

Profile of Students, Faculty, and Staff by Racial/Ethnic Group, Gender, and Disability

University of Illinois

Participation and Success
Fall 2004



University Office for Planning and Budgeting

This report was formerly titled:
Underrepresented Groups at the University of Illinois
Participation and Success

In this report, “minorities” refers to underrepresented minorities, which includes Black, Hispanic, and Native American persons.

This report is available on the internet at <http://www.pb.uillinois.edu> and through the University Office for Planning and Budgeting, 506 S. Wright – Suite 338, Urbana, Illinois 61801; phone: 217-244-3174.

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Summary

(Underrepresented minority and female students, faculty, and staff; students with disabilities)

During the late 1980s and early 1990s, the numbers of underrepresented minority students (Black, Hispanic, and American Indian) increased rather dramatically. Though the rate of change has slowed, progress is evident in most areas, particularly in the numbers of Latino/a students. Increases in numbers were achieved with a parallel commitment to student success: Both underrepresented minority enrollments and graduation rates have risen over the past 20 years. Further, the University increased the numbers of underrepresented minority faculty, a necessity in achieving a diverse student body.

Enrollment

- New Students. The proportion of the UIC new freshman class that is Black is down slightly compared to 20 years ago, but the proportions of new freshmen and transfer students who are Hispanic are up. This past fall, Black and Latino/a students represented over a quarter of the freshman class. At UIS, the number of Black new transfers increased though the total class decreased in size. At UIUC, the number and proportion of Black freshmen declined significantly compared to previous years while the percentage of Hispanic students returned to the level experienced prior to last year. Even with this one-year drop, minority freshmen represent nearly double the proportion as twenty years ago.
- Undergraduates. At UIC, for ten years no racial/ethnic group has held a majority representation, with minority students comprising 25 percent of the student body. At UIS, the percentage of minority undergraduates almost doubled in the past 20 years to over ten percent in 2004 – the second year at that level. At UIUC, the proportion of minorities among undergraduates is more than two times what it was 20 years ago, now over 13 percent.
- Graduate and Professional Students. Minority graduate students at UIS now total more than 8 percent and at UIC almost 15 percent. At over 7 percent, Urbana's graduate and professional minority representation more than doubled in the last 20 years. UIC has seen a large change in female representation at the professional level where Dentistry and Medicine moved from roughly 30 percent female in the late 80's to around 50 percent currently. In Veterinary Medicine at UIUC, the proportion of females rose by 30 percentage points to 78 percent.

Graduation Rates and Degrees Earned

- Persistence. UIC all-student graduation at six years after entering increased from nearly 34 to almost 44 percent over the last fifteen-year period. Meanwhile, the persistence of African-American freshmen almost doubled to 30 percent and of Latino/a students increased by half again to reach 36 percent. For the latest UIS cohort, over two-thirds of all transfers and over half of Black transfers graduated after five years. At UIUC, the six-year graduation rate of Hispanic students rose over the past 15 years to 68 percent while the rate for Black students remained steady at around 58 percent.

- Degrees. As the larger classes of minority students move through the System, the number of degrees earned by minority students also increases. Fewer than 800 minority students received degrees from the University of Illinois annually 20 years ago; currently, the University awards over 2,100 degrees each year to minority students.

Faculty and Staff

- Faculty. Though the University employs fewer tenured and tenure-track faculty, minority faculty now make up over 8 percent of all tenure-system faculty at Chicago and Springfield and over 7 percent at Urbana-Champaign. After years of striving for diversity in its faculty hiring (primarily in tenure-track positions), the campuses are seeing benefits in the tenured numbers. System-wide, minority tenured faculty moved from 2.7 percent in 1985 (UIC and UIUC) to 4.5 percent in 1996 (all campuses), and 6.3 percent in 2004.

Female representation in the tenured faculty has risen by 10 percentage points at Chicago and Urbana, and 15 at Springfield. It now totals 28 percent at UIC, 38 percent at UIS, and 24 percent at UIUC.

- Staff. The percentage representation of minorities among Academic Professionals has doubled System-wide; female representation in the ranks of nonacademic staff has increased in the administrative and management category, particularly at Urbana.

Disabilities

- The University enrolls 750 students who self-identify as having a disability(ies) and offers a wide variety of services to accommodate those students. The University can boast of excellent research and creative and thoughtful solutions in the area of disability services.

Big Ten and Illinois Public Universities

- Big Ten. Compared to the institutions in the Big Ten, UIC ranks first in the overall representation of minority student enrollment and UIUC ranks third overall, just behind the University of Michigan.
- Illinois. The State can boast of diversity in higher education. Even though growing to over a fifth minority students, UIC ranks only fourth in minority enrollment among Illinois public universities.

**RACE/ETHNIC REPRESENTATION BY CAMPUS
UNIVERSITY OF ILLINOIS**

STUDENT ENROLLMENT

Fall Term

Undergraduate

RACE/ETHNICITY	UIC		UIS		UIUC		Univ. Total	
	1985	2004	1985	2004	1985	2004	1985	2004
African American	11.3%	8.9%	4.7%	8.4%	4.0%	6.8%	6.7%	7.6%
Am.Ind./Alas.Nat.	0.4%	0.2%	0.2%	0.3%	0.2%	0.2%	0.3%	0.2%
Hispanic	8.7%	16.3%	0.7%	1.8%	1.9%	6.3%	4.4%	9.3%
Total Number All Race/Ethnic Categories	17,081	15,448	1,760	2,507	27,232	29,287	46,073	47,242

Graduate & Professional

RACE/ETHNICITY	UIC		UIS		UIUC		Univ. Total	
	1985	2004	1985	2004	1985	2004	1985	2004
African American	6.7%	7.7%	4.4%	6.7%	2.0%	3.8%	4.2%	5.7%
Am.Ind./Alas.Nat.	0.2%	0.3%	0.4%	0.3%	0.1%	0.3%	0.2%	0.3%
Hispanic	4.7%	6.9%	0.7%	1.2%	1.2%	3.3%	2.7%	4.6%
Total Number All Race/Ethnic Categories	7,800	8,959	1,476	1,889	8,765	10,258	18,041	21,106

TOTAL

Total Students

RACE/ETHNICITY	UIC		UIS		UIUC		Univ. Total	
	1985	2004	1985	2004	1985	2004	1985	2004
African American	9.8%	8.5%	4.6%	7.7%	3.5%	6.0%	6.0%	7.0%
Am.Ind./Alas.Nat.	0.4%	0.2%	0.3%	0.3%	0.2%	0.3%	0.3%	0.3%
Hispanic	7.4%	12.8%	0.7%	1.5%	1.7%	5.5%	3.9%	7.9%
Total Number All Race/Ethnic Categories	24,881	24,407	3,236	4,396	35,997	39,545	64,114	68,348

Source: Planning and Budgeting IPEDS, HEGIS and institutional reports.

**RACE/ETHNIC REPRESENTATION BY CAMPUS
UNIVERSITY OF ILLINOIS (CONT.)**

FACULTY EMPLOYMENT

October Payrolls

RACE/ETHNICITY	Tenured and Tenure-Track Faculty										
	UIC			UIS		UIUC			Univ. Total		
	1985	1996	2004	1996	2004	1985	1996	2004	1985*	1996	2004
African American	2.4%	3.8%	3.9%	6.6%	6.7%	1.2%	2.7%	4.1%	1.7%	3.3%	4.2%
Am.Ind./Alas.Nat.	0.1%	0.1%	0.0%	0.0%	0.7%	0.2%	0.1%	0.2%	0.2%	0.1%	0.2%
Hispanic	2.1%	3.8%	4.3%	2.6%	1.3%	1.0%	2.9%	3.3%	1.4%	3.2%	3.6%
Total Number All Race/Ethnic Categories	1,393	1,358	1,203	151	150	2,186	1,985	1,900	3,579	3,494	3,253

RACE/ETHNICITY	Tenured Faculty										
	UIC			UIS		UIUC			Univ. Total		
	1985	1996	2004	1996	2004	1985	1996	2004	1985*	1996	2004
African American	1.9%	2.0%	2.9%	6.4%	7.4%	1.1%	2.1%	3.0%	1.4%	2.2%	3.1%
Am.Ind./Alas.Nat.	0.2%	0.1%	0.0%	0.0%	0.0%	0.2%	0.1%	0.2%	0.2%	0.1%	0.1%
Hispanic	1.6%	2.9%	4.0%	1.8%	1.1%	0.9%	1.8%	2.7%	1.1%	2.2%	3.1%
Total Number All Race/Ethnic Categories	993	1,004	960	109	94	1,727	1,568	1,386	2,720	2,681	2,440

RACE/ETHNICITY	Tenure-Track Faculty										
	UIC			UIS		UIUC			Univ. Total		
	1985	1996	2004	1996	2004	1985	1996	2004	1985*	1996	2004
African American	3.5%	9.0%	7.8%	7.1%	5.4%	1.7%	5.0%	7.2%	2.6%	6.9%	7.3%
Am.Ind./Alas.Nat.	0.0%	0.3%	0.0%	0.0%	1.8%	0.2%	0.2%	0.2%	0.1%	0.2%	0.2%
Hispanic	3.3%	6.5%	5.8%	4.8%	1.8%	1.3%	6.7%	5.1%	2.2%	6.5%	5.0%
Total Number All Race/Ethnic Categories	400	354	243	42	56	459	417	514	859	813	813

* Comparable data for UIS not available until 1996. UIC and UIUC comprise University total.
Source: University of Illinois October 10 frozen payfiles (full-time employees, IPEDS 2004 definitions)

**RACE/ETHNIC REPRESENTATION BY CAMPUS
UNIVERSITY OF ILLINOIS (CONT.)**

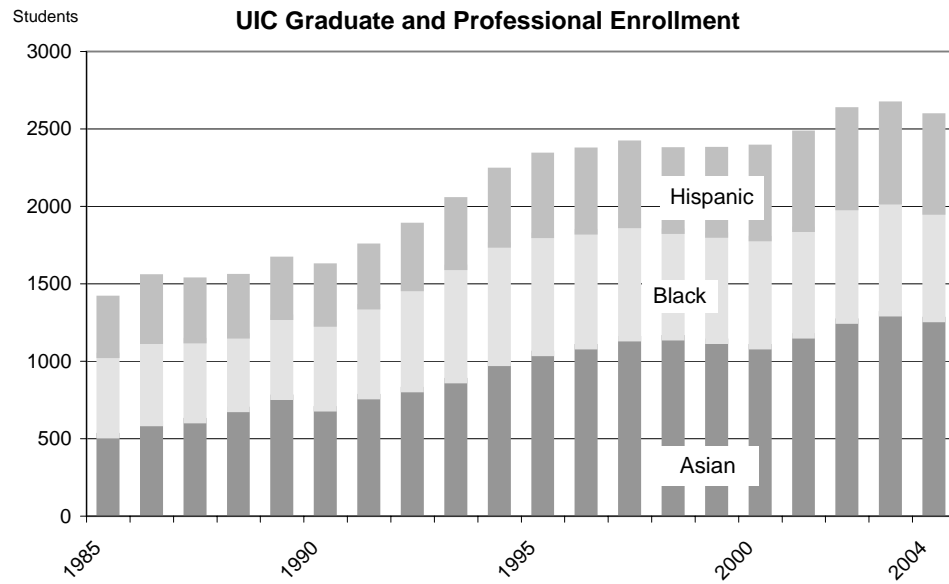
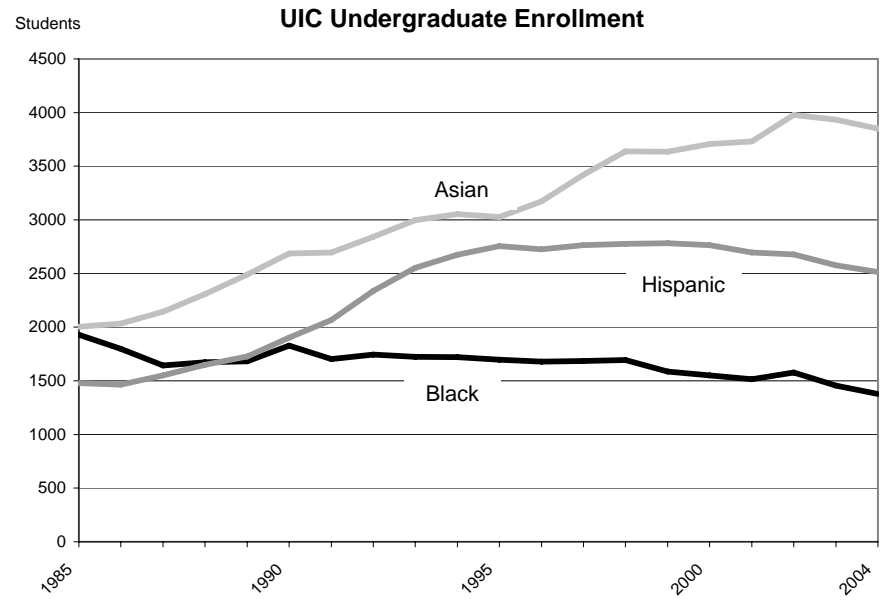
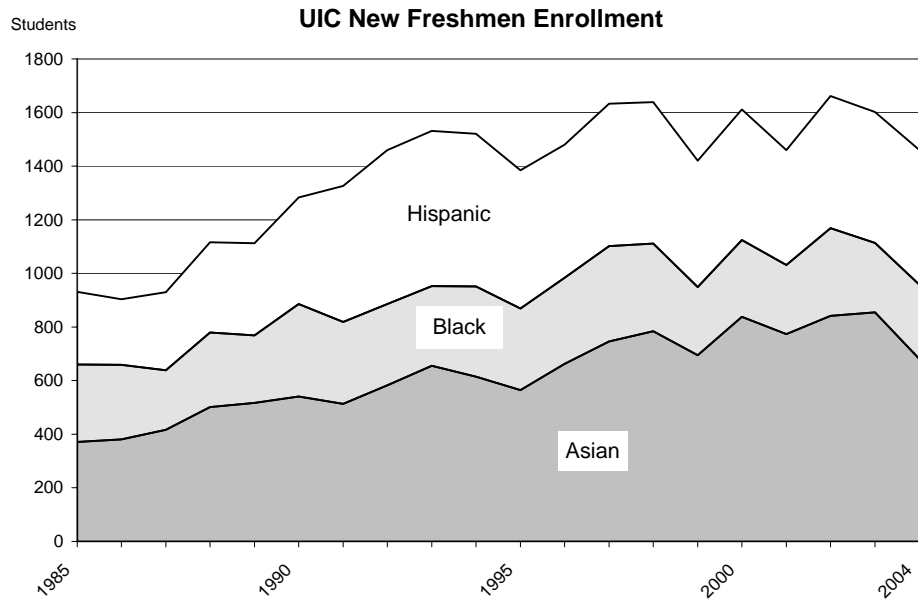
STAFF EMPLOYMENT

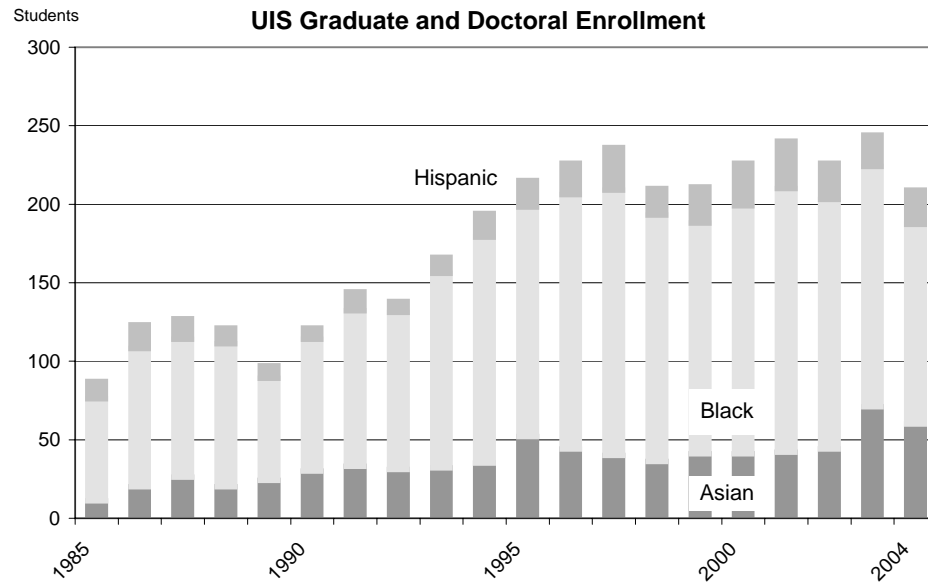
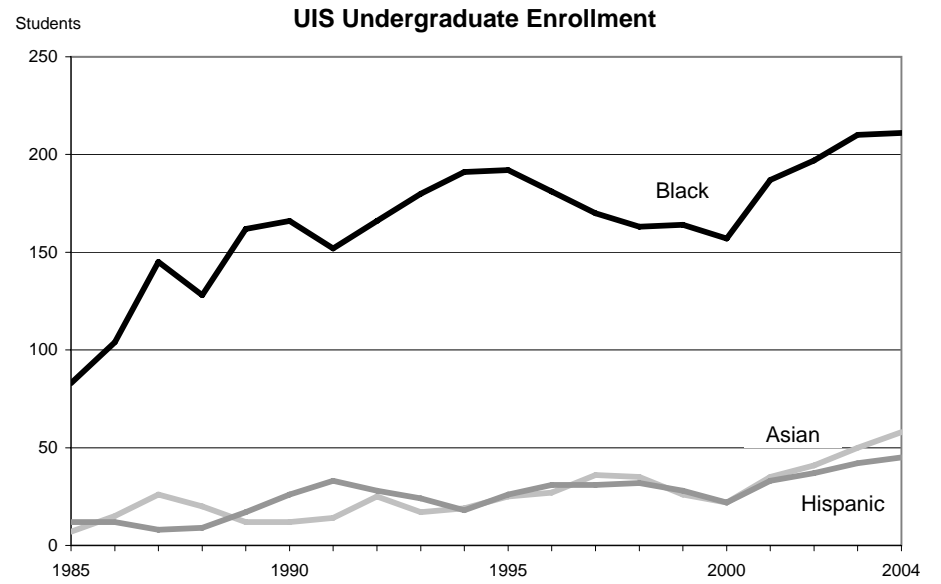
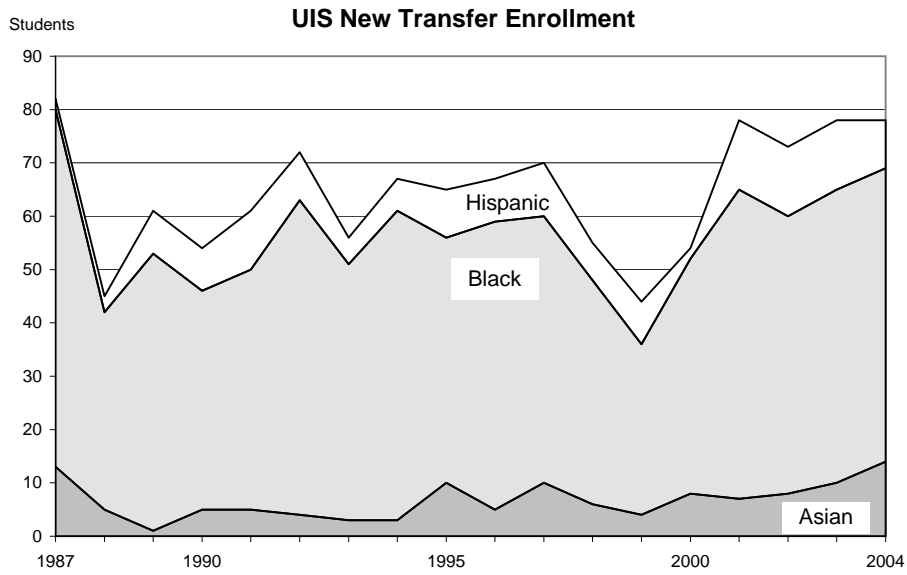
October Payrolls

RACE/ETHNICITY	Academic Professional Staff										
	UIC			UIS		UIUC			Univ. Total		
	<u>1985</u>	<u>1996</u>	<u>2004</u>	<u>1996</u>	<u>2004</u>	<u>1985</u>	<u>1996</u>	<u>2004</u>	<u>1985*</u>	<u>1996</u>	<u>2004</u>
African American	8.8%	13.1%	14.6%	7.3%	4.1%	3.3%	5.2%	5.0%	5.1%	8.7%	9.4%
Am.Ind./Alas.Nat.	0.2%	0.7%	0.3%	0.0%	0.6%	0.6%	0.4%	0.5%	0.4%	0.5%	0.4%
Hispanic	2.9%	6.8%	7.8%	2.1%	0.6%	0.6%	1.6%	2.0%	1.4%	3.9%	4.6%
Total Number All Race/Ethnic Categories	827	1,777	3,096	96	171	1,622	2,186	3,456	2,449	4,059	6,723

RACE/ETHNICITY	Nonacademic Staff										
	UIC			UIS		UIUC			Univ. Total		
	<u>1985</u>	<u>1996</u>	<u>2004</u>	<u>1996</u>	<u>2004</u>	<u>1985</u>	<u>1996</u>	<u>2004</u>	<u>1985*</u>	<u>1996</u>	<u>2004</u>
African American	44.2%	42.0%	40.5%	6.6%	4.2%	15.0%	12.2%	11.6%	31.9%	27.4%	25.9%
Am.Ind./Alas.Nat.	0.5%	0.4%	0.3%	0.0%	0.0%	0.6%	1.0%	0.5%	0.5%	0.7%	0.4%
Hispanic	6.0%	11.0%	15.7%	0.3%	1.4%	1.0%	1.1%	1.5%	3.9%	6.1%	8.6%
Total Number All Race/Ethnic Categories	6,014	5,594	5,038	301	284	4,383	5,014	4,739	10,397	10,909	10,061

* Comparable data for UIS not available until 1996. UIC and UIUC comprise University total.
Source: University of Illinois October 10 frozen payfiles (full-time employees, IPEDS 2004 definitions)





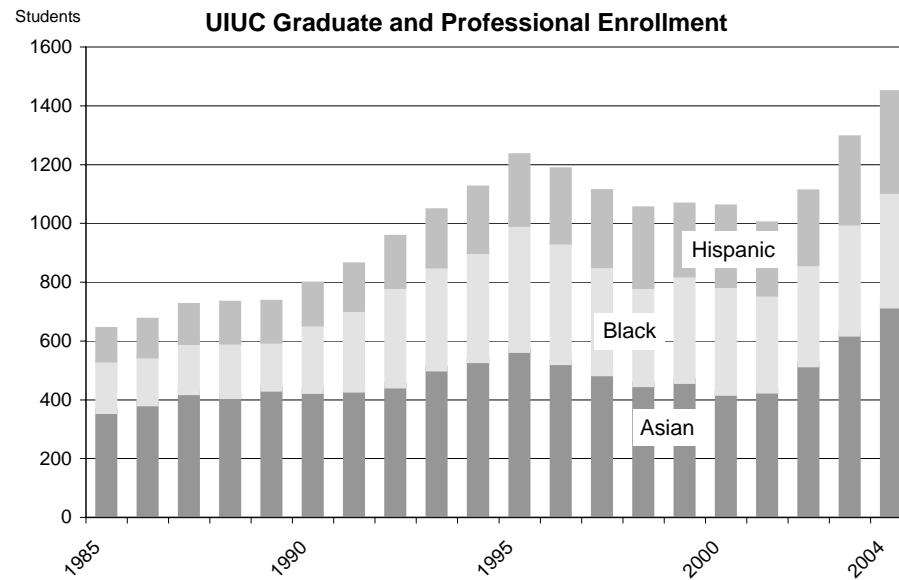
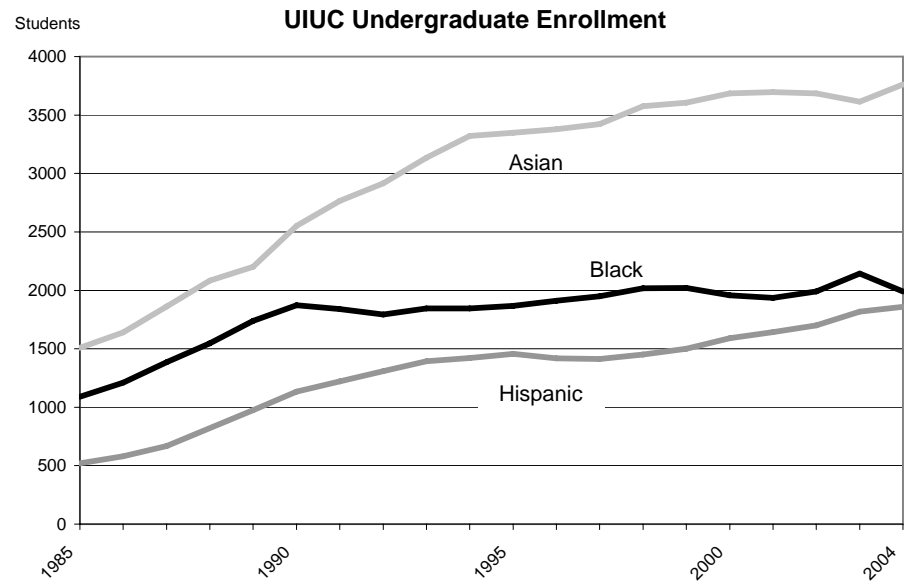
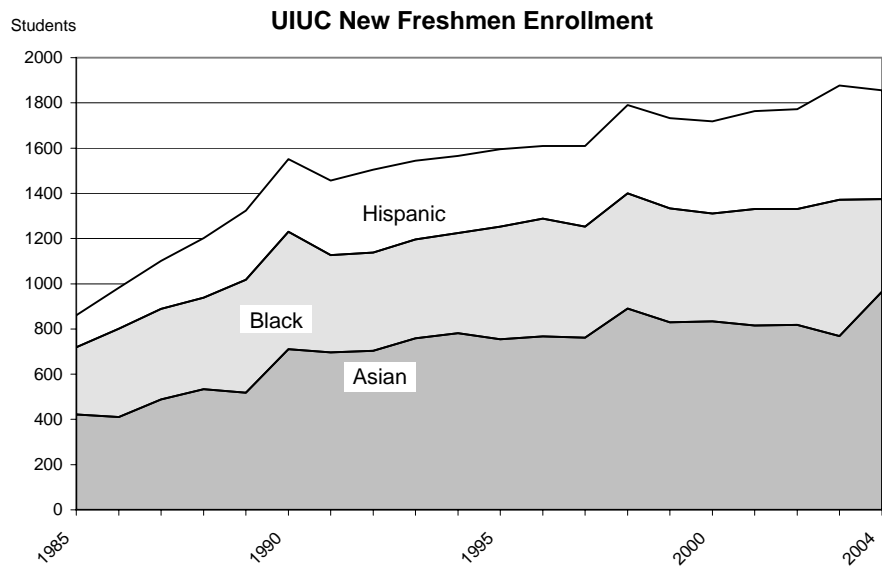


