

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

National Recognition of UIC's Diversity and Outstanding Mentors

In previous reports, we have noted the recognition UIC has received for its progress toward a diverse student body, faculty and staff. Again this year, *US News* ranked UIC as fifth (and the only university in the Midwest) on diversity of student body among 228 national universities – 147 public, 81 private – listed. (<http://www.usnews.com/usnews/edu/college/codivers.htm>) The institutions in this group include Research I and II Universities, and Doctorate-Granting Universities I and II.

US News lists UIC as fifth among national universities for diversity and the only Midwestern university in the top 15.

A diverse student body is a UIC goal but a higher goal is to graduate a diverse body of students. This year, UIC was ranked by *The Hispanic Outlook in Higher Education* as 31st in the US in graduating Latino students in 1997-1998. No other Midwestern university was in the top 50. (<http://www.hispanicoutlook.com/top100.html>) UIC was ranked 31st among the top 100 U.S. universities in the number of baccalaureate degrees granted to minorities in 1996-1997 by *Black Issues in Higher Education* (July 8, 1999, p.37).

Not only has UIC been cited for the number of minority students receiving baccalaureates but a recent report on "Hispanics and the Health Profession" in *Hispanic Outlook in Higher Education* (June 10, 2000, pp. 6-10) ranked UIC third in the nation for the number of MD's awarded to Latinos (36). UIC was ranked 10th in the nation for the number of baccalaureate degrees in rehabilitation/therapeutic services awarded (7), and 24th in the nation for the number of baccalaureate nursing degrees awarded (13). These rankings were based on 1997-1998 data.

UIC ranked third nationally in the number of MD's awarded Latinos.

In rankings of the top 100 degree producers, *Black Issues in Higher Education* (July 22, 1999, pp. 46-81) ranked UIC as 25th in the nation in the production of minority master's degrees. UIC ranked 24th in granting master's degrees to Latinos and 38th nationally in granting master's degrees to African Americans. UIC ranked 62nd in the number of minority doctoral degrees conferred. These rankings were based on 1996-1997 data.

UIC was named the winner of the Celebrating Diversity Award for the Midwest region by the National Association of Student Personnel Administrators (NASPA). NASPA noted that UIC has developed a comprehensive program to support campus diversity.

UIC is recipient of NASPA's Celebrating Diversity Award.

A UIC faculty member was one of four recipients of the 6th annual Mercedes Mentor Awards given to Chicago-area individuals by Mercedes Benz, Chicago Magazine, and the Chicago Junior League. Thubi H.A. Kolobe, PhD., a member of the Department of Physical Therapy was cited for having advised, tutored and supported 63 minority physical therapy students and for her mentoring methods that truly foster active learning.

These rankings and awards reflect UIC's continued commitment to making the campus an environment where everyone – students, faculty, staff, alumni and visitors – feels welcome. UIC, with an undergraduate population with no ethnic majority, views diversity as one of its institutional strengths. UIC's continuing

commitment to diversity and accessibility, is evidenced by the strengthening of successful programs and the launching of new initiatives as detailed below.

Underrepresented Staff

Improve Campus Environment – Faculty Recruitment/Retention/Development

The Minority Faculty Recruitment Program continues to assist units in attracting outstanding minority faculty to the UIC campus. The major goal of the program is to increase the number of underrepresented minority faculty members at UIC by providing permanent salary supplements up to \$20,000 annually for each recruit and by providing research grant dollars. In FY00, 25 faculty members received grants and/or first-time salary supplements. Currently, a total of 83 faculty members are benefitting from \$1,636,225 in salary supplements. It is hoped that faculty recruited through this program will serve as role models and mentors for minority students. A recent issue of *Black Issues in Higher Education* (October 28, 1999, pp. 20-35) cited the Minority Faculty Recruitment Program for its success in attracting Black faculty to UIC.

Under the aegis of the Office of Academic Affairs, a *Mentoring Program for New Faculty* was initiated in FY98 for incoming women faculty. The program was so successful that in Fall 1998 the program was expanded to include all incoming faculty. Volunteer mentors are tenured faculty. In Fall 1999, a total of 28 new faculty participated in the program. Thirteen of these were women, and four were African Americans.

