

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 IBHE, 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 1999 Guidelines for Updating Annual Reports on Underrepresented Groups in Higher Education prepared by the IBHE.

Major Events and Initiatives

This year's report highlights several areas identified as "policy themes." The policy themes for underrepresented students are: strengthen institutional planning, provide early academic support, provide opportunities in the areas of higher employer and societal need, and improve the college environment. The policy themes for female students are: improving the campus environment for women, and providing opportunities in the areas of higher employer and societal need. The policy theme for students with disabilities addresses the need to improve campus access. The policy themes for faculty and staff are: strengthening campus planning, improving the campus environment, and providing opportunities in the areas of higher employer and societal need. A strong University service mission for students, faculty, staff, and the State of Illinois is reflected in the following initiatives:

UNDERREPRESENTED STUDENTS

Undergraduate representation for African American increased from 5.8% in 1988 to 7.3% in 1998; transfer rates for African American students increased from 1.0% in 1988 to 3.3% in 1998. Undergraduate representation for Hispanics also increased from 3.1% in 1988 to 5.3% in 1998; transfer rates for Hispanic students increased from 2.0% in 1988 to 3.2% in 1998.

From 1988 to 1998, graduate and professional representation for African American students has increased or remained the same: Law, 4.4% to 11.0% in 1998; Veterinary Medicine, 0.3% in 1988 and 1998; and Graduate Programs, 1.9% to 3.4% in 1998. For Hispanic students, representation has also increased in the past decade: Law, 2.9% to 8.1% in 1998; Veterinary Medicine, 0.6% to 1.6% in 1998; and Graduate Programs, 1.4% to 2.6% in 1998. Combined enrollment in 1998 for graduate and professional African American and Hispanic students was 6.7% compared to 3.4% in 1988.

Strengthen Institutional Planning

Since the formation of an ad hoc Undergraduate Academic Advising Committee in 1996, the campus has been engaged in a number of projects designed to improve undergraduate academic advising. These include:

- In 1997, the Provost's Office provided funding for a spring workshop on advising-related issues. The program featured talks and sessions on problem solving and best practices for those dealing with freshmen students. It was so successful that a 1998 workshop was funded to focus on sophomore students and their particular needs and problems. Since 1997, more than 75 faculty and professional advisors have benefited from these workshops.
- In 1998, information was added to the Undergraduate Academic Advising web site, which included information on inter-college transfers in order to demystify the admissions processes and procedures for students. As a result, this allows students to utilize the time with their advisors more efficiently and productively.

In August 1998, the newly renovated Arcade Building became home to the Office of Student Financial Aid and the Career Center. In spring 1999, the Office of International Student Affairs and the Counseling Center relocated to the Turner Student Services Building, which is more centrally located on campus. The proximity of the Arcade Building to the Student Services Building enables students to realize "one-stop shopping" for the delivery of student services.

Early Education Support

The Bouchet Outreach and Achievement in Science and Technology (BOAST) program's goal is to foster K-12 students' interest in science. BOAST brings University of Illinois engineering and science students together with at-risk students from the local community.

In 1998, BOAST began a pilot program to disseminate its resources and experiences via the Internet. This allowed for students and educators throughout Illinois and the nation to benefit from BOAST experiences. Specifically, University students developed web versions of several hands-on science and Internet lessons for local elementary students. The lessons can easily be adapted for use in every classroom. Since its inception, educators from 30 states have visited the BOAST web site, including several K-12 school districts in Illinois.

Opportunities in Fields of High Employer and Societal Need

Undergraduate Students

The Howard Hughes Program in the School of Life Sciences offers undergraduate students, including women and minorities under-represented in the sciences, opportunities to participate in faculty research projects. During the 1998-99 academic year, 23 Hughes Undergraduate Research Fellows worked on research projects under the guidance of faculty, post-doctorate and graduate student mentors.

In addition, the Summer Research Opportunity Program (SROP) for minorities is being expanded to include University juniors and students recruited from Historically Black Colleges and Universities. Traditionally, SROP has focused on sophomores who wished

to gain research experience. SROP's goal is to have at least 20 students participating in research activities.