Table 1
BEGINNING FRESHMEN BY RACE/ETHNICITY
FALL 1985 - FALL 2004
CHICAGO CAMPUS

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
Am.Ind./Alas.Nat.	12	5	9	3	8	4	6	4	7	8	3	10	10	5	6	7	6	4	10	5
Asian/Pac. Isl.	371	381	417	501	517	541	513	583	655	615	565	663	746	784	695	838	774	842	855	681
Black	289	278	221	278	252	345	306	303	298	336	304	321	356	327	254	286	257	326	259	277
Hispanic	271	245	292	337	344	397	507	574	578	570	516	496	531	528	472	487	429	494	488	503
White	1,379	1,365	1,259	1,390	1,336	1,153	1,030	1,086	1,072	963	1,048	1,208	1,134	1,178	1,065	1,110	1,109	1,202	1,124	992
International	34	25	29	36	30	33	29	24	27	23	26	19	19	25	26	23	31	16	14	18
Unknown	41	29	55	64	65	69	122	93	73	57	71	90	94	100	98	92	86	131	192	240
Total	2,397	2,328	2,282	2,609	2,552	2,542	2,513	2,667	2,710	2,572	2,533	2,807	2,890	2,947	2,616	2,843	2,692	3,015	2,942	2,716
Percentage																				
Am.Ind./Alas.Nat.	0.5%	0.2%	0.4%	0.1%	0.3%	0.2%	0.2%	0.1%	0.3%	0.3%	0.1%	0.4%	0.3%	0.2%	0.2%	0.2%	0.2%	0.1%	0.3%	0.2%
Asian/Pac. Isl.	15.5%	16.4%	18.3%	19.2%	20.3%	21.3%	20.4%	21.9%	24.2%	23.9%	22.3%	23.6%	25.8%	26.6%	26.6%	29.5%	28.8%	27.9%	29.1%	25.1%
Black	12.1%	11.9%	9.7%	10.7%	9.9%	13.6%	12.2%	11.4%	11.0%	13.1%	12.0%	11.4%	12.3%	11.1%	9.7%	10.1%	9.5%	10.8%	8.8%	10.2%
Hispanic	11.3%	10.5%	12.8%	12.9%	13.5%	15.6%	20.2%	21.5%	21.3%	22.2%	20.4%	17.7%	18.4%	17.9%	18.0%	17.1%	15.9%	16.4%	16.6%	18.5%
White	57.5%	58.6%	55.2%	53.3%	52.4%	45.4%	41.0%	40.7%	39.6%	37.4%	41.4%	43.0%	39.2%	40.0%	40.7%	39.0%	41.2%	39.9%	38.2%	36.5%
International	1.4%	1.1%	1.3%	1.4%	1.2%	1.3%	1.2%	0.9%	1.0%	0.9%	1.0%	0.7%	0.7%	0.8%	1.0%	0.8%	1.2%	0.5%	0.5%	0.7%
Unknown	1.7%	1.2%	2.4%	2.5%	2.5%	2.7%	4.9%	3.5%	2.7%	2.2%	2.8%	3.2%	3.3%	3.4%	3.7%	3.2%	3.2%	4.3%	6.5%	8.8%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SOURCE: 1985-2003: Data Resources and Institutional Analysis: UIC
2004, Enterprise Data Warehouse, Decision Support Universe

Table 2
NEW TRANSFERS BY RACE/ETHNICITY
FALL 1985 - FALL 2004
CHICAGO CAMPUS

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
Am.Ind./Alas.Nat.	9	12	11	4	10	15	8	11	9	12	16	4	5	7	7	3	7	5	0	5
Asian/Pac. Isl.	202	176	165	194	202	295	252	271	257	265	230	254	259	285	247	241	239	312	182	222
Black	323	267	250	243	245	309	217	195	215	230	203	181	173	171	189	171	152	198	123	111
Hispanic	152	135	158	156	131	198	203	192	225	223	206	199	214	227	249	221	231	245	138	179
White	1,662	1,437	1,393	1,365	1,242	1,531	1,488	1,439	1,309	1,199	1,148	1,034	972	979	1,049	931	860	1,074	645	733
International	81	59	66	71	74	86	83	81	74	74	57	57	52	49	53	59	41	45	44	20
Unknown	53	14	38	37	72	138	77	85	70	76	93	84	76	88	87	79	59	94	113	116
Total	2,482	2,100	2,081	2,070	1,976	2,572	2,328	2,274	2,159	2,079	1,953	1,813	1,751	1,806	1,881	1,705	1,589	1,973	1,245	1,386
Percentage																				
Am.Ind./Alas.Nat.	0.4%	0.6%	0.5%	0.2%	0.5%	0.6%	0.3%	0.5%	0.4%	0.6%	0.8%	0.2%	0.3%	0.4%	0.4%	0.2%	0.4%	0.3%	0.0%	0.4%
Asian/Pac. Isl.	8.1%	8.4%	7.9%	9.4%	10.2%	11.5%	10.8%	11.9%	11.9%	12.7%	11.8%	14.0%	14.8%	15.8%	13.1%	14.1%	15.0%	15.8%	14.6%	16.0%
Black	13.0%	12.7%	12.0%	11.7%	12.4%	12.0%	9.3%	8.6%	10.0%	11.1%	10.4%	10.0%	9.9%	9.5%	10.0%	10.0%	9.6%	10.0%	9.9%	8.0%
Hispanic	6.1%	6.4%	7.6%	7.5%	6.6%	7.7%	8.7%	8.4%	10.4%	10.7%	10.5%	11.0%	12.2%	12.6%	13.2%	13.0%	14.5%	12.4%	11.1%	12.9%
White	67.0%	68.4%	66.9%	65.9%	62.9%	59.5%	63.9%	63.3%	60.6%	57.7%	58.8%	57.0%	55.5%	54.2%	55.8%	54.6%	54.1%	54.4%	51.8%	52.9%
International	3.3%	2.8%	3.2%	3.4%	3.7%	3.3%	3.6%	3.6%	3.4%	3.6%	2.9%	3.1%	3.0%	2.7%	2.8%	3.5%	2.6%	2.3%	3.5%	1.4%
Unknown	2.1%	0.7%	1.8%	1.8%	3.6%	5.4%	3.3%	3.7%	3.2%	3.7%	4.8%	4.6%	4.3%	4.9%	4.6%	4.6%	3.7%	4.8%	9.1%	8.4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SROUCES: 1985-2003: Data Resources and Institutional Analysis: UIC
2004, Enterprise Data Warehouse, Decision Support Universe

Table 3
UNDERGRADUATE ENROLLMENT BY RACE/ETHNICITY
FALL 1985 - FALL 2004
CHICAGO CAMPUS

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
Am.Ind./Alas.Nat.	69	54	56	39	45	48	47	51	53	54	52	48	50	41	40	42	43	37	33	34
Asian/Pac. Isl.	2,003	2,033	2,145	2,309	2,491	2,688	2,695	2,842	2,998	3,054	3,026	3,172	3,421	3,637	3,634	3,707	3,731	3,979	3,933	3,849
Black	1,928	1,798	1,642	1,674	1,681	1,827	1,703	1,746	1,723	1,721	1,698	1,680	1,686	1,694	1,587	1,552	1,514	1,578	1,455	1,377
Hispanic	1,480	1,465	1,551	1,648	1,726	1,904	2,066	2,338	2,553	2,674	2,755	2,725	2,765	2,776	2,782	2,765	2,695	2,677	2,576	2,513
White	10,986	10,387	9,929	9,672	9,316	9,073	8,481	8,436	8,254	7,856	7,771	7,722	7,537	7,398	7,257	7,179	7,036	7,380	7,044	6,647
International	405	369	391	387	377	384	369	360	369	357	324	302	268	254	260	289	295	250	211	174
Unknown	210	91	177	211	309	541	476	513	484	490	516	541	556	574	600	597	573	642	760	854
Total	17,081	16,197	15,891	15,940	15,945	16,465	15,837	16,286	16,434	16,206	16,142	16,190	16,283	16,374	16,160	16,131	15,887	16,543	16,012	15,448
Percentage																				
Am.Ind./Alas.Nat.	0.4%	0.3%	0.4%	0.2%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.2%	0.3%	0.3%	0.2%	0.2%	0.2%
Asian/Pac. Isl.	11.7%	12.6%	13.5%	14.5%	15.6%	16.3%	17.0%	17.5%	18.2%	18.8%	18.7%	19.6%	21.0%	22.2%	22.5%	23.0%	23.5%	24.1%	24.6%	24.9%
Black	11.3%	11.1%	10.3%	10.5%	10.5%	11.1%	10.8%	10.7%	10.5%	10.6%	10.5%	10.4%	10.4%	10.3%	9.8%	9.6%	9.5%	9.5%	9.1%	8.9%
Hispanic	8.7%	9.0%	9.8%	10.3%	10.8%	11.6%	13.0%	14.4%	15.5%	16.5%	17.1%	16.8%	17.0%	17.0%	17.2%	17.1%	17.0%	16.2%	16.1%	16.3%
White	64.3%	64.1%	62.5%	60.7%	58.4%	55.1%	53.6%	51.8%	50.2%	48.5%	48.1%	47.7%	46.3%	45.2%	44.9%	44.5%	44.3%	44.6%	44.0%	43.0%
International	2.4%	2.3%	2.5%	2.4%	2.4%	2.3%	2.3%	2.2%	2.2%	2.2%	2.0%	1.9%	1.6%	1.6%	1.6%	1.8%	1.9%	1.5%	1.3%	1.1%
Unknown	1.2%	0.6%	1.1%	1.3%	1.9%	3.3%	3.0%	3.1%	2.9%	3.0%	3.2%	3.3%	3.4%	3.5%	3.7%	3.7%	3.6%	3.9%	4.7%	5.5%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA RESOURCES: 1985-1993, Research Data Base: UOAPA
1994-1995, Enrollment Tables, Tables 3, 4, 5: Data Resources and Institutional Analysis: UIC
1996, Data Resources and Institutional Analysis: UIC
1997-1998, Student Data Books: UIC
1999-2003, ISIS Database
2004, Enterprise Data Warehouse, Decision Support Universe

Table 4
GRADUATE AND PROFESSIONAL ENROLLMENT BY RACE/ETHNICITY
FALL 1985 - FALL 2004
CHICAGO CAMPUS

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
Am.Ind./Alas.Nat.	19	20	12	13	15	19	22	25	26	28	31	26	22	27	29	21	21	23	23	26
Asian/Pac. Isl.	519	597	616	689	767	693	771	816	875	986	1,050	1,092	1,144	1,151	1,129	1,093	1,163	1,259	1,305	1,269
Black	519	531	516	474	517	547	580	652	730	765	761	742	733	688	685	698	688	732	723	694
Hispanic	366	415	390	383	374	373	390	408	437	481	517	527	531	525	551	590	621	630	631	619
White	5,556	5,926	5,614	5,635	5,495	4,926	5,169	5,351	5,250	5,098	4,744	4,553	4,325	4,240	4,183	4,153	4,199	4,355	4,455	4,416
International	732	837	831	911	1,032	1,120	1,253	1,238	1,166	1,046	1,084	1,167	1,263	1,370	1,439	1,590	1,678	1,826	1,702	1,594
Unknown	89	55	43	42	50	368	186	240	252	255	260	286	277	277	253	265	273	322	377	341
Total	7,800	8,381	8,022	8,147	8,250	8,046	8,371	8,730	8,736	8,659	8,447	8,393	8,295	8,278	8,269	8,410	8,643	9,147	9,216	8,959
Percentage																				
Am.Ind./Alas.Nat.	0.2%	0.2%	0.1%	0.2%	0.2%	0.2%	0.3%	0.3%	0.3%	0.3%	0.4%	0.3%	0.3%	0.3%	0.4%	0.2%	0.2%	0.3%	0.2%	0.3%
Asian/Pac. Isl.	6.7%	7.1%	7.7%	8.5%	9.3%	8.6%	9.2%	9.3%	10.0%	11.4%	12.4%	13.0%	13.8%	13.9%	13.7%	13.0%	13.5%	13.8%	14.2%	14.2%
Black	6.7%	6.3%	6.4%	5.8%	6.3%	6.8%	6.9%	7.5%	8.4%	8.8%	9.0%	8.8%	8.8%	8.3%	8.3%	8.3%	8.0%	8.0%	7.8%	7.7%
Hispanic	4.7%	5.0%	4.9%	4.7%	4.5%	4.6%	4.7%	4.7%	5.0%	5.6%	6.1%	6.3%	6.4%	6.3%	6.7%	7.0%	7.2%	6.9%	6.8%	6.9%
White	71.2%	70.7%	70.0%	69.2%	66.6%	61.2%	61.7%	61.3%	60.1%	58.9%	56.2%	54.2%	52.1%	51.2%	50.6%	49.4%	48.6%	47.6%	48.3%	49.3%
International	9.4%	10.0%	10.4%	11.2%	12.5%	13.9%	15.0%	14.2%	13.3%	12.1%	12.8%	13.9%	15.2%	16.5%	17.4%	18.9%	19.4%	20.0%	18.5%	17.8%
Unknown	1.1%	0.7%	0.5%	0.5%	0.6%	4.6%	2.2%	2.7%	2.9%	2.9%	3.1%	3.4%	3.3%	3.3%	3.1%	3.2%	3.2%	3.5%	4.1%	3.8%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA RESOURCES: 1985-1993, Research Data Base: UOAPA
1994-1995, Enrollment Tables, Tables 3, 4, 5: Data Resources and Institutional Analysis: UIC
1996, Data Resources and Institutional Analysis: UIC
1997-1998, Student Data Books: UIC
1999-2003, ISIS Database
2004, Enterprise Data Warehouse, Decision Support Universe

Table 5

**NEW TRANSFERS BY RACE/ETHNICITY
FALL 1987 - FALL 2004¹
SPRINGFIELD CAMPUS**

RACE/ETHNIC	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004 ²
Number																		
Am.Ind./Alas.Nat.	3	2	0	0	0	2	1	2	3	2	5	2	1	2	1	3	2	3
Asian/Pac. Isl.	13	5	1	5	5	4	3	3	10	5	10	6	4	8	7	8	10	14
Black	67	37	52	41	45	59	48	58	46	54	50	42	32	44	58	52	55	55
Hispanic	2	3	8	8	11	9	5	6	9	8	10	7	8	2	13	13	13	9
White	630	548	589	540	638	729	543	516	556	536	510	532	428	488	518	528	520	427
International	4	6	7	4	19	11	10	9	4	6	5	9	8	8	12	6	6	5
Total	719	601	657	598	718	814	610	594	628	611	590	598	481	552	609	610	606	555
Percentage																		
Am.Ind./Alas.Nat.	0.4%	0.3%	0.0%	0.0%	0.0%	0.2%	0.2%	0.3%	0.5%	0.3%	0.8%	0.3%	0.2%	0.4%	0.2%	0.5%	0.3%	0.5%
Asian/Pac. Isl.	1.8%	0.8%	0.2%	0.8%	0.7%	0.5%	0.5%	0.5%	1.6%	0.8%	1.7%	1.0%	0.8%	1.4%	1.1%	1.3%	1.7%	2.5%
Black	9.3%	6.2%	7.9%	6.9%	6.3%	7.2%	7.9%	9.8%	7.3%	8.8%	8.5%	7.0%	6.7%	8.0%	9.5%	8.5%	9.1%	9.9%
Hispanic	0.3%	0.5%	1.2%	1.3%	1.5%	1.1%	0.8%	1.0%	1.4%	1.3%	1.7%	1.2%	1.7%	0.4%	2.1%	2.1%	2.1%	1.6%
White	87.6%	91.2%	89.6%	90.3%	88.9%	89.6%	89.0%	86.9%	88.5%	87.7%	86.4%	89.0%	89.0%	88.4%	85.1%	86.6%	85.8%	76.9%
International	0.6%	1.0%	1.1%	0.7%	2.6%	1.4%	1.6%	1.5%	0.6%	1.0%	0.8%	1.5%	1.7%	1.4%	2.0%	1.0%	1.0%	0.9%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

¹UIS new transfer student data by race/ethnic are not available before 1987.

² 2004 total includes 42 students, 7.6% of the total, for whom race/ethnicity is not reported.

DATA SOURCE: IPEDS

Table 6
UNDERGRADUATE ENROLLMENT BY RACE/ETHNICITY
FALL 1985 - FALL 2004
SPRINGFIELD CAMPUS

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
Am.Ind./Alas.Nat.	3	2	3	5	6	5	--	3	4	6	10	7	10	10	9	5	4	7	8	8
Asian/Pac. Isl.	7	15	26	20	12	12	14	25	17	19	25	27	36	35	26	22	35	41	50	58
Black	83	104	145	128	162	166	152	166	180	191	192	181	170	163	164	157	187	197	210	211
Hispanic	12	12	8	9	17	26	33	28	24	18	26	31	31	32	28	22	33	37	42	45
White	1,621	1,746	1,952	2,057	2,125	2,316	2,413	2,475	2,360	2,244	2,266	2,215	2,149	2,112	1,932	1,892	2,013	2,135	2,242	2,045
International	32	10	11	15	20	26	33	43	23	24	21	17	15	21	24	20	28	28	17	16
Other/Unknown	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	124
Total	1,760	1,889	2,145	2,234	2,342	2,551	2,645	2,740	2,608	2,502	2,540	2,478	2,411	2,373	2,183	2,118	2,300	2,445	2,569	2,507
Percentage																				
Am.Ind./Alas.Nat.	0.2%	0.1%	0.1%	0.2%	0.3%	0.2%	0.0%	0.1%	0.2%	0.2%	0.4%	0.3%	0.4%	0.4%	0.4%	0.2%	0.2%	0.3%	0.3%	0.3%
Asian/Pac. Isl.	0.4%	0.8%	1.2%	0.9%	0.5%	0.5%	0.5%	0.9%	0.7%	0.8%	1.0%	1.1%	1.5%	1.5%	1.2%	1.0%	1.5%	1.7%	1.9%	2.3%
Black	4.7%	5.5%	6.8%	5.7%	6.9%	6.5%	5.7%	6.1%	6.9%	7.6%	7.6%	7.3%	7.1%	6.9%	7.5%	7.4%	8.1%	8.1%	8.2%	8.4%
Hispanic	0.7%	0.6%	0.4%	0.4%	0.7%	1.0%	1.2%	1.0%	0.9%	0.7%	1.0%	1.3%	1.3%	1.3%	1.3%	1.0%	1.4%	1.5%	1.6%	1.8%
White	92.1%	92.4%	91.0%	92.1%	90.7%	90.8%	91.2%	90.3%	90.5%	89.7%	89.2%	89.4%	89.1%	89.0%	88.5%	89.3%	87.5%	87.3%	87.3%	81.6%
International	1.8%	0.5%	0.5%	0.7%	0.9%	1.0%	1.2%	1.6%	0.9%	1.0%	0.8%	0.7%	0.6%	0.9%	1.1%	0.9%	1.2%	1.1%	0.7%	0.6%
Other/Unknown	0.1%	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SOURCE: IPEDS

Table 7
MASTERS AND DOCTORAL ENROLLMENT BY RACE/ETHNICITY
FALL 1985 - FALL 2004
SPRINGFIELD CAMPUS

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
Am.Ind./Alas.Nat.	6	3	1	2	3	3	2	2	4	2	5	4	8	4	6	8	5	3	7	5
Asian/Pac. Isl.	11	20	26	20	24	30	33	31	32	35	52	44	40	36	41	41	42	44	71	60
Black	65	88	88	91	65	84	99	100	124	144	146	162	169	157	147	158	168	159	153	127
Hispanic	11	15	13	10	8	7	12	7	10	15	17	20	27	17	23	27	30	23	20	22
White	1,293	1,401	1,555	1,498	1,468	1,616	1,656	1,605	1,623	1,640	1,883	1,840	1,733	1,667	1,589	1,499	1,594	1,622	1,598	1,412
International	88	69	79	87	61	56	67	51	50	46	59	63	75	80	90	91	149	155	156	195
Other/Unknown	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	68
Total	1,476	1,596	1,762	1,708	1,629	1,796	1,869	1,796	1,843	1,882	2,162	2,133	2,052	1,961	1,896	1,824	1,988	2,006	2,005	1,889
Percentage																				
Am.Ind./Alas.Nat.	0.4%	0.2%	0.1%	0.1%	0.2%	0.2%	0.1%	0.1%	0.2%	0.1%	0.2%	0.2%	0.4%	0.2%	0.3%	0.4%	0.3%	0.1%	0.3%	0.3%
Asian/Pac. Isl.	0.7%	1.3%	1.5%	1.2%	1.5%	1.7%	1.8%	1.7%	1.7%	1.9%	2.4%	2.1%	1.9%	1.8%	2.2%	2.2%	2.1%	2.2%	3.5%	3.2%
Black	4.4%	5.5%	5.0%	5.3%	4.0%	4.7%	5.3%	5.6%	6.7%	7.7%	6.8%	7.6%	8.2%	8.0%	7.8%	8.7%	8.5%	7.9%	7.6%	6.7%
Hispanic	0.7%	0.9%	0.7%	0.6%	0.5%	0.4%	0.6%	0.4%	0.5%	0.8%	0.8%	0.9%	1.3%	0.9%	1.2%	1.5%	1.5%	1.1%	1.0%	1.2%
White	87.6%	87.8%	88.3%	87.7%	90.1%	90.0%	88.6%	89.4%	88.1%	87.1%	87.1%	86.3%	84.5%	85.0%	83.8%	82.2%	80.2%	80.9%	79.7%	74.7%
International	6.0%	4.3%	4.5%	5.1%	3.7%	3.1%	3.6%	2.8%	2.7%	2.4%	2.7%	3.0%	3.7%	4.1%	4.7%	5.0%	7.5%	7.7%	7.8%	10.3%
Other/Unknown	0.1%	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SOURCE: IPEDS

Table 8

**BEGINNING FRESHMEN BY RACE/ETHNICITY
FALL 1985 - FALL 2004
URBANA-CHAMPAIGN CAMPUS**

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
Am.Ind./Alas.Nat.	13	8	5	7	7	12	11	7	12	11	15	15	12	16	10	12	14	15	25	18
Asian/Pac. Isl.	422	410	488	533	518	710	696	704	758	781	755	767	761	891	829	833	815	818	769	966
Black	297	391	401	405	500	520	431	434	438	443	498	521	491	509	504	478	515	513	603	409
Hispanic	141	181	212	264	305	322	330	367	348	341	342	321	357	390	399	408	433	441	505	480
White	5,475	4,965	4,425	4,304	3,926	4,289	4,133	3,929	4,052	4,091	4,386	4,189	4,065	4,507	4,536	4,250	4,154	4,328	4,544	4,905
International	10	20	26	24	24	38	33	33	47	39	43	40	48	67	95	118	226	154	245	283
Unknown	14	29	25	36	22	31	23	30	41	49	74	97	71	82	106	78	90	97	120	176
Total	6,372	6,004	5,582	5,573	5,302	5,922	5,657	5,504	5,696	5,755	6,113	5,950	5,805	6,462	6,479	6,177	6,247	6,366	6,811	7,237
Percentage																				
Am.Ind./Alas.Nat.	0.2%	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%	0.1%	0.2%	0.2%	0.2%	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.4%	0.2%
Asian/Pac. Isl.	6.6%	6.8%	8.7%	9.6%	9.8%	12.0%	12.3%	12.8%	13.3%	13.6%	12.4%	12.9%	13.1%	13.8%	12.8%	13.5%	13.0%	12.8%	11.3%	13.3%
Black	4.7%	6.5%	7.2%	7.3%	9.4%	8.8%	7.6%	7.9%	7.7%	7.7%	8.1%	8.8%	8.5%	7.9%	7.8%	7.7%	8.2%	8.1%	8.9%	5.7%
Hispanic	2.2%	3.0%	3.8%	4.7%	5.8%	5.4%	5.8%	6.7%	6.1%	5.9%	5.6%	5.4%	6.1%	6.0%	6.2%	6.6%	6.9%	6.9%	7.4%	6.6%
White	85.9%	82.7%	79.3%	77.2%	74.0%	72.4%	73.1%	71.4%	71.1%	71.1%	71.7%	70.4%	70.0%	69.7%	70.0%	68.8%	66.5%	68.0%	66.7%	67.8%
International	0.2%	0.3%	0.5%	0.4%	0.5%	0.6%	0.6%	0.6%	0.8%	0.7%	0.7%	0.7%	0.8%	1.0%	1.5%	1.9%	3.6%	2.4%	3.6%	3.9%
Unknown	0.2%	0.5%	0.4%	0.6%	0.4%	0.5%	0.4%	0.5%	0.7%	0.9%	1.2%	1.6%	1.2%	1.3%	1.6%	1.3%	1.4%	1.5%	1.8%	2.4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SOURCES: 1985-1992: IPEDS.
 1993-1994: Research Data Base: UOAPA.
 1995-2003: Student Record Master.
 2004: Planning and Budgeting Census Snapshot.

