



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

Prepared By:

**Office of Equal Opportunity and Access
University of Illinois at Urbana-
Champaign**

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-----**Purpose**-----

Illinois Public Act 85-283 requires all public institutions of higher education to annually report their plans and efforts to improve the participation of underrepresented groups (minority, female, and disabled students and staff) to the Illinois Board of Higher Education (IBHE). The Illinois Board of Higher Education, in turn, is required to report (to the Governor and General Assembly) on the effectiveness of institutional plans each January. This report is based on the 2001 Guidelines for Updating Annual Reports on Underrepresented Groups in Higher Education, prepared by IBHE.

-----**Major Events and Initiatives**-----

This year's report highlights several areas identified as "policy themes." The policy themes for minority representation are as follows: to strengthen institutional planning, provide support programs early and throughout education, emphasize opportunities in fields of high employer and societal need, and improve the college environment.

Underrepresented Students

**Undergraduate Enrollment by Racial/Ethnic Category
University of Illinois at Urbana-Champaign
Fall 1999 and Fall 2000**

Year	African-American	Asian-Pacific Islander	Hispanic	American Indian/Alaskan Native	Total Undergraduate Enrollment
1999	2024	3609	1503	61	27889
2000	1961	3690	1595	51	27936

- Undergraduate enrollment for all minority students increased from 25.8% in 1999 to 26.1% in 2000.
- Undergraduate enrollment for African-American students decreased from 7.3% in 1999 to 7.0% in 2000.
- Undergraduate enrollment for Asian/Pacific Islander students increased from 12.9% in 1999 to 13.2% in 2000.
- Undergraduate enrollment for Hispanic students increased from 5.4% in 1999 to 5.7% in 2000.

- Undergraduate representation for American Indian/Alaskan Native students remained the same in 1999 and 2000 at 0.2%.

**Graduate & Professional Enrollment by Racial/Ethnic Category
University of Illinois at Urbana-Champaign
Fall 1999 to Fall 2000**

Year	African-American	Asian/Pacific Islander	Hispanic	American Indian/Alaskan Native	Total Undergraduate Enrollment
1999	301	416	178	14	7880
2000	311	377	208	13	8083

- Graduate & professional representation for all minority students decreased from 11.5% in 1999 to 11.2% in 2000.
- Graduate & professional representation for African-American students remained the same in 1999 and 2000 at 3.8%.
- Graduate & professional representation for Asian/Pacific Islander students decreased from 5.3% in 1999 to 4.7% in 2000.
- Graduate & professional representation for Hispanic students increased from 2.3% in 1999 to 2.6% in 2000.
- Graduate & professional representation for American Indian/Alaskan Native students remained the same at 0.2%.

Strengthening Institutional Planning and Improving the College Environment

Diversity Initiatives Committee

The Chancellor and Provost have charged a new campus-wide committee with developing plans for improving diversity on campus. The committee is comprised of 27 members, including students, professors, deans, assistant deans, and academic professionals. The Diversity Initiatives Committee met regularly during the spring semester and summer term of 2001 and is expected to issue an interim report during the fall 2001 semester. One purpose of the Committee is to develop proposals that will increase the gender and ethnic diversity of faculty and staff members. The committee will also identify strategies for offering an educational and living experience that encourages students to

understand their own limitations and what students and those of other backgrounds can contribute to societal issues.

Research Experiences for Undergraduates

The Department of Mathematics announced a new program, "Research Experiences for Undergraduates" (REU). Funding for these REUs is from a National Science Foundation (NSF) Vertical Integration of Research and Education (VIGRE) grant awarded to the Department in June 2000. Three REU programs are available for students. Participating students will receive a stipend of \$3,200.

Vertical Integration of Research and Education: Teacher Training for Undergraduates

The Department of Mathematics implemented a new teaching program, VIGRE Teacher Training for Undergraduates (TTUs). The student's role is to assist the instructor and learn more about how to present the course material, how to arrange the material over the term, and how to test the class for their knowledge of the material. As the term progresses, the student is given the opportunity to present sections of the material in class. By the end of the term, the teacher trainees have prepared and conducted lectures on their own, contributed to the writing of examinations and grading, as well as participated in the whole spectrum of issues that arise from teaching a course. The last obligation of the student is to write a final report for the TTU Committee on her/his experience as a teacher trainee.

Support Programs Early & Throughout Education

Update Newsletter

The Update Newsletter is an outreach services newsletter from the African, East Asian, Latin American, and Russian Studies Centers at the University of Illinois at Urbana-Champaign (UIUC). Outreach officers from each of these area studies centers contribute to the issues, each of which focuses on a different topic. Topics range from folk art, music, and popular religion to cities, political systems, and economics. The chosen topic is succinctly summarized for K-12 educators. A bibliography of useful references for further study and K-12 products for use in the classroom are also included.

Center for East Asian and Pacific Studies

The Center for East Asian and Pacific Studies held its seventh annual workshop on June 24-29, 2001, entitled "Teaching China in the Precollegiate Classroom." This one-week mini-course covered various aspects of Chinese culture and society. The program is designed to provide secondary school teachers with a broad introduction to China that will be helpful in their teaching. China specialists

on the UIUC faculty led lecture/discussions on Chinese society, culture, economics, and politics. Some of the topics covered were popular beliefs, family and gender, literature, and the changing economic and political landscape.

Center for African Studies

The Center for African Studies engages in educational outreach efforts in response to the growing interest in African cultures and society by K-12 educators, students, the elderly, parents, community colleges, the media and the business community. It provides programs for the community and offers training and resources for these groups. The Center recently added a speakers bureau service. The bureau provides on-site school classroom presentations for students and consultation services for teachers and administrators focused on school curricula development.

WILL-TV

The WILL-TV Department under the College of Communications contributes to the school readiness of children through a service called Ready to Learn. This service provides educational resources in English and Spanish. Resources include 300 free books each month for at-risk children, more than 40 hours each week of quality educational children's television programming, a monthly schedule of programming, thematic literacy kits, a variety of workshop training sessions, distribution of the PBS Families Magazine, and WILL's quarterly "View and Do" newsletter.

Opportunities in Fields of High Employer and Societal Needs

Reproductive Biology Training Program

The Reproductive Biology Training Program at UIUC offered an opportunity for underrepresented minority undergraduates majoring in the life sciences, particularly sophomores and juniors, to participate in faculty research projects in reproductive biology during the summer of 2001. The Program is designed to provide undergraduates with an invaluable experience as they make decisions involving graduate training and career selection.

African-American Cultural Program

The African-American Cultural Program initiated a pilot Student Leaders Mentoring Program to encourage student leaders to achieve high academic success while they lead their respective organizations. In the year 2000, thirteen student leaders were paired with an equal number of mentors. The Program is designed to serve up to three protégés for each mentor. The mentors were a combination of graduate students and professional staff members.

Department of Mathematics

Mentoring is vital to the success of undergraduate students, graduate students, postdoctoral associates, and non-tenured faculty. Under the VIGRE Mentoring Program in the Mathematics Department, there are two additional types of peer groups that are being formed to carry out mentoring and interpersonal, professional support. The first type of group is Across Level Peers (ALPs), which places undergraduate students, graduate students, and faculty of all types in groups to pursue wide-ranging discussions of career plans and to give general personal support. One of the goals of the ALP is to provide a clearer picture for those concerned with issues and working conditions that exist or might be expected at various stages in a mathematical career. The second group is the Research Among Peers (RAPs), which provides a vertical integration structure among graduate students, postdoctoral associates, and faculty with similar interests.

College of Engineering

The College of Engineering at UIUC welcomes diversity. As part of its efforts to achieve diversity in its graduate programs, the College hosted its Sixth Annual Minority Engineering Graduate Recruitment Program. The Program was held on the campus on October 26-29, 2000. The Recruitment Program included: an overview of the graduate programs, faculty, and facilities available at the University; information regarding financial aid; a presentation about the cultural activities; an informal "get acquainted" party with current minority graduate engineering students; and a workshop on the preparation of an application to graduate school.

Summer Research Opportunity Program

The UIUC and the Committee on Institutional Cooperation offer a summer program that provides research experiences for underrepresented students interested in graduate study and pursuing a career in academia. The Summer Research Opportunity Program at the University offered outstanding students the opportunity to conduct graduate-level research with a faculty member in the student's area of interest. The SROP is a nine-week program.

Students with Disabilities

The policy theme for students with disabilities is to improve the planning, delivery, and evaluation of services.

Students with Disabilities University of Illinois at Urbana-Champaign Fall 1998 to Fall 1999

Year	All Students with Disabilities	Undergraduates with Disabilities	Graduates with Disabilities
1998	313	247	66
1999	449	342	107

Improving the Planning, Delivery, and Evaluation of Services

Disability Research Institute

The Disability Research Institute, which is first of its kind, is based in the College of Applied Life Studies. This Institute was awarded a five-year, \$5.25 million grant by the U.S. Social Security Administration. Some of the Disability Research Institute tasks include:

- ❑ Preparing reports for the Office of Research, Evaluation, and Statistics
- ❑ Publish in public policy forums to reach policymakers
- ❑ Publish in major print and broadcast media, community and university newsletters to reach the public
- ❑ Submit publications and presentations to leading sources such as the American Economic Association, and the American Psychological Association to reach academics and researchers

Division of Rehabilitation-Education Services

The University's long-standing commitment to excellence in the education of persons with disabilities garnered recognition in three national surveys. In New Mobility: Disability Culture & Lifestyle, the University was rated the nation's best and most user-friendly campus for students with disabilities among the 50 top public universities cited by U.S. News & World Report. Since the Division of Rehabilitation-Education Services (DRES) was founded in 1948, the University has been a leader in services for students with disabilities. The University of Illinois has developed a history of innovativeness for many disability programs:

- ❑ First comprehensive program of post-secondary education for people with severe physical disabilities
- ❑ First university with accessible buses

- ❑ First formal overseas study program for students with disabilities
- ❑ First independent living center for those dependent on respiratory devices and personal assistance services
- ❑ First rehabilitation service fraternity
- ❑ First collegiate wheelchair basketball teams for both men and women

In other surveys published by We magazine and Enable magazine, UIUC was cited to be among the nation's 10 best universities with respect to disability support services and access.