Graduate Students

The College of Engineering has established the Engineering College Enrichment Center (ECEC). The ECEC serves as the focal point in addressing the needs of students on probation as well as providing a tutoring hub for the College. Underrepresented students use the Center to develop enrichment modules for entry-level courses. The Center provides tutorial services to underrepresented students on academic probation. The Center is equipped with computer workstations and personal computers, which are interfaced with the University Computer Center and the on-line tutorial program. Hewlett Packard, Intel, and Texas Instruments provided equipment grants to the ECEC.

Improve the College Environment

A number of steps were taken at UIUC to enrich the educational experience for entering students, especially those from underrepresented groups. The Weston Hall Explorations Community, a living and learning community, was opened for students wishing to focus on educational and career planning. Weston was created in response to ACT research data, which listed "help with educational and career planning" as first-year students' greatest need. The special living and learning community provides enhanced advising service, a wealth of resource materials, and three high-tech classrooms for use by the 430 students in residence at a cost of \$800,000.

In addition, the Women in Math, Science and Engineering Community doubled in size to 90 residents and the First Year Impact Program expanded from 600 to 900 students.

FEMALE STUDENTS

Overall representation of women at the undergraduate level has increased from 44.8% in 1988 to 47.2% in 1998.

In 1998, at the college level, women represent 52.0% (50.0% in 1988) or more of the student population in all colleges with the exception of: Aviation (18.0% in 1998 and 1988), Commerce and Business Administration (44.0% in 1998 and 1988) and Engineering (15.0% in 1988 and 17.0% in 1998).

From 1988 to 1998, graduate and professional female student representation has remained stable (Law, 40.0%) or has increased (Veterinary Medicine, 50.0% to 72.0% and Graduate Programs 36.0% to 42.0%). Overall enrollment for graduate and professional female students increased from 37.0% in 1988 to 43.0% in 1998.

Improve the Campus Environment for Women

The Illinois Student Handbook, which was developed by undergraduate female students, will be published in Fall 1999 for distribution to all female students. The goal of the handbook is to educate female students on such issues as reproductive health, campus safety, and date rape. The handbook also provides information to women on where to find special resources.

One out of every five college women in the U.S. is a victim of sexual assault, according to the UIUC Police Department. In response, UI Division of Public Safety offers a Rape Aggression Defense (RAD) course for women. The RAD offers realistic, self-defense tactics and techniques and emphasizes empowerment of women. The course focuses not only on the physical preparation necessary for a woman to defend herself against an attacker, but also on rape avoidance methods and defensive mentality that must accompany it. Since it was first offered on campus in February 1997, 168 women have completed the course.

Opportunities in Fields of High Employer and Societal Need

The University continues its commitment to addressing female underrepresentation in the disciplines of engineering and mathematics. A sample of recruitment programs and initiatives that have been developed include:

- The Women in Engineering Program hosts Camp 21st, a one-week summer residential program, which provides 6th and 7th grade female students an opportunity to explore math and science through hands-on activities, demonstrations and contacts with women in the fields of math and science. Camp projects allow students to explore basic principles in chemistry, physics, engineering, aerospace and other disciplines by providing hands-on laboratory experience, virtual reality demonstrations, computer animation basics, and web page development. Enrollment in the program increased from 46 students in 1998 to 61 students this year.
- The Society of Women Engineers (SWE) hosts the Take Our Daughters to Work Day, which targets girls between the ages of 7 and 17. Lab tours and demonstrations help SWE tour guides introduce participants to math and science fields.
- The Women in Engineering Program hosts a High School Career day each year for junior and senior high school female students interested in engineering as a college major.