Table 9

**NEW TRANSFERS BY RACE/ETHNICITY
FALL 1985 - FALL 2004
URBANA-CHAMPAIGN CAMPUS**

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
Am.Ind./Alas.Nat.	6	1	2	6	3	3	6	3	1	2	5	4	1	7	4	0	1	4	7	1
Asian/Pac. Isl.	70	59	76	74	70	99	85	95	104	104	106	90	109	104	92	102	102	95	120	104
Black	20	15	17	10	15	41	23	17	50	26	21	28	20	37	24	26	31	34	30	26
Hispanic	20	16	19	21	15	28	18	23	31	41	35	27	33	34	38	30	37	43	37	34
White	1,270	1,024	986	934	896	1,266	974	904	1,006	1,092	913	891	845	801	838	823	826	799	745	654
International	16	21	25	15	20	19	16	28	50	32	42	40	38	51	51	62	60	80	94	88
Unknown	28	18	24	32	21	33	19	22	44	42	30	31	23	31	23	18	30	27	52	45
Total	1,430	1,154	1,149	1,092	1,040	1,489	1,141	1,092	1,286	1,339	1,152	1,111	1,069	1,065	1,070	1,061	1,087	1,082	1,085	952
Percentage																				
Am.Ind./Alas.Nat.	0.4%	0.1%	0.2%	0.5%	0.3%	0.2%	0.5%	0.3%	0.1%	0.1%	0.4%	0.4%	0.1%	0.7%	0.4%	0.0%	0.1%	0.4%	0.6%	0.1%
Asian/Pac. Isl.	4.9%	5.1%	6.6%	6.8%	6.7%	6.6%	7.4%	8.7%	8.1%	7.8%	9.2%	8.1%	10.2%	9.8%	8.6%	9.6%	9.4%	8.8%	11.1%	10.9%
Black	1.4%	1.3%	1.5%	0.9%	1.4%	2.8%	2.0%	1.6%	3.9%	1.9%	1.8%	2.5%	1.9%	3.5%	2.2%	2.5%	2.9%	3.1%	2.8%	2.7%
Hispanic	1.4%	1.4%	1.7%	1.9%	1.4%	1.9%	1.6%	2.1%	2.4%	3.1%	3.0%	2.4%	3.1%	3.2%	3.6%	2.8%	3.4%	4.0%	3.4%	3.6%
White	88.8%	88.7%	85.8%	85.5%	86.2%	85.0%	85.4%	82.8%	78.2%	81.6%	79.3%	80.2%	79.0%	75.2%	78.3%	77.6%	76.0%	73.8%	68.7%	68.7%
International	1.1%	1.8%	2.2%	1.4%	1.9%	1.3%	1.4%	2.6%	3.9%	2.4%	3.6%	3.6%	3.6%	4.8%	4.8%	5.8%	5.5%	7.4%	8.7%	9.2%
Unknown	2.0%	1.6%	2.1%	2.9%	2.0%	2.2%	1.7%	2.0%	3.4%	3.1%	2.6%	2.8%	2.2%	2.9%	2.1%	1.7%	2.8%	2.5%	4.8%	4.7%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SOURCES: 1985-1992: IPEDS.
 1993-1994: Research Data Base: UOAPA.
 1995-2003: Student Record Master.
 2004: Planning and Budgeting Census Snapshot.

Table 10
UNDERGRADUATE ENROLLMENT BY RACE/ETHNICITY
FALL 1985 - FALL 2004
URBANA-CHAMPAIGN CAMPUS

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
Am.Ind./Alas.Nat.	55	47	45	50	41	56	36	30	43	43	51	58	57	63	61	51	54	58	73	73
Asian/Pacific Isl.	1,508	1,639	1,863	2,083	2,201	2,552	2,766	2,915	3,135	3,321	3,349	3,379	3,423	3,576	3,606	3,686	3,696	3,685	3,614	3,763
Black	1,089	1,209	1,386	1,548	1,738	1,873	1,840	1,792	1,844	1,844	1,866	1,910	1,949	2,017	2,020	1,957	1,935	1,991	2,145	1,991
Hispanic	520	581	668	822	976	1,134	1,221	1,310	1,394	1,422	1,456	1,418	1,414	1,450	1,499	1,590	1,643	1,699	1,819	1,859
White	23,585	23,235	22,633	21,812	20,463	20,259	19,940	19,132	19,123	18,910	19,234	19,179	19,139	19,411	19,716	19,558	19,509	19,434	19,326	19,841
International	211	226	241	263	300	316	357	426	446	438	437	482	507	540	542	649	871	952	1,129	1,287
Unknown	264	262	229	281	231	255	206	283	352	372	280	312	376	395	411	391	402	424	483	473
Total	27,232	27,199	27,065	26,859	25,950	26,445	26,366	25,888	26,337	26,350	26,673	26,738	26,865	27,452	27,855	27,882	28,110	28,243	28,589	29,287
Percentage																				
Am.Ind./Alas.Nat.	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.3%	0.2%
Asian/Pac.Isl.	5.5%	6.0%	6.9%	7.8%	8.5%	9.7%	10.5%	11.3%	11.9%	12.6%	12.6%	12.6%	12.7%	13.0%	12.9%	13.2%	13.1%	13.0%	12.6%	12.8%
Black	4.0%	4.4%	5.1%	5.8%	6.7%	7.1%	7.0%	6.9%	7.0%	7.0%	7.0%	7.1%	7.3%	7.3%	7.3%	7.0%	6.9%	7.0%	7.5%	6.8%
Hispanic	1.9%	2.1%	2.5%	3.1%	3.8%	4.3%	4.6%	5.1%	5.3%	5.4%	5.5%	5.3%	5.3%	5.3%	5.4%	5.7%	5.8%	6.0%	6.4%	6.3%
White	86.6%	85.4%	83.6%	81.2%	78.9%	76.6%	75.6%	73.9%	72.6%	71.8%	72.1%	71.7%	71.2%	70.7%	70.8%	70.1%	69.4%	68.8%	67.6%	67.7%
International	0.8%	0.8%	0.9%	1.0%	1.2%	1.2%	1.4%	1.6%	1.7%	1.7%	1.6%	1.8%	1.9%	2.0%	1.9%	2.3%	3.1%	3.4%	3.9%	4.4%
Unknown	1.0%	1.0%	0.8%	1.0%	0.9%	1.0%	0.8%	1.1%	1.3%	1.4%	1.0%	1.2%	1.4%	1.4%	1.5%	1.4%	1.4%	1.5%	1.7%	1.6%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SOURCES: 1985-1992: IPEDS.
1993-1994: Research Data Base: UOAPA.
1995-2003: Student Record Master.
2004: Planning and Budgeting Census Snapshot.

Table 11
GRADUATE AND PROFESSIONAL ENROLLMENT BY RACE/ETHNICITY
FALL 1985 - FALL 2004
URBANA-CHAMPAIGN CAMPUS

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
Am.Ind./Alas.Nat.	12	13	13	17	18	20	20	18	19	22	20	24	18	18	15	14	15	13	18	27
Asian/Pacific Isl.	360	386	424	411	436	429	433	447	505	533	568	527	489	452	463	422	430	519	624	719
Black	175	164	171	185	164	229	274	339	350	372	429	410	368	334	362	367	330	344	377	390
Hispanic	103	119	124	131	130	134	151	165	187	214	232	244	250	262	236	266	237	243	289	334
White	6,211	6,328	6,302	6,057	5,837	5,820	6,127	6,104	6,049	5,738	5,680	5,366	5,099	4,853	4,687	4,508	4,651	4,826	4,952	5,085
International	1,679	1,908	2,090	2,186	2,258	2,391	2,511	2,639	2,734	2,646	2,654	2,642	2,706	2,698	2,868	3,116	3,411	3,599	3,626	3,461
Unknown	225	213	151	190	239	298	257	257	259	318	209	213	224	234	204	361	495	466	389	242
Total	8,765	9,131	9,275	9,177	9,082	9,321	9,773	9,969	10,103	9,843	9,792	9,426	9,154	8,851	8,835	9,054	9,569	10,010	10,275	10,258
Percentage																				
Am.Ind./Alas.Nat.	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0.1%	0.2%	0.3%
Asian/Pac. Isl.	4.1%	4.2%	4.6%	4.5%	4.8%	4.6%	4.4%	4.5%	5.0%	5.4%	5.8%	5.6%	5.3%	5.1%	5.2%	4.7%	4.5%	5.2%	6.1%	7.0%
Black	2.0%	1.8%	1.8%	2.0%	1.8%	2.5%	2.8%	3.4%	3.5%	3.8%	4.4%	4.3%	4.0%	3.8%	4.1%	4.1%	3.4%	3.4%	3.7%	3.8%
Hispanic	1.2%	1.3%	1.3%	1.4%	1.4%	1.4%	1.5%	1.7%	1.9%	2.2%	2.4%	2.6%	2.7%	3.0%	2.7%	2.9%	2.5%	2.4%	2.8%	3.3%
White	70.9%	69.3%	67.9%	66.0%	64.3%	62.4%	62.7%	61.2%	59.9%	58.3%	58.0%	56.9%	55.7%	54.8%	53.1%	49.8%	48.6%	48.2%	48.2%	49.6%
International	19.2%	20.9%	22.5%	23.8%	24.9%	25.7%	25.7%	26.5%	27.1%	26.9%	27.1%	28.0%	29.6%	30.5%	32.5%	34.4%	35.6%	36.0%	35.3%	33.7%
Unknown	2.6%	2.3%	1.6%	2.1%	2.6%	3.2%	2.6%	2.6%	2.6%	3.2%	2.1%	2.3%	2.4%	2.6%	2.3%	4.0%	5.2%	4.7%	3.8%	2.4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SOURCES: 1985-1992: IPEDS.
1993-1994: Research Data Base: UOAPA.
1995-2003: Student Record Master.
2004: Planning and Budgeting Census Snapshot.

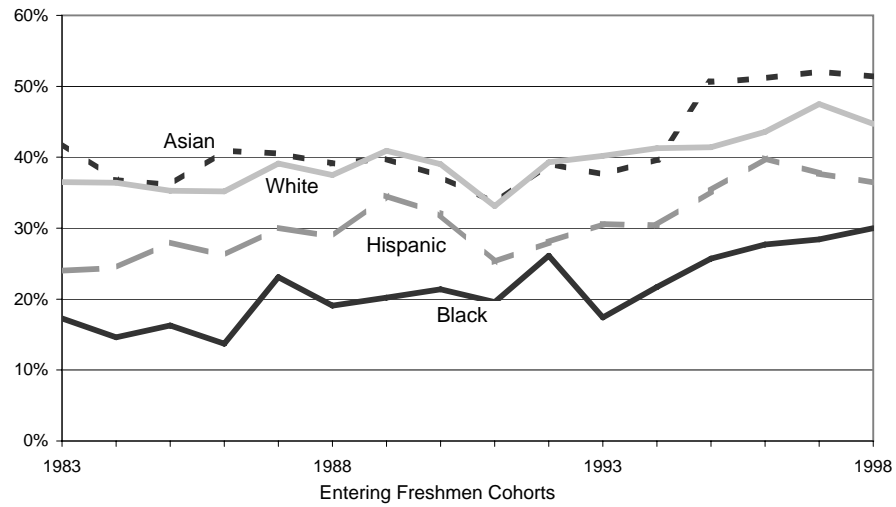
Table 12

**PRESIDENT'S AWARD PROGRAM BEGINNING FRESHMEN¹
ENROLLED AT U OF I
FALL 1985 - FALL 2004**

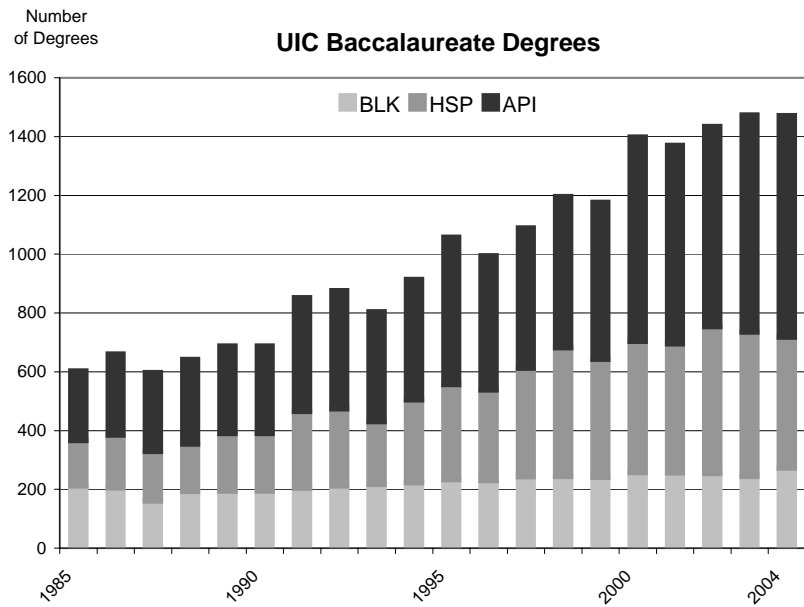
CAMPUS	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
RACE/ETHNIC																				
Number																				
UIC																				
Am.Ind./Alas.Nat.	--	--	--	--	--	--	1	1	2	3	--	3	4	--	2	2	2	2	1	2
Black	17	43	34	49	52	53	65	68	56	64	51	74	82	75	71	76	58	76	57	92
Hispanic	6	43	57	60	80	50	101	121	121	109	132	148	141	176	153	129	124	152	153	159
UIC Total	23	86	91	109	132	103	167	190	179	176	183	225	227	251	226	207	184	230	211	253
UIS																				
Am.Ind./Alas.Nat.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Black	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	2	--
Hispanic	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	1	--
UIS Total	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	3	0
UIUC																				
Am.Ind./Alas.Nat.	--	--	--	--	--	--	2	4	4	3	11	8	7	12	6	8	10	10	15	17
Black	61	149	172	217	190	176	171	166	163	143	157	157	145	151	156	150	174	154	194	139
Hispanic	26	111	137	182	186	164	183	214	185	167	194	191	199	223	221	224	232	259	280	282
UIUC Total	87	260	309	399	376	340	356	384	352	313	362	356	351	386	383	382	416	423	489	438
UI Total	110	346	400	508	508	443	523	574	531	489	545	581	578	637	609	589	600	656	703	691
Percentage of Campus Total																				
UIC																				
Am.Ind./Alas.Nat.	--	--	--	--	--	--	0.6%	0.5%	1.1%	1.7%	0.0%	1.3%	1.8%	0.0%	0.9%	1.0%	1.1%	0.9%	0.5%	0.8%
Black	73.9%	50.0%	37.4%	45.0%	39.4%	51.5%	38.9%	35.8%	31.3%	36.4%	27.9%	32.9%	36.1%	29.9%	31.4%	36.7%	31.5%	33.0%	27.0%	36.4%
Hispanic	26.1%	50.0%	62.6%	55.0%	60.6%	48.5%	60.5%	63.7%	67.6%	61.9%	72.1%	65.8%	62.1%	70.1%	67.7%	62.3%	67.4%	66.1%	72.5%	62.8%
UIC Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
UIS																				
Am.Ind./Alas.Nat.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Black	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	66.7%	66.7%	--
Hispanic	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	33.3%	33.3%	--
UIS Total	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	100%	100%	--
UIUC																				
Am.Ind./Alas.Nat.	--	--	--	--	--	--	0.6%	1.0%	1.1%	1.0%	3.0%	2.2%	2.0%	3.1%	1.6%	2.1%	2.4%	2.4%	3.1%	3.9%
Black	70.1%	57.3%	55.7%	54.4%	50.5%	51.8%	48.0%	43.2%	46.3%	45.7%	43.4%	44.1%	41.3%	39.1%	40.7%	39.3%	41.8%	36.4%	39.7%	31.7%
Hispanic	29.9%	42.7%	44.3%	45.6%	49.5%	48.2%	51.4%	55.7%	52.6%	53.4%	53.6%	53.7%	56.7%	57.8%	57.7%	58.6%	55.8%	61.2%	57.3%	64.4%
UIUC Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

¹ President's Award Program students are high-achieving minority students. Initially, this included Black and Hispanic students; in 1991, the program was opened to American Indian/Alaska Native students as well.

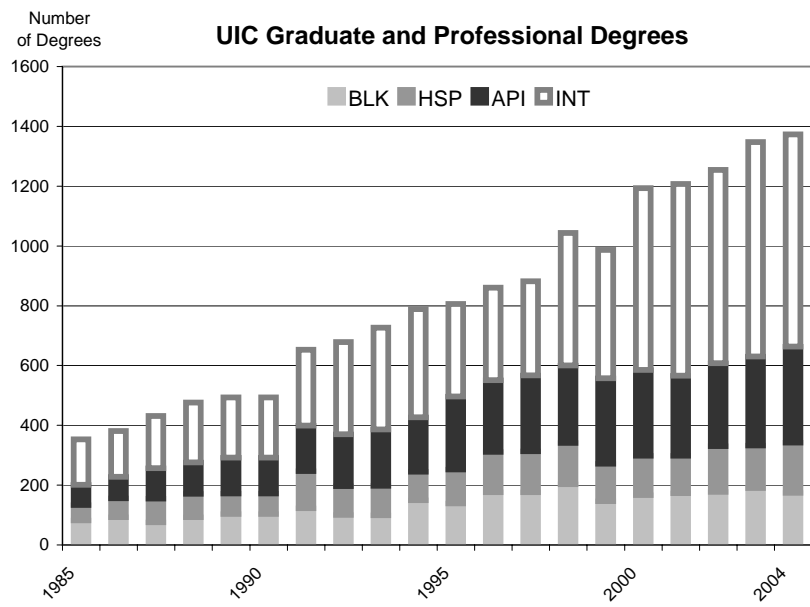
UIC Graduation Rates after Six Years



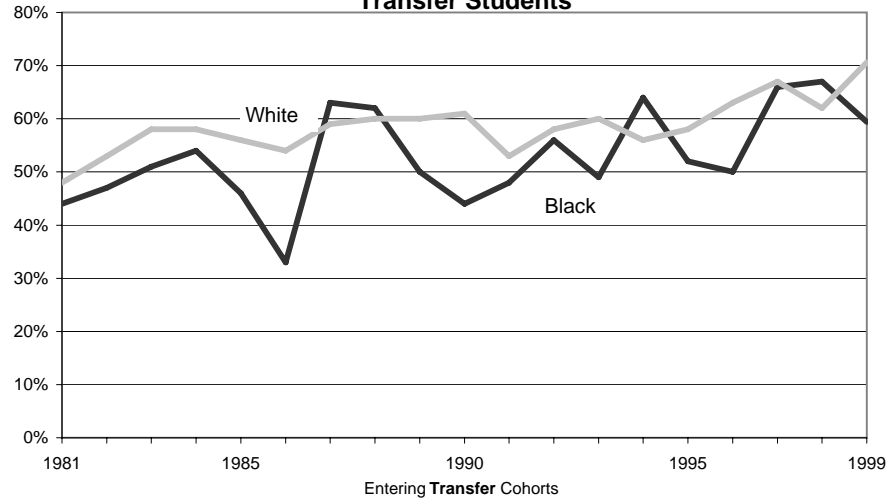
UIC Baccalaureate Degrees



UIC Graduate and Professional Degrees

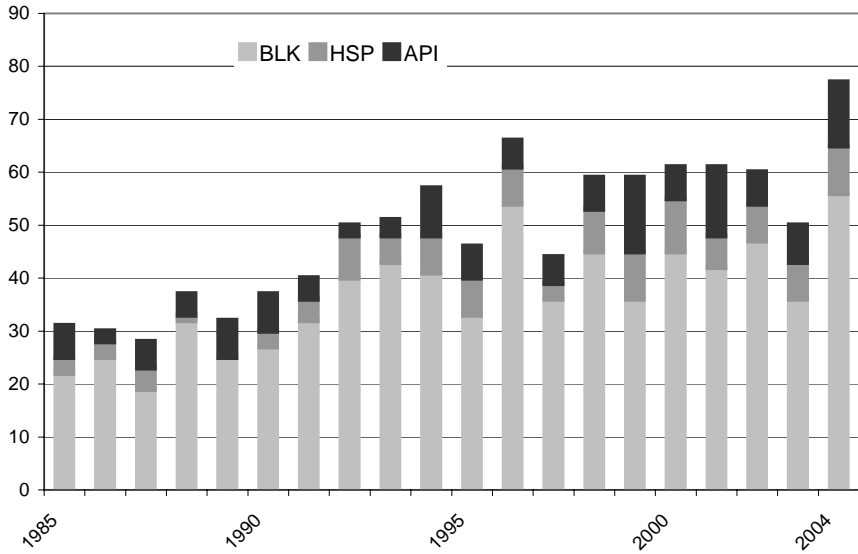


**UIS Graduation Rates after Five Years
Transfer Students**



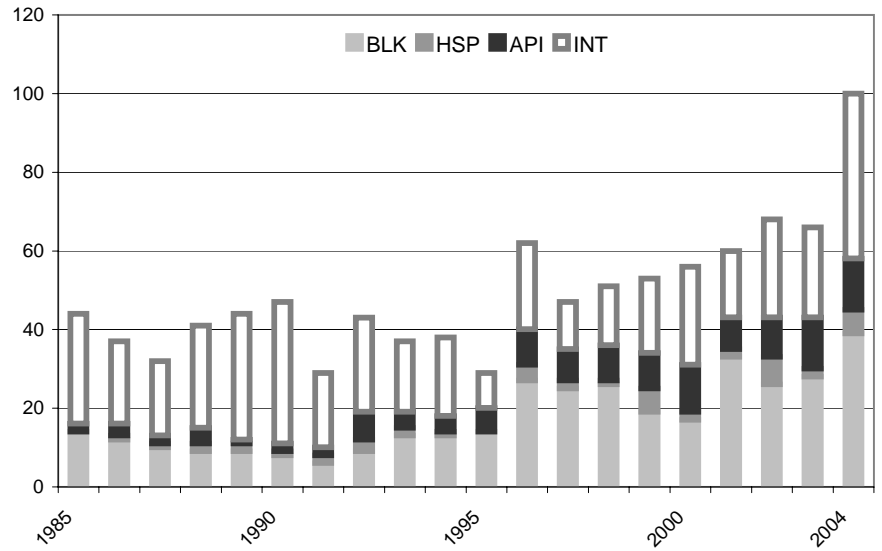
Number of Degrees

UIS Baccalaureate Degrees

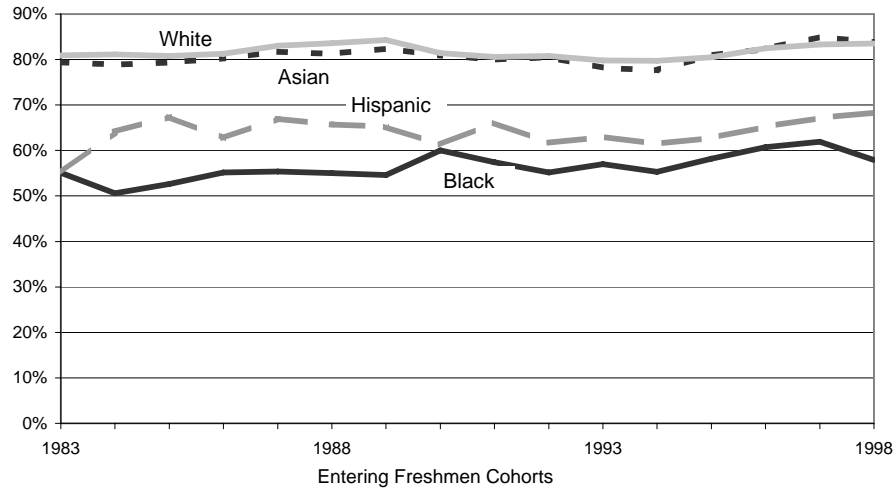


Number of Degrees

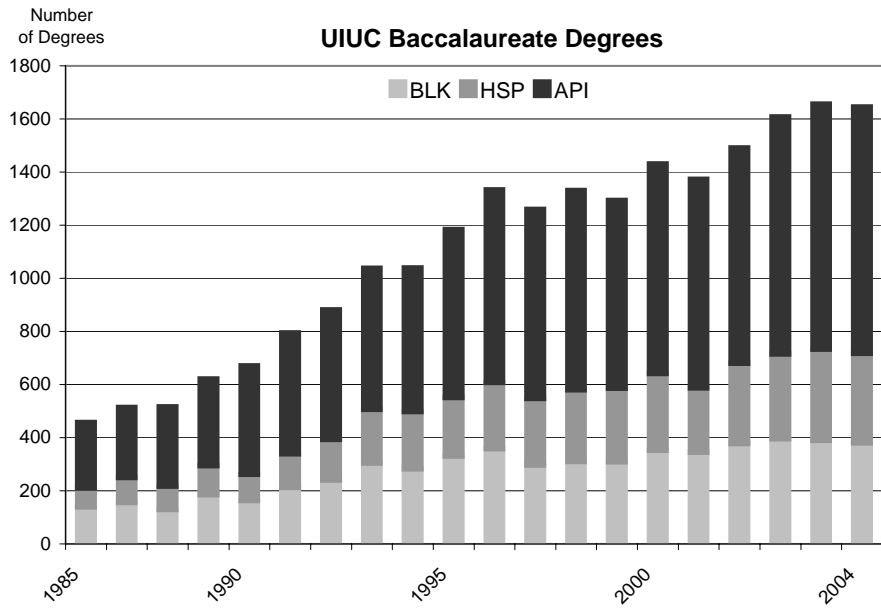
UIS Graduate and Doctoral Degrees



UIUC Graduation Rates after Six Years



UIUC Baccalaureate Degrees



UIUC Graduate and Professional Degrees

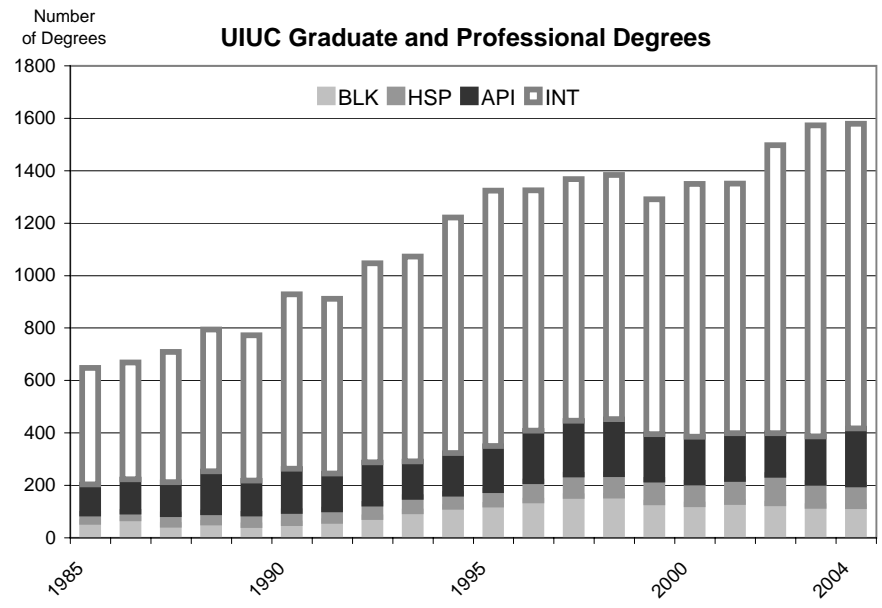


Table 13

**FRESHMEN GRADUATION RATES:
PERCENT GRADUATED SIX YEARS FOLLOWING ENTRY
CHICAGO CAMPUS**

	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF
RACE/ETHNIC	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
African Amer.																
% Graduated	17.3%	14.6%	16.3%	13.7%	23.1%	19.1%	20.2%	21.4%	19.6%	26.1%	17.4%	21.7%	25.7%	27.7%	28.4%	30.0%
# in Cohort	248	247	289	278	221	278	252	345	306	303	298	336	304	321	356	327
Am.Ind./Alas.Nat.																
% Graduated	33.3%	28.6%	25.0%	0.0%	11.1%	33.3%	12.5%	25.0%	33.3%	25.0%	0.0%	37.5%	0.0%	20.0%	20.0%	40.0%
# in Cohort	9	7	12	5	9	3	8	4	6	4	7	8	3	10	10	5
Asian/Pac. Isl.																
% Graduated	42.0%	36.8%	36.1%	40.9%	40.5%	39.1%	39.8%	37.3%	33.5%	39.1%	37.6%	39.7%	50.6%	51.1%	52.1%	51.4%
# in Cohort	300	383	371	381	417	501	517	541	513	583	655	615	565	663	746	784
Hispanic																
% Graduated	24.0%	24.4%	28.0%	26.1%	30.1%	28.8%	34.6%	32.0%	25.2%	28.0%	30.6%	30.4%	35.3%	39.9%	37.7%	36.4%
# in Cohort	233	250	271	245	292	337	344	397	507	574	578	570	516	496	531	528
White																
% Graduated	36.5%	36.4%	35.3%	35.2%	39.1%	37.5%	40.9%	39.0%	33.1%	39.3%	40.2%	41.3%	41.4%	43.6%	47.5%	44.7%
# in Cohort	1,599	1,528	1,379	1,365	1,259	1,390	1,336	1,153	1,030	1,086	1,072	963	1,048	1,208	1,134	1,178
International																
% Graduated	22.7%	12.0%	14.7%	36.0%	16.7%	38.9%	46.7%	57.6%	48.3%	29.2%	40.7%	47.8%	46.2%	78.9%	42.1%	60.0%
# in Cohort	22	50	34	25	30	36	30	33	29	24	27	23	26	19	19	25
Unknown																
% Graduated	26.1%	26.9%	26.8%	31.0%	29.6%	39.1%	47.7%	30.4%	40.2%	30.1%	42.5%	22.8%	46.5%	37.7%	45.7%	49.0%
# in Cohort	23	26	41	29	54	64	65	69	122	93	73	57	71	90	94	100
All Students																
% Graduated	33.8%	32.5%	31.8%	32.5%	36.0%	34.8%	38.0%	35.2%	30.5%	34.9%	35.0%	35.6%	40.5%	42.9%	44.4%	43.6%
# in Cohort	2,434	2,491	2,397	2,328	2,282	2,609	2,552	2,542	2,513	2,667	2,710	2,572	2,533	2,807	2,890	2,947

DATA SOURCE: Data Resources and Institutional Analysis: UIC

Note: Because this table displays the six-year graduation rate, the most recent entering freshman cohort for whom data are available is 1998.