The DRES Information Technology Office was awarded a state grant to form the Center for Instructional Technology Accessibility. The purpose of the Center is to give developers of web-based instructional materials guidelines on how to design their resources to be more accessible to people with disabilities.

In continuing the educational outreach for which the program has long been recognized, the Division of Rehabilitation-Education Services hosted week-long instructional camps in wheelchair basketball and wheelchair racing for nearly 100 youth with locomotor disabilities from across the country. Two information technology camps were organized for high school youth with disabilities. One was designed to enhance technology literacy among students with severe upper extremity disabilities, and the second was created to assist blind students in the use of state-of-the-art information technologies.

DRES sponsored the Third Annual Summer Computer Literacy Training Camp for youth ages 14 to 19 at the Urbana-Champaign campus in June 2001. The Camp is specifically designed for participants with severely limited use of their upper extremities who are interested in post-secondary educational opportunities.

The Second Annual Summer Computer Literacy Camp for visually impaired youths ages 14 to 19 was held in June 2001 as well. DRES also sponsored this camp.

The camp goals are as follows:

- ❑ To help students develop their academic and career goals
- ❑ To introduce young people with severe upper motor disabilities to a wide range of computer and assistive technologies for independent literacy
- ❑ To improve knowledge and, skills in the use of the World Wide Web
- ❑ To improve the participants understanding of their abilities and disabilities
- ❑ To orient students to university life
- ❑ To provide information on the rights of students with disabilities in secondary and post-secondary education

In the fall of 2000, the state university system in Illinois pledged to the Clinton administration to research ways of making computer technology more accessible

for disabled students. The University already has adjustable-height computer tables, 21-inch monitors, and 50 workstations for disabled students across campus; however, researchers continue to experiment with technology such as e-mail readers and voice activators. They are trying to create more accessible web-based materials. The new technology has been extremely effective for disabled students on campus.

Female Representation

The policy themes that have been identified for female representation are to emphasize opportunities in fields of high employer and societal need and to improve the college environment for women.

Female Undergraduate Enrollment University of Illinois at Urbana-Champaign Fall 1999 to Fall 2000

Year	Female	Total
1999	13249	27889
2000	13290	27936

- Female enrollment in undergraduate programs increased from 47.5% in 1999 to 47.6% in 2000.

Female Enrollment in Graduate & Professional Programs University of Illinois at Urbana-Champaign Fall 1999 to Fall 2000

Year	Female	Total
1999	3866	8845
2000	4021	9082

- Female enrollment in graduate & professional programs increased from 43.7% in 1999 to 44.3% in 2000.

Improving the Campus Environment for Women

The Illinois Women's Handbook

The Illinois Women's Handbook, created by the Illinois Women's Handbook Collective, was distributed free of charge to all female first-year students in the fall of 2000. The handbook discusses topics on different activities for women, including life after college, violence against women, treating yourself right, health, money, identity, community, and activism.

Undergraduate Conference

The first undergraduate conference on women at UIUC was held in 2000. The conference was titled “Rites of Passage: Women and the Campus Experience.” The conference addressed issues undergraduate students face on the campus. Workshops on gender and diversity issues, such as: Body Image; Inter-racial Dating; History of Feminism, Women in the Art, Media, and Sports; Sexual Violence; Native American Issues; Eating Disorders; and Positively Sex.

Campus Violence Prevention Campaign

The University is taking a stand against violence in the community with the help of the Illinois Violence Prevention Authority. The Campus Violence Prevention Campaign is designed to increase awareness and knowledge of violence in our community and suggests proactive ways to work toward prevention. The Campaign is a collaborative effort among several university departments and community organizations including the Dean of Students, the Office for Student Conflict Resolution, the Office of Women’s Programs, Family and Graduate Housing, Rape Crisis Services, and Cognition Works Community Solutions. The following are the five focus areas covered by the campaign:

- ❑ Conflict Resolution
- ❑ Dating Violence
- ❑ Hate Crime Awareness
- ❑ Sexual Assault
- ❑ Alternatives to Violence Prevention Education

Women in Computer Science

Women in Computer Science is dedicated to creating a comfortable environment for everyone who studies and does research in computer science at the University by increasing the social interaction within and outside the department; providing opportunities to meet prominent women in computing; providing professional information and support; advocating relevant policy, practices, and curricula changes; and creating awareness of the issues relevant to women in computing. Their support system and activities include: social meetings at least once a semester, mentoring, speakers and workshops on topics concerning women in computer science, and the hosting of visiting graduate and undergraduate students. They have supplied diaper-changing stations in female and male restrooms and a nursing and child playroom with a computer and private nursing area.

Opportunities in Fields of High Employer and Societal Need

Women's Studies Program

The Women's Studies Program at UIUC sponsors a wide variety of programs and events. In the spring of 2001, it held a Women's Studies Feminist Scholarship Series every Wednesday, which featured different topics each week. Some of the topics were: Gender and International Economic Crises, Feminism in the Marketplace, and Representations of Women by Male Writers in the Arab World.

Women in Engineering Program

The Women in Engineering Program creates a climate conducive to academic pursuit and personal growth that supports equal opportunities for women in engineering education. The Program seeks to enhance the creativity and abilities of women at levels from pre-college to higher education. Currently in the College of Engineering, approximately 19 percent of undergraduate students are women, 15 percent of graduate students are women, and six percent of faculty are women. The Women in Engineering Program participates in outreach and recruitment programs of the College of Engineering in addition to sponsoring the following:

- Engineering Advocates: The purpose of Engineering Advocates is to provide outreach services to middle schools and high schools throughout the state of Illinois. Undergraduate and graduate female engineering students share the excitement and fun of mathematics and science with young men and women and increase the awareness of engineering disciplines and potential careers.
- GAMES: This annual one-week residential camp was initiated to give girls entering the 7th and 8th grades a chance to explore many areas of math, science, and engineering in a fun and pleasant environment. The goal of the camp is to encourage them to consider future careers in technical fields and allow them to make informed class choices before entering college.
- Merit Awards: Distinguished Scholar Awards totaling approximately \$100,000 were offered to 24 incoming freshmen for the 2000-2001 academic year. The Women in Engineering Program and the departments of the student awardees jointly supported the scholarships.
- Junior and senior high school women were being invited to attend UIUC this fall to explore careers in engineering and learn about UIUC. Women in Engineering also extend the invitation to parents and/or teachers. Participants will have the opportunity to learn about engineering disciplines from professors and students and acquire information about

admission requirements, scholarships, and financial aid. Students will be able to stay overnight in the Women in Math, Science and Engineering (WIMSE) Living Learning Community.

For female students already enrolled in engineering-related disciplines at the University, Women in Engineering provides access to counseling, advising, and other services related to personal, academic and employment matters. The Women in Engineering Mentoring Program links first-year women with upper-class women, graduate students and faculty. Workshops are held on various topics, such as classroom climate for students and faculty.

Faculty and Staff

The policy themes for faculty and staff are as follows: provide support programs early and throughout education, emphasize opportunities in fields of high employer and societal need, and strengthen institutional planning and improve the college environment.

Minority Representation Among Tenured/Tenure-Track Faculty University of Illinois at Urbana-Champaign Fall 1999 to Fall 2000

Year	African-American	Asian/Pacific Islander	Hispanic	American Indian/Alaskan Native	Total Tenured/Tenure-Track Faculty
1999	55	183	61	5	1932
2000	55	193	56	4	1917

- ❑ Total minority representation for tenured and tenure-track faculty increased from 15.7% in 1999 to 16.1% in 2000.
- ❑ African-American representation for tenured and tenure-track faculty remained the same in 1999 to 2000.
- ❑ Asian/Pacific Islander representation for tenured and tenure-track faculty increased from 9.5% in 1999 to 10.1% in 2000.
- ❑ Hispanic representation for tenured and tenure-track faculty decreased from 3.2% in 1996 to 3.0% in 2000.
- ❑ American Indian/Alaskan Native representation for tenured and tenure-track faculty decreased from 0.3% in 1999 to 0.2% in 2000.

**Female Representation Among Tenured/Tenure-Track Faculty
University of Illinois at Urbana-Champaign
Fall 1999 to Fall 2000**

Year	Female Tenured/Tenure-Track Faculty	Total Tenured/Tenure-Track Faculty
1999	447	1932
2000	455	1917

- Female representation among tenured and tenure-track faculty increased from 23.2% in 1999 to 24.3% in 2000.

**Minority Representation Among Academic Professionals
University of Illinois at Urbana-Champaign
Fall 1999 to Fall 2000**

Year	African-American	Asian/Pacific Islander	Hispanic	American Indian/Alaskan Native	Total Academic Professionals
1999	131	151	44	7	2410
2000	143	157	53	8	2832

- Total minority representation for academic professionals decreased from 13.8% in 1999 to 12.7% in 2000. Although 28 minority academic professionals were hired between 1999 and 2000.
- African-American representation for academic professionals decreased from 5.4% in 1999 to 5.0% in 2000. Although 12 African-American academic professionals were hired between 1999 and 2000.
- Asian/Pacific Islander representation for academic professionals decreased from 6.3% in 1999 to 5.5% in 2000. Although six Asian/Pacific Islander academic professionals were hired between 1999 and 2000.
- Hispanic representation for academic professionals increased from 1.8% in 1999 to 1.9% in 2000.
- American Indian/Alaskan Native representation for academic professionals remained the same from 1999 to 2000 at 0.3%.

**Female Representation Among Academic Professionals
University of Illinois at Urbana-Champaign
Fall 1999 to Fall 2000**

Year	Female Academic Professionals	Total Academic Professionals
1999	447	1932
2000	455	1917

- Female representation among academic professionals increased from 23.2% in 1999 to 24.3% in 2000.

Opportunities in Fields of High Employer and Societal Needs

Women and Gender in Global Perspectives Program

The Women and Gender in Global Perspectives Program is an academic unit at the University of Illinois at Urbana-Champaign concerned with the role of women in developing societies and the impact of international development of women, children, and men throughout the world. The Program was established by an interdisciplinary faculty committee in 1980 as the Office of Women in International Development and placed within the Office of International Programs and Studies, an academic unit with campus-wide responsibility. In August of 2000, the name was changed to the Women and Gender in Global Perspectives Program (WGPP) to reflect the field's growing interest in relative gender analysis as well as the effects of women's organization to promote equity and encourage discussion of alternative approaches to development.