For women students already enrolled in engineering-related disciplines at the University, the Office of Women in Engineering (WIE) provides access to counseling, advising, and other services related to personal, academic, and employment related matters. Programs to retain current female engineering students include:

- The WIE Mentoring Program places first-year students with upper-class women in mentoring relationships to promote collaborative sharing of experiences amongst women engineers. The program has both a formal and informal component, and grants the participants an hour of academic credit.
- WIE-Act is an interactive theater group whose purpose is to make students aware of gender equity issues. Engineering students and faculty compose the members of the cast who present dramatizations to student engineering and science organizations.
- Through the Professional Perspectives Series women in industry and academia are invited to serve as speakers in a seminar series that recognizes the accomplishments and achievements of well-known scientists and engineers.
- Through the generosity of corporations and alumni, scholarships and fellowships are offered annually to engineering students who demonstrate outstanding academic ability and leadership.
- MentorNet is a national electronic industrial mentoring program for undergraduate and graduate women in science and engineering that links interested students with volunteer mentors from industry via e-mail. The WIE Program serves as the University's contact.
- The Women in Science and Engineering (WISE) Newsletter is sent annually to women students, faculty, academic professionals, and alumnae. Additionally the WISE Listserve was created to inform UIUC women in science and engineering about scholarships, fellowships, and program activities for women in science and engineering.

STUDENTS WITH DISABILITIES

Since 1948, the University of Illinois at Urbana-Champaign has been a recognized leader in providing access to individuals with disabilities. In 1999, the UIUC campus was ranked seventh nationwide on accessibility and sensitivity to students with disabilities by WE magazine, a lifestyle magazine for people with disabilities. Two other business-oriented magazines for persons with disabilities, New Mobility and Enable, also rated UIUC in the top ten in the nation.

In addition to ongoing services and programs, the new activities during the past year include:

Improve Campus Access

The first Summer Independent Computer Literacy Training Camp for Blindness and Visual Impairments was held at UIUC. High school students with visual impairments develop independent computer literacy skills by learning about Internet resources and creating their own web pages. Through campus tours, participants learn about the wide

range of opportunities that are available to students in higher education. Also, through a mentorship program, participants develop role models for pursuing their own academic dreams and careers. Eight high school students participated in the 1999 summer camp. A similar program for students with upper extremity disabilities was initiated in the summer 1998. Ten high school students participated in that summer program in 1999.

Division of Rehabilitation and Education Services (DRES) sponsored a national teleconference in February 1999 for faculty and students. Presented by the University of Georgia Distance Learning Link, the program "Psychological Disorders in Higher Education, Part II Focus: Accommodations" included the following topics: legal issues, inclusion, attendance and access, disruptive behavior, confidentiality and disclosure, clinical courses, role of faculty members and appropriate accommodations.

The Campus-wide Sign Language Interpreter Scheduling Program was recently initiated by DRES. The hiring of a half-time certified staff interpreter has allowed DRES to expand its current sign language interpreter services to students, departments, faculty, staff and guests for any University-sponsored event. The Division hopes to improve campus accessibility by providing the University community with a more time and cost effective mechanism for scheduling and obtaining the services of a qualified sign language interpreter.

The UIUC campus continues to make all of the programs and events on campus accessible to all students, staff and visitors. Campus Access Maps, which were created and maintained by the Office of Project Planning and Facility Management, have been designed to provide all the information needed to safely navigate the campus.

Major internal and external improvements to UIUC's Robert Allerton Park and Convention Center near Monticello, Illinois, allow students, staff, and visitors easier access to the park's garden paths and provides access to parking, restrooms, guest rooms and conference facilities. An attractive option for park visitors with limited mobility is the availability of four electric carts, purchased with a one-time grant from the State. Other improvements include redesigning the slopes of several ramps to better accommodate wheelchairs, replacing staircases with wide ramps with railings, and platform areas have been added at the top level of one garden, affording visitors a panoramic view of the gardens or activities.

FACULTY AND STAFF

Minority Representation

Between 1988 and 1998, the percentage of African American tenured and tenure-track faculty members has increased from 1.3% to 2.8%, or from 28 to 53 individuals. Hispanic tenured and tenure-track faculty increased from 1.1% to 3.1%, or 24 to 59 individuals. Asian tenured and tenure-track faculty increased from 7.3% to 9.0%. Native American tenured and tenure-track faculty has remained low (4 individuals in 1988 and 5

in 1998). Overall, minority representation increased from 216 to 287 individuals (9.9% to 15.1%).

