

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

**National Recognition of UIC's Diversity**

UIC continues to be recognized for its diverse student body. *U.S. News'* 2001 rankings placed UIC sixth among national universities for diversity (the

U.S. News placed UIC 6<sup>th</sup> in their national diversity ranking for colleges and universities.

only Midwestern university in the top 15) out of 228 national universities in the country (147 public, 81 private). The institutions in this group include Research I and II Universities, and Doctorate-Granting Universities I and II. ([http://www.usnews.com/usnews/edu/college/rankings/natu\\_div.htm](http://www.usnews.com/usnews/edu/college/rankings/natu_div.htm)) The *Hispanic Outlook in Higher Education* ranked UIC 31<sup>st</sup> in the enrollment of Latinos and 10<sup>th</sup> among Research I institutions ("Hispanic Outlook Top 100," in *Hispanic Outlook in Higher Education*, May 7, 2001, pp. 8-27).

Not only has UIC been recognized for the diversity of its student body, UIC has been cited by both *Hispanic Outlook in Higher Education* and *Black Issues in Higher Education* for conferring a substantial number of degrees to underrepresented students. Earning the degree is critical. Enrolling students is only the first step to success while degree completion is a true measure of success.

*Black Issues in Higher Education* ranks UIC as 24<sup>th</sup> in number of baccalaureate degrees, 1,356, granted to all underrepresented students. This represents 46.3% of all baccalaureate

*Black Issues in Higher Education* ranks UIC 24<sup>th</sup> nationally in total number of baccalaureate degrees awarded to under-represented students in 1999-2000.

degrees conferred by UIC in 1999-2000 ("The Top 100: Interpreting the Data," *Black Issues in Higher Education*, June 7, 2001, pp.48-88). Looking at individual groups, UIC is ranked 101<sup>st</sup> for granting 249 baccalaureate degrees (8.5%) to African Americans, 19<sup>th</sup> for granting 665 bachelors degrees (22.7%) to Asian Americans, and 36<sup>th</sup> for granting 438 baccalaureate degrees (15%) to Latinos. When historically Black colleges and universities are removed from the rankings, UIC moves to 66<sup>th</sup> in number of bachelors degrees granted to African Americans.

Degrees in the health professions are an important element of UIC's mission. UIC is ranked 20<sup>th</sup> nationally in the total

UIC 5<sup>th</sup> in the nation in the production of Latino physicians and pharmacists.

number of baccalaureate degrees (119 or 39.1%) in the health professions granted to minority students ("The Top 100: Interpreting the Data," *Black Issues in Higher Education*, June 7, 2001, pp.48-88). UIC is ranked 5<sup>th</sup> nationally for the production Latino graduates in both the MD and Doctor of Pharmacy programs ("Hispanic Outlook Top 100," *Hispanic Outlook in Higher Education*, May 7, 2001, pp. 7-27).

UIC's production of Engineering underrepresented baccalaureate graduates is ranked 20<sup>th</sup> by *Black Issues in Higher Education* ("The Top 100: Interpreting the Data," *Black Issues in*

UIC moves to 20<sup>th</sup> in the nation in production of engineering baccalaureate recipients from underrepresented groups.

*Higher Education*, June 7, 2001, pp.48-88). This is a much higher ranking than the previous ranking by Black Issues using 1997-1998 data. At that time, UIC ranked 30<sup>th</sup> for Engineering baccalaureate degrees. Of the 148 degrees awarded to underrepresented students in 1999-2000, 21 were awarded to African American students. This places UIC 32<sup>nd</sup> among US institutions. UIC tied for 17<sup>th</sup> place with the graduation of 89 (30.7%) Asian American baccalaureate recipients. UIC was ranked 22<sup>nd</sup> in the production of Latino engineering degree recipients (38 or 13.1%).

## **Underrepresented Staff**

### Provide Support Programs – Faculty Recruitment/Retention/Development

*The Minority Faculty Recruitment Program*, initiated in 1989, continues to assist units in attracting outstanding minority faculty to positions at UIC. To accomplish this goal, this initiative provides permanent salary supplements up to \$20,000 as well as research funding for newly hired faculty. Since this program was implemented, the number of African American, Latino and Native American tenured and tenure-track faculty has increased from 66 in the Fall of 1988 to 125 in the Fall of 2000. Currently, a total of 88 faculty members are benefitting from \$1,703,225 in salary supplements. It is hoped that faculty recruited through this program will serve as role models and mentors for minority students.