East St. Louis Action Research Program

The East St. Louis Action Research Program establishes and nurtures mutually enhancing partnerships between community-based organizations in distressed urban areas and students, staff, and faculty at UIUC. Through these partnerships, the Program promotes the revitalization of distressed areas; while at the same time advances the University's research, teaching, and service missions. Distressed urban areas continue to be confronted with serious environmental, social, and economic challenges. The Program organizes technical and capacity-building assistance for community-based organizations by harnessing and leveraging the efforts of students, staff, and faculty. In the spirit of true partnership, community residents identify and prioritize tasks and the ends toward which campus efforts must be directed. Individuals from the campus learn from community residents, who have intimate and extensive knowledge of their community. In exchange for this knowledge, campus members work on

projects that enhance and build the community. The East St. Louis Action Research Project worked on the following projects during the 2000-2001 year:

- Outreach Weekend (March 30-31, 2001) - Over 70 volunteers, faculty, and staff participated in nine different jobs and implemented a neighborhood-wide summit in a neighborhood. These energetic students' work included building a park, boarding up windows on two old schools, and putting in playground equipment for a local faith-based child care center.
- The Department of Leisure Studies joined the East St. Louis Action Research Project to help maintain Virginia Park at a level that will facilitate greater neighborhood use and involvement. In addition to returning to the park on a regular basis to perform routine maintenance, the Department hopes to initiate a series of small improvement projects that will cumulatively make a significant difference to this area of East St. Louis and its children.

Ethnic Studies Postdoctoral Fellowship Program

The ethnic studies postdoctoral fellowship program at UIUC assists prospective faculty members in developing their careers as scholars. For recent Ph.D. graduates committed to university teaching and research, this fellowship program provides a stipend, close association with faculty, and assistance in furthering the fellow's development as a productive scholar. Postdoctoral fellowships available for 2001-2002 will provide the recipients with a joint appointment with the Afro-American Studies and Research Program, Latina/o Studies, or Asian American Studies and the department of the candidate's discipline.

Bureau of Economic and Business Research

The Bureau of Economic and Business Research promotes faculty research by providing support for data requirements, offering working papers and reprints, providing assistance in the preparation of grants, and publishing materials such as the Illinois Statistical Abstract and Results (an annual compendium of a broad range of economic and social topics that summarizes faculty research of special or topical interest to friends of the College of Commerce and Business Administration).

Support Programs Early & Throughout Education

I Can Overcome Problems Effectively

The Psychology Department at UIUC has developed a program called "I Can Overcome Problems Effectively." This program helps children and teenagers who are experiencing emotional and interpersonal difficulties such as depression, anxiety, and social withdrawal. The Program is run by graduate and advanced undergraduate students supervised by a faculty member in the

Clinical/Community Division of the Department of Psychology and services 20 to 40 children per year.

Minority Access Summer Program

Each year, the College of Law sponsors an eight-week summer session designed to introduce outstanding minority undergraduates from all campuses of the University to the study and practice of the law. Students spend four weeks on the UIUC campus studying common-law contracts, legal writing, and legal research. Participants spend the final four weeks of the session as interns at Chicago law firms. Seventy percent of the undergraduates participating in the program have gone on to law school. Several of those students have also obtained jobs with the firms where they had interned as part of the Minority Access Program.

Strengthening Institutional Planning and Improving the College Environment

Targets of Opportunity Program

The Targets of Opportunity Program (TOP) was initiated in 1987 and is designed to support the recruitment of outstanding faculty members among minorities that are underrepresented on campus. This program funds tenured and tenure-track positions for minority faculty recruited by departments.

Office of Instructional Resources

- The Division of Instructional Development provides support for teaching enhancement and excellence. The Division provides consultative services to individual faculty members and TAs, and facilitates workshops and seminars for academic units, colleges, or the campus as a whole.
- The Division of Instructional Media assists faculty in the design, production, and utilization of instructional media. Professionals in the areas of graphic design and video production develop quality materials to enhance learning and communication. The staff also works with faculty to effectively utilize this media by providing assistance and support with the instructional classroom equipment and facilities.
- The Division of Measurement and Evaluation provides services and consultation to faculty and the campus in the areas of instructor and course evaluation, classroom testing and grading, student outcomes assessment, and program evaluation.
- The Division of Engineering Services assists faculty in the effective selection, use, and design of media systems for classroom support. The engineering staff also provides technical support in the design, construction, and installation of media systems.

Progress and Challenges in Representation and Equity for Women

On March 8, 2001, the University of Illinois Board of Trustees discussed the Progress and Challenges in Representation and Equity for Women at the University of Illinois. After receiving a report concerning promotion, pay, and hiring of academic women on campus from the Chancellor's Committee on the Status of Women, the Board formed a committee to gather data and interview committees, deans, directors, and the public. The committee focused on five areas: recruitment of female faculty members, retention and promotion rates for female faculty members, leadership and professional development opportunities for women on campus, work climate, and salary equity. The following are the statistics and observations that the committee noted for UIUC:

- Overall, progress is clearly apparent in the recruitment of female faculty members. Though there still remain some areas where little progress has occurred, 14 departments were identified as having "fewer female faculty than the availability statistics predict."
- The tenure rate is 58.1% for men and 52.1% for women.
- Efforts to retain women, especially those at the level of assistant and associate professor, might be stymied by unusually heavy demands for them to serve on committees.

The campus has seen a significant increase of women in administrative positions; the most dramatic is in middle management positions staffed by academic professionals.

-----Focus Topics-----

Organization of the Focus Topics

For this year's report, institutions are required to indicate strengths and weaknesses with respect to the following ten informational areas:

- ❑ Demographic Information
- ❑ Institutional Attractiveness (Factors Influencing Decision to Attend Your Institution)
- ❑ Institutional Attractiveness (Factors Influencing Decision to Stay at Your Institution)
- ❑ Faculty and Classroom Behavior
- ❑ Student Needs and Concerns
- ❑ Institutional Responsiveness
- ❑ Student Racial Climate
- ❑ Institutional Racial Climate
- ❑ Student Life
- ❑ Racial Relations

Demographic Information

In 1989, a taskforce appointed by the Chancellor created a questionnaire to be administered to all graduating seniors at the University of Illinois at Urbana-Champaign. The results are used in responding to requests regarding how students feel about their undergraduate educational experience and to identify problems on campus that need attention. In March 2001, the Senior Survey was sent to all seniors on the May graduation list. Of the 4,462 seniors, 2,587, or approximately 58% responded. 54% who responded were females, and 46% were males; which included 77.7% Caucasian, 3.2% Hispanic, 3.5% African-American, 12.1% Asian/Pacific Islander, 0.1% American Indian/Alaskan Native, and 3.3% unknown.

The Cooperative Institutional Research Program (CIRP) aims to show how the attitudes and aspirations of college freshmen change over time and is usually conducted during freshman orientation and the first week of classes, to reflect the students' expectations for college. Of the 5,620 students, 75.3% were Caucasian, 6.8% were African-American, 1.1% were American Indian, 14.0% were Asian/Pacific Islander, 6.2% were Hispanic, and 1.6% were other.

Institutional Attractiveness

(Factors Influencing Decision to Attend the University of Illinois at Urbana-Champaign)

On the CIRP Survey, students were asked the “*Reasons noted as very important in selecting this college.*” The top three answers for American Indian/Alaskan Native, Caucasian, African-American, Asian/Pacific Islander, and Hispanic were:

- “The University of Illinois at Urbana-Champaign has a good academic reputation.”
- “The University of Illinois at Urbana-Champaign graduates go to top grad schools.”
- “The University of Illinois at Urbana-Champaign graduates get good jobs.”

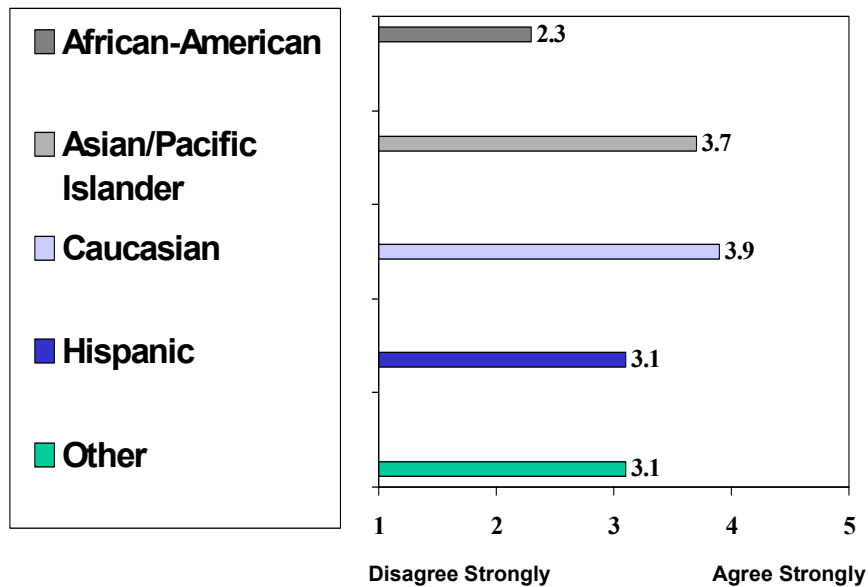
Founded more than 130 years ago, the University of Illinois is regarded as one of the premier universities in the world. The University has long been heralded for its accomplishments in graduate education and research with ten doctoral programs, recently ranked in the nation’s top 10 by the National Research Council. The outstanding reputation of UIUC is the direct result of the dedicated efforts of administrators, faculty, staff, and students. The University attracts students who want a good education that will lead to excellent opportunities after they graduate.

Institutional Attractiveness

(Factors Influencing Decision to Stay at the University of Illinois at Urbana-Champaign)

The representation of racial/ethnic groups on campus is an important issue for students. On the Senior Survey, students were asked to describe the racial/ethnic diversity of faculty. The responses were as follows:

There were faculty of different racial/ethnic groups.