Among academic professionals, the percentage of African Americans has increased from 62 to 114 (3.2% to 4.7%). The percentage of Hispanics has also increased from 18 to 45 (1.0% to 1.8%). Asian academic professionals increased from 4.0% to 6.7%. Native American representation decreased (11 individuals in 1988 to 8 in 1998). Overall, minority representation increased from 166 to 331 (8.8% to 13.6%). Asian/Pacific Islanders consist of the largest minority group at 164 individuals and 6.7%.

Female Representation

Since 1988, the number of female tenured and tenure-track faculty increased from 360 to 419 individuals (14.5% to 22.1%).

Among academic professionals, the number of females has increased from 826 to 1139 individuals (43.8% to 46.7%).

Strengthen Campus Planning

During the past year, at the request of the Provost's Office, the Division of Management Information prepared a Faculty Equity Regression Study. When looking at the faculty as a whole, no systematic salary bias against either women or minority faculty members was found. Separate regressions by rank revealed a negative effect on women at the full professor and assistant professor levels that are statistically significant.

Asian American Studies Committee reported that within three years, the campus will have appointed five new faculty in Asian American studies. A search will continue to recruit a History faculty member in addition to two new searches. In addition to the faculty searches, attention will focus on further integrating the Asian American studies faculty and program. By the end of the three-year building process, UIUC will have one of the most comprehensive and strongest programs in Asian American studies in the Midwest, if not in the nation. UIUC's plans and accomplishments in Asian American studies have already been noted nationally in recognition of its reputation and standing.

More than 110 individuals attended a joint University and community sponsored job fair, which was held in May 1999 at a Champaign school. The goal of the job fair was to target unemployed and under employed community residents for regular employment. Area employers with current job vacancies were invited to participate in the job fair. Approximately 25% of the attendees were unemployed while the remaining participants sought better employment opportunities. The high attendance rate was, in large part, attributed to a partnership between the University and community leaders.

Improve the Campus Environment

Last year, the UIUC Violence Prevention Committee sponsored a series of special training sessions. The workshops titled, "Maintaining a Non-Violent Non-Abusive Environment," were presented to campus administrators, managers and supervisors. Topics covered in the workshops included: types of workplace violence, factors contributing to workplace violence, the role of unit heads and managers in violence prevention, legal aspects, preventative measures to workplace violence, and campus resources for workplace violence.

In March 1999, an 18-month pilot performance management program for building service workers, maids and linen maids was initiated. The Performance Partnership Program (PPP) is based on the Discipline Without Punishment system. The PPP demonstrates the University's commitment to providing new ways of solving employee performance and conduct problems while building and maintaining a positive work partnership between supervisors and employees. Fifty campus supervisors attend monthly supervisory training sessions, which cover topics such as positive recognition of employees and correcting performance problems at the earliest opportunity. All of the supervisors participated in a one-day training session in April 1999 entitled "The Conference for Supervisors and Managers" sponsored by the campus office of Human Resource Development.

The Chancellor's Committee on the Status of Women (CSW) was formed to make recommendations and address a variety of campus issues affecting women. The committee's efforts during the past year include:

- The Faculty Mentoring Project, initiated in 1997-98, showed that a consistent pattern of mentoring within departments was not found. The findings stand in contrast to responses from several deans and department heads that indicated that a structured form of mentoring did exist. A CSW faculty member was invited by the Provost's Office to speak on mentoring at the New Faculty Orientation and at a New Administrators Workshop.
- In lieu of a 1998 Fall Reception, the committee initiated a publicity campaign to make its objectives and work more visible. Printed post cards were mailed to relevant faculty, staff and graduate students who were on the University's payroll and posters were mailed to deans, directors and department heads. CSW noted an increase in the number of visitors at its meetings and an increase in the number of email inquiries regarding women's issues following its publicity campaign.
- Two data collection projects were initiated in 1998-99. The results of the Faculty Salary Study and the Retention Study will not be completed until late 1999. However, a sample of assistant and associate professors have been identified; information from an annual study of faculty who leave UIUC has been reviewed; a survey has been devised and pilot tested and will be mailed in early fall 1999.

- Although the issue of childcare continues to be debated, progress was made on other family-friendly issues. For example, Terry Jobin, Director of Faculty and Staff Assistance Program, called on CSW to participate in various programs planned by his office. Also, the campus approved the installation twenty-eight diaper changing stations in men's and women's restrooms in nineteen buildings on campus.