The Minority Faculty Recruitment Program has been renamed the Under-represented Faculty Recruitment Program and expanded to include women and Asian Americans.

In April 2001, the Dean's Council approved the extension of this successful program to hires in departments where Asian-Americans and women are severely underrepresented. Under the current expansion, African American, Latino, and Native American faculty will automatically be included. However Asian-Americans and women will also be targeted in fields where the faculty does not approximate the diversity of the UIC student body. The name of the program will be changed to the *Under-represented Faculty Recruitment Program*.

*The Mentoring Program for New Faculty* just completed its third year. This program is open to all incoming faculty. The volunteer mentors are tenured faculty. In Fall 2000, a total of 17 new faculty participated in the program and, of these, eleven of these were women. There were two African Americans, two Latinos, and three Asian Americans among the participants.

The Under-represented Faculty Recruitment Program, New Faculty Orientation, New Faculty Workshops, Promotion and Tenure Workshops, and the Mentoring Program for New Faculty are designed to affect faculty diversity numbers. Data in Table 1 indicate that UIC has a higher percentage of Latino 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, dropped slightly in Fall 1999, but returned to the upward trend in 2000 (Table 2). The data for African American faculty show more fluctuation but the numbers are decidedly higher than in the early years

of the past decade. With the Minority Faculty Recruitment Program in place for 10 years, we believe the trend toward more minority faculty indicates the success of this program.

The number of the tenured and tenure-track faculty that are women passed the 400 mark in 2000 (Table 3). The trend toward greater numbers of women being tenured or tenure track faculty is encouraging. Further the expansion of the Minority Faculty Recruitment Program to include women in disciplines where they are underrepresented should result in continued increases in women as well as minority faculty.

*The African American Culture Fellowship Program*, co-sponsored by the African American Cultural Center, the Department of African-American Studies, and the Institute for Research on Race and Public Policy, is a new initiative that will focus attention on African American issues. The core of the program is the establishment of two fellowships: a Faculty Fellowship in African-American Culture, and a Community Fellowship in African-American Culture.

#### Provide Support Programs – Staff Retention/Development

One indicator 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 2001 who are African American or Latino exceeds the proportion of both African Americans and Latinos in the Chicago labor force and in the population in Illinois (Table 4). The proportion of African-American staff that are African-American has stabilized at 44% and continues to increase (Table 5).

Fifty-three percent of academic administrators at UIC are women.
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*The Support Staff Mentoring Program* and the *Academic Professional Mentoring Program* were consolidated this year. This consolidated program is sponsored by The Minority Concerns Subcommittee of the Chancellor’s Committee on the Status of Women. Any member of the support or academic professional staff can sign up for mentoring.

#### Provide Support Programs – Administrator and Academic Professional Retention/Development

As noted above the *Academic Professional Mentoring Program* has been combined with the support staff mentoring program. Despite this streamlining of mentoring services, the goal of the former Academic Professional Mentoring Program to increase awareness of careers in academic administration spawned a new program & a year-long shadowing program. Under this program, eight UIC women are shadowing top campus administrators.

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 1995, the number of academic administrators and academic professionals that are women has increased dramatically (819 to 1,399); among vice chancellors, deans, and directors the number has increased from 152 to 313 (Table 6). The proportion of academic administrators hired during this

period that were women was 59% and the proportion of academic professionals hired was 67% (Table 7).

The number of underrepresented minorities who are academic administrators and academic professionals has increased by 74% in the same time period (388 in 1995 to 677 in 2000). The number of academic administrators who are Latino has almost doubled in the same five-year period (Table 6). Thirty-six percent of 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.

The number of Latino academic administrators has almost doubled in the past five years.
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## **Women**

### Improve College Environment

The two major units responsible for support programs aimed at women students, staff, and faculty are the *Office of Women's Affairs*, and the *Office of Access and Equity*. These units, in concert with the Chancellor's Committee on the Status of Women, have been critical to the initiation and success of the mentoring programs from women faculty and staff described above.