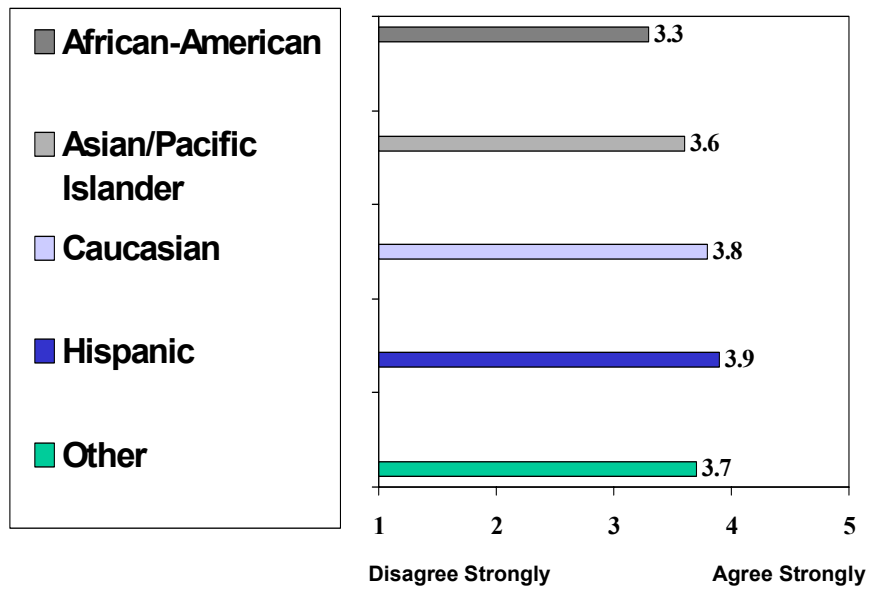


The survey indicated that students of Asian/Pacific Islander, Caucasian, Hispanic, and Other racial/ethnic groups were satisfied with the diversity of faculty. African-American students were not as satisfied, which could be because the number of African-American faculty was less than the number of other racial/ethnic faculty they had as professors.

Treatment of Students at the University of Illinois at Urbana-Champaign

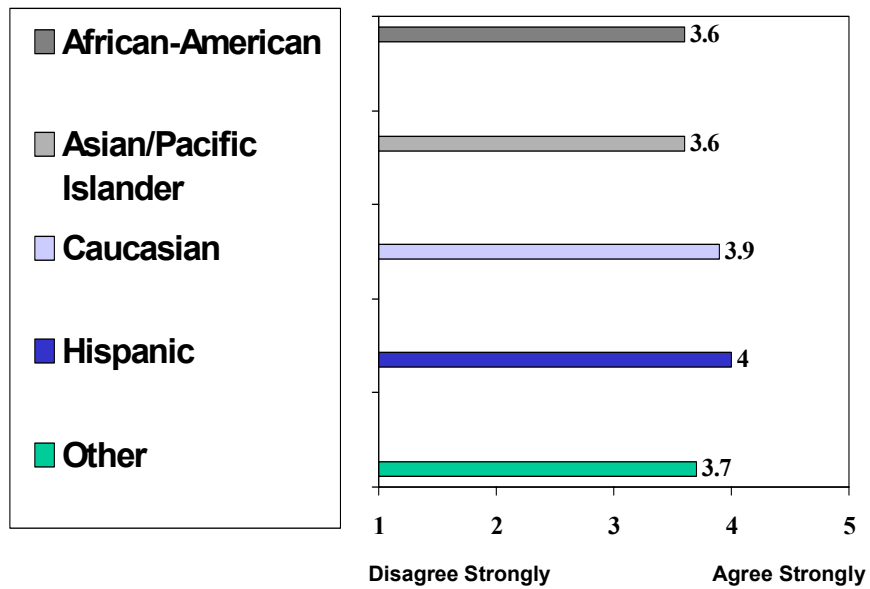
The students were asked to rate the following on the Senior Survey:

Fairness of student performance evaluation procedures.



As shown, all groups seem fairly confident that their performance was evaluated fairly.

Accessibility of faculty in general.

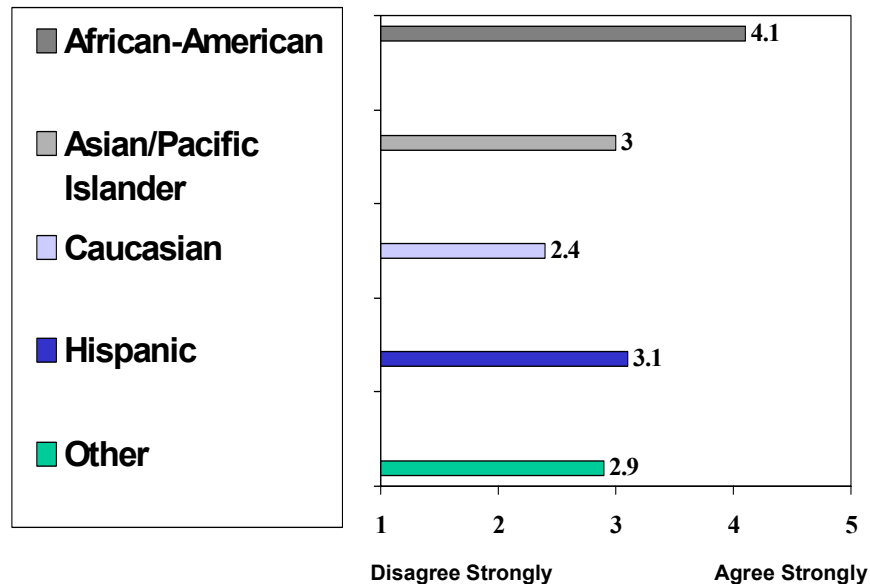


Students, regardless of ethnic origin, perform better in classrooms if they have contact with or access to their instructors. As shown, Hispanic and Caucasian students were more satisfied with faculty accessibility compared to African-Americans and Asian/Pacific Islanders who felt faculty were less accessible.

Student Needs and Concerns at the University of Illinois at Urbana-Champaign

The following statistics are from the 2001 Senior Survey:

How valuable was the existence of race/ethnic specific academic programs?



African-American, Asian/Pacific Islander, Hispanic, and Other students felt that there was a good existence of race/ethnic specific academic programs as opposed to Caucasians. This may be that Caucasian students do not feel that there are specific academic programs that target their race/ethnic group. The University of Illinois at Urbana-Champaign offers several race/ethnic specific academic programs. Some of the programs include:

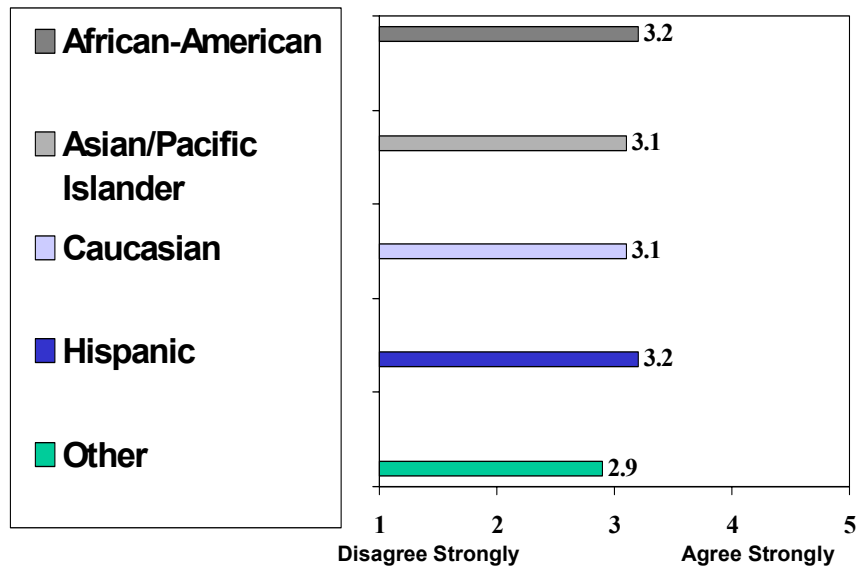
- ❑ Afro-American Studies
- ❑ Asian American Studies
- ❑ Center for African Studies
- ❑ East Asian & Pacific Studies
- ❑ East Asian Languages & Cultures
- ❑ International Programs and Studies
- ❑ Latin American & Caribbean Studies
- ❑ Latina/Latino Studies Program

- Program for the Study of Religion
- Program in South Asian & Middle Eastern Studies
- Russian and East European Center

Institutional Responsiveness

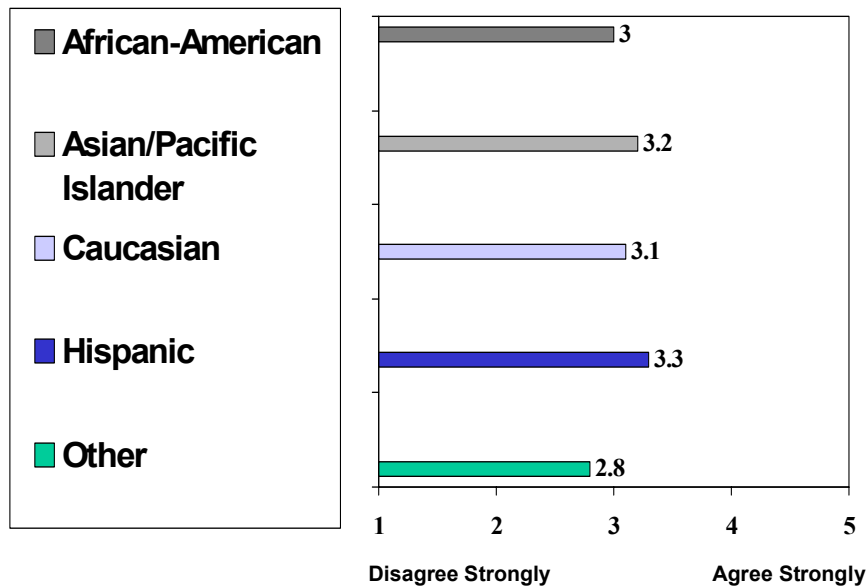
To gauge student satisfaction, the following were asked on the Senior Survey:

Are you satisfied with the quality of academic program advising and information?