Table 14
BACCALAUREATE DEGREES GRANTED BY RACE/ETHNICITY
1985 - 2004
CHICAGO CAMPUS

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
Am.Ind./Alas.Nat.	11	16	8	8	9	9	4	12	6	6	14	6	6	11	9	4	8	10	7	9
Asian/Pac. Isl.	236	276	267	287	297	297	386	401	373	409	501	456	476	514	534	695	675	680	738	753
Black	211	205	160	193	194	194	203	211	217	222	233	230	243	244	241	257	256	254	244	272
Hispanic	155	179	169	161	196	196	262	263	213	282	323	308	369	437	401	446	438	499	491	445
White	2,005	2,112	1,991	1,875	1,835	1,835	1,898	1,712	1,583	1,731	1,761	1,620	1,511	1,592	1,497	1,438	1,620	1,569	1,600	1,550
International	99	91	65	80	83	83	92	71	70	86	96	69	86	70	58	64	79	74	77	70
Unknown	93	102	139	66	84	84	46	83	71	69	75	99	78	106	82	106	108	115	116	120
Total	2,810	2,981	2,799	2,670	2,698	2,698	2,891	2,753	2,533	2,805	3,003	2,788	2,769	2,974	2,822	3,010	3,184	3,201	3,273	3,219
Percentage																				
Am.Ind./Alas.Nat.	0.4%	0.5%	0.3%	0.3%	0.3%	0.3%	0.1%	0.4%	0.2%	0.2%	0.5%	0.2%	0.2%	0.4%	0.3%	0.1%	0.3%	0.3%	0.2%	0.3%
Asian/Pac. Isl.	8.4%	9.3%	9.5%	10.7%	11.0%	11.0%	13.4%	14.6%	14.7%	14.6%	16.7%	16.4%	17.2%	17.3%	18.9%	23.1%	21.2%	21.2%	22.5%	23.4%
Black	7.5%	6.9%	5.7%	7.2%	7.2%	7.2%	7.0%	7.7%	8.6%	7.9%	7.8%	8.2%	8.8%	8.2%	8.5%	8.5%	8.0%	7.9%	7.5%	8.4%
Hispanic	5.5%	6.0%	6.0%	6.0%	7.3%	7.3%	9.1%	9.6%	8.4%	10.1%	10.8%	11.0%	13.3%	14.7%	14.2%	14.8%	13.8%	15.6%	15.0%	13.8%
White	71.4%	70.8%	71.1%	70.2%	68.0%	68.0%	65.7%	62.2%	62.5%	61.7%	58.6%	58.1%	54.6%	53.5%	53.0%	47.8%	50.9%	49.0%	48.9%	48.2%
International	3.5%	3.1%	2.3%	3.0%	3.1%	3.1%	3.2%	2.6%	2.8%	3.1%	3.2%	2.5%	3.1%	2.4%	2.1%	2.1%	2.5%	2.3%	2.4%	2.2%
Unknown	3.3%	3.4%	5.0%	2.5%	3.1%	3.1%	1.6%	3.0%	2.8%	2.5%	2.5%	3.6%	2.8%	3.6%	2.9%	3.5%	3.4%	3.6%	3.5%	3.7%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SOURCES: 1985-1989, IPEDS.
1990-2004, Research Data Base

Table 15
GRADUATE & PROFESSIONAL DEGREES GRANTED BY RACE/ETHNICITY
1985 - 2004
CHICAGO CAMPUS

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
Am.Ind./Alas.Nat.	6	5	6	4	3	3	4	3	8	7	6	7	9	4	2	10	4	2	6	8
Asian/Pac. Isl.	67	72	102	105	120	120	152	173	188	182	243	240	254	259	285	287	267	277	297	322
Black	81	92	75	92	103	103	122	100	98	149	138	175	176	202	146	166	172	177	189	173
Hispanic	52	63	79	78	68	68	124	96	99	95	114	135	136	138	125	131	126	153	143	168
White	1,181	1,169	1,165	1,201	1,310	1,310	1,343	1,346	1,368	1,359	1,410	1,246	1,287	1,209	1,153	1,120	1,106	1,069	1,094	1,091
International	153	154	175	201	202	202	255	310	342	363	311	310	316	445	431	609	642	647	718	710
Unknown	122	110	180	116	101	101	26	78	42	57	76	53	77	70	79	76	75	67	90	99
Total	1,662	1,665	1,782	1,797	1,907	1,907	2,026	2,106	2,145	2,212	2,298	2,166	2,255	2,327	2,221	2,399	2,392	2,392	2,537	2,571
Percentage																				
Am.Ind./Alas.Nat.	0.4%	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%	0.1%	0.4%	0.3%	0.3%	0.3%	0.4%	0.2%	0.1%	0.4%	0.2%	0.1%	0.2%	0.3%
Asian/Pac. Isl.	4.0%	4.3%	5.7%	5.8%	6.3%	6.3%	7.5%	8.2%	8.8%	8.2%	10.6%	11.1%	11.3%	11.1%	12.8%	12.0%	11.2%	11.6%	11.7%	12.5%
Black	4.9%	5.5%	4.2%	5.1%	5.4%	5.4%	6.0%	4.7%	4.6%	6.7%	6.0%	8.1%	7.8%	8.7%	6.6%	6.9%	7.2%	7.4%	7.4%	6.7%
Hispanic	3.1%	3.8%	4.4%	4.3%	3.6%	3.6%	6.1%	4.6%	4.6%	4.3%	5.0%	6.2%	6.0%	5.9%	5.6%	5.5%	5.3%	6.4%	5.6%	6.5%
White	71.1%	70.2%	65.4%	66.8%	68.7%	68.7%	66.3%	63.9%	63.8%	61.4%	61.4%	57.5%	57.1%	52.0%	51.9%	46.7%	46.2%	44.7%	43.1%	42.4%
International	9.2%	9.2%	9.8%	11.2%	10.6%	10.6%	12.6%	14.7%	15.9%	16.4%	13.5%	14.3%	14.0%	19.1%	19.4%	25.4%	26.8%	27.0%	28.3%	27.6%
Unknown	7.3%	6.6%	10.1%	6.5%	5.3%	5.3%	1.3%	3.7%	2.0%	2.6%	3.3%	2.4%	3.4%	3.0%	3.6%	3.2%	3.1%	2.8%	3.5%	3.9%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SOURCES: 1985-1989, IPEDS.
1990-2004, Research Data Base

Table 16

**TRANSFER STUDENT RETENTION RATES:
PERCENT GRADUATED OR STILL ENROLLED FIVE YEARS FOLLOWING ENTRY
SPRINGFIELD CAMPUS**

	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF	AS OF
RACE/ETHNIC ¹	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Black	44%	47%	51%	54%	46%	33%	63%	62%	50%	44%	48%	56%	49%	64%	52%	50%	66%	67%	59%
All Other	48%	53%	58%	58%	56%	54%	59%	60%	60%	61%	53%	58%	60%	56%	58%	63%	67%	62%	71%
All Students	47%	53%	58%	58%	56%	52%	59%	62%	59%	60%	53%	57%	60%	57%	58%	62%	67%	62%	70%
Number in Cohort	601	509	494	474	534	584	616	622	705	743	743	815	629	596	630	618	589	596	501

¹ In order to maintain confidentiality, further breakdown is not possible.

DATA RESOURCE: IPEDS

Table 17
BACCALAUREATE DEGREES GRANTED BY RACE/ETHNICITY
1985 - 2004
SPRINGFIELD CAMPUS

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
Am.Ind./Alas.Nat.	0	1	0	1	2	1	1	0	0	0	0	3	4	1	3	2	1	1	1	2
Asian/Pac. Isl.	6	2	5	4	7	7	4	2	3	9	6	5	5	6	14	6	13	6	7	12
Black	22	25	19	32	25	27	32	40	43	41	33	54	36	45	36	45	42	47	36	56
Hispanic	3	3	4	1	0	3	4	8	5	7	7	7	3	8	9	10	6	7	7	9
White	402	370	386	427	387	514	536	582	577	604	577	537	514	549	547	575	529	546	543	541
International	19	11	0	2	3	3	11	14	17	13	6	13	6	9	5	8	6	6	13	5
Unknown	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	453	413	414	467	424	555	588	646	645	674	629	619	568	618	614	646	597	613	607	625
Percentage																				
Am.Ind./Alas.Nat.	0.0%	0.2%	0.0%	0.2%	0.5%	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.5%	0.7%	0.2%	0.5%	0.3%	0.2%	0.2%	0.2%	0.3%
Asian/Pac. Isl.	1.3%	0.5%	1.2%	0.9%	1.7%	1.3%	0.7%	0.3%	0.5%	1.3%	1.0%	0.8%	0.9%	1.0%	2.3%	0.9%	2.2%	1.0%	1.2%	1.9%
Black	4.9%	6.1%	4.6%	6.9%	5.9%	4.9%	5.4%	6.2%	6.7%	6.1%	5.2%	8.7%	6.3%	7.3%	5.9%	7.0%	7.0%	7.7%	5.9%	9.0%
Hispanic	0.7%	0.7%	1.0%	0.2%	0.0%	0.5%	0.7%	1.2%	0.8%	1.0%	1.1%	1.1%	0.5%	1.3%	1.5%	1.5%	1.0%	1.1%	1.2%	1.4%
White	88.7%	89.6%	93.2%	91.4%	91.3%	92.6%	91.2%	90.1%	89.5%	89.6%	91.7%	86.8%	90.5%	88.8%	89.1%	89.0%	88.6%	89.1%	89.5%	86.6%
International	4.2%	2.7%	0.0%	0.4%	0.7%	0.5%	1.9%	2.2%	2.6%	1.9%	1.0%	2.1%	1.1%	1.5%	0.8%	1.2%	1.0%	1.0%	2.1%	0.8%
Unknown	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SOURCE: Sangamon State University Statistical Abstract, 1985; IPEDS, 1986-2004

Table 18
MASTERS & DOCTORAL DEGREES GRANTED BY RACE/ETHNICITY
1985 - 2004
SPRINGFIELD CAMPUS

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
Am.Ind./Alas.Nat.	1	1	0	1	0	1	1	0	0	0	0	0	1	1	1	0	2	0	1	0
Asian/Pac. Isl.	2	3	2	4	1	2	2	7	4	4	6	9	8	9	9	12	8	10	13	13
Black	14	12	10	9	9	8	6	9	13	13	14	27	25	26	19	17	33	26	28	39
Hispanic	0	1	1	2	2	1	2	3	2	1	0	4	2	1	6	2	2	7	2	6
White	152	208	168	202	198	206	247	216	240	243	209	319	275	253	268	258	288	292	317	354
International	28	21	19	26	32	36	19	24	18	20	9	22	12	15	19	25	17	25	23	42
Unknown	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	200	246	200	244	242	254	277	259	277	281	238	381	323	305	322	314	350	360	384	454
Percentage																				
Am.Ind./Alas.Nat.	0.5%	0.4%	0.0%	0.4%	0.0%	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.3%	0.3%	0.0%	0.6%	0.0%	0.3%	0.0%
Asian/Pac. Isl.	1.0%	1.2%	1.0%	1.6%	0.4%	0.8%	0.7%	2.7%	1.4%	1.4%	2.5%	2.4%	2.5%	3.0%	2.8%	3.8%	2.3%	2.8%	3.4%	2.9%
Black	7.0%	4.9%	5.0%	3.7%	3.7%	3.1%	2.2%	3.5%	4.7%	4.6%	5.9%	7.1%	7.7%	8.5%	5.9%	5.4%	9.4%	7.2%	7.3%	8.6%
Hispanic	0.0%	0.4%	0.5%	0.8%	0.8%	0.4%	0.7%	1.2%	0.7%	0.4%	0.0%	1.0%	0.6%	0.3%	1.9%	0.6%	0.6%	1.9%	0.5%	1.3%
White	76.0%	84.6%	84.0%	82.8%	81.8%	81.1%	89.2%	83.4%	86.6%	86.5%	87.8%	83.7%	85.1%	83.0%	83.2%	82.2%	82.3%	81.1%	82.6%	78.0%
International	14.0%	8.5%	9.5%	10.7%	13.2%	14.2%	6.9%	9.3%	6.5%	7.1%	3.8%	5.8%	3.7%	4.9%	5.9%	8.0%	4.9%	6.9%	6.0%	9.3%
Unknown	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SOURCE: Sangamon State University Statistical Abstract, 1985; IPEDS, 1986-2004

Table 19

**FRESHMEN GRADUATION RATES:
PERCENT GRADUATED SIX YEARS FOLLOWING ENTRY
URBANA-CHAMPAIGN CAMPUS**

RACE/ETHNIC	1983 AS OF 1989	1984 AS OF 1990	1985 AS OF 1991	1986 AS OF 1992	1987 AS OF 1993	1988 AS OF 1994	1989 AS OF 1995	1990 AS OF 1996	1991 AS OF 1997	1992 AS OF 1998	1993 AS OF 1999	1994 AS OF 2000	1995 AS OF 2001	1996 AS OF 2002	1997 AS OF 2003	1998 AS OF 2004
African Amer.																
% Graduated	55.1%	50.6%	52.6%	55.2%	55.4%	55.0%	54.6%	60.0%	57.4%	55.2%	57.0%	55.3%	58.2%	60.7%	61.9%	57.9%
# in Cohort	245	253	302	391	399	460	493	518	432	435	444	452	491	521	488	508
Am.Ind./Alas.Nat.																
% Graduated	60.0%	76.9%	58.3%	87.5%	83.3%	57.1%	71.4%	63.6%	36.4%	42.9%	66.7%	80.0%	40.0%	46.7%	41.7%	68.8%
# in Cohort	10	13	12	8	6	7	7	11	11	7	12	10	15	15	12	16
Asian/Pac. Isl.																
% Graduated	79.4%	78.9%	79.4%	80.3%	81.7%	81.3%	82.4%	80.9%	80.0%	80.5%	78.2%	77.6%	80.9%	82.3%	85.0%	83.8%
# in Cohort	286	323	423	412	487	536	518	713	689	704	754	786	753	767	758	891
Hispanic																
% Graduated	55.0%	64.1%	67.4%	62.7%	67.0%	65.7%	65.2%	61.3%	66.1%	61.7%	63.0%	61.5%	62.8%	65.2%	67.1%	68.3%
# in Cohort	111	103	141	177	209	271	302	318	330	363	343	338	341	322	356	391
White																
% Graduated	80.9%	81.1%	80.8%	81.3%	83.0%	83.6%	84.3%	81.4%	80.6%	80.8%	79.8%	79.7%	80.5%	82.5%	83.3%	83.5%
# in Cohort	4,685	5,107	5,443	4,930	4,412	4,297	3,897	4,268	4,104	3,917	4,032	4,101	4,377	4,186	4,043	4,497
International																
% Graduated	77.3%	82.4%	100%	66.7%	76.9%	85.2%	95.0%	82.4%	75.0%	75.9%	84.6%	92.3%	89.5%	80.0%	50.0%	62.2%
# in Cohort	22	17	10	24	26	27	20	34	32	29	39	26	38	40	36	45
Unknown																
% Graduated	66.7%	80.0%	100%	0.0%	25.0%	50.0%	50.0%	66.7%	63.6%	85.7%	76.9%	47.4%	77.1%	79.6%	84.5%	81.5%
# in Cohort	6	5	1	2	4	6	2	6	11	7	13	19	70	93	71	81
All Students																
% Graduated	79.0%	79.4%	79.1%	78.9%	80.2%	80.1%	80.2%	78.4%	77.7%	77.4%	76.8%	76.4%	77.7%	79.5%	80.4%	80.4%
# in Cohort	5,365	5,821	6,332	5,944	5,543	5,604	5,239	5,868	5,609	5,462	5,637	5,732	6,085	5,944	5,764	6,429

DATA SOURCE: AAUDE Retention Survey.

Note: Because this table displays the six-year graduation rate, the most recent entering freshman cohort for whom data are available is 1998.

Table 20
BACCALAUREATE DEGREES GRANTED BY RACE/ETHNICITY
1985 - 2004
URBANA-CHAMPAIGN CAMPUS

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
Am.Ind./Alas.Nat.	11	9	14	12	14	9	12	6	4	9	8	8	8	14	10	10	15	12	9	14
Asian/Pac. Isl.	247	264	299	326	408	455	488	531	541	632	725	712	751	708	789	785	810	893	924	927
Black	138	156	129	184	163	212	240	304	282	330	358	296	310	308	352	344	377	395	389	379
Hispanic	72	93	88	110	99	127	153	202	216	221	249	251	269	277	289	243	303	319	343	338
White	5,355	5,407	5,355	5,516	5,679	5,457	5,109	5,080	4,661	4,753	4,556	4,504	4,423	4,472	4,684	4,705	4,532	4,889	5,083	4,805
International	54	38	37	36	41	53	51	38	57	70	69	69	80	93	96	88	104	115	126	177
Unknown	38	34	21	17	18	23	24	17	22	26	34	53	37	50	91	217	134	109	112	123
Total	5,915	6,001	5,943	6,201	6,422	6,336	6,077	6,178	5,783	6,041	5,999	5,893	5,878	5,922	6,311	6,392	6,275	6,732	6,986	6,763
Percentage																				
Am.Ind./Alas.Nat.	0.2%	0.1%	0.2%	0.2%	0.2%	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	0.1%	0.2%
Asian/Pac. Isl.	4.2%	4.4%	5.0%	5.3%	6.4%	7.2%	8.0%	8.6%	9.4%	10.5%	12.1%	12.1%	12.8%	12.0%	12.5%	12.3%	12.9%	13.3%	13.2%	13.7%
Black	2.3%	2.6%	2.2%	3.0%	2.5%	3.3%	3.9%	4.9%	4.9%	5.5%	6.0%	5.0%	5.3%	5.2%	5.6%	5.4%	6.0%	5.9%	5.6%	5.6%
Hispanic	1.2%	1.5%	1.5%	1.8%	1.5%	2.0%	2.5%	3.3%	3.7%	3.7%	4.2%	4.3%	4.6%	4.7%	4.6%	3.8%	4.8%	4.7%	4.9%	5.0%
White	90.5%	90.1%	90.1%	89.0%	88.4%	86.1%	84.1%	82.2%	80.6%	78.7%	75.9%	76.4%	75.2%	75.5%	74.2%	73.6%	72.2%	72.6%	72.8%	71.0%
International	0.9%	0.6%	0.6%	0.6%	0.6%	0.8%	0.8%	0.6%	1.0%	1.2%	1.2%	1.2%	1.4%	1.6%	1.5%	1.4%	1.7%	1.7%	1.8%	2.6%
Unknown	0.6%	0.6%	0.4%	0.3%	0.3%	0.4%	0.4%	0.3%	0.4%	0.4%	0.6%	0.9%	0.6%	0.8%	1.4%	3.4%	2.1%	1.6%	1.6%	1.8%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

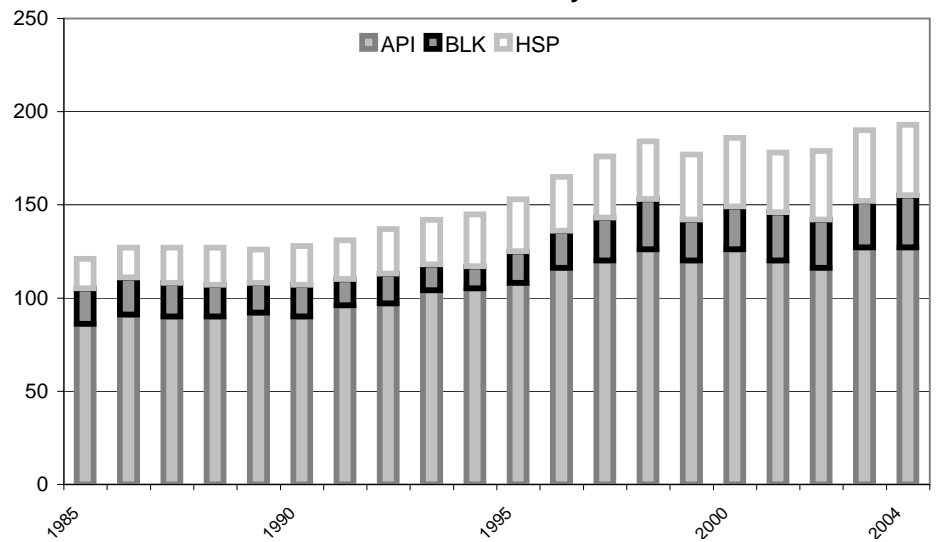
Note: This table does not include certificates granted in Aviation. In earlier years, these numbered some 30 to 50 per year; since the Institutue began granting the baccalaureate in 2001, this number has declined to 10 or fewer per year.
DATA RESOURCES: 1985-2004, Research Data Base: Planning and Budgeting.

Table 21
GRADUATE & PROFESSIONAL DEGREES GRANTED BY RACE/ETHNICITY
1985 - 2004
URBANA-CHAMPAIGN CAMPUS

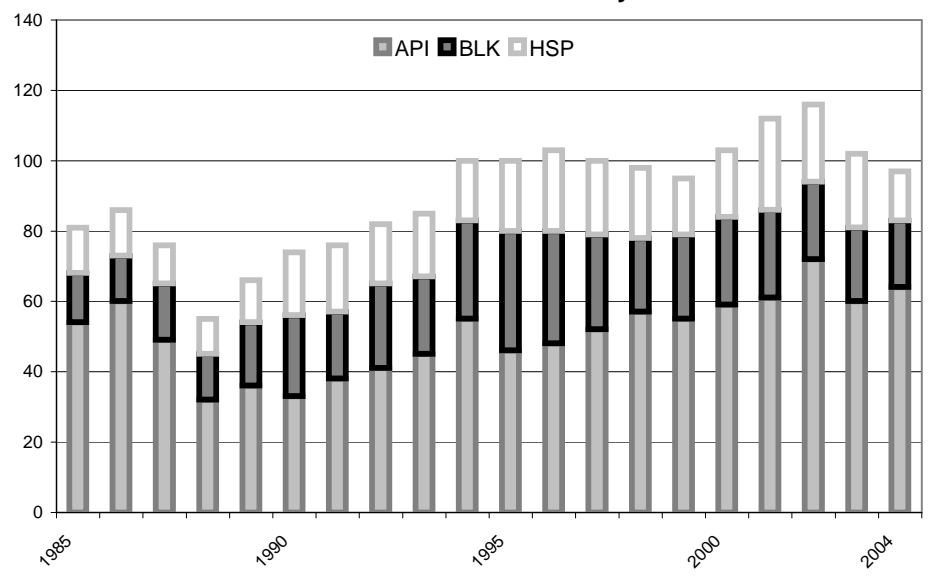
RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
Am.Ind./Alas.Nat.	3	4	5	3	4	2	4	12	4	10	9	5	6	11	6	5	5	8	6	7
Asian/Pac. Isl.	111	123	122	156	125	161	136	158	136	155	168	192	206	209	173	175	175	159	177	214
Black	60	73	49	57	48	55	63	78	100	117	126	141	159	160	134	127	135	130	121	119
Hispanic	32	26	40	40	44	46	45	51	55	50	55	74	81	82	87	83	88	109	88	83
White	2,279	2,089	2,154	2,130	2,174	2,130	2,089	2,203	2,169	2,199	2,114	2,036	2,011	1,985	1,848	1,779	1,717	1,801	1,942	1,887
International	445	447	498	542	556	667	667	760	782	899	975	918	922	933	897	965	953	1,099	1,187	1,163
Unknown	95	107	80	104	79	92	106	114	137	108	108	71	41	58	46	53	57	77	117	97
Total	3,025	2,869	2,948	3,032	3,030	3,153	3,110	3,376	3,383	3,538	3,555	3,437	3,426	3,438	3,191	3,187	3,130	3,383	3,638	3,570
Percentage																				
Am.Ind./Alas.Nat.	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%	0.4%	0.1%	0.3%	0.3%	0.1%	0.2%	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
Asian/Pac. Isl.	3.7%	4.3%	4.1%	5.1%	4.1%	5.1%	4.4%	4.7%	4.0%	4.4%	4.7%	5.6%	6.0%	6.1%	5.4%	5.5%	5.6%	4.7%	4.9%	6.0%
Black	2.0%	2.5%	1.7%	1.9%	1.6%	1.7%	2.0%	2.3%	3.0%	3.3%	3.5%	4.1%	4.6%	4.7%	4.2%	4.0%	4.3%	3.8%	3.3%	3.3%
Hispanic	1.1%	0.9%	1.4%	1.3%	1.5%	1.5%	1.4%	1.5%	1.6%	1.4%	1.5%	2.2%	2.4%	2.4%	2.7%	2.6%	2.8%	3.2%	2.4%	2.3%
White	75.3%	72.8%	73.1%	70.3%	71.7%	67.6%	67.2%	65.3%	64.1%	62.2%	59.5%	59.2%	58.7%	57.7%	57.9%	55.8%	54.9%	53.2%	53.4%	52.9%
International	14.7%	15.6%	16.9%	17.9%	18.3%	21.2%	21.4%	22.5%	23.1%	25.4%	27.4%	26.7%	26.9%	27.1%	28.1%	30.3%	30.4%	32.5%	32.6%	32.6%
Unknown	3.1%	3.7%	2.7%	3.4%	2.6%	2.9%	3.4%	3.4%	4.0%	3.1%	3.0%	2.1%	1.2%	1.7%	1.4%	1.7%	1.8%	2.3%	3.2%	2.7%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Note: This display includes advanced certificates, a group not previously included in this report.
DATA RESOURCES: 1985-2004, Research Data Base: Planning and Budgeting.