Opportunities in Fields of High Employer and Societal Need

The Partnership Illinois Council at the University of Illinois at Urbana-Champaign awarded 15 seed grants to UIUC faculty members for the development of outreach programs throughout the State. The Partnership Illinois initiative is designed to help the University coordinate its public service and outreach efforts, increase the impact of the University's outreach programs, and create more opportunities for the UIUC to serve the State. Several of the proposals addressed societal needs within Champaign County as well as the State of Illinois. The following faculty proposals were approved for funding by the council:

Strengthening communities and businesses:

- Under the East St. Louis Action Research Project (ESTARP), students and faculty have conducted more than 320 research, planning and design projects for more than forty non-profit organizations and public agencies. The primary goal of ESTARP is to help community-based development organizations increase their planning, design and development capabilities, while educating the next generation of scholars and professionals in the design and planning arts.
- UIUC faculty provides marketing research and strategic planning to assist the Black Metropolis Community Development Corporation, an organization based in Chicago's historic African American community of Bronzeville. This organization promotes the development of cultural tourism as a mechanism for community-based economic development. Bronzeville was once the center of African-American blues and jazz and is home to some of the largest African American businesses in the nation.
- The Community Collaboration for Economic Development (CCED) continues its efforts to increase the number of low-income and African-American businesses in Champaign County. To date, two sessions of these workshops have been completed and have served 24 residents. Four workshop participants have either started a business or improved their existing businesses. The program is administered by the Department of Psychology and has received grants from local banks, the City of Champaign and the federal government.

Strengthening education:

- The College of Education and the Chicago Board of Education work with the Chicago Public Schools to achieve three goals: recruit underrepresented minority

students for teacher education programs at UIUC, develop field sites for teachers in select K-12 schools in Chicago, and collaborate with units across campus to provide professional development for teachers and administrators in those schools.

- A professor in the Department of Educational Organization and Leadership collaborates with the staff of Stratton School (formerly Columbia), one of the Unit 4 schools of choice, to identify and implement the theme of the school. The program marks the beginning of a three-to five-year commitment to make Stratton a high-performing school that is well connected to the surrounding minority neighborhood.

Strengthening support systems for families:

- Professors from the Department of Psychology are developing a parent/child/family center to be located in a public school in a low-income, working class, majority African-American neighborhood of Champaign.
- Professors from the Department of Agricultural and Consumer Economics and the Institute of Government and Public Affairs assist the Illinois Department of Public Aid (IDPA) to design and implement an evaluation of new child support enforcement policies in Illinois and their impact on the well-being of children and families in the Temporary Assistance to Needy Families (TANF) program.

Partnership Illinois was created three years ago as an expanded service mechanism at the University of Illinois at Urbana-Champaign. Under its auspices last year, UIUC faculty, in collaboration with the Illinois Municipal League, established a leadership development program attended by mayors and other elected officials from communities around the State. Topics included consensus building, conflict management, community development, and strategic planning.

Two Bouchet Outreach and Achievement in Science and Technology (BOAST) faculty members gave a workshop entitled, "Integrating Minds-On Hands-On Science Activities with the National Education Standards" at the NSTA conference in Boston, Massachusetts at the end of March 1999. (See "Major Initiatives" section for a more detailed description of this program.) The workshop contained information about the UIUC BOAST program, a sample lesson including a text reading, demonstration and hands-on activity, as well as assessment and discussion of the lesson. Several participants commented that the workshop materials were unique and planned to duplicate the lesson in their classrooms.

In recognition of the successful partnership between the University and the Developmental Services Center (DSC), DSC awarded the University its Employer of the Year Award in October 1998. DSC is a non-profit organization, which trains and assists children and adults with developmental disabilities. Through a vocational program, the UIUC Waste Transfer Station employs nine DSC clients on the sorting line: two full-time, six part-time and one supervisor. The idea to work with DSC was the result of research by UIUC planning and construction team members who read about a similar

station's efforts to employ persons with disabilities. DSC staff and station management worked cooperatively to successfully negotiate work hours for DSC clients and four DSC staff assisted with training the work crew.