

**A Report on the
Participation and Success
Of Underrepresented
Students and Staff**

University of Illinois
at Urbana/Champaign

Office of
Affirmative Action

Submitted to the Illinois Board of Higher Education
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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.

----- **FOCUS TOPICS** -----

Organization of the Focus Topics

The guidelines for this year's report prescribe the following two focus topics for discussion: Workforce Preparation and Placement for Students with Disabilities and Improving Representation in Teacher Education.

Workforce Preparation and Placement for Students with Disabilities

Since 1948, the Division of Rehabilitation-Education Services has helped nearly 2000 students with disabilities pursue and earn undergraduate, graduate and professional degrees from the University of Illinois. Among the graduates of the program with severe physical disabilities are United States senators, state legislators, state and federal government administrators, physicists, engineers, computer scientists, accountants, lawyers, agriculturalists, economists, physicians, biologists, chemists, social workers, performing artists, educators, geologists, architects, corporate executives, kinesiologists, physical educators, recreation administrators, and coaches. Indeed, students with disabilities have graduated from every degree granting department at the University of Illinois at Urbana-Champaign, and the overwhelming majority have gone on to realize successful professional careers. In a recent study of U of I graduates between 1952 and 1992, researchers from the UIUC Department of Community Health and the Institute of Labor and Industrial Relations found the salary gap between University of Illinois graduates with disabilities and their able-bodied cohorts when matched by age, gender and major, and when health status effects were controlled, to be a statistically insignificant 2 percent. Typically, this value is around 10 percent when health status effects are controlled.

Most often problems in which difficulty has been encountered in gaining entrance to programs by persons with disabilities are experienced in professional curricula with specified or unspecified technical performance standards and/or clinical training components, and math, engineering and science fields which are rich in technical jargon which is often difficult to communicate in accessible formats to students with disabilities.

As can be seen in the table below, the proportion of UIUC students with disabilities within each college is relatively consistent with the overall proportional distribution of undergraduate and graduate students by college. It is noteworthy that although the percent of undergraduates with disabilities enrolled in engineering was roughly equivalent, the percent of graduate students with disabilities enrolled in graduate engineering curricula was 17.4% lower than the campus standard. In contrast, the percent of graduate students with disabilities enrolled in law school was about 11.8% higher than the overall campus percent. The College of Applied Life Studies (i.e., Community Health, Kinesiology, Leisure Studies, and Speech & Hearing) had the highest representation of students with disabilities at the graduate level and overall.

Spring 99 DRES Enrollment x College and Class Compared to Overall Enrollment by College and Class					
College	Overall n	Overall % by College & Class	DRES n	DRES % by College & Class	Difference in % by College & Class
Agricultural, Consumer and Environmental Sciences					
Undergrad	2,073	8.0%	24	8.5%	0.5%
Grad	485	5.8%	2	2.5%	-3.3%
Total	2,558	7.4%	26	7.1%	-0.3%
Commerce and Business Administration					
Undergrad	3,121	12.0%	25	8.8%	-3.2%
Grad	889	10.5%	4	4.9%	-5.6%
Total	4,010	11.7%	29	8.0%	-3.7%
Education					
Undergrad	518	2.0%	7	2.5%	0.5%
Grad	656	7.8%	8	9.9%	2.1%
Total	1,174	3.4%	15	4.1%	0.7%
Engineering					
Undergrad	4,404	17.0%	47	16.6%	-0.4%
Grad	1,885	22.3%	4	4.9%	-17.4%
Total	6,289	18.3%	51	14.0%	-4.3%
Fine and Applied Arts					
Undergrad	1,928	7.4%	25	8.8%	1.4%
Grad	664	7.9%	2	2.5%	-5.4%
Total	2,592	7.5%	27	7.4%	-0.1%
Communications					
Undergrad	489	1.9%	3	1.1%	-0.8%
Grad	88	1.0%	1	1.3%	0.2%
Total	577	1.7%	4	1.1%	-0.6%
Law	570	6.8%	15	18.5%	11.8%
Liberal Arts and Sciences					
Undergrad	12,192	47.0%	135	47.5%	0.5%
Grad	1,996	23.6%	15	18.5%	-5.1%
Total	14,188	41.3%	150	41.1%	-0.20%
Applied Life Studies					
Undergrad	1,029	4.0%	17	6.0%	2.0%
Grad	199	2.4%	19	23.5%	21.1%
Total	1,228	3.6%	36	9.9%	6.3%