UIC Tenured Faculty

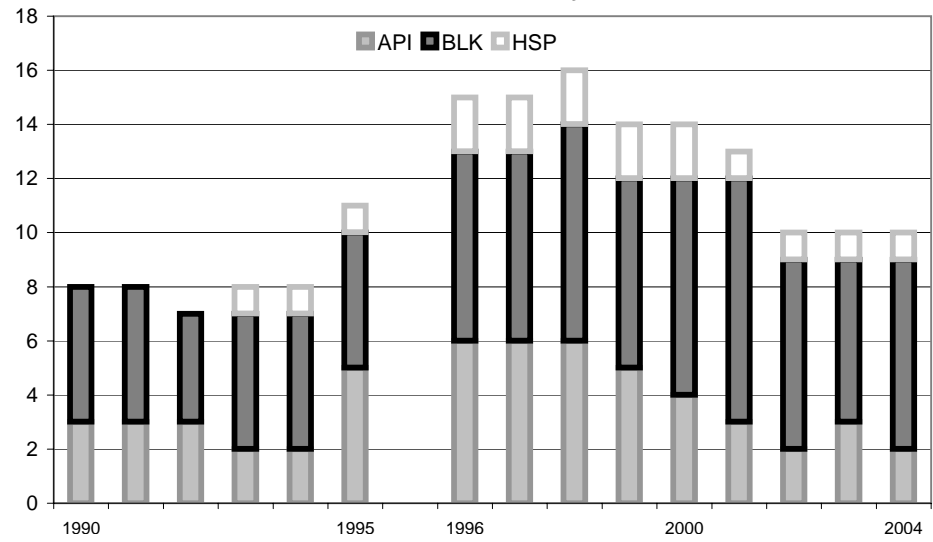


UIC Tenure-Track Faculty

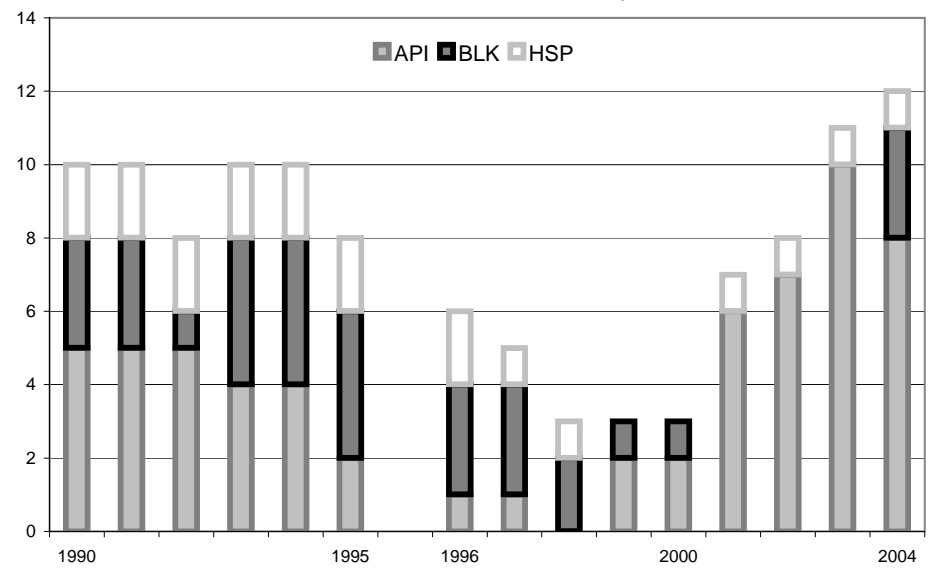


Data from 1990-1995 are not comparable to data from 1996-2004.

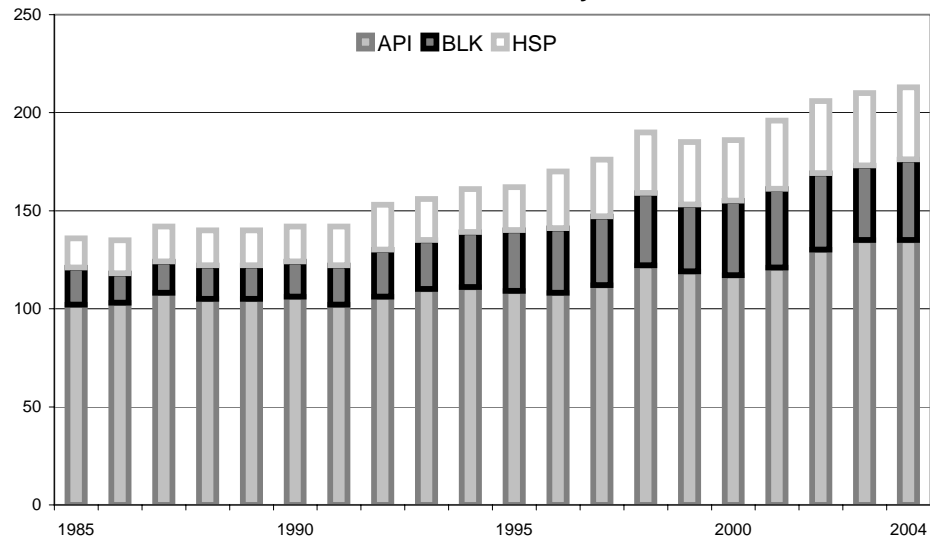
UIS Tenured Faculty



UIS Tenure-Track Faculty



UIUC Tenured Faculty



UIUC Tenure-Track Faculty

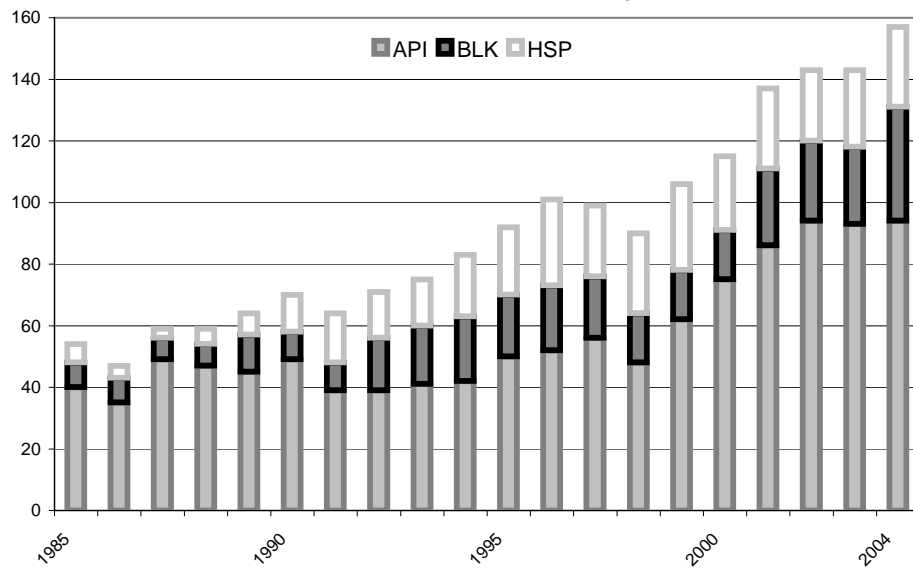


Table 22-A

**TENURED & TENURE-TRACK FULL-TIME FACULTY BY RACIAL/ETHNIC GROUP
1985 - 2004
CHICAGO CAMPUS**

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
African-American	33	33	34	30	34	40	33	40	36	40	51	52	50	48	51	48	51	48	46	47
Am.Ind./Alas.Nat.	2	4	3	5	3	3	5	4	2	2	1	2	3	1	2	2	2	2	1	0
Asian/Pac. Isl.	140	151	139	122	128	123	134	138	149	160	154	164	172	183	181	185	181	188	187	191
Hispanic	29	29	30	30	30	39	40	41	42	45	48	52	54	51	47	56	58	59	59	52
White	1,167	1,189	1,170	1,129	1,105	1,103	1,084	1,069	1,100	1,101	1,087	1,088	1,076	1,042	1,026	1,018	993	975	952	910
Unknown	22	9	2	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	3
Total	1,393	1,415	1,378	1,316	1,300	1,308	1,296	1,292	1,330	1,348	1,342	1,358	1,355	1,325	1,307	1,309	1,285	1,272	1,245	1,203
Percentage																				
African-American	2.4%	2.3%	2.5%	2.3%	2.6%	3.1%	2.5%	3.1%	2.7%	3.0%	3.8%	3.8%	3.7%	3.6%	3.9%	3.7%	4.0%	3.8%	3.7%	3.9%
Am.Ind./Alas.Nat.	0.1%	0.3%	0.2%	0.4%	0.2%	0.2%	0.4%	0.3%	0.2%	0.1%	0.1%	0.1%	0.2%	0.1%	0.2%	0.2%	0.2%	0.2%	0.1%	0.0%
Asian/Pac. Isl.	10.1%	10.7%	10.1%	9.3%	9.8%	9.4%	10.3%	10.7%	11.2%	11.9%	11.5%	12.1%	12.7%	13.8%	13.8%	14.1%	14.1%	14.8%	15.0%	15.9%
Hispanic	2.1%	2.0%	2.2%	2.3%	2.3%	3.0%	3.1%	3.2%	3.2%	3.3%	3.6%	3.8%	4.0%	3.8%	3.6%	4.3%	4.5%	4.6%	4.7%	4.3%
White	83.8%	84.0%	84.9%	85.8%	85.0%	84.3%	83.6%	82.7%	82.7%	81.7%	81.0%	80.1%	79.4%	78.6%	78.5%	77.8%	77.3%	76.7%	76.5%	75.6%
Unknown	1.6%	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SOURCE: Planning and Budgeting. October 10 payfiles, 2004 IPEDS categorizations.

Table 22-B

**TENURED FULL-TIME FACULTY BY RACIAL/ETHNIC GROUP
1985 - 2004
CHICAGO CAMPUS**

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
African-American	19	20	18	17	16	17	14	16	14	12	17	20	23	27	22	23	26	26	25	28
Am.Ind./Alas.Nat.	2	4	3	4	3	3	3	3	1	1	1	1	1	0	1	1	2	2	1	0
Asian/Pac. Isl.	86	91	90	90	92	90	96	97	104	105	108	116	120	126	120	126	120	116	127	127
Hispanic	16	16	19	20	18	21	21	24	24	28	28	29	33	31	35	37	32	37	38	38
White	863	885	859	838	836	826	818	826	829	820	815	838	825	822	818	810	796	779	787	767
Unknown	7	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	993	1,020	989	969	965	957	952	966	972	966	969	1,004	1,002	1,006	996	997	976	960	978	960
Percentage																				
African-American	1.9%	2.0%	1.8%	1.8%	1.7%	1.8%	1.5%	1.7%	1.4%	1.2%	1.8%	2.0%	2.3%	2.7%	2.2%	2.3%	2.7%	2.7%	2.6%	2.9%
Am.Ind./Alas.Nat.	0.2%	0.4%	0.3%	0.4%	0.3%	0.3%	0.3%	0.3%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%	0.2%	0.2%	0.1%	0.0%
Asian/Pac. Isl.	8.7%	8.9%	9.1%	9.3%	9.5%	9.4%	10.1%	10.0%	10.7%	10.9%	11.1%	11.6%	12.0%	12.5%	12.0%	12.6%	12.3%	12.1%	13.0%	13.2%
Hispanic	1.6%	1.6%	1.9%	2.1%	1.9%	2.2%	2.2%	2.5%	2.5%	2.9%	2.9%	2.9%	3.3%	3.1%	3.5%	3.7%	3.3%	3.9%	3.9%	4.0%
White	86.9%	86.8%	86.9%	86.5%	86.6%	86.3%	85.9%	85.5%	85.3%	84.9%	84.1%	83.5%	82.3%	81.7%	82.1%	81.2%	81.6%	81.1%	80.5%	79.9%
Unknown	0.7%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SOURCE: Planning and Budgeting. October 10 payfiles, 2004 IPEDS categorizations.

Table 22-C

**TENURE-TRACK FULL-TIME FACULTY BY RACIAL/ETHNIC GROUP
1985 - 2004
CHICAGO CAMPUS**

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
African-American	14	13	16	13	18	23	19	24	22	28	34	32	27	21	24	25	25	22	21	19
Am.Ind./Alas.Nat.	0	0	0	1	0	0	2	1	1	1	0	1	2	1	2	1	0	0	0	0
Asian/Pac. Isl.	54	60	49	32	36	33	38	41	45	55	46	48	52	57	55	59	61	72	60	64
Hispanic	13	13	11	10	12	18	19	17	18	17	20	23	21	20	16	19	26	22	21	14
White	304	304	311	291	269	277	266	243	271	281	272	250	251	220	204	208	197	196	165	143
Unknown	15	5	2	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	3
Total	400	395	389	347	335	351	344	326	358	382	373	354	353	319	301	312	309	312	267	243
Percentage																				
African-American	3.5%	3.3%	4.1%	3.7%	5.4%	6.6%	5.5%	7.4%	6.1%	7.3%	9.1%	9.0%	7.6%	6.6%	8.0%	8.0%	8.1%	7.1%	7.9%	7.8%
Am.Ind./Alas.Nat.	0.0%	0.0%	0.0%	0.3%	0.0%	0.0%	0.6%	0.3%	0.3%	0.3%	0.0%	0.3%	0.6%	0.3%	0.7%	0.3%	0.0%	0.0%	0.0%	0.0%
Asian/Pac. Isl.	13.5%	15.2%	12.6%	9.2%	10.7%	9.4%	11.0%	12.6%	12.6%	14.4%	12.3%	13.6%	14.7%	17.9%	18.3%	18.9%	19.7%	23.1%	22.5%	26.3%
Hispanic	3.3%	3.3%	2.8%	2.9%	3.6%	5.1%	5.5%	5.2%	5.0%	4.5%	5.4%	6.5%	5.9%	6.3%	5.3%	6.1%	8.4%	7.1%	7.9%	5.8%
White	76.0%	77.0%	79.9%	83.9%	80.3%	78.9%	77.3%	74.5%	75.7%	73.6%	72.9%	70.6%	71.1%	69.0%	67.8%	66.7%	63.8%	62.8%	61.8%	58.8%
Unknown	3.8%	1.3%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SOURCE: Planning and Budgeting. October 10 payfiles, 2004 IPEDS categorizations.

Table 23-A

**FULL-TIME ACADEMIC PROFESSIONAL STAFF BY RACIAL/ETHNIC GROUP
1985 - 2004
CHICAGO CAMPUS**

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
African-American	73	94	113	130	124	149	161	175	196	217	208	232	268	280	320	345	420	437	448	452
Am.Ind./Alas.Nat.	2	2	4	3	4	5	6	8	5	7	12	13	14	14	11	9	10	11	11	8
Asian/Pac. Isl.	50	52	71	80	87	101	113	119	130	132	138	163	191	221	261	283	321	370	417	470
Hispanic	24	25	36	42	43	59	74	90	96	96	99	120	137	134	161	172	195	216	231	240
White	667	736	821	860	842	969	992	1,012	1,018	1,088	1,149	1,248	1,330	1,389	1,566	1,633	1,756	1,787	1,874	1,913
Unknown	11	12	0	4	3	1	1	0	2	0	0	1	0	1	0	0	1	0	0	13
Total	827	921	1,045	1,119	1,103	1,284	1,347	1,404	1,447	1,540	1,606	1,777	1,940	2,039	2,319	2,442	2,703	2,821	2,981	3,096
Percentage																				
African-American	8.8%	10.2%	10.8%	11.6%	11.2%	11.6%	12.0%	12.5%	13.5%	14.1%	13.0%	13.1%	13.8%	13.7%	13.8%	14.1%	15.5%	15.5%	15.0%	14.6%
Am.Ind./Alas.Nat.	0.2%	0.2%	0.4%	0.3%	0.4%	0.4%	0.4%	0.6%	0.3%	0.5%	0.7%	0.7%	0.7%	0.7%	0.5%	0.4%	0.4%	0.4%	0.4%	0.3%
Asian/Pac. Isl.	6.0%	5.6%	6.8%	7.1%	7.9%	7.9%	8.4%	8.5%	9.0%	8.6%	8.6%	9.2%	9.8%	10.8%	11.3%	11.6%	11.9%	13.1%	14.0%	15.2%
Hispanic	2.9%	2.7%	3.4%	3.8%	3.9%	4.6%	5.5%	6.4%	6.6%	6.2%	6.2%	6.8%	7.1%	6.6%	6.9%	7.0%	7.2%	7.7%	7.7%	7.8%
White	80.7%	79.9%	78.6%	76.9%	76.3%	75.5%	73.6%	72.1%	70.4%	70.6%	71.5%	70.2%	68.6%	68.1%	67.5%	66.9%	65.0%	63.3%	62.9%	61.8%
Unknown	1.3%	1.3%	0.0%	0.4%	0.3%	0.1%	0.1%	0.0%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SOURCE: Planning and Budgeting. October 10 payfiles, 2004 IPEDS categorizations.

Table 23-B

**FULL-TIME NON-ACADEMIC STAFF BY RACIAL/ETHNIC GROUP
1985 - 2004
CHICAGO CAMPUS**

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
African-American	2,659	2,468	2,358	2,334	2,311	2,427	2,399	2,369	2,284	2,390	2,426	2,349	2,265	2,256	2,184	2,136	2,125	2,140	2,076	2,042
Am.Ind./Alas.Nat.	30	28	31	29	24	19	20	17	18	19	23	23	23	19	19	17	18	16	16	14
Asian/Pac. Isl.	310	317	303	282	285	336	341	354	372	418	433	422	416	424	391	415	447	462	490	513
Hispanic	360	366	397	390	429	479	506	524	536	548	588	611	654	693	699	716	745	767	803	793
White	2,645	2,582	2,465	2,352	2,156	2,256	2,201	2,215	2,155	2,233	2,234	2,181	2,097	2,025	1,920	1,845	1,821	1,778	1,730	1,668
Unknown	10	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8
Total	6,014	5,761	5,554	5,388	5,205	5,517	5,467	5,479	5,365	5,608	5,704	5,586	5,455	5,417	5,213	5,129	5,156	5,163	5,115	5,038
Percentage																				
African-American	44.2%	42.8%	42.5%	43.3%	44.4%	44.0%	43.9%	43.2%	42.6%	42.6%	42.5%	42.1%	41.5%	41.6%	41.9%	41.6%	41.2%	41.4%	40.6%	40.5%
Am.Ind./Alas.Nat.	0.5%	0.5%	0.6%	0.5%	0.5%	0.3%	0.4%	0.3%	0.3%	0.3%	0.4%	0.4%	0.4%	0.4%	0.4%	0.3%	0.3%	0.3%	0.3%	0.3%
Asian/Pac. Isl.	5.2%	5.5%	5.5%	5.2%	5.5%	6.1%	6.2%	6.5%	6.9%	7.5%	7.6%	7.6%	7.6%	7.8%	7.5%	8.1%	8.7%	8.9%	9.6%	10.2%
Hispanic	6.0%	6.4%	7.1%	7.2%	8.2%	8.7%	9.3%	9.6%	10.0%	9.8%	10.3%	10.9%	12.0%	12.8%	13.4%	14.0%	14.4%	14.9%	15.7%	15.7%
White	44.0%	44.8%	44.4%	43.7%	41.4%	40.9%	40.3%	40.4%	40.2%	39.8%	39.2%	39.0%	38.4%	37.4%	36.8%	36.0%	35.3%	34.4%	33.8%	33.1%
Unknown	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SOURCE: Planning and Budgeting. October 10 payfiles, 2004 IPEDS categorizations.

Table 24-A

**TENURED & TENURE-TRACK FULL-TIME FACULTY BY RACIAL/ETHNIC GROUP
1990 - 2004*
SPRINGFIELD CAMPUS**

RACE/ETHNIC	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number															
African-American	8	8	5	9	9	9	10	10	10	9	9	9	7	6	10
Am.Ind./Alas.Nat.	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Asian/Pac. Isl.	8	8	8	6	6	7	7	7	6	8	6	9	9	13	10
Hispanic	2	2	2	3	3	3	4	3	3	2	2	2	2	2	2
White	140	140	131	141	136	129	130	130	133	126	134	134	137	134	127
Unknown	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0
Total	158	158	146	159	154	148	151	150	154	146	151	154	155	156	150
Percentage															
African-American	5.1%	5.1%	3.4%	5.7%	5.8%	6.1%	6.6%	6.7%	6.5%	6.2%	6.0%	5.8%	4.5%	3.8%	6.7%
Am.Ind./Alas.Nat.	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%	0.7%
Asian/Pac. Isl.	5.1%	5.1%	5.5%	3.8%	3.9%	4.7%	4.6%	4.7%	3.9%	5.5%	4.0%	5.8%	5.8%	8.3%	6.7%
Hispanic	1.3%	1.3%	1.4%	1.9%	1.9%	2.0%	2.6%	2.0%	1.9%	1.4%	1.3%	1.3%	1.3%	1.3%	1.3%
White	88.6%	88.6%	89.7%	88.7%	88.3%	87.2%	86.1%	86.7%	86.4%	86.3%	88.7%	87.0%	88.4%	85.9%	84.7%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

*Data are not comparable across sources; the shaded part of the table shows data from an earlier source, before the institution entered the UI system.
DATA SOURCE: Institutional Studies, 1990-1995; Planning and Budgeting, 1996-2004: October 10 payfiles, 2004 IPEDS categorizations.

Table 24-B

**TENURED FULL-TIME FACULTY BY RACIAL/ETHNIC GROUP
1990 - 2004*
SPRINGFIELD CAMPUS**

RACE/ETHNIC	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number															
African-American	5	5	4	5	5	5	7	7	8	7	8	9	7	6	7
Am.Ind./Alas.Nat.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian/Pac. Isl.	3	3	3	2	2	5	6	6	6	5	4	3	2	3	2
Hispanic	0	0	0	1	1	1	2	2	2	2	2	1	1	1	1
White	100	100	98	93	88	90	94	98	98	100	96	91	91	91	84
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	108	108	105	101	96	101	109	113	114	114	110	104	101	101	94
Percentage															
African-American	4.6%	4.6%	3.8%	5.0%	5.2%	5.0%	6.4%	6.2%	7.0%	6.1%	7.3%	8.7%	6.9%	5.9%	7.4%
Am.Ind./Alas.Nat.	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian/Pac. Isl.	2.8%	2.8%	2.9%	2.0%	2.1%	5.0%	5.5%	5.3%	5.3%	4.4%	3.6%	2.9%	2.0%	3.0%	2.1%
Hispanic	0.0%	0.0%	0.0%	1.0%	1.0%	1.0%	1.8%	1.8%	1.8%	1.8%	1.8%	1.0%	1.0%	1.0%	1.1%
White	92.6%	92.6%	93.3%	92.1%	91.7%	89.1%	86.2%	86.7%	86.0%	87.7%	87.3%	87.5%	90.1%	90.1%	89.4%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

*Data are not comparable across sources; the shaded part of the table shows data from an earlier source, before the institution entered the UI system.

DATA SOURCE: Institutional Studies, 1990-1995; Planning and Budgeting, 1996-2004: October 10 payfiles, 2004 IPEDS categorizations.

Table 24-C

**TENURE-TRACK FULL-TIME FACULTY BY RACIAL/ETHNIC GROUP
1990 - 2004*
SPRINGFIELD CAMPUS**

RACE/ETHNIC	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number															
African-American	3	3	1	4	4	4	3	3	2	1	1	0	0	0	3
Am.Ind./Alas.Nat.	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Asian/Pac. Isl.	5	5	5	4	4	2	1	1	0	2	2	6	7	10	8
Hispanic	2	2	2	2	2	2	2	1	1	0	0	1	1	1	1
White	40	40	33	48	48	39	36	32	35	28	38	43	46	43	43
Unknown	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0
Total	50	50	41	58	58	47	42	37	40	32	41	50	54	55	56
Percentage															
African-American	6.0%	6.0%	2.4%	6.9%	6.9%	8.5%	7.1%	8.1%	5.0%	3.1%	2.4%	0.0%	0.0%	0.0%	5.4%
Am.Ind./Alas.Nat.	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	1.8%
Asian/Pac. Isl.	10.0%	10.0%	12.2%	6.9%	6.9%	4.3%	2.4%	2.7%	0.0%	6.3%	4.9%	12.0%	13.0%	18.2%	14.3%
Hispanic	4.0%	4.0%	4.9%	3.4%	3.4%	4.3%	4.8%	2.7%	2.5%	0.0%	0.0%	2.0%	1.9%	1.8%	1.8%
White	80.0%	80.0%	80.5%	82.8%	82.8%	83.0%	85.7%	86.5%	87.5%	87.5%	92.7%	86.0%	85.2%	78.2%	76.8%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.0%	3.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

*Data are not comparable across sources; the shaded part of the table shows data from an earlier source, before the institution entered the UI system.

DATA SOURCE: Institutional Studies, 1990-1995; Planning and Budgeting, 1996-2004: October 10 payfiles, 2004 IPEDS categorizations.