The impact of such initiatives as the Minority Faculty Recruitment Program, New Faculty Orientation, New Faculty Workshops, Promotion and Tenure Workshops, and the Mentoring Program for New Faculty should be visible in faculty diversity numbers. These data will guide the development of future programs. Data in Table 1 indicate that UIC has a higher percentage of Hispanic tenured and tenure-track faculty than would be expected based on the number of Hispanic U.S. citizens that earn PhD's. The percentage of African American faculty is equal to the number of African American U.S. citizens that earn PhD's. Over the past decade, the number of Hispanic tenured and tenure-track faculty has shown a steady increase through Fall 1998 but dropped slightly in Fall 1999 (Table 2). The data for African American faculty show an upward trend but are subject to fluctuations. With the Minority Faculty Recruitment Program in place for 9 years, we believe the trend toward more minority faculty indicates the success of this program.

The proportion of the faculty that are women continues to increase over this same time period (Table 3) with the percent of the tenured faculty that are women reaching 23.6% in FY 1999. This trend toward women being a larger percentage of the tenured faculty is encouraging. The introduction of the Mentoring Program for New Faculty should bolster programs presently in place and result in continued increases in minority and female faculty. As the presence of women and minorities in the classroom becomes less novel some campus environment issues will be minimized.

Improve Campus Environment – Staff Retention/Development

The UIC Support Staff Mentoring Program completed its second year. This program, sponsored by The Minority Concerns Subcommittee of the Chancellor's Committee on the Status of Women, is designed to further personal and professional development of support staff, to develop and build relationships, to share experiences and problem-solving approaches, to facilitate an understanding of the university culture and values, and to be a catalyst for positive and proactive change. Any member of the support staff can sign up for mentoring.

Mentoring programs for faculty, staff, and academic professionals prove to be both popular and valuable.

In the second year of the program, twenty support staff (proteges) and ten mentors participated in the mentoring program. A recent survey found that proteges rated their experiences positively. More than half of the proteges reported receiving assistance with career-related issues. As a result of the mentoring experience, three women have returned to college, three have received promotions, and others praise the benefits of such a program.

Another measure of the climate on campus at UIC is the pattern of staff diversity. The proportion of the UIC support staff on the Chicago Campus in FY 2000 who are African American or Latino exceeds the proportion of both African Americans and Hispanics in the Chicago labor force and in the total population in Illinois (Table 4). The proportion that are African-American has reached 44% and the proportion that are Hispanic continues to increase (Table 5). We expect the Mentoring Program to help UIC maintain the current positive trends in staff diversity.

Improve Campus Environment – Administrator and Academic Professional Retention/Development

An Academic Professional Mentoring Program was launched in spring 1999 by the Development Subcommittee of the Chancellor's Committee on the Status of Women with the support of the Provost and the Office for Women's Affairs. This initiative focuses on professional and personal development for female academic professionals and faculty interested in administration. At the end of one year, a review was conducted which indicated that an overwhelming majority of participants reported a positive experience and wished to continue in the program. The program is so popular that there is a waiting list. In the first year 11% of the participants were from underrepresented groups.

To enable us to evaluate the contribution of this program, we need to document the present levels of women and underrepresented minorities in the academic professional and administrative ranks. (The category academic administrator includes titles containing chancellor, vice-chancellor, dean, or director. Academic department heads are not counted as academic administrators.) Since October 1994, the number of academic administrators and academic professionals that are women has increased dramatically (781 to 1,288); among vice chancellors, deans, and directors there has been a 79% increase from 143 to 256 (Table 6). The proportion of academic administrators hired during this period that were women was 58% and the proportion of academic professionals hired was 66% (Table 7).

The number of academic administrators that are women has increased by 79% from 1994 to 1999.