Veterinary Medicine	441	5.2%	3	3.7%	-1.5%
Aviation					
Undergrad	164	0.6%	1	0.4%	-0.3%
Labor & Industrial Relations	91	1.1%	0	0.0%	-1.1%
Social Work	253	3.0%	4	4.9%	1.9%
Library and Information Science	224	2.7%	4	4.9%	2.3%
Total UG	25,918		284		
Total Grad	8,441		81		
Grand Total	34,359		365		

Students with disabilities still encounter many obstacles in pursuing programs and entering careers. Those obstacles that have been difficult to address include:

Limited Access to Information. The inaccessibility of print and electronic course materials poses a substantial obstacle in all curricula, but especially in math, engineering and science fields. Textbooks are often identified too late to accommodate their timely conversion to an accessible format (e.g., audio tape, Braille, electronic, tactile graphics, etc.), and it is extremely difficult to obtain electronic versions of textual materials from publishers which can be readily converted to such accessible formats. Additionally, academic information presented on the World Wide Web is frequently inaccessible to students with disabilities using screen readers and other adaptive information technologies (e.g., graphical information doesn't have text link descriptors and conversely, audio information lacks text descriptors.).

Legislation, which would require that publishers selling books to Illinois institutions of higher education provide electronic copies of their textbooks and course materials for expedient access by students with disabilities, would greatly enhance educational access at all Illinois institutions. It might also reduce the institutional cost of converting text-based course content to alternative formats. (Note: California is presently considering such legislation).

Inadequately Prepared for Work and Independent Living. Persons with severe physical disabilities typically arrive with little or no work experience prior to enrollment at college, and this is compounded by the fact that they often lack the knowledge and experience necessary to independently manage their daily living needs, especially the recruitment, training and management of personal assistants. The combination of these problems makes it very difficult to coordinate their placement at remote internship sites.

Inadequate Information Technology Knowledge and Skills. Students with disabilities are too often accommodated in secondary schools via surrogates rather than by introducing them to the adaptive technologies necessary for them to independently utilize information technologies. Thus, when they arrive on campus they are totally unprepared for

immersion in a technologically sophisticated educational environment. In attempting to address this concern, DRES has hired an adaptive information technology specialist to develop and implement individualized training modules for students with disabilities. Additionally, DRES is addressing the problem strategically by offering summer technology camps for high school students with disabilities.

Limited Access to Interpreters and Real Time Captioners. It is becoming increasingly difficult to provide effective interpreter services in highly technical fields of study. Additionally, although real time captioning is highly effective for deaf students who are not proficient in signed-English or American Sign Language (e.g., recently acquired deafness, or foreign national who is not proficient in ASL), it is extremely difficult to find stenographers willing to provide this service, and when such individuals are identified, the service is very expensive. Universities within the State of Illinois would be well served by the ability to utilize high speed Internet service to access interpreters and captionist from outside of their locale to accommodate both of the aforementioned problems.

Special programs, activities or practices that have proven especially effective in improving the workforce preparation include:

Transitional Residential Programming for Students with Severe Physical Disabilities. Students with the most severe physical disabilities, who require assistance in the performance of activities of daily living, continue to be underrepresented on most campuses. Whereas other universities rarely have even 5 such students living in University residence halls, 15-20 students with such disabilities reside in Beckwith Hall alone, and another 5-10 reside in other private or University housing. Students with such disabilities are often ill-prepared at the time of high school graduation to deal with the rigor academic life of college, while concurrently acquiring the knowledge, skills and experience necessary to successfully live independently (including hiring, training, scheduling, and managing personal attendants without assistance). At Beckwith Hall, students needing assistance in the performance of activities of daily living are afforded the opportunity to participate in training to improve independent living, and are empowered by the responsibility which they share with Beckwith management for hiring, training, scheduling, managing, and evaluating Beckwith's personal attendant staff. A disability management team comprised of the student, a physical therapist, an equipment specialist and Beckwith management work collaboratively to determine a plan for improving each student's personal empowerment in the management of his/her disability. The Beckwith goal continues to be to help residents acquire the knowledge and skills necessary to successfully transition to mainstream University or private housing prior to graduation.

Summer Internship Program in Chicago. Working in collaboration with the State of Illinois Office of Rehabilitation Services the Division has successfully cultivated internship opportunities with Motorola in Chicago for UIUC students with severe disabilities who require assistance in the performance of activities of daily living.