Table 25-A

**FULL-TIME ACADEMIC PROFESSIONAL STAFF BY RACIAL/ETHNIC GROUP
1990 - 2004*
SPRINGFIELD CAMPUS**

RACE/ETHNIC	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number															
African-American	--	--	--	--	--	--	7	6	6	6	6	8	10	7	7
Am.Ind./Alas.Nat.	--	--	--	--	--	--	0	0	0	0	0	0	0	0	1
Asian/Pac. Isl.	--	--	--	--	--	--	0	0	1	2	3	6	7	5	5
Hispanic	--	--	--	--	--	--	2	2	1	2	1	1	2	1	1
White	--	--	--	--	--	--	87	97	108	115	130	157	156	152	156
Unknown	--	--	--	--	--	--	0	1	0	0	1	1	0	0	1
Total	--	--	--	--	--	--	96	106	116	125	141	173	175	165	171
Percentage															
African-American	8.9%	10.1%	10.9%	10.6%	10.1%	7.6%	7.3%	5.7%	5.2%	4.8%	4.3%	4.6%	5.7%	4.2%	4.1%
Am.Ind./Alas.Nat.	--	--	--	--	--	--	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%
Asian/Pac. Isl.	--	--	--	--	--	--	0.0%	0.0%	0.9%	1.6%	2.1%	3.5%	4.0%	3.0%	2.9%
Hispanic	1.1%	1.0%	2.0%	1.9%	1.8%	2.5%	2.1%	1.9%	0.9%	1.6%	0.7%	0.6%	1.1%	0.6%	0.6%
White	--	--	--	--	--	--	90.6%	91.5%	93.1%	92.0%	92.2%	90.8%	89.1%	92.1%	91.2%
Unknown	--	--	--	--	--	--	0.0%	0.9%	0.0%	0.0%	0.7%	0.6%	0.0%	0.0%	0.6%
Total	--	--	--	--	--	--	100%	100%	100%	100%	100%	100%	100%	100%	100%

*Data are not comparable across sources; the shaded part of the table shows data from an earlier source, before the institution entered the UI system.

DATA SOURCE: Institutional Studies-EEO, 1990-1995. Planning and Budgeting, 1996-2004: October 10 payfiles, 2004 IPEDS categorizations.

Table 25-B

**NON-ACADEMIC STAFF BY RACIAL/ETHNIC GROUP
1990 - 2004*
SPRINGFIELD CAMPUS**

RACE/ETHNIC	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number															
African-American	--	--	--	--	--	--	20	21	21	22	20	24	21	13	12
Am.Ind./Alas.Nat.	--	--	--	--	--	--	0	0	1	1	1	2	1	1	0
Asian/Pac. Isl.	--	--	--	--	--	--	0	0	0	0	1	0	0	0	2
Hispanic	--	--	--	--	--	--	1	1	1	1	1	3	4	4	4
White	--	--	--	--	--	--	278	278	284	280	278	286	285	272	266
Unknown	--	--	--	--	--	--	2	3	0	1	1	1	1	0	0
Total	--	--	--	--	--	--	301	303	307	305	302	316	312	290	284
Percentage															
African-American	7.5%	7.5%	7.2%	6.3%	6.0%	6.4%	6.6%	6.9%	6.8%	7.2%	6.6%	7.6%	6.7%	4.5%	4.2%
Am.Ind./Alas.Nat.	--	--	--	--	--	--	0.0%	0.0%	0.3%	0.3%	0.3%	0.6%	0.3%	0.3%	0.0%
Asian/Pac. Isl.	--	--	--	--	--	--	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	0.7%
Hispanic	0.3%	0.9%	0.6%	0.9%	0.9%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.9%	1.3%	1.4%	1.4%
White	--	--	--	--	--	--	92.4%	91.7%	92.5%	91.8%	92.1%	90.5%	91.3%	93.8%	93.7%
Unknown	--	--	--	--	--	--	0.7%	1.0%	0.0%	0.3%	0.3%	0.3%	0.3%	0.0%	0.0%
Total	--	--	--	--	--	--	100%	100%	100%	100%	100%	100%	100%	100%	100%

*Data are not comparable across sources; the shaded part of the table shows data from an earlier source, before the institution entered the UI system.

DATA SOURCE: Institutional Studies-EEO, 1990-1995. Planning and Budgeting, 1996-2004: October 10 payfiles, 2004 IPEDS categorizations.

Table 26-A

**TENURED & TENURE-TRACK FULL-TIME FACULTY BY RACIAL/ETHNIC GROUP
1985 - 2004
URBANA-CHAMPAIGN CAMPUS**

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
African-American	27	23	23	24	29	27	29	41	44	49	51	54	55	53	53	54	65	65	63	78
Am.Ind./Alas.Nat.	5	4	4	5	6	6	4	4	4	7	8	2	2	6	6	4	4	5	4	4
Asian/Pac. Isl.	142	138	157	152	150	155	141	145	151	153	159	160	168	170	184	192	207	224	228	229
Hispanic	21	21	21	23	25	30	36	38	36	42	44	57	52	57	59	55	61	60	62	63
White	1,990	1,991	1,976	1,919	1,896	1,884	1,841	1,814	1,764	1,734	1,711	1,712	1,677	1,623	1,639	1,573	1,603	1,610	1,577	1,515
Unknown	1	2	2	1	3	0	3	0	0	1	0	0	0	1	0	0	0	0	0	11
Total	2,186	2,179	2,183	2,124	2,109	2,102	2,054	2,042	1,999	1,986	1,973	1,985	1,954	1,910	1,941	1,878	1,940	1,964	1,934	1,900
Percentage																				
African-American	1.2%	1.1%	1.1%	1.1%	1.4%	1.3%	1.4%	2.0%	2.2%	2.5%	2.6%	2.7%	2.8%	2.8%	2.7%	2.9%	3.4%	3.3%	3.3%	4.1%
Am.Ind./Alas.Nat.	0.2%	0.2%	0.2%	0.2%	0.3%	0.3%	0.2%	0.2%	0.2%	0.4%	0.4%	0.1%	0.1%	0.3%	0.3%	0.2%	0.2%	0.3%	0.2%	0.2%
Asian/Pac. Isl.	6.5%	6.3%	7.2%	7.2%	7.1%	7.4%	6.9%	7.1%	7.6%	7.7%	8.1%	8.1%	8.6%	8.9%	9.5%	10.2%	10.7%	11.4%	11.8%	12.1%
Hispanic	1.0%	1.0%	1.0%	1.1%	1.2%	1.4%	1.8%	1.9%	1.8%	2.1%	2.2%	2.9%	2.7%	3.0%	3.0%	2.9%	3.1%	3.1%	3.2%	3.3%
White	91.0%	91.4%	90.5%	90.3%	89.9%	89.6%	89.6%	88.8%	88.2%	87.3%	86.7%	86.2%	85.8%	85.0%	84.4%	83.8%	82.6%	82.0%	81.5%	79.7%
Unknown	0.0%	0.1%	0.1%	0.0%	0.1%	0.0%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SOURCE: Planning and Budgeting. October 10 payfiles, 2004 IPEDS categorizations.

Table 26-B

**TENURED FULL-TIME FACULTY BY RACIAL/ETHNIC GROUP
1985 - 2004
URBANA-CHAMPAIGN CAMPUS**

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
African-American	19	15	16	17	17	18	20	24	25	28	31	33	35	37	34	38	40	39	38	41
Am.Ind./Alas.Nat.	4	4	4	4	4	3	2	4	3	3	3	1	1	2	1	0	0	1	1	3
Asian/Pac. Isl.	102	103	108	105	105	106	102	106	110	111	109	108	112	122	119	117	121	130	135	135
Hispanic	15	17	18	18	18	18	20	23	21	22	22	29	29	31	32	31	35	37	37	37
White	1587	1592	1578	1532	1515	1488	1478	1460	1430	1418	1395	1397	1366	1327	1292	1260	1241	1220	1216	1165
Unknown	0	0	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
Total	1,727	1,731	1,726	1,677	1,660	1,633	1,622	1,617	1,589	1,582	1,560	1,568	1,543	1,519	1,478	1,446	1,437	1,427	1,427	1,386
Percentage																				
African-American	1.1%	0.9%	0.9%	1.0%	1.0%	1.1%	1.2%	1.5%	1.6%	1.8%	2.0%	2.1%	2.3%	2.4%	2.3%	2.6%	2.8%	2.7%	2.7%	3.0%
Am.Ind./Alas.Nat.	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.1%	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%	0.0%	0.0%	0.1%	0.1%	0.2%
Asian/Pac. Isl.	5.9%	6.0%	6.3%	6.3%	6.3%	6.5%	6.3%	6.6%	6.9%	7.0%	7.0%	6.9%	7.3%	8.0%	8.1%	8.1%	8.4%	9.1%	9.5%	9.7%
Hispanic	0.9%	1.0%	1.0%	1.1%	1.1%	1.1%	1.2%	1.4%	1.3%	1.4%	1.4%	1.8%	1.9%	2.0%	2.2%	2.1%	2.4%	2.6%	2.6%	2.7%
White	91.9%	92.0%	91.4%	91.4%	91.3%	91.1%	91.1%	90.3%	90.0%	89.6%	89.4%	89.1%	88.5%	87.4%	87.4%	87.1%	86.4%	85.5%	85.2%	84.1%
Unknown	0.0%	0.0%	0.1%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SOURCE: Planning and Budgeting. October 10 payfiles, 2004 IPEDS categorizations.

Table 26-C

**TENURE-TRACK FULL-TIME FACULTY BY RACIAL/ETHNIC GROUP
1985 - 2004
URBANA-CHAMPAIGN CAMPUS**

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
African-American	8	8	7	7	12	9	9	17	19	21	20	21	20	16	16	16	25	26	25	37
Am.Ind./Alas.Nat.	1	0	0	1	2	3	2	0	1	4	5	1	1	4	4	4	4	4	3	1
Asian/Pac. Isl.	40	35	49	47	45	49	39	39	41	42	50	52	56	48	62	75	86	94	93	94
Hispanic	6	4	3	5	7	12	16	15	15	20	22	28	23	26	28	24	26	23	25	26
White	403	399	398	387	381	396	363	354	334	316	316	315	311	296	312	313	362	390	361	350
Unknown	1	2	0	0	2	0	3	0	0	1	0	0	0	1	0	0	0	0	0	6
Total	459	448	457	447	449	469	432	425	410	404	413	417	411	391	422	432	503	537	507	514
Percentage																				
African-American	1.7%	1.8%	1.5%	1.6%	2.7%	1.9%	2.1%	4.0%	4.6%	5.2%	4.8%	5.0%	4.9%	4.1%	3.8%	3.7%	5.0%	4.8%	4.9%	7.2%
Am.Ind./Alas.Nat.	0.2%	0.0%	0.0%	0.2%	0.4%	0.6%	0.5%	0.0%	0.2%	1.0%	1.2%	0.2%	0.2%	1.0%	0.9%	0.9%	0.8%	0.7%	0.6%	0.2%
Asian/Pac. Isl.	8.7%	7.8%	10.7%	10.5%	10.0%	10.4%	9.0%	9.2%	10.0%	10.4%	12.1%	12.5%	13.6%	12.3%	14.7%	17.4%	17.1%	17.5%	18.3%	18.3%
Hispanic	1.3%	0.9%	0.7%	1.1%	1.6%	2.6%	3.7%	3.5%	3.7%	5.0%	5.3%	6.7%	5.6%	6.6%	6.6%	5.6%	5.2%	4.3%	4.9%	5.1%
White	87.8%	89.1%	87.1%	86.6%	84.9%	84.4%	84.0%	83.3%	81.5%	78.2%	76.5%	75.5%	75.7%	75.7%	73.9%	72.5%	72.0%	72.6%	71.2%	68.1%
Unknown	0.2%	0.4%	0.0%	0.0%	0.4%	0.0%	0.7%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SOURCE: Planning and Budgeting. October 10 payfiles, 2004 IPEDS categorizations.

Table 27-A

**FULL-TIME ACADEMIC PROFESSIONAL STAFF BY RACIAL/ETHNIC GROUP
1985 - 2004
URBANA-CHAMPAIGN CAMPUS**

RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
African-American	53	54	59	60	69	79	77	79	88	101	98	114	115	123	138	151	164	181	179	174
Am.Ind./Alas.Nat.	9	11	12	10	8	10	9	8	9	11	8	8	10	10	7	8	11	14	13	16
Asian/Pac. Isl.	39	50	61	65	61	80	86	79	88	102	110	116	127	149	146	149	167	201	215	215
Hispanic	10	11	11	13	18	22	22	27	26	26	27	35	41	43	44	51	59	71	67	68
White	1,510	1,556	1,648	1,688	1,723	1,797	1,756	1,783	1,769	1,818	1,861	1,912	2,000	2,134	2,282	2,392	2,709	2,898	2,907	2,968
Unknown	1	9	3	2	71	0	2	0	3	1	1	1	1	5	2	1	0	0	1	15
Total	1,622	1,691	1,794	1,838	1,950	1,988	1,952	1,976	1,983	2,059	2,105	2,186	2,294	2,464	2,619	2,752	3,110	3,365	3,382	3,456
Percentage																				
African-American	3.3%	3.2%	3.3%	3.3%	3.5%	4.0%	3.9%	4.0%	4.4%	4.9%	4.7%	5.2%	5.0%	5.0%	5.3%	5.5%	5.3%	5.4%	5.3%	5.0%
Am.Ind./Alas.Nat.	0.6%	0.7%	0.7%	0.5%	0.4%	0.5%	0.5%	0.4%	0.5%	0.5%	0.4%	0.4%	0.4%	0.4%	0.3%	0.3%	0.4%	0.4%	0.4%	0.5%
Asian/Pac. Isl.	2.4%	3.0%	3.4%	3.5%	3.1%	4.0%	4.4%	4.0%	4.4%	5.0%	5.2%	5.3%	5.5%	6.0%	5.6%	5.4%	5.4%	6.0%	6.4%	6.2%
Hispanic	0.6%	0.7%	0.6%	0.7%	0.9%	1.1%	1.1%	1.4%	1.3%	1.3%	1.3%	1.6%	1.8%	1.7%	1.7%	1.9%	1.9%	2.1%	2.0%	2.0%
White	93.1%	92.0%	91.9%	91.8%	88.4%	90.4%	90.0%	90.2%	89.2%	88.3%	88.4%	87.5%	87.2%	86.6%	87.1%	86.9%	87.1%	86.1%	86.0%	85.9%
Unknown	0.1%	0.5%	0.2%	0.1%	3.6%	0.0%	0.1%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SOURCE: Planning and Budgeting. October 10 payfiles, 2004 IPEDS categorizations.

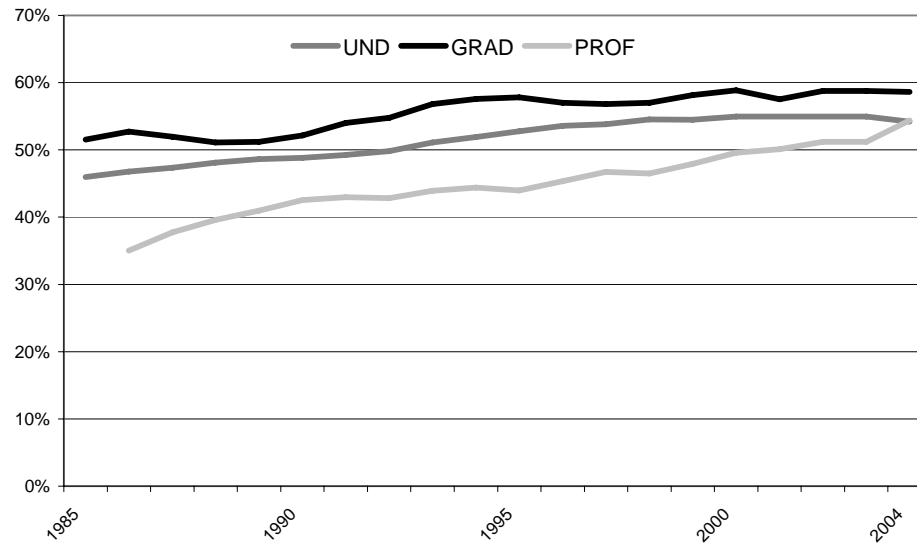
Table 27-B

**FULL-TIME NON-ACADEMIC STAFF BY RACIAL/ETHNIC GROUP
1985 - 2004
URBANA-CHAMPAIGN CAMPUS**

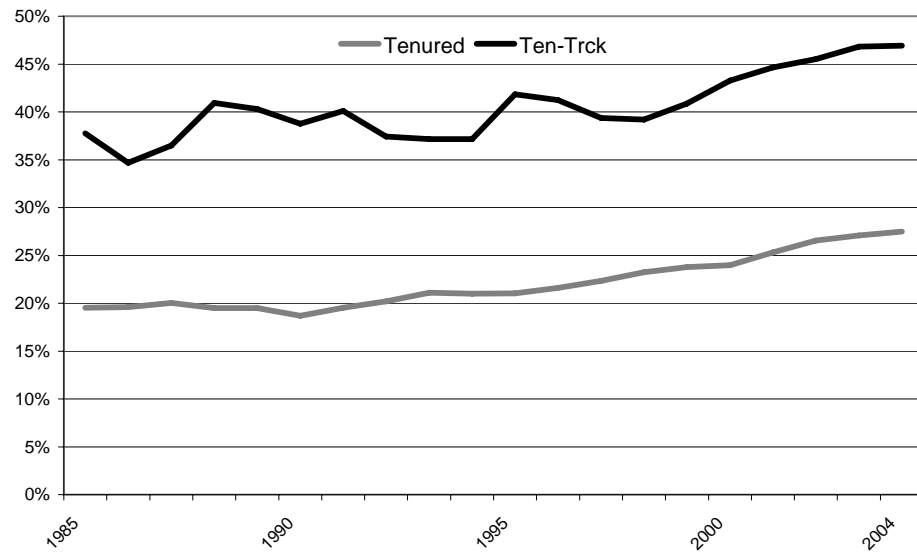
RACE/ETHNIC	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Number																				
African-American	656	633	604	617	635	650	628	604	587	603	598	614	625	609	619	620	618	596	572	550
Am.Ind./Alas.Nat.	26	26	28	37	39	43	44	48	48	46	44	51	53	47	42	37	36	34	29	24
Asian/Pac. Isl.	46	41	47	47	47	45	43	34	36	35	38	38	41	39	45	47	57	63	63	63
Hispanic	46	40	33	29	30	38	40	42	39	45	43	54	56	49	51	56	55	56	62	73
White	3,609	3,708	3,738	3,736	3,946	3,950	3,820	3,794	3,693	3,936	3,912	4,257	4,447	4,381	4,437	4,381	4,430	4,328	4,184	4,022
Unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7
Total	4,383	4,448	4,450	4,466	4,697	4,726	4,575	4,522	4,403	4,665	4,635	5,014	5,222	5,125	5,194	5,141	5,196	5,077	4,910	4,739
Percentage																				
African-American	15.0%	14.2%	13.6%	13.8%	13.5%	13.8%	13.7%	13.4%	13.3%	12.9%	12.9%	12.2%	12.0%	11.9%	11.9%	12.1%	11.9%	11.7%	11.6%	11.6%
Am.Ind./Alas.Nat.	0.6%	0.6%	0.6%	0.8%	0.8%	0.9%	1.0%	1.1%	1.1%	1.0%	0.9%	1.0%	1.0%	0.9%	0.8%	0.7%	0.7%	0.7%	0.6%	0.5%
Asian/Pac. Isl.	1.0%	0.9%	1.1%	1.1%	1.0%	1.0%	0.9%	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%	0.9%	0.9%	1.1%	1.2%	1.3%	1.3%
Hispanic	1.0%	0.9%	0.7%	0.6%	0.6%	0.8%	0.9%	0.9%	0.9%	1.0%	0.9%	1.1%	1.1%	1.0%	1.0%	1.1%	1.1%	1.1%	1.3%	1.5%
White	82.3%	83.4%	84.0%	83.7%	84.0%	83.6%	83.5%	83.9%	83.9%	84.4%	84.4%	84.9%	85.2%	85.5%	85.4%	85.2%	85.3%	85.2%	85.2%	84.9%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

DATA SOURCE: Planning and Budgeting. October 10 payfiles, 2004 IPEDS categorizations.

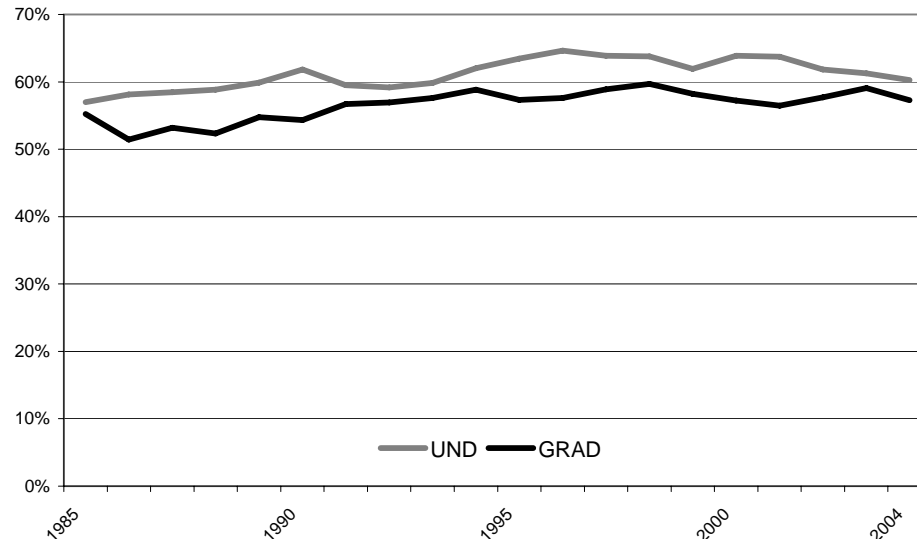
UIC Percent Female Students



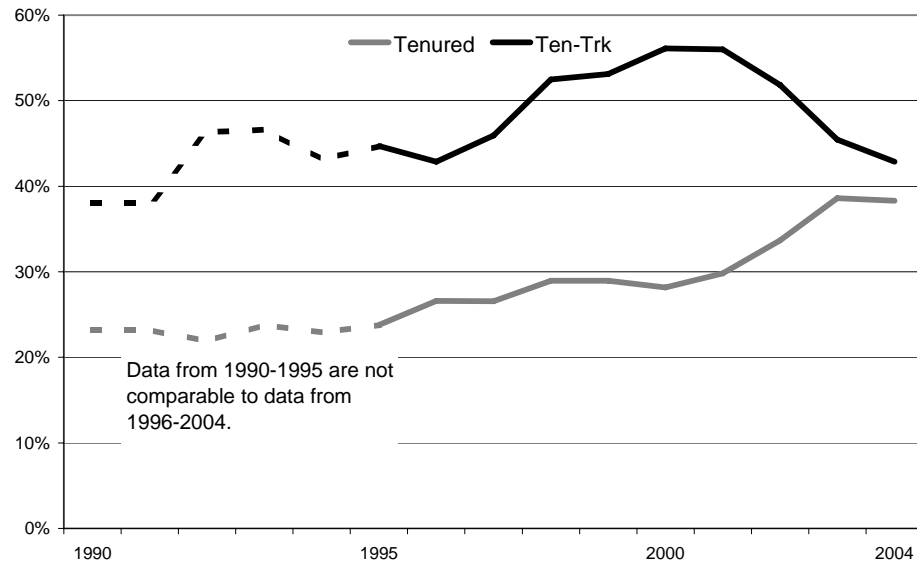
UIC Percent Female Faculty



UIS Percent Female Students



UIS Percent Female Faculty



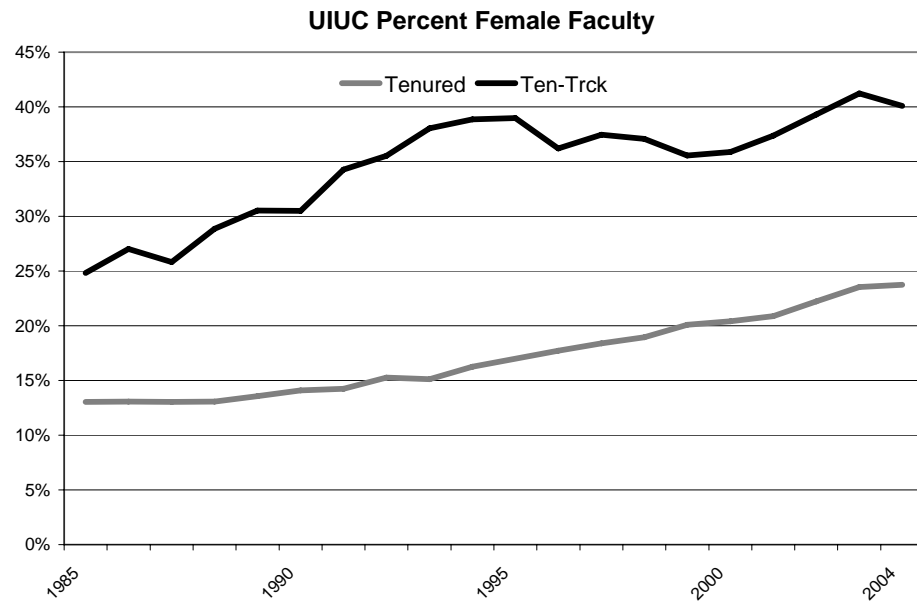
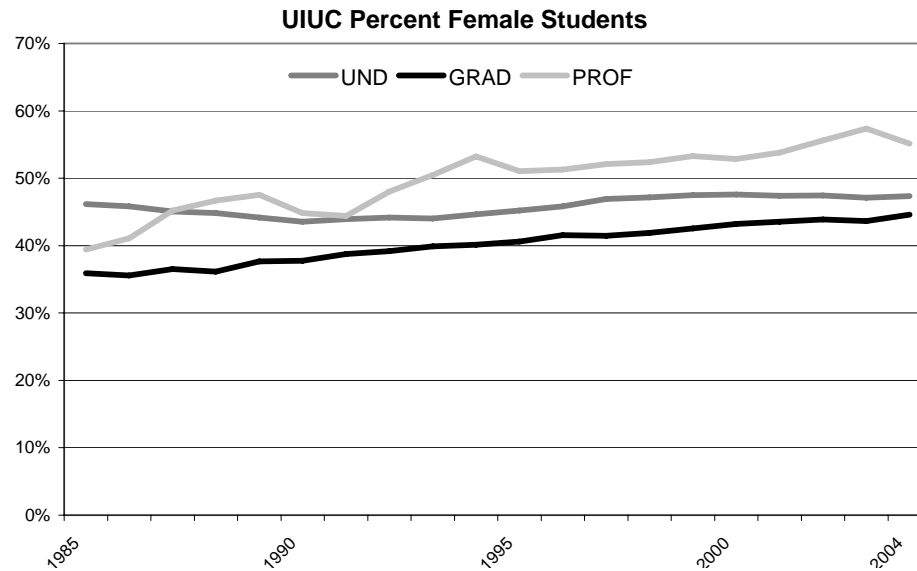


Table 28
FEMALE STUDENTS
1985 - 2004
CHICAGO CAMPUS

	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Percent of Females in Level																				
Undergraduate	46.0%	46.8%	47.4%	48.1%	48.6%	48.8%	49.2%	49.8%	51.1%	51.9%	52.8%	53.6%	53.8%	54.5%	54.5%	55.0%	55.0%	55.0%	54.8%	54.2%
Graduate	51.5%	52.7%	52.0%	51.1%	51.2%	52.2%	54.0%	54.8%	56.8%	57.6%	57.8%	57.0%	56.8%	57.0%	58.1%	58.8%	57.5%	58.8%	58.7%	58.6%
Professional ¹	--	35.0%	37.7%	39.6%	41.0%	42.5%	43.0%	42.8%	43.9%	44.4%	44.0%	45.3%	46.7%	46.5%	47.9%	49.6%	50.1%	51.2%	52.7%	54.4%
AHS ²	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	75.9%	78.0%	85.1%	85.9%
Dentistry	--	27.6%	29.6%	28.5%	29.8%	30.8%	30.6%	30.7%	33.8%	33.3%	34.3%	38.0%	39.6%	41.5%	43.0%	46.4%	49.0%	49.8%	49.4%	52.1%
Medicine	--	30.0%	31.5%	32.2%	32.3%	34.1%	34.8%	35.7%	36.5%	36.1%	34.1%	36.0%	36.7%	37.3%	38.3%	40.1%	40.0%	41.5%	43.9%	47.1%
Pharmacy	--	59.0%	61.9%	64.6%	67.8%	66.8%	66.8%	63.2%	61.7%	62.8%	64.3%	63.1%	66.2%	65.1%	67.4%	70.3%	70.9%	69.9%	68.4%	65.8%
Number of Females in Level																				
Undergraduate	7,850	7,573	7,527	7,667	7,753	8,035	7,797	8,104	8,396	8,417	8,516	8,677	8,766	8,928	8,802	8,869	8,733	9,093	8,770	8,373
Graduate	2,564	2,821	2,606	2,615	2,695	3,047	3,302	3,535	3,675	3,654	3,533	3,459	3,417	3,408	3,526	3,648	3,644	3,999	4,004	3,857
Professional ¹	--	798	856	900	919	938	970	971	996	1,028	1,027	1,053	1,066	1,070	1,056	1,097	1,157	1,199	1,259	1,293
AHS ²	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	22	46	74	85
Dentistry	--	145	140	119	111	103	102	97	103	99	104	116	122	129	133	443	154	161	166	176
Medicine	--	394	410	415	417	432	455	465	460	459	434	448	451	473	468	511	535	554	587	618
Pharmacy	--	259	306	366	391	403	413	409	433	470	489	489	493	468	455	143	446	438	432	414
Total Females	10,414	11,192	10,989	11,182	11,367	12,020	12,069	12,610	13,067	13,099	13,076	13,189	13,249	13,406	13,384	13,614	13,534	14,291	14,033	13,523

¹ Professional programs data are not available until Fall 1986.

