women's Studies Program gives scholarship funding on a competitive basis to students at UIUC. Over 95% of the recipients are women. This year \$3300 was awarded to twelve students to advance research and attend conferences. The Marianne A. Ferber Award is given annually to the student with the best dissertation proposal. Thanks to generous contributors, the award this year was \$1000.

The Mary Ramier Grant sends two undergraduate women to the National Women's Studies Conference every summer. The two students are selected through an essay competition. In its third year, the number of applications for the award continues to increase and students who attend the conference have reported positively on their experience.

In 1997 the feminist scholarship award committee gave seed money to a student group that publishes a feminist magazine on campus, known as Pandora's Rag. Women's Studies continues to house this group and to support their activities this year.

Beginning in fall of 1998, the program has also sponsored another student endeavor. The Illinois Women's Handbook Collective is creating a handbook for women students on campus. The handbook is in the final stages of editing. Fundraising on and off campus continues. If successful, the handbook will be published over the summer and distributed to new women students in fall 1999. The handbook collects information on the resources of importance to women students in a friendly informal text written by and for women students.

The Women's Studies Program hosted the first event in the mentoring program on April 30, 1999. Seven mentors (UI alumni) from a variety of professional areas participated. Mentors gave a short talk as part of a panel on "Women in the Workplace" and then met individually with 13 students. The event was held at the Illini Center in Chicago. Evaluation forms are being collected from mentors and students in order to assess the usefulness of the workshop, with the possibility of planning similar events next year.

Unit Seeking to Improve Faculty and Staff Representation

Office of Affirmative Action (OAA)

The Office of Affirmative Action (OAA) reports directly to the Office of the Chancellor and is charged with the day-to-day implementation of affirmative action policies and procedures. Major responsibilities of the OAA include educating the University community about affirmative action and equal employment opportunity laws, and ensuring compliance with statutory and regulatory requirements.

The Director and staff members participate in various activities pertaining to equal employment opportunity, affirmative action, and diversity. They assist in developing University policy, establishing unit and department affirmative action goals and objectives, and developing programs to assist in this effort. OAA staff interact with special interest groups and academic and staff resource offices, and serve on local, regional, and national boards and committees. OAA also cultivates an ongoing awareness of changes and challenges to applicable laws and regulations.

Providing Education and Information

OAA provides a variety of services to the University community. Its central campus location and its commitment to servicing the informational and assistance needs of callers and walk-in traffic enable OAA to fulfill a key service role for the University faculty and staff. It also serves as an information point for requests of the Board of Trustees, other administrators, legislators, and the public. OAA is regularly consulted regarding interpretation of AA/EEO regulations, methods of ensuring integrity of search processes, special recruitment scenarios, or advice and assistance in the management of complex claims of discrimination and harassment.

During the past year, OAA staff conducted over two dozen seminars, workshops and presentations for campus units, administrators and supervisors and corporate entities. Informational meetings for administrators covered the affirmative action landscape nationally, the campus' academic recruitment process, methods and applications of institutional reporting, and a range of issues arising under the Americans with Disabilities Act (ADA).

OAA maintains a library of current materials and information on a full range of campus and other affirmative action programs and topics. Each fall a "fact book" is updated which provides statistical information on University student data as well as employment data. The library resources and fact book are available to faculty, staff and students. Advisory staff consultation on other campus resources for students and staff is also available.

Providing Programs and Initiatives

An important function of OAA is to educate and inform deans, directors, department heads and managers about the equal-opportunity representation levels of employees in individual units and job classifications. The purpose of continually providing this information is so that the campus units can self-monitor their performance in recruiting, hiring, and maintaining a full and diverse range of available and qualified employees.

Staff Employees

On a yearly basis, OAA compiles and analyzes data on hiring and promotion by race/ethnicity and gender in all campus civil service positions. Each fall, OAA reviews

the number of job vacancies that occurred in each classification during the past year, and compares the number of qualified underrepresented employees who applied for the vacancy (called an “opportunity”) as well as the number of positions filled with candidates who are not underrepresented and underutilized. Each spring, unit representatives set voluntary hiring goals. For those units that have problem areas (classifications for which the number of qualified underrepresented applicants are inadequate), there may be a discussion of efforts to correct these problems, such as the use of learner-trainee positions.