Each racial/ethnic group rated the quality of academic program advising and information almost equally. The Office of the Provost has a website designed for undergraduate advising which contains links to the colleges' advising websites.

Are you satisfied with the quality of career advising and information?

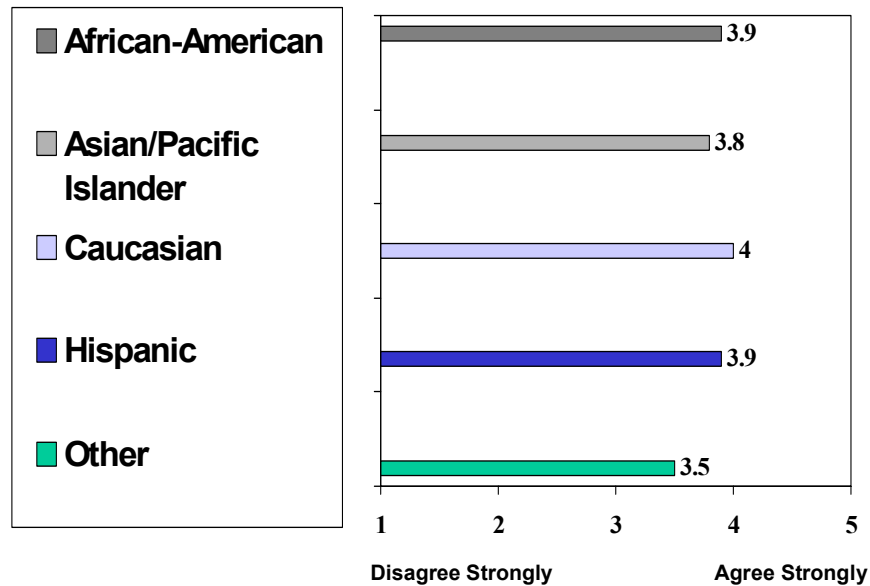


Regardless of race, most students were satisfied with the quality of career advising and information at the University. The Career Center helps address specific career questions, assesses interests, discusses the link between majors and careers, and explores career options. During the academic school year, a daily Resume Review walk-in service is offered; this is a good opportunity for students to receive professional feedback on the content of their resumes and is free to UIUC students and alumni. Students participating in the Resume Referral Service can submit their resumes for direct referral to employers seeking to hire UIUC graduates. Students may have their resumes listed for referral in five occupational areas of interest. Employers then request resumes of students from occupational areas corresponding with the hiring needs of their organizations. The Career Center also invites students to a Mock Interview Program.

Student Racial Climate

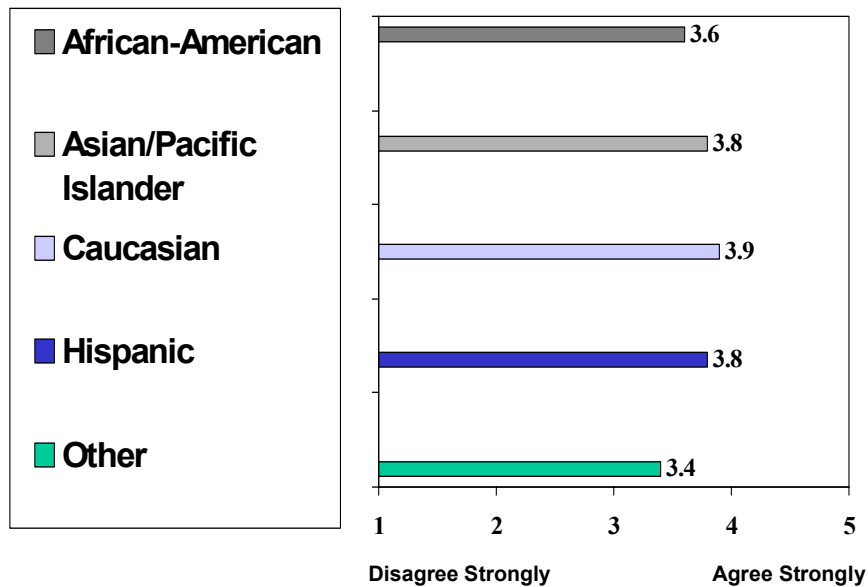
The students were asked to rate the following from the Senior Survey:

It was easy to get involved in student groups and activities.



Most students at UIUC agreed that it was easy to get involved in student groups and activities. The Illini Union carries out two of its most important functions in the Student Programs and Activities Office: creating programs for the University and encouraging student involvement in campus life. The Student Programs and Activities Office is thousands of square feet of student programming space, resources, and activities designed to enhance the overall educational experience of students. In order to provide students, faculty, staff, alumni and guests of the University with the best possible programs and services, the Office offers a wide variety of opportunities.

There were exposure to different student backgrounds and cultures.



African-American, Asian/Pacific Islander, Caucasian, and Hispanic students believed that there was exposure to different backgrounds and cultures while attending the University. UIUC has many opportunities for students to learn about different cultures. They include:

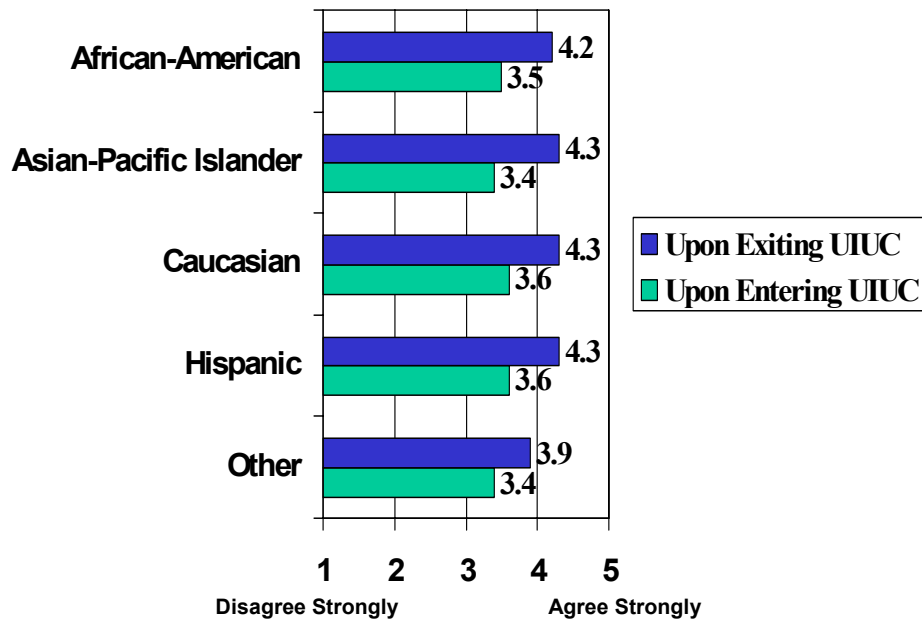
- ❑ African-American Cultural Program
- ❑ Afro-American Studies and Research Program
- ❑ Asian American Studies Committee
- ❑ Central Black Student Union
- ❑ Center for African Studies
- ❑ Center for East Asian and Pacific Studies
- ❑ Drobny Program in Jewish Cultures Society
- ❑ East Asian Languages and Culture Department
- ❑ International Programs and Studies
- ❑ La Casa Cultural Latina
- ❑ Latin American and Caribbean Studies Program
- ❑ Native American Students for Progress and Alliance of Indigenous People
- ❑ Program for the Study of Religion

- Russian and East European Center
- South Asian and Middle Eastern Studies Program

Institutional Racial Climate

The students were asked to rate the following on the Senior Survey:

Work cooperatively in groups.

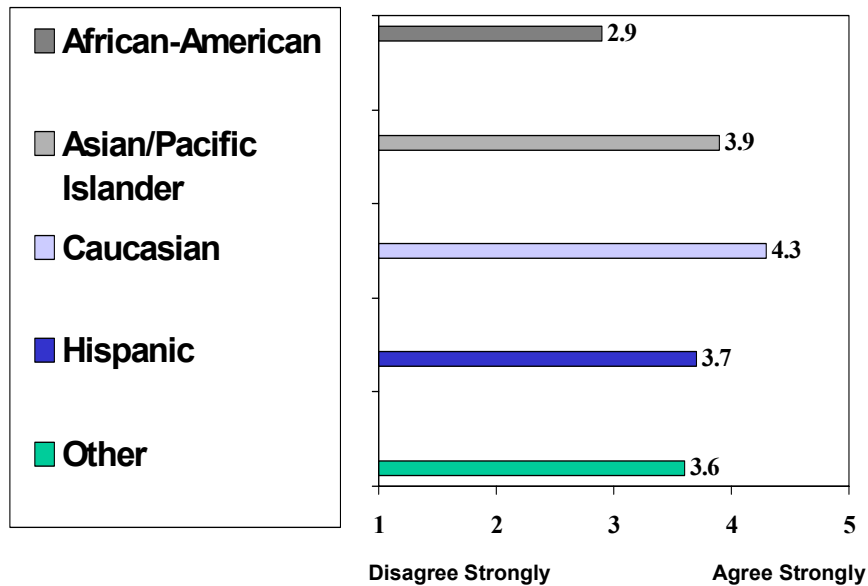


The Survey shows the different opinions of students upon entering and exiting the University. The survey indicated that each demographic category vastly improved its ability to work in groups while at UIUC. This could be attributed to the University’s emphasis on team activities and group projects within the classroom.

Student Life

The following question was taken from the Senior Survey:

The classroom environment was free from racist behavior.