² The Doctor of Physical Therapy program in College of Applied Health Sciences (AHS) began in Fall 2001.

DATA SOURCES: 1985-1986, Enrollment Tables, Table 2b: UOSCR

1987-1998, Student Data Books and Data Resources and Institutional Analysis: UIC

1999-2003, ISIS Database

1984-2003 Professional detail: Data Resources and Institutional Analysis: UIC

2004, Enterprise Data Warehouse, Decision Support Universe

Table 29

**FEMALE FACULTY AS A PERCENT OF TOTAL FULL-TIME FACULTY
BY TENURE STATUS
1985 - 2004
CHICAGO CAMPUS**

	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Female as Percent of Category																				
Tenured	19.5%	19.6%	20.0%	19.5%	19.5%	18.7%	19.5%	20.2%	21.1%	21.0%	21.1%	21.6%	22.4%	23.3%	23.8%	24.0%	25.3%	26.6%	27.1%	27.5%
Tenure Track	37.8%	34.7%	36.5%	40.9%	40.3%	38.7%	40.1%	37.4%	37.2%	37.2%	41.8%	41.2%	39.4%	39.2%	40.9%	43.3%	44.7%	45.5%	46.8%	46.9%
Total	24.8%	23.8%	24.7%	25.2%	24.8%	24.1%	25.0%	24.5%	25.4%	25.6%	26.8%	26.7%	26.8%	27.1%	27.8%	28.6%	30.0%	31.2%	31.3%	31.4%
Number of Females in Category																				
Tenured	194	200	198	189	188	179	186	195	205	203	204	217	224	234	237	239	247	255	265	264
Tenure Track	151	137	142	142	135	136	138	122	133	142	156	146	139	125	123	135	138	142	125	114
Total	345	337	340	331	323	315	324	317	338	345	360	363	363	359	360	374	385	397	390	378
Total Number Male & Female in Category																				
Tenured	993	1,020	989	969	965	957	952	966	972	966	969	1,004	1,002	1,006	996	997	976	960	978	960
Tenure Track	400	395	389	347	335	351	344	326	358	382	373	354	353	319	301	312	309	312	267	243
Total	1,393	1,415	1,378	1,316	1,300	1,308	1,296	1,292	1,330	1,348	1,342	1,358	1,355	1,325	1,297	1,309	1,285	1,272	1,245	1,203

DATA SOURCE: Planning and Budgeting. October 10 payfiles, 2004 IPEDS categorizations.

Table 30
FEMALE NON-ACADEMIC STAFF
1985 - 2004
CHICAGO CAMPUS

	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Percent of Females in Category																				
Admin/Mgmt	59.9%	59.7%	57.4%	59.6%	55.8%	55.0%	56.7%	57.9%	60.6%	63.7%	66.3%	67.2%	70.4%	70.6%	71.0%	70.8%	70.9%	70.4%	70.1%	73.1%
Professional	76.0%	75.7%	76.9%	75.9%	75.0%	77.8%	79.3%	79.1%	78.4%	78.4%	78.6%	78.9%	78.6%	78.1%	79.0%	80.1%	80.3%	80.9%	81.4%	80.6%
Clerical/Sec'y	88.5%	88.4%	88.3%	87.2%	88.1%	87.6%	88.3%	88.0%	87.7%	86.7%	85.9%	86.0%	85.8%	85.7%	86.1%	86.1%	85.5%	86.5%	86.1%	85.6%
Tech/Para Prof	63.7%	61.0%	60.2%	62.2%	62.5%	62.8%	62.6%	65.6%	67.7%	69.2%	71.6%	73.3%	74.1%	74.9%	75.7%	77.0%	79.2%	79.1%	79.6%	76.0%
Skilled Crafts	1.1%	1.7%	2.2%	2.8%	2.4%	2.6%	2.8%	3.4%	3.8%	4.2%	4.1%	3.8%	3.7%	3.3%	2.9%	2.7%	3.2%	3.5%	3.2%	3.0%
Serv/Maint	40.5%	36.9%	34.0%	34.2%	35.6%	34.1%	33.6%	35.0%	34.6%	35.2%	36.1%	36.2%	35.8%	35.0%	35.0%	34.2%	35.8%	37.4%	38.4%	39.2%
Number of Females in Category																				
Admin/Mgmt	109	114	97	102	91	94	93	95	97	107	124	125	143	144	147	143	146	138	141	147
Professional	1,377	1,336	1,335	1,253	1,094	1,276	1,295	1,351	1,307	1,459	1,494	1,432	1,391	1,371	1,283	1,299	1,337	1,353	1,388	1,343
Clerical/Sec'y	1,718	1,684	1,637	1,587	1,602	1,643	1,644	1,583	1,485	1,412	1,389	1,333	1,232	1,172	1,087	1,007	944	887	830	796
Tech/Para Prof	507	443	426	423	418	406	400	421	474	525	569	602	633	681	715	767	820	848	890	922
Skilled Crafts	4	6	8	10	9	10	11	13	15	16	16	15	14	12	11	10	12	13	11	10
Serv/Maint	372	304	247	242	258	270	260	275	259	284	294	299	290	284	279	262	276	309	299	273
Total Females	4,087	3,887	3,750	3,617	3,472	3,699	3,703	3,738	3,637	3,803	3,886	3,806	3,703	3,664	3,522	3,488	3,535	3,548	3,559	3,491
Total Number of Staff in Category																				
Admin/Mgmt	182	191	169	171	163	171	164	164	160	168	187	186	203	204	207	202	206	196	201	201
Professional	1,811	1,766	1,736	1,650	1,459	1,640	1,634	1,709	1,668	1,861	1,901	1,814	1,769	1,755	1,624	1,622	1,664	1,672	1,706	1,667
Clerical/Sec'y	1,941	1,906	1,853	1,819	1,819	1,876	1,862	1,798	1,693	1,629	1,617	1,550	1,436	1,368	1,263	1,170	1,104	1,026	964	930
Tech/Para Prof	796	726	708	680	669	647	639	642	700	759	795	821	854	909	944	996	1,035	1,072	1,118	1,213
Skilled Crafts	366	349	362	361	371	391	394	380	395	384	389	390	383	369	378	373	376	371	348	330
Serv/Maint	918	823	726	707	724	792	774	786	749	807	815	825	810	812	797	766	771	826	778	697
Total Staff	6,014	5,761	5,554	5,388	5,205	5,517	5,467	5,479	5,365	5,608	5,704	5,586	5,455	5,417	5,213	5,129	5,156	5,163	5,115	5,038

DATA SOURCE: Planning and Budgeting. October 10 payfiles, 2004 IPEDS categorizations.

Table 31
FEMALE STUDENTS
1985 - 2004
SPRINGFIELD CAMPUS

	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Percent of Females in Level																				
Undergraduate	57.0%	58.1%	58.5%	58.8%	59.9%	61.8%	59.5%	59.2%	59.9%	62.0%	63.5%	64.6%	63.9%	63.8%	61.9%	63.9%	63.7%	61.8%	61.3%	60.3%
Masters	55.2%	51.4%	53.2%	52.3%	54.8%	54.3%	56.7%	57.0%	57.6%	58.8%	57.3%	57.6%	58.9%	59.7%	58.2%	57.2%	56.5%	57.7%	59.1%	57.3%
Doctoral	--	--	--	--	--	--	--	--	--	--	--	--	--	39.1%	30.0%	38.1%	63.6%	56.5%	77.8%	73.3%
Number of Females in Level																				
Undergraduate	1,003	1,098	1,254	1,314	1,403	1,577	1,574	1,621	1,561	1,552	1,612	1,602	1,540	1,513	1,352	1,353	1,466	1,512	1,574	1,511
Masters	815	821	937	894	892	976	1,060	1,023	1,062	1,107	1,239	1,229	1,208	1,157	1,092	1,032	1,110	1,144	1,174	1,073
Doctoral	--	--	--	--	--	--	--	--	--	--	--	--	--	9	6	8	14	13	14	11
Total Females	1,818	1,919	2,191	2,208	2,295	2,553	2,634	2,644	2,623	2,659	2,851	2,831	2,748	2,679	2,450	2,393	2,590	2,669	2,762	2,595

The doctoral program began in 1998.

DATA SOURCES: 1985- 2003, IPEDS

2004, Institutional Studies Office: UIS

Table 32
FEMALE FACULTY AS A PERCENT OF TOTAL
BY TENURE STATUS
1990 - 2004*
SPRINGFIELD CAMPUS

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Female as Percent of Category															
Tenured	23.2%	23.2%	21.9%	23.8%	22.9%	23.8%	26.6%	26.5%	28.9%	28.9%	28.2%	29.8%	33.7%	38.6%	38.3%
Tenure Track	38.0%	38.0%	46.3%	46.6%	43.1%	44.7%	42.9%	45.9%	52.5%	53.1%	56.1%	56.0%	51.9%	45.5%	42.9%
Total	27.8%	27.8%	28.8%	32.1%	30.5%	30.4%	31.1%	31.3%	35.1%	34.2%	35.8%	38.3%	40.0%	41.0%	40.0%
Number of Females in Category															
Tenured	--	--	--	--	--	--	29	30	33	33	31	31	34	39	36
Tenure Track	--	--	--	--	--	--	18	17	21	17	23	28	28	25	24
Total	--	--	--	--	--	--	47	47	54	50	54	59	62	64	60
Total Number Male & Female in Category															
Tenured	--	--	--	--	--	--	109	113	114	114	110	104	101	101	94
Tenure Track	--	--	--	--	--	--	42	37	40	32	41	50	54	55	56
Total	--	--	--	--	--	--	151	150	154	146	151	154	155	156	150

*Data are not comparable across sources; the shaded part of the table shows data from an earlier source, before the institution entered the UI system.

DATA SOURCE: Institutional Studies-EEO, 1990-1995. Planning and Budgeting, 1996-2004: October 10 payfiles, 2004 IPEDS categorizations.

Table 33
FULL-TIME FEMALE NON-ACADEMIC STAFF
1990 - 2004*
SPRINGFIELD CAMPUS

RACE/ETHNIC	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Percent of Females in Category															
Admin/Mgmt	--	--	--	--	--	--	55.6%	55.6%	44.4%	50.0%	50.0%	40.0%	66.7%	66.7%	75.0%
Professional	--	--	--	--	--	--	58.3%	57.1%	57.7%	60.4%	68.5%	69.0%	67.3%	71.2%	71.9%
Clerical/Sec'y	--	--	--	--	--	--	90.8%	90.8%	91.1%	91.3%	92.6%	92.6%	94.9%	93.7%	91.8%
Tech/Para Prof	--	--	--	--	--	--	51.0%	54.9%	54.3%	55.3%	63.4%	60.6%	61.1%	61.3%	52.4%
Skilled Crafts	--	--	--	--	--	--	6.7%	6.7%	6.3%	0.0%	0.0%	5.6%	5.6%	5.6%	5.3%
Serv/Maint	--	--	--	--	--	--	13.1%	13.3%	18.0%	23.9%	24.2%	27.2%	28.2%	28.0%	29.2%
Number of Females in Category															
Admin/Mgmt	12	12	22	22	21	16	5	5	4	3	2	2	2	2	3
Professional	54	67	62	61	64	82	28	28	30	32	37	40	35	37	41
Clerical/Sec'y	150	149	149	145	134	123	108	108	112	115	113	112	112	104	89
Tech/Para Prof	34	35	33	33	34	30	25	28	25	21	26	20	22	19	22
Skilled Crafts	2	3	2	2	2	2	1	1	1	0	0	1	1	1	1
Serv/Maint	5	4	3	5	8	8	8	8	11	16	16	22	24	21	19
Total Females	257	270	271	268	263	261	175	178	183	187	194	197	196	184	175
Total Number of Staff in Category															
Admin/Mgmt	--	--	--	--	--	--	9	9	9	6	4	5	3	3	4
Professional	--	--	--	--	--	--	48	49	52	53	54	58	52	52	57
Clerical/Sec'y	--	--	--	--	--	--	119	119	123	126	122	121	118	111	97
Tech/Para Prof	--	--	--	--	--	--	49	51	46	38	41	33	36	31	42
Skilled Crafts	--	--	--	--	--	--	15	15	16	15	15	18	18	18	19
Serv/Maint	--	--	--	--	--	--	61	60	61	67	66	81	85	75	65
Total Staff	--	--	--	--	--	--	301	303	307	305	302	316	312	290	284

*Data are not comparable across sources; the shaded part of the table shows data from an earlier source, before the institution entered the UI system.
 DATA SOURCE: Institutional Studies-EEO, 1990-1995. Planning and Budgeting, 1996-2004: October 10 payfiles, 2004 IPEDS categorizations.

Table 34
FEMALE STUDENTS
1985 - 2004
URBANA-CHAMPAIGN CAMPUS

	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Percent of Females in Level																				
Undergraduate	46.1%	45.8%	45.1%	44.8%	44.2%	43.6%	43.9%	44.1%	44.0%	44.6%	45.2%	45.8%	46.9%	47.2%	47.5%	47.6%	47.4%	47.4%	47.1%	47.4%
Graduate	35.9%	35.6%	36.5%	36.2%	37.7%	37.8%	38.8%	39.2%	39.9%	40.1%	40.6%	41.5%	41.5%	41.9%	42.5%	43.2%	43.6%	43.9%	43.7%	44.6%
Professional	39.4%	41.1%	45.2%	46.7%	47.5%	44.8%	44.4%	48.0%	50.5%	53.2%	51.0%	51.3%	52.1%	52.4%	53.3%	52.9%	53.8%	55.6%	57.4%	55.1%
Law	35.5%	35.9%	39.0%	40.4%	41.1%	37.0%	35.0%	38.2%	41.5%	43.5%	41.2%	39.5%	41.2%	40.3%	40.0%	39.2%	39.4%	42.8%	44.9%	41.9%
Vet.Med.	47.7%	51.3%	57.3%	58.3%	59.4%	60.1%	62.3%	66.4%	66.5%	69.8%	68.8%	71.1%	69.9%	71.6%	73.8%	74.0%	76.9%	76.0%	77.9%	77.6%
Number of Females in Level																				
Undergraduate	12,567	12,467	12,203	12,038	11,461	11,520	11,579	11,429	11,592	11,764	12,058	12,253	12,604	12,952	13,234	13,270	13,327	13,393	13,469	13,868
Graduate	2,816	2,911	3,051	2,990	3,079	3,177	3,426	3,540	3,659	3,578	3,581	3,523	3,401	3,314	3,349	3,481	3,706	3,932	4,021	4,096
Professional	365	388	417	424	432	407	414	447	468	494	495	485	496	493	512	528	571	586	611	590
Law	222	226	237	238	242	222	214	232	246	254	257	234	243	233	233	238	258	278	297	282
Vet.Med.	143	162	180	186	190	185	200	215	222	240	238	251	253	260	279	290	313	308	314	308
Total Females	15,748	15,766	15,671	15,452	14,972	15,104	15,419	15,416	15,719	15,836	16,134	16,261	16,501	16,759	17,095	17,279	17,604	17,911	18,101	19,144

DATA SOURCES: Undergraduate and Graduate: 1984-1986, Enrollment Tables, Table 2b: UOSCR
1987-1991, Final Enrollment Statistics: OAR
1992-1994, Research Data Base: UOAPA
1995-2003, Student Records Master
2004, Planning & Budgeting Census Snapshot
Professional: 1984-2003, Student Records Master
2004, Planning & Budgeting Census Snapshot

Table 35

**FEMALE FACULTY AS A PERCENT OF TOTAL FULL-TIME FACULTY
BY TENURE STATUS
1985 - 2004
URBANA-CHAMPAIGN CAMPUS**

	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Female as Percent of Category																				
Tenured	13.0%	13.1%	13.0%	13.1%	13.6%	14.1%	14.2%	15.3%	15.1%	16.2%	17.0%	17.7%	18.4%	19.0%	20.1%	20.4%	20.9%	22.2%	23.5%	23.7%
Tenure Track	24.8%	27.0%	25.8%	28.9%	30.5%	30.5%	34.3%	35.5%	38.0%	38.9%	39.0%	36.2%	37.5%	37.1%	35.5%	35.9%	37.4%	39.3%	41.2%	40.1%
Total	15.5%	15.9%	15.7%	16.4%	17.2%	17.7%	18.5%	19.5%	19.8%	20.8%	21.6%	21.6%	22.4%	22.7%	23.5%	24.0%	25.2%	26.9%	28.2%	28.2%
Number of Females in Category																				
Tenured	225	226	225	219	225	230	231	247	240	257	265	278	284	288	297	295	300	317	336	329
Tenure Track	114	121	118	129	137	143	148	151	156	157	161	151	154	145	150	155	188	211	209	206
Total	339	347	343	348	362	373	379	398	396	414	426	429	438	433	447	450	488	528	545	535
Total Number Male & Female in Category																				
Tenured	1,727	1,731	1,726	1,677	1,660	1,633	1,622	1,617	1,589	1,582	1,560	1,568	1,543	1,519	1,478	1,446	1,437	1,427	1,427	1,386
Tenure Track	459	448	457	447	449	469	432	425	410	404	413	417	411	391	422	432	503	537	507	514
Total	2,186	2,179	2,183	2,124	2,109	2,102	2,054	2,042	1,999	1,986	1,973	1,985	1,954	1,910	1,900	1,878	1,940	1,964	1,934	1,900

DATA SOURCE: Planning and Budgeting. October 10 payfiles, 2004 IPEDS categorizations.

Table 36
FEMALE NON-ACADEMIC STAFF
1985 - 2004
URBANA-CHAMPAIGN CAMPUS

	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Percent of Females in Category																				
Admin/Mgmt	32.5%	29.7%	35.1%	34.0%	36.6%	40.8%	42.0%	40.9%	40.6%	42.1%	41.0%	44.9%	47.1%	50.0%	49.2%	52.0%	53.3%	59.5%	60.9%	61.5%
Professional	54.6%	54.9%	55.6%	55.2%	57.3%	57.8%	58.1%	59.9%	59.5%	59.2%	60.4%	61.0%	60.5%	61.9%	63.8%	64.3%	65.6%	68.5%	68.4%	68.8%
Clerical/Sec'y	91.9%	91.4%	91.3%	90.7%	91.2%	90.8%	91.0%	90.9%	91.1%	91.9%	92.1%	91.6%	91.9%	91.6%	91.7%	92.1%	91.9%	92.1%	92.1%	92.3%
Tech/Para Prof	44.7%	44.5%	43.6%	44.4%	46.5%	47.1%	46.6%	47.6%	48.4%	46.8%	46.2%	46.0%	48.8%	51.5%	53.6%	54.8%	57.2%	57.0%	59.6%	55.0%
Skilled Crafts	5.1%	6.4%	7.1%	7.0%	6.4%	8.6%	8.0%	7.1%	9.7%	8.1%	7.0%	5.2%	5.0%	4.5%	4.5%	5.3%	5.3%	5.8%	5.4%	5.7%
Serv/Maint	48.4%	47.8%	46.2%	44.1%	44.0%	44.0%	44.6%	44.2%	42.8%	38.1%	37.9%	35.5%	34.1%	35.1%	35.2%	36.5%	36.3%	36.5%	36.6%	38.2%
Number of Females in Category																				
Admin/Mgmt	27	27	33	33	41	51	55	56	52	51	50	53	57	58	60	64	64	66	67	67
Professional	254	264	285	286	323	325	315	327	309	305	313	315	317	327	329	332	343	348	320	304
Clerical/Sec'y	1,975	2,025	2,036	2,039	2,153	2,135	2,051	1,978	1,921	1,918	1,923	1,902	1,933	1,872	1,878	1,855	1,848	1,783	1,693	1,627
Tech/Para Prof	246	240	233	239	260	276	258	254	240	237	229	236	246	257	269	279	306	309	317	324
Skilled Crafts	9	11	12	12	11	15	13	12	17	13	11	25	29	27	29	33	33	34	30	32
Serv/Maint	466	454	420	393	409	408	416	424	418	487	475	464	474	472	480	495	505	509	514	488
Total Females	2,977	3,021	3,019	3,002	3,197	3,210	3,108	3,051	2,957	3,011	3,001	2,995	3,056	3,013	3,045	3,058	3,099	3,049	2,941	2,842
Total Number of Staff in Category																				
Admin/Mgmt	83	91	94	97	112	125	131	137	128	121	122	118	121	116	122	123	120	111	110	109
Professional	465	481	513	518	564	562	542	546	519	515	518	516	524	528	516	516	523	508	468	442
Clerical/Sec'y	2,148	2,216	2,229	2,249	2,360	2,351	2,253	2,177	2,108	2,086	2,089	2,077	2,104	2,043	2,047	2,014	2,010	1,935	1,838	1,763
Tech/Para Prof	550	539	535	538	559	586	554	534	496	506	496	513	504	499	502	509	535	542	532	589
Skilled Crafts	175	172	170	172	172	175	163	169	176	160	157	484	578	594	642	621	617	587	557	559
Serv/Maint	962	949	909	892	930	927	932	959	976	1,277	1,253	1,306	1,391	1,345	1,365	1,358	1,391	1,394	1,405	1,277
Total Staff	4,383	4,448	4,450	4,466	4,697	4,726	4,575	4,522	4,403	4,665	4,635	5,014	5,222	5,125	5,194	5,141	5,196	5,077	4,910	4,739

DATA SOURCE: Planning and Budgeting, 1996-2004: October 10 payfiles, 2004 IPEDS categorizations.

University of Illinois Profile of Services for Students with Disabilities

(Excerpts of “A Report on the Participation and Success of Underrepresented Students and Staff” to the Illinois Board of Higher Education, November 2004)

Enrollment of Self-Identified Students with Disabilities Served, Fall 2003

<u>Disability Type</u>	<u>Chicago</u>			<u>Springfield</u>			<u>Urbana</u>			
	<u>Ugrd</u>	<u>Grad</u>	<u>Total</u>	<u>Ugrd</u>	<u>Grad</u>	<u>Total</u>	<u>Ugrd</u>	<u>Grad</u>	<u>Other*</u>	<u>Total</u>
Learning	44	10	54	29	2	31	148	25	21	194
ADHD	36	4	40	14	1	15	141	21	8	170
Psychological	30	3	33	13	7	20	90	18	11	119
Developmental	0	0	0	1	0	1	0	0	0	0
Mobility	40	15	55	23	2	25	111	20	4	135
Blind/Low Vision	17	10	27	15	3	18	24	8	0	32
Deaf/Hard of Hearing	8	1	9	9	4	13	18	5	1	24
Systemic/Chronic Health Prob.	29	18	47	10	9	19	35	13	1	49
Other	0	0	0	9	4	13	20	5	2	27
Total	204	61	265	123	32	155	587	115	48	750
Total Enrollment	16,012	9,216	25,228	2,569	2,005	4,574	28,589	10,275	1,594	40,458
Identified Disabled as Percent of Total [#]	1.3%	0.7%	1.1%	4.8%	1.6%	3.4%	2.1%	1.1%	3.0%	1.9%

*Other includes student populations not included in undergraduate/graduate columns. Such populations may include, but are not limited to, students in dual credit, adult education, and continuing education programs.

Percent[#] Disabled in College-Aged Persons or in College Enrollments

<u>Census, 1992</u>	<u>Census, 2000</u>	<u>Disabilities Stat. Center</u>	<u>Digest of Ed Statistics</u>	<u>Big Ten Institutions</u>
9.9%	9.4%	5.2%	5.0%	1% to 3%

Census: "disabled" defined as "have difficulty with ___"; more comprehensive than used in universities. Disabilities Statistics Center: defined as "cannot do ___" but includes mental retardation and dementia, persons not likely found in baccalaureate programs. NCES, Digest of Ed. Statistics: all types and levels of institutions. Big Ten inst.: range of percents.