The number of underrepresented minorities who are academic administrators and academic professionals almost doubled in the same time period (283 in 1994 to 422 in 1999). Among the executive ranks the increase in underrepresented minorities was 50%. Latinos have more than doubled their representation, 11 to 30, in the same five-year period (Table 6). Twenty percent of both the academic administrators and the academic professionals hired in this period were from underrepresented groups (Table 7). We are encouraged by these hires and expect the Mentoring Program to complement other campus efforts in retaining these individuals.

Latinos have more than doubled their numbers in the executive ranks in the past five years.

Women

Improve Campus Environment

The two major units responsible for support programs aimed at women students are the Office of Women's Affairs, and the Office of Access and Equity. The success of these units in supporting women students can be assessed by reviewing data on the enrollment of women at UIC (Table 8). These data show that the number of women as a proportion of the total student population has increased steadily to reach 54.9% in 1999. The proportion in graduate programs (Table 9) has reached 58% but the proportion in professional programs is less than 50% (47.9%) but on the rise.

The Office of Women's Affairs (OWA) continues safety and leadership initiatives begun last year. One indication of OWA's success is the 40% increase in the number of contacts made by the Office. New this year is a focus on student-parent needs. OWA conducted a needs assessment and based on the results successfully lobbied for the construction of housing units that when built will accommodate 44 student-parents.

Opportunities in Fields of High Employer and Societal Need

The Corporate Mentor Program, initiated by the UIC section of the Society of Women Engineers, pairs UIC undergraduate engineering majors with professional women engineers in similar fields. This successful program received Honorable Mention for "Best Student Section" by the Chicago

The undergraduate engineering enrollments of women reached a new high of 19.6% (370) in Fall 1999.

area Professional Section of the Society of Women Engineers. In Fall 1999, women represented 19.6% of the undergraduate students in the College of Engineering (Table 10). This is the highest percentage in the decade. The percent of engineering baccalaureate degree recipients over the past decade has been greater than would be expected. For example, in FY 1998 22% of the baccalaureate recipients were women and the FY 1999 figure was 19%. This is particularly noteworthy since the proportion of women receiving degrees is greater or equal to the proportion of women undergraduates enrolled in Engineering.

Minority Students

Improve Campus Environment

The success of the Office of Admission and Records (OAR) recruitment division, the African American Academic Network (AAAN), and the Latin American Recruitment and Educational Support program (LARES) is reflected in the data on enrollments at UIC. Enrollments continue to show a larger proportion of Hispanic students (14%) than either in the Illinois population (8%) or in the Illinois ACT test takers (7%). These students are concentrated in the undergraduate degree programs (Table 11). Enrollments of African American students are not as strong (9%), less than the proportion of Illinois ACT test takers (12%) and the proportion of the Illinois population (15%) that are African American. Looking at the past decade (Table 12), the number of Hispanic students enrolled at UIC has shown a steady increase from 2,277 in 1990 to 3,333 in 1999. The number of African American students enrolled at UIC is slightly lower in 1999 (2,272) than in 1990 (2,374), and the gap is greater when compared to 1994. These data indicate that greater effort needs to be addressed to recruiting African Americans into undergraduate programs and underrepresented minority students into graduate and professional programs. Enrollment of African American students is the priority set for recruitment efforts in the Office of Admissions and Records for Fall 2000.

The African American Academic Network (AAAN) has the dual role of recruiting and retaining African American students. One of the new recruitment strategies implemented by AAAN in AY99-00 was Immersion Day. This program allows applicants and prospective students to spend a day on campus as a UIC student. Participants attend class with a UIC host, meet representatives from their college of choice and engage in a wide range of activities including UIC student panels, workshops presented by the Financial Aid staff, and student development workshops. Through their direct contact with UIC staff and students, prospective students receive first-hand information about academic programs and campus life that may affect their decision to apply to and enroll at UIC

Immersion Day allows African American students to experience college prior to applying to UIC.

New/Enhanced Support Programs – Throughout College Career

One obvious trend in the programs of the underrepresented minority support programs at UIC is the impact of technology. Both the African American Academic Network and the Latin American Recruitment and Educational Support units have turned to e-mail and listservs to better serve their clientele. With them, counselors/advisors are more available and the program staff are proactive and not dependent upon students coming to their offices or events.