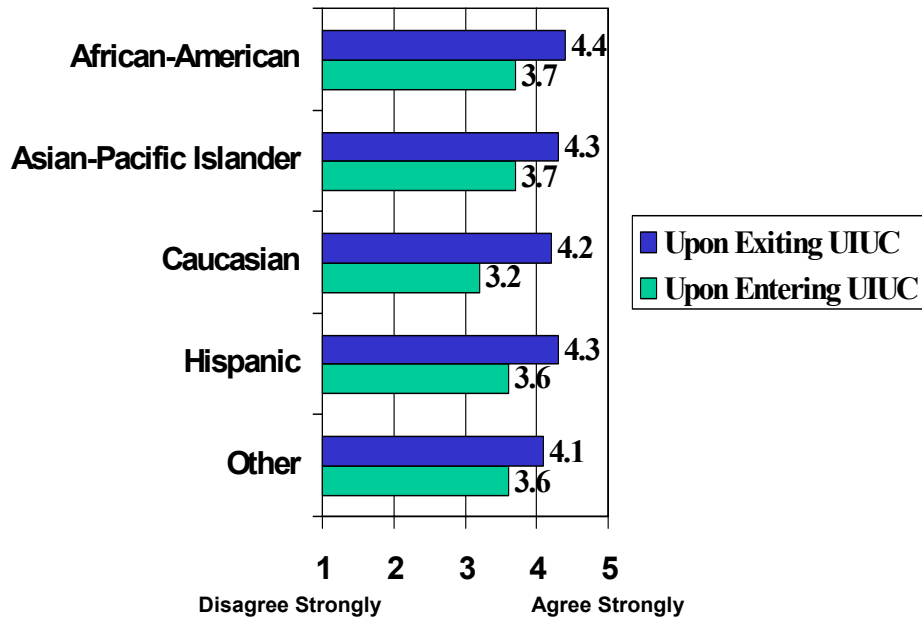


As shown, Caucasians felt that the classroom environment was free from racist behavior more than other ethnic groups. This could be attributed to the underrepresented number of students in those ethnic groups.

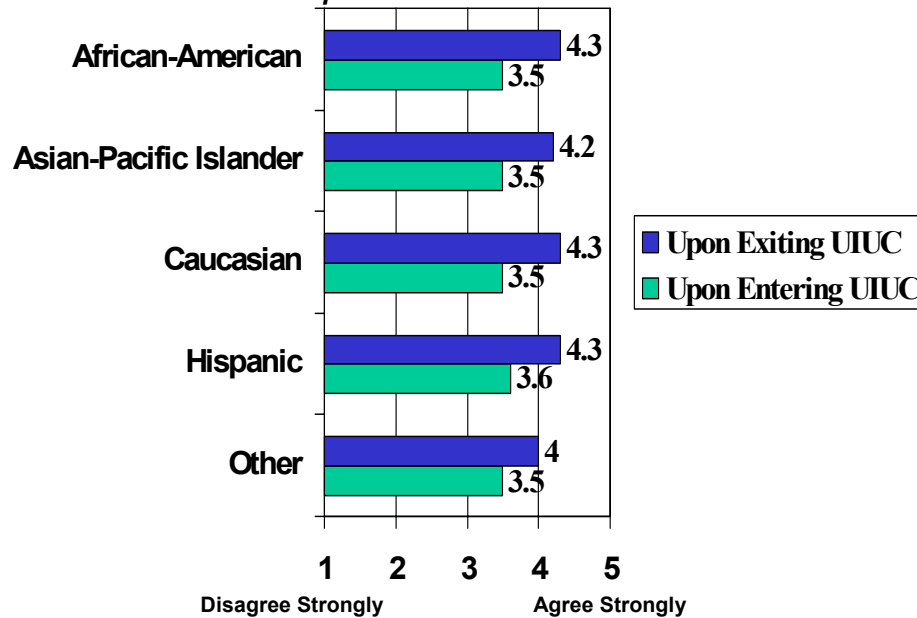
Racial Relations

The following questions are from the Senior Survey and show the differences of students upon entering and exiting the University of Illinois at Urbana-Champaign.

Understand & appreciate cultural and ethnic differences.



Get along with people whose attitudes and opinions are different.



At UIUC, students gained a better understanding and appreciation of cultural and ethnic differences and improved their interaction with people whose attitudes and opinions were different from their own. The University offers classes that cover topics such as class and gender differences within groups, relations with the dominant culture and between ethnic groups, myths of origin, and also experiences of various ethnic minorities in the United States. Further, the experience varies little from one race/ethnic group to the next, or all show about the same starting and exiting point in the introduction question. On the other hand, Caucasian students showed the most gain in learning to appreciate people of other cultures and ethnicities. This provides evidence that the programs and experiences work.

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 2000 AND 2001**

Program	Staff		Dollars Budgeted**		Change in
	Years Budgeted				Dollars
	FY00	FY01	FY00	FY01	Budgeted
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN					
Academic Assistance Program, LAS	3.00	3.00	112,800	118,063	5,263
Academic Support Services, Academic Affairs	14.38	13.00	260,100	265,775	5,675
Academic Writing Program, English Department, LAS	15.10	12.46	173,400	340,663	167,263
Afro-American Studies and Research Program, LAS	10.44	12.13	487,500	317,040	(170,460)
Applied Life Studies Student Support Services	0.60	0.60	22,000	22,750	750
Bridge/Transition Program, LAS	7.94	7.58	469,600	498,556	28,956
Buddy Core	0.00	0.05	0	6,000	6,000
CBSU	0.00	2.83	0	6,500	6,500
Childcare Resource Services	35.00	30.39	924,200	1,444,987	520,787
Division of Rehabilitation Education, Applied Life Studies	28.66	30.85	1,765,800	1,866,249	100,449
Engineering Consortium Fellowship Prog., College of Engr	0.40	0.40	276,400	267,606	(8,794)
Equal Opportunity Program, College of Law	0.79	0.98	364,500	364,161	(339)
Exploring Your Options (WYSE)	1.28	0.08	43,100	79,400	36,300
Graduate College Minority Student Affairs Office	2.75	0.38	52,300	52,300	0
American Indian Fellowships, Graduate College	0.00	0.00	0	0	0
Graduate College Fellowships	0.00	0.00	598,000	765,000	167,000
Illinois Consortium for Educational Opportunity	0.00	0.00	360,000	375,000	15,000
Illinois Minority Graduate Incentive Program	0.00	0.00	135,000	120,000	(15,000)
Interinstitutional Collaborations, Academic Affairs	0.20	0.00	25,000	0	(25,000)
Minority Academic Partnership Plan	0.00	0.00	273,000	300,000	27,000
Summer Research Opportunities Program	5.35	5.10	604,400	613,400	9,000
Illini Union Student Programs & Activities, Student Affairs	1.77	1.73	145,900	135,345	(10,555)
La Casa Cultural Latina, Office of the Chancellor	6.00	5.63	139,500	136,974	(2,526)
Latino/Latina Studies Program, LAS	1.19	2.20	60,700	111,681	50,981
Men/Women of Impact, Housing	0.00	0.10	0	7,750	7,750
Merit Program for Emerging Scholars in Chemistry, LAS	3.00	3.75	85,000	85,000	0
Merit Workshop, Mathematics Department, LAS	17.83	17.83	58,000	58,000	0

Minority Access Program, College of Law	0.81	0.81	76,600	76,600	0
Minority Engineering Program, College of Engineering	3.17	5.10	662,300	708,450	46,150
Minority Student Retention Prog., ACES	1.31	1.31	140,000	140,000	0
Multicultural Fellowships, College of Vet Med	0.20	0.20	138,900	103,600	(35,300)
Multicultural Transfer Admission Program, OAR	1.46	1.46	80,400	72,126	(8,274)
National Achievement Scholarship Program, UOAPA	0.01	0.00	21,800	26,750	4,950
Office of Minority Student Affairs (OMSA)	12.25	18.25	385,700	385,700	0
African-American Cultural Program (OMSA), Student Affairs	5.50	5.50	194,700	199,521	4,821
Career Development & Placement Services (& Pres. Leadership Prog.)	1.68	1.68	101,000	101,000	0
Educational Opportunities Program	6.50	2.00	215,400	228,587	13,187
McNair Scholars Program	1.58	1.28	224,100	274,854	50,754
TRIO/Student Support Services	5.25	4.75	197,000	200,903	3,903
Upward Bound	5.31	5.31	349,200	349,200	0
Office of Women in International Development, LAS	2.85	2.35	124,900	302,224	177,324
Office of Women's Programs, Student Affairs	4.50	4.50	179,400	179,350	(50)
Packard Fellowship, Gradaute College	0.00	0.00	60,000	40,000	(20,000)
Peer Recruitment Program, OAR, Academic Affairs	0.70	0.70	4,300	4,250	(50)
President's Award Program, Academic Affairs	0.38	0.08	2,451,500	2,398,766	(52,734)
Principal's Scholars Program, Academic Affairs	8.25	9.25	763,900	749,742	(14,158)
Res. Apprentice. Prog. in Applied Sci., Col. of ACES & Vet Med***	1.00	1.00	95,000	95,000	0
Residential Life, Student Affairs	N/A	N/A	N/A	N/A	#VALUE!
Special Educational Opportunity Program, College of Education	0.10	0.10	174,400	186,227	11,827
Special Populations Health Program***	2.63	2.81	68,300	72,550	4,250
Summer Programs in Engineering, College of Engineering	N/A	N/A	N/A	N/A	#VALUE!
Summer Research Program for Minority Students, ACES	0.06	0.06	43,500	41,500	(2,000)
Support for Underrepresented Groups in Eng., College of Engineering ***	0.75	0.75	312,200	279,885	(32,315)
Women in Engineering, College of Engineering	4.00	4.50	371,400	353,284	(18,116)
Women's Studies Program, LAS	11.00	9.93	398,000	339,249	(58,751)
Young Scholars in Agriculture Program, College of Agriculture	0.38	0.38	70,500	70,500	0

Office of Equal Opportunity and Access, Office of the Chancellor	9.00	8.00	447900	452,668	4,768
Targets of Opportunity Program, Academic Affairs	0.03	0.00	360,000	331,800	(28,200)

N/A Not Available

Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose.

* from the institution for this purpose.