The expansion of the *Office of Women's Affairs* over the past few years has affected the climate for women on campus. The *Campus Advocacy Network* (CAN), a fairly new unit of the Office of Women's Affairs, answers a critical need on campus. CAN has provided essential services to 45-50 clients per year who have been victims of sexual assault, domestic violence, stalking or hate crime. 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 55.5% in 2000. The proportion in graduate programs (Table 9) has reached 59%. The proportion in professional programs is just slightly under 50% (49.6%).

## **Minority Students**

### Improve College Environment

The success of the recruitment and support functions of the African American Academic Network (AAAN), the Latin American Recruitment and Educational Support program (LARES), and the Native American Support Program (NASP) can be assessed by 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%) (Table 10). 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 (11%) and the proportion of the Illinois population (15%) that are African American. The number of Native American students is quite small. This is consonant with the number of Native Americans in the Illinois population & less than 1%.

Thus enrollments of Native American students of less than 1% are not surprising. However, the decline in Native American enrollments from 1996 to 2000 from 74 to 63 causes concern (Table 12). It well may be that this is not a trend but simply normal fluctuation. Whatever the reason for this decline, it is duly noted and future changes will be monitored. A more detailed description of the UIC student body is presented in the section on this year's focus topic, Campus Climate.

A review of these data indicates that still greater effort needs to be addressed to recruiting African Americans and Native Americans into undergraduate programs and underrepresented minority students into graduate and professional programs. UIC appears to have great success with Latino recruitment especially at the undergraduate level. The success of LARES in this area will inform efforts to recruit other groups.

One of the new recruitment strategies implemented by *African American Academic Network* (AAAN) in AY99-00 was Decision Day. Offered twice this year, this program offered on-sight

New AAAN recruitment initiative & Decision Day & proves popular with students and parents.

admissions decisions to participants with completed applications. Participants and their parents gave positive evaluations of this new initiative. Last year, AAAN initiated Immersion Day. This program allows applicants and prospective students to spend a day on campus as a UIC student. After last year's experience and that gained from the first of these events this year, students were scheduled for individual visits rather than in groups. The relative success of these two delivery systems will be assessed before a final model is chosen.

AAAN's recruitment also initiated three workshops that address the needs and concerns of African American students and their parents as they consider opportunities in higher education. These workshops were delivered to several Chicago area congregations and community agencies. Access to African American congregations was facilitated by collaboration of UIC with the Westside Federation of Churches.

### New/Enhanced Support Programs – Throughout College Career

The *Latin American Recruitment and Educational Services* (LARES) unit continued all of the programs that have proved successful in previous years. Many of these are detailed in the 1998 and 1999 Reports. Despite its past successes, the program continues to develop and implement new strategies. For example, this year LARES

upgraded its study center by installing 10 new state-of-the-art computers. This enhancement was coupled with a formal designation of the study center as the

LARES celebrates enhanced Cesar Chavez Student Study Center.

Cesar Chavez Student Study Center. To celebrate, LARES held an open house spotlighting its services for students, faculty and staff and an open house is slated to become an annual event. Another new initiative begun this year was a cooperative arrangement with the College of Business Administration that will integrate the recruitment and academic support LARES provides with programs in the college. For example, the LARES Summer Bridge Program's offerings have been

expanded to address the needs of entering College of Business Administration students as well as those entering Liberal Arts and Sciences.

External recognition is another indicator of success. For Latino students at UIC, we have two such positive indicators. UIC Latino students were selected for internships in Washington, D. C. by the National Association of Hispanic Elected

Latino students participate in national and local internships and receive national and regional competitive scholarships.

Officials, the US Hispanic Chamber of Commerce, the Department of Housing and Urban Development, and three by the Hispanic Association of Colleges and Universities to the FAA, CIA, and FDA. In addition, a student received a legislative internship with Senator Miguel del Valle. Latino students continue to be successful in recent scholarship competitions -- three received the *Civica Mexicana* Scholarship, one received a Gates Millennium Scholarship, an Ameritech Award and a Hispanic Scholarship (National Hispanic Scholarship Fund), and one received both a LINC Scholarship and an Illinois Banker's Scholarship. UIC is number one in the Midwest in the number of Latino students who have received scholarship awards.