Immediacy of e-mail and listservs increases the impact of support services on students.

President's Award Program (PAP) was established in 1985 to ensure that capable underrepresented minorities (African-American, Latino and Native American) with strong academic records (ACT Composite Scores of 22 or above) can study at the University. PAP not only provides tuition support, it also supports participants in the transition to college, acts as a liaison and advocate for program participants, and enhances cultural development through group activities. The PAP student organization provides opportunities for students to interact socially and to learn leadership and organizational skills. The administration of PAP was reconfigured to link PAP students to critical minority support programs. Fall 1999 President's Award enrollments increased for the eighth consecutive year. For Fall 1999, a total of 840 continuing and new freshmen PAP students enrolled at UIC – compared to 814 for Fall 1998.

In a recent article in *Black Issues in Higher Education* Ronald Roach ("Reflections of Faculty Pipeline Program Progeny." Pp. 24-25 in *Black Issues in Higher Education*, October 28, 1999), argues that undergraduate research fellowships are critical to attracting underrepresented minority students to graduate study. UIC has long been a participant in the Committee on Institutional Cooperation Summer Research Opportunities Program which is designed to introduce talented American minority students (sophomores and juniors) to the rigors of graduate research and the rewards of a career in academia. In AY99-00, 27 African American and 30 Latino students participated in the 10-week program at UIC.

In AY 1999-2000, UIC became a participant in the McNair Scholars Program. This federally funded program is designed to provide talented undergraduate students from low-income, first generation college families with effective preparation for doctoral study. There are currently twenty (20) students in the program. One-third of these students are from underrepresented minority groups (African American and Latino). Ten of the participants are working with faculty mentors in the sciences/technologies, nine in the social sciences, and one in the humanities.

New/Enhanced Support Programs – Early Years

Adequate preparation has been demonstrated to be a critical factor to success in college. For that reason, many UIC programs have added or expanded initiatives that target students in grade and high school. Some examples are listed below.

- *Women's Heritage Month* at UIC featured an essay contest about a notable woman for 266 fifth and sixth graders from three area Chicago Public Schools.
- The *Minority Engineering Recruitment and Retention Program* expanded the cooperative pre-freshman summer residential program to include students from Daley College through a HECA grant.
- The *Latin American Recruitment and Educational Services* program added a computer literacy component to the college prep courses offered to 25 students at Benito Juarez High School.
- *Early Outreach–Hispanic Math/Science Education Initiative* implemented a mentor run workshop series to help prepare participating students for college.
- *Early Outreach–Mayor Daley's Summer Youth Employment Program* has almost doubled in the number of students served (40 to 70) and more than doubled the number of work sites (from 5 to 11).
- *UIC/CPS Prep Program* has been expanded to include sixth graders in this program which exposes them to scientific research, celebrates academic achievement, and encourages preparation for college study. The program has been enhanced and now offers a school-year component at the five

partnership schools.

- *Early Outreach–Saturday College* program now serves students as young as third grade. At the high school level, Saturday College began a prep program for 11th graders on taking the required ACT.
- *Early Outreach–College Component* has introduced a policy that requires former program participants to volunteer at least once during their first two years in college.
- *Early Outreach–High School/College Transition Component* now requires participants to register via the Fast Web internet service to emphasize the importance of computer skills.
- The *ABLA Community Scholars Program* which targets 4th and 5th grade students living in the ABLA Homes project in the UIC neighborhood moved into its second year. To achieve the program's goal of making students active learners, workshops and services targeted at the teachers and parents of participating students have been introduced.
- *Spiral Workshop*, an initiative that attempts to develop artistic skills and cultural literacy in art among elementary age children, has increased the number of children served from 70 to 115.

Public Act 87-581

The Campus Advocacy Network, a program of the Office of Women's Affairs, continues to train peer educators to provide violence reduction and community building programs for College of Liberal Arts and Sciences freshmen enrolled in required LAS 100 classes. The New Student Orientation program delivers a violence reduction program to almost 3,000 incoming freshman with an interactive theater Danger Ranger Skit that includes a module on sexual assault risk reduction.