OAA staff keep informed of job openings and work force change plans by means of an Affirmative Action Panel, which meets daily at the Staff Human Resources Office to review new position openings and potential candidates. This daily contact is critical in developing and recruiting additional minority applicants for position openings.

OAA staff participate in various recruitment efforts throughout the year. This year, two community job fairs were held at a local Champaign school. Over 100 individuals attended each event. The high attendance rate was, in large part, attributed to a partnership between the University and community leaders.

Faculty and Academic Professional Employees

Each fall, an analysis is performed to assess the availability of qualified candidates for faculty positions for each academic discipline on campus. The analysis consists of identifying, by race and gender, the number of graduates in the United States with applicable, qualifying graduate or professional degrees granted over the last few years. While having a degree, alone, does not guarantee that all in the pool are equally qualified for a faculty position, a degree is an accurate enough indicator to allow OAA to use it as a comparison for the actual hiring rates of assistant professors in each department. That analysis is summarized in the *Faculty Status Report*.

The *Faculty Status Report* shows that the availability levels of women and underrepresented minorities vary widely by department. Departments are responsible for seeing that their faculty grows with a healthy diversity. The availability data is provided to all departments and units on the campus in late winter; the data is meant to inform and guide them in their faculty recruitment and hiring processes.

In an effort to increase employment opportunities for diverse populations, OAA has increased the number of presentations it makes to search committees. OAA staff meet with other units to design retention plans and efforts for minority faculty. Some of these efforts include increasing and coordinating contacts with local minority service providers, enhancing contact with candidates and new hires, and coordinating service provisions among units.

OAA works with various units on campus to improve systems and services. OAA and Academic Human Resources announced new review and approval systems for faculty and academic professional hires in January 1999, following several months of planning

and implementation. The new systems coincide with the new human resource Employment Center system that allows job seekers to apply for academic professional positions on-line. These efforts also helped to clarify the role of OAA within the human resources network for more effective interaction both within that network and in service to campus units.

Unit Concerning Recruitment of Undergraduate Students from Underrepresented Groups

Minority Engineering Program (MEP)

An active effort to diversify the undergraduate enrollment of the College of Engineering at the University of Illinois at Urbana-Champaign began in the late 1960's and early 1970's. With the formation and inspiration of student organizations, the Black Engineering Student Association and the Society of Women Engineers, the College began to focus efforts on recruitment of underrepresented students in engineering.

The first staff position for Minority Affairs in the College of Engineering was implemented in 1973. That year, undergraduate enrollment had grown from the 1969 level of 46 minority students and 50 women students to 92 and 103, respectively. In the fall of 1997, the comparable enrollment in Engineering was 438 minorities and 993 women. This growth developed in spite of the first-year enrollment caps used to manage overall enrollment in the College of Engineering.

The competitiveness of the University has created the image among students and some parents that it is difficult to be admitted to UIUC. Admission to the College of Engineering is considered very competitive by counselors because the average member of the freshman class is in the top five percent of the high school graduates and has an ACT composite score of 29 (equivalent to an SAT score of 1230-1280). In the fall of 1997, of the 1,187 new first-year students enrolled, 141 were minority students.

Engineering Bachelor's Degrees Granted

National							
Year	Total	Women		Blacks		Hispanics	
1987	75,735	11,675	15.4%	2,182	2.9%	2,356	3.1%
1988	71,386	10,940	15.3%	2,211	3.1%	2,356	3.3%
1989	68,824	10,529	15.3%	2,122	3.1%	2,441	3.5%
1990	65,967	10,130	15.4%	2,173	3.3%	2,529	3.8%
1991	63,986	10,016	15.7%	2,304	3.6%	2,473	3.9%
1992	63,653	9,972	15.7%	2,372	3.7%	2,663	4.2%
1993	65,001	10,453	16.1%	2,637	4.1%	2,708	4.2%
1994	64,946	10,800	16.6%	2,769	4.3%	2,845	4.4%
1995	64,749	11,303	17.5%	2,897	4.5%	3,409	5.3%
1996	65,423	11,758	18.0%	3,125	4.8%	3,558	5.4%
1997	65,091	12,160	18.7%	3,203	4.9%	4,005	6.2%