** Program is directed to serve more than one underrepresented group (e.g., minorities and females).

** Program serves elementary and secondary school students.

-----**Attachments**-----

- A University of Illinois at Urbana-Champaign 2000-2001 Programs

- B Programs for Underrepresented Students and Staff at the University of Illinois at Urbana-Champaign

- C Supplementary Data Tables
 - Underrepresented Minority Students
 - Graduation and retention rate for beginning freshmen after 5 years
 - Graduation and retention rate for beginning freshmen after 6 years
 - Beginning Transfer Enrollment
 - Graduate Programs Enrollment
 - Professional Student Enrollment
 - Female Students in Sciences, Engineering & Mathematics

 - Underrepresented Faculty and Staff
 - Tenured/Tenure-Track Faculty
 - Academic and Administrative Professionals
 - Black Staff Employment
 - Hispanic Staff Employment
 - Tenured/Tenure-Track Faculty Women
 - Academic Professional Women
 - Female Staff Employment

Attachment A

UIUC 2000-2001 Inventory of Programs

Underrepresented Students

Academic Assistance Program, College of Liberal Arts and Sciences
Academic Support Services, Office of the Provost and Vice Chancellor for Academic Affairs
Academic Writing Program, English Department, College of Liberal Arts and Sciences
Afro-American Studies and Research Program, College of Liberal Arts and Sciences
Applied Life Studies Student Support Services

Bridge/Transition Program, College of Liberal Arts and Sciences
Buddy Core, Residential Life/Housing Division

Central Black Student Union, Housing Division
Childcare Resource Services

Division of Rehabilitation Education, College of Applied Life Studies

Engineering Consortium Fellowship Program, College of Engineering
Equal Opportunity Program, College of Law
Exploring Your Options (WYSE), College of Engineering

Illini Union Student Programs & Activities, Student Affairs
La Casa Cultural Latina, Student Affairs
Latina/Latino Studies Program, College of Liberal Arts and Sciences

Men of Impact/Women of Color, Housing Division
Merit Program for Scholars in Chemistry, College of Liberal Arts and Sciences
Merit Workshop Program, Department of Mathematics, College of Liberal Arts and Sciences
Minority Access Program, College of Law
Minority Engineering Program, College of Engineering
Minority Student Affairs Office, Graduate College
 Graduate College Fellowships
 Illinois Consortium for Educational Opportunity Program (ICEOP)
 Illinois Minority Graduate Incentive Program (IMGIP)
 Minority Academic Partnership Plan (MAPP)
 Packard Fellowship

Summer Research Opportunities Program (SROP)
Minority Student Affairs, Office of the Vice Chancellor for Student Affairs
African-American Cultural Program
Career Development & Placement Services (& President's Leadership Program)
Educational Opportunities Program
McNair Scholars Program
TRIO/Student Support Services
Upward Bound
Minority Student Retention Program, College of Agricultural, Consumer & Environmental Sciences
Multicultural Fellowship, College of Veterinary Medicine
Multicultural Transfer Admission Program, Office of Admissions and Records

National Achievement Scholarship Program (NASP), University Office of Academic Policy Analysis

Peer Recruitment Program, Office of Admissions and Records
President's Award Program (PAP), Office of the Provost and Vice Chancellor for Academic Affairs
Principal's Scholars Program (PSP), Office of the Provost and Vice Chancellor for Academic Affairs

Research Apprentice Program in Applied Sciences, College of Agricultural, Consumer and Environmental Sciences and College of Veterinary Medicine
Special Educational Opportunity Program, College of Education
Special Populations Health Program, McKinley Health Center
Summer Research Program for Minority Students, College of Agricultural, Consumer and Environmental Sciences
Support for Underrepresented Groups in Engineering, College of Engineering

Women in Engineering, College of Engineering
Women in International Development (WID), International Programs, College of Liberal Arts and Sciences
Women's Programs, Office of the Vice Chancellor for Student Affairs
Women's Studies Program, College of Liberal Arts and Sciences

Young Scholars Program, College of Agricultural, Consumer & Environmental Sciences

Underrepresented Staff

Office of Equal Opportunity and Access, Office of the Chancellor

Targets of Opportunity Program (TOP), Office of the Provost and Vice Chancellor for Academic Affairs

Attachment B: Programs for Underrepresented Students and Staff at

*Students and Staff Served During Fiscal Year 2001**

<i>Program Name</i>	<i>Racial/Ethnic Composition of Those Served by Minority Programs</i>					<i>Others Served</i>			<i>Total Served</i>	
<i>Program Name</i>	<i>Black</i>	<i>Hispanic</i>	<i>AIAN</i>	<i>API</i>	<i>Minorities</i>	<i>White</i>	<i>Unknown</i>	<i>Female</i>	<i>Disabled</i>	<i>Served</i>
Academic Assistance Program, LAS	1026	815	18	5	1864	1	0	1101	0	1865
Academic Support Services, Academic Affairs	721	356	5	38	1120	37	0	741	1	1158
Academic Writing Program, English Department, LAS	125	40	0	43	208	75	130	133	0	413
African-American Cultural Program, (OMSA), Student Affairs	14524	480	18	0	15022	2500	0	10174	0	14122
Applied Life Studies Student Support Services	21	4	4	0	29	36	0	28	0	65
Bridge/Transition Program, LAS	145	30	0	2	177	10	0	97	1	187
Buddy Core, Residential Life/Housing	617	0	0	0	617	0	0	310	0	617
Career Development & Placement, OMSA	367	155	1	0	523	0	223	276	0	746
Central Black Student Union, Housing	290	5	15	0	310	0	0	210	0	310
Child Care Resource Service	0	0	0	0	0	0	344	0	0	344
Division of Rehabilitation-Education Services, ALS	0	0	0	0	0	0	0	216	477	477
Educational	907	469	11	10	1397	6	1	860	0	1404

Opportunities Program (EOP), (OMSA), Student Affairs										
Engineering Consortium Fellowship Program, College of Engineering	4	5	0	0	9	0	0	4	0	9
Equal Opportunity Program, College of Law	69	56	2	57	184	453	68	286	3	708
Explore Your Options--WYSE	23	4	0	18	45	73	0	37	0	118
Graduate College Fellowships, Graduate College	38	29	2	0	69	0	0	52	0	69
Graduate College Minority Student Affairs, Graduate College	0	0	0	0	0	0	310	0	0	310
Illinois Consortium for Educational Opportunity, Graduate College	30	9	0	0	39	0	0	28	0	39
Illinois Minority Graduate Incentive Program, Graduate College	5	3	0	0	8	0	0	0	0	8
La Casa Cultural Latina, (OMSA), Student Affairs	669	2915	3	301	3888	511	7432	2211	0	11831
Latino/Latina Studies Program, LAS	150	500	4	100	754	600	0	677	0	1354
McNair Program, Office of Minority Student Affairs, (OMSA), Student Affairs	45	28	0	0	73	0	0	49	0	73
Men of Impact/Women of Color, Housing	210	0	0	0	210	0	0	130	0	210

Merit Program for Emerging Scholars in Chemistry, LAS	93	47	0	38	178	141	8	147	0	327
Merit Workshop Program, Department of Mathematics, LAS	47	28	4	0	79	37	3	39	0	119
Minority Academic Partnership Plan, Graduate College	15	7	0	0	22	0	0	16	0	22
Minority Access Program, College of Law	6	8	0	0	14	0	0	8	0	14
Minority Affairs Program, College of Engineering	173	223	4	180	580	250	0	255	6	836
Multicultural Fellowships, College of Veterinary Medicine	3	2	0	1	6	1	6	0	0	7
Multicultural Transfer Admission Program	1000	1000	20	200	2220	200	200	1335	50	2670
National Achievement Scholarship Program, UOAPA	17	0	0	0	17	0	0	4	0	17
Office of Equal Opportunity and Access, Office of the Chancellor	0	0	0	0	0	0	2406	0	0	2406
Office of Minority Student Affairs, (OMSA), Student Affairs	1974		1602	51	12		3639	26	3	1990
Office of Women and Gender in Global Perspectives Program, International Programs, LAS	45	18	0	65	128	120	50	198	1	299
Office of Women's Programs, Student Affairs	25	19	1	36	81	93	6	156	2	182
Packard Fellowship, Graduate College	2	0	0	0	2	0	0	2	0	2
Peer Recruitment	216	56	0	0	272	0	0	197	0	272

Program, OAR, Academic Affairs										
President's Award Program, Academic Affairs	465	712	23	0	1200	0	0	582	0	1200
Principal's Scholars Program, Academic Affairs	2750	370	0	35	3155	35	0	2106	2	3192
Research Apprentice Program in Applied Sciences, College of ACES	32	16	0	0	48	4	0	39	1	53
Special Educational Opportunity Program, College of Education	19	7	0	0	26	0	0	19	0	26
Special Populations Health Education Program, McKinley, Student Affairs	5015	1234	3	1201	7453	1104	2135	0	223	10915
Student Programs & Activities Office, Illini Union, Student Affairs	7194	4805	10	7505	19514	25000	0	27622	30	44544
Student Support Program, College of Agricultural, Consumer and Environmental Sciences	70	58	4	115	247	45	0	214	7	299
Summer Research Opportunities Program, Graduate College	66	27	3	0	96	0	0	70	0	96
Summer Research Program for Minority Students, College of ACES	4	2	0	0	6	0	0	4	0	6
Support for Underrepresented Groups in Engineering, College of Engineering	4	20	0	0	24	18	0	26	1	43

Targets of Opportunity Program, Academic Affairs	6	0	0	0	6	2	0	5	0	8
Trio/Student Support Services,(OMSA), Student Affairs	144	84	1	1	230	0	0	142	0	230
Upward Bound College Prep Academy, Student Affairs	70	1	0	0	71	1	0	43	0	72
Women in Engineering, College of Engineering	67	41	1	225	334	942	0	1276	0	1276
Women's Studies Program, LAS	0	0	0	0	0	0	1625	1500	0	1625
Young Scholars Program, College of ACES	9	1	0	0	10	0	0	9	0	10

** Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose. Numbers overlap in that programs may provide different services to the same body of underrepresented students.*