Summer Information Technology Camps. Also working in sponsorship with the State of

Illinois Office of Rehabilitation Services, the Division established a summer information technology camp program for high school students with severe upper extremity disabilities and those with those who are blind. The goal of the program is to improve the knowledge and skills of these students in the use of adaptive information technologies so that they are independently competent users of technology by the time they enter college.

Adapted Sports, Recreation and Fitness Programs. The Division continues to offer very sophisticated programming in adapted sports, recreation and exercise for students with physical disabilities. Often students with severe physical disabilities arrive at the University with very limited functional capacities, and heavily dependent upon others for assistance in the performance of many of their activities of daily living. However, through participation in the adapted sports, recreation and exercise programs sponsored by the Division, it is not uncommon for their health, wellness and functional capacity to be dramatically enhanced. Indeed, the fitness and strength of the aforementioned students often improves to such a degree through participation in the Division's adapted sports and recreation program, that they are able to utilize a manual wheelchair for mobility instead of the more limiting motorized equipment with which they arrived. Further, their ability to perform their activities of daily living independent of any assistance is often remarkably enhanced. As a result of these changes, their immediate access to employment is enhanced, as is their long-term employability.

Regarding the latter factor of long term employability, regular participation in physical activity has regularly been demonstrated to be a significantly correlated to lifelong health, fitness and wellness within the general population, and that relationship is no less likely to be valid for persons with disabilities. Over the last 50 years, nearly half of the students with severe locomotor disabilities who have been served by the Division of Rehabilitation-Education Services have actively participated in the Division's adapted sports and recreation programming. Research performed with U of I graduates with disabilities between 1952 and 1992, found that the single strongest predictor of physical activity following graduation from the U of I was the level of participation in adapted sports and recreation during their collegiate years. Assuming that those who were more active latter in life were healthier and more capable of continuing long term employment, then athletic programs during the collegiate career provide a positive benefit.

Academic Aides provided for 1st Year Students. In collaboration with the Department of Community Health in the College of Applied Life Studies, the Division established a student aide program wherein graduate students in rehabilitation counseling were matched with new students with disability-related decrements in executive functioning (e.g., traumatic brain injury, attention deficit disorder and psychiatric disabilities). The aides assist the latter mentioned students in planning and organizing their academic schedules and tasks.

Improving Representation in Teacher Education

The primary difficulty of increasing the rate of minority representation in teacher education is competition from other more highly paid and more prestigious careers. With all the professional and career opportunities available, minority students are often reluctant to pursue a profession that is relatively low paying and suffers from a poor public image.

From August 1996 to August 1999, the College of Education at the University of Illinois at Urbana-Champaign (UIUC) was the recipient of a grant from the U.S. Department of Education. The grant, titled “Teachers for the 21st Century: Recruiting, Mentoring, and Placing Culturally Diverse Teachers” provided funding for several initiatives in the College to recruit, support, and place culturally diverse teachers.

First, the College of Education has become more active in recruiting underrepresented minority students into its teacher education programs by: 1) joining campus Admissions personnel in their visits to recruit in high schools and community colleges, 2) aggressively recruiting among students who have not declared majors at the University of Illinois, and 3) developing recruiting materials (brochures and posters) that target underrepresented minorities in both high school and college settings.

Second, with regard to supporting minority students enrolled in various education programs, the College of Education has committed several “Teachers for the 21st Century” competitive scholarships to minority students enrolled in teacher education programs. A mentoring program for minority students was also initiated. Teacher education candidates were paired with volunteer faculty to establish informal one-on-one mentoring relationships. Receptions were held to acknowledge and encourage these relationships. The College also has a student teacher education organization initiated and run by minority students—the Minority Association of Future Educators.

Finally, the College, through its Student Placement Office, is very active in placing minority graduates of its teacher education programs in schools. By maintaining placement files, advertising available positions, and conducting Job Fairs, the Student Placement Office enjoys a high placement rate of its graduates. Minority graduates are in high demand as teachers; graduates of the program are virtually guaranteed a teaching job upon receiving their credentials.

Overall, the College of Education’s efforts have helped to establish a positive image of the department and the field of education among minority students. Financial support is a critical factor and the ability to offer several scholarships to students complements the department’s recruitment efforts.

-----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.