University of Illinois at Urbana-Champaign							
Year	Total	Women		Blacks		Hispanics	
1987	1,241	208	16.8%	19	1.5%	10	0.8%
1988	1,315	197	15.0%	18	1.4%	13	1.0%
1989	1,353	219	16.2%	14	1.0%	17	1.3%
1990	1,314	191	14.5%	17	1.3%	26	2.0%
1991	1,239	194	15.7%	25	2.0%	26	2.1%
1992	1,122	155	13.8%	16	1.4%	22	2.0%
1993	1,037	154	14.9%	28	2.7%	24	2.3%
1994	1,073	171	15.9%	22	2.1%	34	3.2%
1995	1,150	176	15.3%	34	3.0%	25	2.2%
1996	1,172	168	14.3%	25	2.1%	31	2.6%
1997	1,093	191	17.5%	28	2.6%	40	3.7%

Scholarships and Awards

With the development of full scholarships (tuition, fees, books, room and board) and major awards, there are now more than 50 merit awards available for minority engineering students. Each year a growing group of companies provide long-range commitments to the MEP by providing grants for merit awards and operating activities. Awards are provided to students based upon their academic performance in high school or on campus. This includes a large minority incentive program (**Monsanto-Bechtel Incentive Awards**) based on maintaining and improving academic achievement.

Illinois Minority Pre-college Internship (IMPRINT)

IMPRINT's function is to (1) identify potential engineering students during their senior year in high school; (2) motivate them to apply to the College of Engineering; (3) encourage a participating employer to begin training the student during the summer.

Each student selected is admitted to the College of Engineering, Chemical Engineering, Computer Science, or Bioengineering program and agrees to work with a participating employer. The employer agrees to employ the student each summer through graduation or as long as the student remains in a career field compatible with the normal needs of the employer, performs well on employment assignments, and progresses well academically.

The initial IMPRINT class began in 1986. Ten students joined the program in 1998, which brings the total number of IMPRINT students to 189 since the program started.

In 1998, the Electrical & Computer Engineering and Mechanical & Industrial Engineering research units employed students through a grant from AlliedSignal Incorporated. Because of the needs of the companies involved in the program, students majoring in Aeronautical, Industrial, and Nuclear Engineering often have more difficulty finding placement with a company. Thus, special grants are being sought to fund students in laboratories within these departmental areas and to expand other units.

To date, of the students who were employed in the IMPRINT program, all but 3 have enrolled at the University. Of the total students who enrolled, 80% are currently enrolled or have graduated from the College of Engineering. From this pool of students, 33% are women. The IMPRINT students are performing better, on average, than non-IMPRINT students (2.8/4.0 compared with 2.5/4.0 grade point average), and they are more aware of their career objectives.

IMPRINT is proving to be an effective recruiting device for the college as well as the employer. As shown above, retention to graduation continues to be very good for the participants and, further, each employer who maintained the summer internship or co-op position successfully retained the graduate. IMPRINT expansion is important in the college's efforts to recruit top quality minority students; IMPRINT students' ACT-Composite and high school rates exceed the campus profile. If recruitment of students is to increase then more employers must be recruited and support for additional on-campus laboratories must be developed.

The minority effort within the College of Engineering has been under the supervision of an assistant dean since the first planned activities occurred in 1969. As the enrollment grew, a more structured program was formulated, and now the college recognizes the component as the Minority Engineering Program. The MEP is still under the administration of the assistant dean (often called the MEP Director). MEP supports a full-time assistant, a full-time secretary, 10-12 tutors, 4 full-time equivalent graduate students, and 2 part-time student office workers.