The *African American Academic Network* (AAAN) launched a series of events or programs aimed at supporting African American students at UIC. Several of these initiatives targeted specific segments of the African American student body. For example, one program initiated was a Single Parents Support Group. Another program, Sista Circle, targeted African American women in the residence halls. Yet another targeted African American men. This initiative, Male Student Success Initiative, is especially noteworthy because men make up less than a third of the African American student body at UIC. The most successful of the events sponsored by this program was the

AAAN launches mentoring program aimed at creating bonds between African American students and African American faculty and staff.

NCAA Championship Game viewing held in the residence halls. One other program needs special mention. It is a mentoring program through which African American undergraduates are matched with African American faculty and staff on UIC's campus. The aim is to build personal bonds to individual members of the UIC community and thereby enhance their bond with the University.

*President's Award Program* (PAP) was established in 1985 at the University to ensure that capable underrepresented minorities (African-American, Latino and Native American) with strong academic records (ACT Composite Scores of 22 or above at UIC) can study at the University of Illinois. 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. For Fall 2000, a total of 824 continuing and new freshmen PAP students enrolled at UIC – this is a decrease from 840 in Fall 1999 but it is the first decrease after 8 years of growth. It may be that the program has reached equilibrium and will not increase greatly in the near future.

Many experts have argued that undergraduate research opportunities are essential to attracting underrepresented minority students into graduate study. The White House Office of Science and Technology Policy awarded the *Committee on Institutional Cooperation's Summer Research Opportunities Program* (SROP) the prestigious Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring.

Awardees serve as examples to their colleagues and are leaders in the national effort to train the next century of scientists, mathematicians and engineers. This award was established by President Clinton in 1996 to recognize the efforts of individuals and organizations that inspire and mentor young people to succeed in fields of science, math, and engineering. UIC has long been a participant in this CIC Program, which is designed to introduce talented underrepresented students (sophomores and juniors) to the rigors of graduate research and the rewards of a career in academia. In AY00-01, 25 African American and 23 Latino students participated in the 10-week program at UIC.

Summer Research Opportunities Program accorded the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring.
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#### New/Enhanced Support Programs – Early Years

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

- *The Future Teachers Club*, a program in the College of Education, has expanded its goal to recruit and retain students from traditionally underrepresented groups beyond UIC students. The Board of Directors of the Club is working with two Chicago high schools to increase interest in a teaching career while students are still in high school.
- *Upward Bound* added parent workshops to its program with the goal of strengthening the program's activities aimed at motivating low income students to complete high school and attend college.

#### **People with Disabilities**

##### Improve Delivery of Support

UIC continues to improve the physical accessibility of campus with concrete changes to the physical plant. In an attempt to provide high quality support to persons with disabilities, the University commissioned a disability expert to produce a report on the services currently provided. After dissemination and discussion these recommendations will provide a basis for the evolution of support for persons with disabilities on campus.

*The Office of Disability Services* is charged with ensuring the accessibility of UIC programs, courses and facilities for disabled students. ODS enhanced available services this year by making two important appointments: an adaptive technology specialist and a staff interpreter.

The *Latin American Recruitment and Educational Services (LARES)* Program joined with the National Center for Latinos with Disabilities and the Illinois Deaf

LARES enters partnership to enhance college preparation of disabled Latinos.

Latino Association to deliver programs to promote literacy in the Latino deaf community and to address issues of college preparation for Latino students with disabilities.

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### **Public Act 87-581**

*The Campus Advocacy Network* and the *Office of Women's Affairs* collaborated with two student groups, *Student Outreach Services* and *Circle Greens*, to produce student initiated anti-violence programs. The first was the hugely successful production of the *Vagina Monologues*, a theater production that celebrates women and speaks out about violence against women. Over 800 faculty, staff, students, and community members attended. The *Clothesline Project*, a graphic display of T-shirts paying tribute to women who have experienced violence and a Take Back the Night Rally were also organized.