Attachment C

Supplementary Data Tables

Underrepresented Minority Students

Graduation and Retention Rate of Beginning Freshmen After 5 Years

Freshman Class	Percent Graduated or Still Enrolled								
	<u>Black</u>			<u>Hispanic</u>			<u>All Total</u>		
	Graduated	Continued	Retention	Graduated	Continued	Retention	Graduated	Continued	Retention
Fall 1985	15.2	47.4	62.6	34.8	40.4	75.2	55.3	26.1	81.4
Fall 1986	23.5	43.2	66.7	33.3	39.0	72.3	56.1	25.5	81.6
Fall 1987	21.3	42.1	63.4	36.4	39.7	76.1	56.8	26.0	82.8
Fall 1988	27.8	34.6	62.4	41.0	28.4	69.4	58.8	23.3	82.1
Fall 1989	21.5	40.4	61.9	35.4	36.4	71.8	56.0	26.5	82.5
Fall 1990	23.6	44.0	67.6	27.0	40.6	67.6	52.8	28.3	81.1
Fall 1991	25.9	41.4	67.3	30.9	41.5	72.4	54.0	26.8	80.8
Fall 1992	21.1	37.5	58.6	30.3	38.3	68.6	52.8	25.4	78.2
Fall 1993	19.1	44.8	63.9	28.9	37.9	66.8	51.4	26.1	77.5
Fall 1994	21.0	39.4	60.4	28.4	38.8	67.2	51.5	25.8	77.3
Fall 1995	27.1	38.5	65.6	33.4	31.7	65.1	54.4	24.0	78.4
Fall 1996	27.6	37.0	64.6	30.7	37.6	68.3	56.3	23.4	79.7

Graduation and Retention Rate of Beginning Freshmen After 6 Years

Freshman Class	Percent Graduated or Still Enrolled								
	<u>Black</u>			<u>Hispanic</u>			<u>All Total</u>		
	Graduated	Continued	Retention	Graduated	Continued	Retention	Graduated	Continued	Retention
Fall 1983	47.8	12.2	60.0	47.7	9.0	56.7	76.0	4.4	80.4
Fall 1984	43.9	11.9	55.8	61.2	3.9	65.1	76.4	4.0	80.4
Fall 1985	44.4	11.9	56.3	63.1	6.4	69.5	75.9	4.4	80.3
Fall 1986	48.1	11.3	59.4	58.8	6.8	65.6	76.0	4.3	80.3
Fall 1987	47.9	11.3	59.2	61.2	9.1	70.3	77.0	4.8	81.8
Fall 1988	49.1	9.1	58.2	60.9	5.5	66.4	76.8	4.6	81.4
Fall 1989	47.3	9.3	56.6	61.3	5.6	66.9	77.1	4.1	81.2
Fall 1990	54.2	7.9	62.1	57.9	6.9	64.8	75.2	4.7	79.9
Fall 1991	51.9	5.1	57.0	59.7	7.0	66.7	74.8	3.2	78.0
Fall 1992	48.3	6.4	54.7	55.9	6.9	62.8	74.2	3.6	77.8
Fall 1993	48.9	10.8	59.7	55.4	6.7	62.1	73.2	3.7	76.9
Fall 1994	49.8	7.1	56.9	56.5	5.9	62.4	73.6	3.0	76.6
Fall 1995	53.4	4.7	58.1	58.7	5.9	64.6	75.3	2.6	77.9

Beginning Transfer Enrollment

	<u>Black</u>		<u>Hispanic</u>		<u>Total</u>
	Number	%	Number	%	
Fall 1990	40	2.6	29	1.9	1552
Fall 1991	24	2.0	20	1.6	1213
Fall 1992	18	1.6	24	2.2	1109
Fall 1993	54	4.2	31	2.4	1285
Fall 1994	27	2.0	40	3.0	1336
Fall 1995	21	1.8	34	2.7	1146
Fall 1996	28	2.5	27	2.4	1103
Fall 1997	20	1.9	33	3.1	1061
Fall 1998	37	3.5	34	3.2	1066
Fall 1999	24	2.2	38	3.6	1069
Fall 2000	27	2.5	31	2.9	1061

Underrepresented Minority Students

Graduate Programs Enrollment

	<u>Black</u>		<u>Hispanic</u>	
	Number	%	Number	%
Fall 1990	182	2.2	109	1.3
Fall 1991	218	2.5	127	1.4
Fall 1992	269	3.0	126	1.4
Fall 1993	277	3.0	150	1.6
Fall 1994	299	3.4	178	2.0
Fall 1995	349	3.9	189	2.1
Fall 1996	342	4.0	199	2.3
Fall 1997	301	3.7	196	2.4
Fall 1998	269	3.4	208	2.6
Fall 1999	301	3.8	178	2.3
Fall 2000	311	6.6	208	4.4

Professional Student Enrollment

	Enrolled in Veterinary Medicine				Enrolled in Law				
	<u>Black</u>	<u>Hispanic</u>	<u>API</u>	<u>AIAN</u>	<u>Black</u>	<u>Hispanic</u>	<u>API</u>	<u>AIAN</u>	
Fall 1990	0	3	2	1	44	22	12	3	
Fall 1991	3	5	4	1	52	19	16	4	
Fall 1992	4	8	7	2	61	28	28	1	
Fall 1993	6	11	8	2	64	25	35	0	
Fall 1994	7	9	10	3	66	27	46	1	
Fall 1995	7	11	8	2	74	32	45	0	
Fall 1996	6	8	7	0	63	37	47	0	
Fall 1997	3	9	6	0	64	44	51	0	
Fall 1998	1	6	5	0	64	47	46	2	
Fall 1999	3	6	7	0	58	52	40	1	
Fall 2000	4	6	7	0	52	52	42	1	

Female Students in Sciences, Engineering & Mathematics

Fall 2000	Total Bachelor in Sciences, Engineering, and Mathematics		
	<u>Female</u>	<u>Percent</u>	<u>Total</u>
Engineering	934	20.1	4671
Computer Science	89	11.4	779
Mathematics	131	39.3	333
Math & Comp Sci	53	18.7	283
Chemistry	145	44.5	326
Physics	27	16.3	166
Biology	932	59.1	1576

Fall 2000	Total Master in Sciences, Engineering, and Mathematics		
	<u>Female</u>	<u>Percent</u>	<u>Total</u>
Engineering	122	20.1	608
Computer Science	37	19.2	193
Mathematics	20	36.4	55
Chemistry	19	44.2	43
Physics	4	9.5	42
Biology	23	50.0	46

Fall 2000	Total Ph.D. in Sciences, Engineering, and Mathematics		
	<u>Female</u>	<u>Percent</u>	<u>Total</u>
Engineering	133	15.0	885
Computer Science	44	21.3	207
Mathematics	46	31.7	145
Chemistry	86	38.6	223
Physics	18	9.5	189
Biology	112	38.6	290

Underrepresented Minority Faculty and Staff

Tenured/Tenure-Track Faculty

Year	<u>Black</u>		<u>Hispanic</u>		<u>Total</u>
	Number	%	Number	%	
1990	30	1.3	33	1.6	2125
1991	35	1.6	38	1.8	2106
1992	42	2.0	38	1.9	2055
1993	47	2.3	38	1.9	2024
1994	52	2.6	44	2.3	1986
1995	52	2.6	43	2.2	1968
1996	56	2.8	59	2.9	2004
1997	59	2.7	54	2.7	1974
1998	53	2.8	59	3.1	1897
1999	55	2.8	61	3.2	1932
2000	55	2.9	56	2.9	1917

Administrative and Academic Professionals

Year	<u>Black</u>		<u>Hispanic</u>		<u>Total</u>
	Number	%	Number	%	
1990	83	4.2	28	1.3	2048
1991	81	4.1	26	1.3	2040
1992	80	4.1	31	1.5	2021
1993	90	4.4	31	1.5	2037
1994	99	4.8	29	1.4	2082
1995	93	4.6	31	1.5	2048
1996	102	4.9	34	1.6	2072
1997	107	5.0	44	2.0	2225
1998	114	4.7	45	1.8	2437
1999	131	5.4	44	1.8	2410
2000	143	5.0	53	1.9	2832

Black Staff Employment

	<u>Adm/Man</u>		<u>Prof</u>		<u>Cler/Sec</u>		<u>Tech/Para</u>		<u>Sk Crafts</u>		<u>Ser/Main</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
1990	10	7.5	35	6.1	226	9.7	70	11.6	52	7.7	298	22.0
1991	10	7.1	37	6.5	208	9.4	65	11.4	52	8.0	296	22.1
1992	10	7.0	37	6.6	203	9.5	60	10.8	49	7.7	270	20.7
1993	11	8.0	34	6.4	199	9.7	54	10.2	47	7.4	262	20.5
1994	11	8.5	34	5.9	203	10.1	51	9.5	49	8.0	253	19.8
1995	10	7.9	36	6.8	205	10.3	47	9.0	50	8.2	257	20.1
1996	10	7.9	35	6.8	203	10.3	53	9.0	50	8.2	242	20.1
1997	8	6.5	38	7.1	197	9.8	51	9.6	48	8.2	240	18.9
1998	8	6.7	35	6.5	199	10.1	51	9.7	46	7.6	232	18.8
1999	7	5.5	32	6.1	202	10.3	56	10.4	49	7.6	232	18.7
2000	5	4.0	30	5.7	208	10.7	59	10.8	52	8.3	232	18.8

Hispanic Staff Employment

	<u>Adm/Man</u>		<u>Prof</u>		<u>Cler/Sec</u>		<u>Tech/Para</u>		<u>Sk Crafts</u>		<u>Ser/Main</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
1990	1	.7	2	.3	16	.7	3	.5	2	.3	5	.4
1991	1	.7	3	.5	14	.6	3	.5	2	.3	6	.4
1992	1	.7	3	.5	17	.8	3	.5	2	.3	5	.4
1993	2	1.4	2	.4	17	.8	3	.6	2	.3	5	.4
1994	2	1.4	2	.4	18	.9	3	.5	3	.5	5	.4
1995	2	1.6	2	.4	18	.9	2	.4	5	.8	5	.4
1996	2	1.6	3	.4	20	.9	3	.4	5	.8	8	.4
1997	2	1.6	3	.6	20	1.0	3	.6	5	.9	9	.7
1998	2	1.7	3	.6	18	.9	4	.8	4	.7	8	.6
1999	2	1.6	4	.8	17	.9	3	.6	6	.9	10	.8
2000	2	1.6	3	.6	17	.9	3	.6	5	.8	13	1.1