[#]“**Percent of Total**” is misleading but widely used. Some disabled students do not need to seek accommodation, thus do not identify as disabled, as accommodation is built into campus life. “Disabled” does not include all the enrolled students who have disabilities.

Summary of Programs for Students with Disabilities at the University of Illinois at Chicago

Excerpts from “Report on the Participation and Success of Underrepresented Students and Staff” to the Illinois Board of Higher Education, November 2004: Report on Campus Programs for Students of Underrepresented Groups, Office of Disabilities Services; Achievement of Graduate Students with Disabilities in the DHD Programs; Achievement of Faculty with Disabilities.

Campus Programs for Students with Disabilities

The Office of Disabilities Services (ODS) provides accommodations for students with disabilities to facilitate access to UIC. The Office of Access and Equity offers advice to students and responds to their issues and complaints. It also provides advice to ODS and addresses accommodation issues that are beyond the scope of services offered by ODS. The Department of Disability and Human Development and the College of Medicine provide services to students with disabilities in their programs. Additional accommodations to students with disabilities are provided by other campus units including the Academic Computer and Communication Center, the Library, the Transportation Department, the Housing Office, the Chancellor’s Committee on the Status of Persons with Disabilities, and the Disabled Student Union.

Office of Disability Services

Program: ODS services provided to students include case management, academic accommodations assistive technology, communication access, outreach and in-service training, and other campus services such as physical access and room relocation.

Goals/Objectives: The mission of ODS is to seek “to ensure equal access to University of Illinois at Chicago classes, programs, services and facilities for all UIC students with disabilities.”

Participants/Outcome: During 2003-04, ODS contacted 282 students a total of 1,500 times and provided assistive technology to 35 students. It also provided interpreting and captioning services to two students (for 32 hours/week). In addition, it did 55,000 pages of document conversion for 14 students and provided examination-proctoring services to 60 students. Moreover, it organized 30 outreach events and facilitated room locations for 10 students.

ODS plans to collect data on academic achievement of the students served by ODS including their graduation and retention rates.

Achievement of Graduate Students with Disabilities in the DHD Programs

The Department of Disability and Human Development’s (DHD) academic programs are the leading graduate programs in the country that specifically address the social and cultural situation of disabled people. The academic programs include

significant numbers of students with disabilities, nearly one-third of the master's students and one-fourth of the doctoral students in DHD programs are students with disabilities.

Many of the DHD students with disabilities were recognized for their excellence in scholarship. They include:

- Meenu Bhambhani is a Fulbright Scholar in 2004. She also received an AHS Achievement Award, a World Bank internship, and was recognized in "Who's Who Among Students in Colleges and American Universities."
- Carlos Drazen, a doctoral student in the Disability Studies Program, was selected to receive the Dr. Martin Luther King, Jr. Scholarship for the 2003-04 academic year.
- Sarah Louise Triano, another doctoral student in the Disability Studies Program, was named a recipient of the 2002 Leadership Award given the Paul G. Hearne/American Association of People with Disabilities (AAPD). The awards went to five emerging leaders in the disability community, who were selected on a highly competitive basis from nearly 350 nominees. Each person received a \$10,000 cash award to further his or her work in the disability community.
- Alberto Guzman, a current DHD master's student, was awarded an internship working at the Veterans Administration in Washington, DC during the Summer 2004.
- Sharon Lamp, another DHD doctoral student, received the Advocacy Award at the Progress Center for Independent Living's Liberty Dinner 2001. Awards were given to those "who have made outstanding

efforts to make the dream [of liberty and justice for all] a reality." Sharon produced DHD's handbook for students with disabilities.

- Kelly Munger, a Summer 2004 master's student, received the College's Graduate Student Award and had been accepted to the doctoral Disability Studies program at UIC. While in the master's program, Kelly was on the Fall 2002 and Spring 2003 Dean's List and graduated with a 5.0 GPA.
- Terri Thrower, another Disabilities Studies graduate student, received the Career in the Arts Initiative (CAIM) grant from the Kennedy Center.

Achievement of Faculty with Disabilities

A number of faculty members in the Department of Disabilities and Human Development have received high recognition in their work. Three of them (Beth Marks, Barth Riley, and Edward Wang) were awarded "Research Supplements for Minorities and Individuals with Disabilities" from the U.S. Department of Health and Human Services.

Carol Gill, an associate professor, was selected by peers to receive a 2002 Teaching Recognition Program Award. Dr. Gill was also selected twice by the students in the Department of Disability and Human Development to receive one of the College's Excalibur Awards for her teaching (2001 and 2004). In addition to recognition for her teaching, Dr. Gill is a well-funded researcher, receiving funding from NIDRR, NIH, and NEA. Dr. Gill's leadership in the field of disability studies is exemplified by the numerous awards she has received including the Carol J. Gill Disability Culture Award, given annually by the Progress Independent Living Center and her

selection as a key figure in the Disability Movement history by the Oral History Project of the University of California, Berkeley, Bancroft Library in 2002.

Sharon Snyder and David Mitchell's film, *A World Without Bodies*, (which documents the horror of the Nazi regime with respect to its treatment of disabled people) received a Merit Award from Superfest XXIII, International Media Festival on Disabilities (2003). The festival received over 60 submissions representing 5 countries and Snyder and Mitchell's film was one of only 14 selected for an award. Drs. Snyder and Mitchell were also awarded a summer institute in Germany for 2004. The Institute is a special forum for U.S. and Canadian college teachers who teach German history and literature. Last

summer, Drs. Mitchell and Snyder held an NEH Institute for School Teachers for 2003 entitled: *Integrating Disability Studies into Secondary Education Curricula*, funded by the National Endowment for the Humanities.

Tia Nelis, self-advocacy specialist at DHD, has received several honors and awards, including the Roland Johnson Self-Advocacy Award from Self-Advocates Becoming Empowered (SABE) in 2000 and the Tecla Jaskulski Award from the National Association of Developmental Disabilities Councils in 2001. She was elected president of People First of Illinois, serving from 1995-1998. She was also the chair of SABE from 1997-2000.

Summary of Programs for Students with Disabilities at the University of Illinois at Springfield

“Academic Study Organizers” is an excerpt from “Report on the Participation and Success of Underrepresented Students and Staff” to the Illinois Board of Higher Education, November 2004.

The Office of Disability Service (ODS) continues to provide academic accommodations to students, faculty, and staff with documented disabilities on the Springfield campus. The primary goal of ODS continues to be that of assisting students in college level courses while empowering them to be independent as well as self advocating. ODS provides services and coordinates accommodations to meet the needs of students with disabilities and can act as an advocate for student rights or liaison to UIS administration. All academic accommodations are individualized and flexible based upon the history, severity, and functional limitations of the disability.

Continuing on the path of excellence, ODS strives to implement innovative programs and accommodations in order to promote functional independence for individuals with disabilities. ODS provides an environment that enriches the educational experience through inclusion, advocacy and support. With this support, it is anticipated that students become functionally independent, as well as self-advocating in both educational and personal pursuits.

ODS achieves its goals by:

- Creating individualized accommodation plans based on the history, severity, and functional limitations of the disability including adaptive technology and training;

- Providing leadership to the campus community to enhance understanding and support of ODS;
- Providing guidance to the campus community to ensure compliance with legal requirements for access;
- Establishing a clear set of policies and procedures that define the responsibilities of both the institution and the student.

The fact that technology increasingly pervades all levels of higher education is a well documented phenomenon. In light of requirements outlined by the ADA regulations and the growing use of technology it is vital that students, faculty and staff with disabilities be provided the means to independently access electronic resources. In order to affect this access, ODS provides hardware, software and training so that students, faculty and staff with disabilities develop the skills and knowledge required to successfully compete while pursuing their educational and employment goals. This is achieved by utilizing the following adaptive hardware and software.

Adaptive Hardware and Software

Read & Write (v7) GOLD- an all inclusive software program for reading and writing needs, bringing comprehensive literacy

support through a unique set of features for the user with literacy or learning difficulties.

- Benefit - this program boasts a multitude of features that will help improve reading and writing skills, through supportive features such as speech feedback, phonetic spell checking, word prediction and homophone support to cover every aspect of the learning spectrum. It is primarily targeted for the population of individuals with learning disabilities, but has been found to be quite effective for any user. The added audio conversion capability allows users the option of converting text material into audio files as a basis for stimulating auditory and visual processing.

Dragon Naturally Speaking – This microphone assisted computer application turns speech into text. Users can dictate into virtually any windows-based application at speeds up to 160 words per minute.

- Benefit - This program has been found to be beneficial to individuals with limited mobility or issues of dexterity. With a hands-free headset, the user previously unable to access a computer will now have the opportunity to use voice commands to operate the computer as well as dictate in a variety of applications.

ABBYY Fine Reader – A desktop optical character recognition (OCR) application for converting paper documents, PDF and image files into editable and reusable documents. Through

document recognition, OCR software converts static paper documents and PDF files into manageable electronic data.

- Benefit – this program allows the staff members to produce alternate format material for students with print disability. By scanning the original text, as approved under the Cheffe Amendment of the Copyright Act, electronic text can be provided to an individual that would not have otherwise had access to the text media. In addition to electronic text, this program allows staff the opportunity to convert the electronic version into audio and/or Braille.

Zoom Text – A desktop software application as a low-vision solution. This program is available as a screen magnifier or integrated magnifier/reader.

- Benefit – this program allows the user the ability to easily navigate the computer or internet through voice commands and magnified screens.

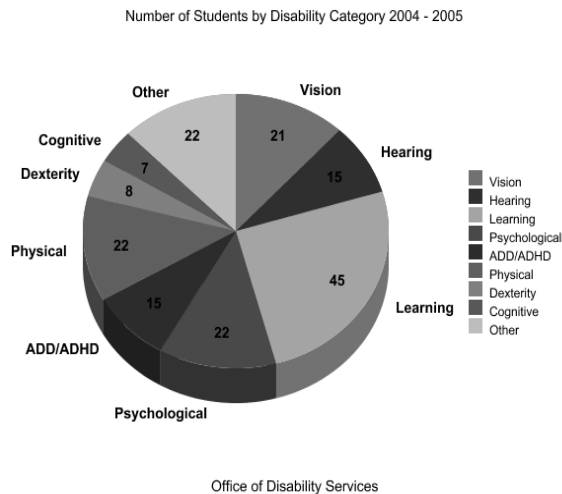
Interpretype – a communication device designed for the purpose of exchanging typewritten messages in face-to-face situations

- Benefit - this hardware acts as a tool to bridge the communication gap between the non-signing community and the Deaf, Hard of Hearing and those with Speech Disabilities.

Job Access With Speech – A desktop screen-reading software that allows the blind or visually impaired to access software applications and the internet.

- Benefit - JAWS is a software program that tells the user what is on the screen, including menus, text and punctuation. It vocalizes every keystroke. It can be used to: make a computer accessible to someone with limited or no vision; provide auditory prompts, menus, and commands; provide confirmation of keystrokes without looking at the screen; provide access to print materials and manuals after they have been scanned into a computer.

Sorenson Video Relay Service (VRS) - is a free service for the deaf and hard-of-hearing community that enables anyone to conduct video relay calls with family, friends, or business associates through a certified ASL interpreter via a broadband Internet connection and a video relay solution (or VRS call option).



Number of Students with Disabilities Who Graduated, 2001-2004

<u>Academic Year</u>	<u>Baccalaureate</u>	<u>Post-Baccalaureate</u>	<u>Total</u>
2001	15	5	20
2002	18	8	26
2003	22	10	32
2004	17	8	25

Academic Study Organizers

In 2002, the ODS created Academic Study Organizers, a filing system, calendar, and note taking tool for effective time management and study habits. The Organizers are distributed without charge to students with disabilities. The popularity of the Organizers resulted in a significant donation from the regional manager of Office Depot, consisting of binders and paper products necessary to create the Organizers. “After tracking student use and progress for an entire academic year,” according to the ODS director, “the drop-out rate of students with learning disabilities declined for those who used the Academic Study Organizers.”

Summary of Programs for Students with Disabilities at the University of Illinois at Urbana-Champaign

Excerpts from “Report on the Participation and Success of Underrepresented Students and Staff” to the Illinois Board of Higher Education, November 2004: Report on Campus Programs for Students of Underrepresented Groups: “Graduation and Enrollment for Recent UIUC Freshmen Cohorts” and “Best Practice: Operational restructuring and the development of new administrative tools.”

The mission of the Division of Rehabilitation Education Services (DRES) at the UIUC is to facilitate the self-determination and cultural inclusion of persons with disabilities through the promotion, provision, and/or pursuit of innovative, interdisciplinary accommodative services, education, and research. Services and programs of DRES available for students with disabilities include the provision or coordination of: priority registration assistance, accessible classroom scheduling, auxiliary aids (note taking assistance, interpreter

services, lab assistance), modification and extensions for exams/assignments, course or program modifications, documents conversion to alternative formats, campus orientation, access to assistive computer technologies, physical therapy and functional training, adapted athletics, accessible transportation, and adaptive housing with attendant support services.

Graduation and Enrollment for Recent UIUC Freshmen Cohorts*

Cohort Year		Number in Cohort	Graduated	Still Enrolled	Retained
1997	DRES	63	81%	2%	83%
	All	5,764	80%	0%	80%
1996	DRES	71	73%	3%	76%
	All	5,944	80%	1%	81%
1995	DRES	65	85%	0%	85%
	All	6,085	78%	1%	79%
1994	DRES	58	69%	2%	71%
	All	5,732	77%	1%	78%
Mean 1989-96	DRES	419	78.1%	0.9%	79.0%
	All	45,576	78.8%	0.5%	79.3%

*The data above for the 1994 – 1997 cohorts show rates at the end of six to nine years for DRES cohorts and six to seven years for All Students. The mean rates for the 1989 – 1996 cohorts are all at the end of seven years.

The University Office of Planning and Budgeting at the University of Illinois compiled a report on demographic, graduation, and time to degree information on students with disabilities that are registered through DRES. The above table presents data from this report.

- 79% of DRES undergraduates cohorts beginning from 1982 to 1997 earned a baccalaureate degree and 1% was still enrolled. This rate compared favorably to the rate of all students.
- For all students, the mean graduation rate seven years after entering UIUC as freshmen from 1989 through 1996 was 78.8%, with 0.5% still enrolled, and a retention rate of 79.3%. For comparable cohorts of DRES students, the graduation rate was 78.1%, with 0.9% still enrolled, and a retention rate of 79.0%. DRES students persisted at the same rates as the student body in general.

Collection of Self-Reported Student Data

In the Fall 2003 term, all 38,872 students enrolled at the UIUC received a web-based survey. The survey resulted in interesting findings related to possible biases between disability counts based on anonymous self-report and counts based on students who have self-identified and registered for disability services.

The survey asked each student whether s/he had a disability. Students who answered “yes” continued on to question two which asked them to identify their specific condition(s). The

range of conditions included the following categories: mobility, blind/low vision, deaf/hard of hearing, learning disability, attention deficit hyperactivity disorder, brain injury, psychological, systemic/health, speech and other.

Students were then asked whether they had registered for disability services at DRES. If they answered “yes,” they were asked to rate the quality of the overall support and assistance they had received. If they answered that they had not registered for disability services, they were asked to report why they had chosen not to register.

A total of 4,148 students responded to the survey, representing 11 percent of all enrolled students. Of that number, almost eight percent (n = 313) identified themselves as having one or more disabling conditions and nearly 25% of students reporting disabilities identified themselves as having two or more disabling impairments.

It is notable that the percentage of self-reporting students was much higher than the registered student enrollment figure. This finding is consistent with differences observed between national self-report disability prevalence studies and the registered student enrollment figures reported by IBHE institutions.

Comparison of the frequencies with which disability conditions were reported across the two counting methods indicates a substantial interaction between disability type and the method utilized. The distribution of self-reported disabilities by type was consistent with the percentages of DRES-registered students for those reporting primary diagnoses of learning

disabilities, psychological disabilities, attention deficit hyperactivity disorder, brain injury, and mobility impairments. Conversely, students reporting primary diagnoses of systemic disabilities, blindness/low vision, or deafness/hard of hearing represented 10% more of the self-reporting student sample than would have been expected on the basis of their prevalence among DRES registered students.

Of the 313 students reporting a disability, almost 67% (n = 208) reported that they had not registered for services with DRES. Almost 49% of those who had not registered for disability services stated that they had not done so because they did not require such services at this time. Almost seven percent of those who had not registered for services reported that their disability needs were otherwise being met by the campus.

However, over 41% of the students reporting disabilities and who had not registered for services reported that they had not done so because “they were unaware of the existence of such services.” DRES will continue to investigate strategies for improving awareness among all students regarding disability services.

Faculty, Staff, or Other Individuals

In the Spring 2004 term, a web-based disability survey was sent to all members of the UIUC faculty (n=1,908), academic professional staff (n=3,000) and non-academic staff (n=5,500) to ascertain the prevalence of employees with disabilities and, of those reporting disabilities, to determine their satisfaction with the disability accommodation process. Self-reported disability prevalence data for UIUC employees are not

included in the table above because of the questionable validity of projections, given that the response rate was quite low (9.4%); the respondents are a volunteer sample rather than a systematic random sample; and it is likely that employees with disabilities are over-sampled in the data.

A total of 980 faculty and staff responded to the web survey. Of that number, 193 identified themselves as persons with disabilities, and 51 of the 193 reported that they had disabilities that substantially limited their ability to perform work-related tasks.

Employees

As seen in the following table, although mobility impairment was the most frequently cited disability type, mobility ranked eighth among the nine disability categories with regard to the frequency with which persons with such impairments deemed themselves to be substantially limited in their ability to perform work-related tasks. Persons with psychological disabilities, ADHD, and learning disabilities were the most likely to perceive their disabilities as substantially limiting their performance of work tasks.

Interestingly, some individuals who reported having disabilities that substantially interfered with their ability to perform work-related tasks did not request accommodations. Of the 51 persons who identified themselves as needing workplace accommodations, 29 (57%) requested accommodations and 22 (43%) had not.

Upon further examination, four underlying explanations were offered for why the latter group chose not to request accommodations.

First, four of the 22 individuals who had not requested accommodations had not done so due to their fear of reprisal. Examples of responses falling under this heading included distrust of supervisors, fear that their jobs would be lost if they made such a request, and fear of discrimination if they were to disclose their disabilities. Second, six individuals were not aware of the campus accommodation policies, citing such reasons as, “I do not know how to make a request,” or “I am

not a citizen.” Third, one person stated that s/he felt the cost of his/her accommodation(s) would be perceived by supervisors as prohibitive, thereby compromising his/her job security. Lastly, two persons stated that they were awaiting doctor’s verification before proceeding with their accommodation requests.

DRES will share these survey findings with the Office of Equal Opportunity and Access to ensure that educational workshops on employee rights and responsibilities incorporate content to ameliorate the effect of these barriers upon employee self-identification and accommodation implementation.

Self-reported Disabilities of UIUC Employees by Disability Type and Degree of Work Limitation

Disability	Percent of Total Population (n=193)	Percent by Disability Type with Substantial Work Limitations (n=51)
Mobility	48.2	23.5
Vision	8.3	37.5
Hearing	10.8	37.5
Learning	6.2	50.0
ADHD	10.4	53.8
Psychological	9.3	61.1
Brain Injury	0.5	0.0
Health Related	31.0	32.0
Speech	1.6	33.0

Best Practice: Operational restructuring and the development of new administrative tools to improve the effectiveness, efficiency, and capacity of text conversion services.

To be compliant with the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, institutions

of higher education are required to provide students with disabilities with access to curricular content that is comparable in quality, accessibility, and timeliness to that afforded students without disabilities.

However, meeting these performance criteria in the emerging age of information is becoming increasingly more difficult as a

result of several factors. First, the rapidity with which knowledge is generated is promoting the use of “just in time” course text identification practices and it serves to appreciably shorten the longevity of course textbook use.

In terms of the former, the late identification of course reading materials frequently does not allow sufficient time for the conversion of the content to accessible formats prior to the beginning of class. As a result, students with disabilities must accept content incrementally according to its order in course syllabi rather than having immediate access to all content as is the case for students who do not have disabilities that impede the use of print. In terms of the diminishing “shelf life” of textbooks, in years past, textbooks that were converted to accessible formats may have been used for several years; however, present-day course text materials that are converted to accessible formats are rarely used for more than a year or two, thus exacerbating the volume of materials needing to be converted. Indeed, the combination of “just in time” text identification and the diminishing longevity of course textbooks is contributing to a rising use of unique class-specific “course packs” comprised of a compilation of print-based materials from a multitude of sources. Obviously, these unique compilations exacerbate the frequency with which course materials must be transcribed to an accessible format.

To improve the timeliness with which students with disabilities receive course materials in alternative accessible formats, the Division implemented a two-pronged strategy.

First, a web-based text conversion management tool was created to enhance the efficiency with which personnel responsible for text conversion services could identify materials to be converted and execute the conversion process.

The web-based text conversion management tool was designed so that it could be accessed from any computer connected to the Internet. It automatically reads class and/or section information from campus websites and it tracks assignments with regard to their due dates, for whom assignments are due, and in what formats they are to be converted. The tool also tracks text conversion output by student, class, book or assignment.

Second, text conversion services personnel were reorganized such that a single full-time permanent employee was assigned responsibility for performing all electronic document scanning, thereby relegating student hourly personnel to the less technical assignment of document editing. In measuring the impact of these actions, in 2003-2004, the text conversion office produced 125,158 pages of converted text in 2,251 hours. In contrast, in 2002-03, the office produced 78,810 pages in 2,413 hours. As a result, the text conversion office required 7% fewer hours to produce nearly 59% more alternative format document output last year.

By virtue of this considerable improvement in efficiency, the backlog of course materials to be converted at the start of each term can now be eliminated in less than three weeks from the start of the term, compared to the eight weeks that it took to eliminate the backlog prior to the implementation of these changes.

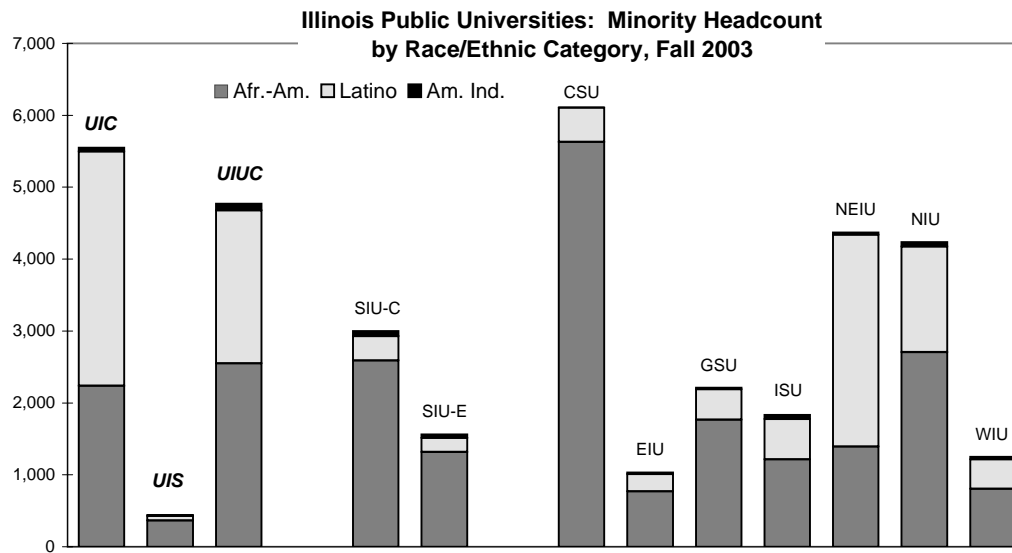
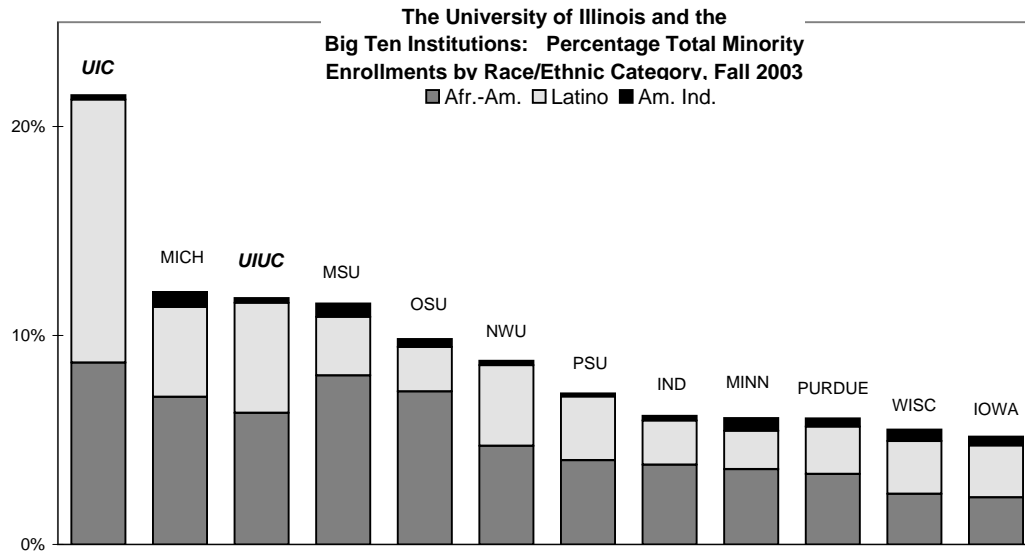


Table 37

BIG TEN INSTITUTIONS ¹
FALL 2003 UNDERREPRESENTED MINORITY ENROLLMENTS BY RACE/ETHNIC CATEGORY
RANK BY PERCENTAGES

	African-American			Am. Indian/ Alaskan Native			Latina/o			Subtotal Afr.Am., Am.Ind., Lat.			All Students
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N
Big Ten Institutions¹													
U. I. at Chicago ²	2,240	8.7%	1	56	0.2%	8	3,254	12.6%	1	5,550	21.5%	1	25,764
U. I. at Urbana-Champaign ²	2,549	6.3%	5	93	0.2%	8	2,128	5.3%	2	4,770	11.8%	3	40,458
Indiana University	1,474	3.8%	8	88	0.2%	8	816	2.1%	10	2,378	6.2%	8	38,589
University of Iowa	669	2.2%	12	128	0.4%	5	738	2.5%	7	1,535	5.2%	12	29,745
University of Michigan	2,755	7.1%	4	282	0.7%	1	1,681	4.3%	3	4,718	12.1%	2	39,031
Michigan State University	3,604	8.1%	2	287	0.6%	2	1,246	2.8%	6	5,137	11.5%	4	44,542
University of Minnesota	1,779	3.6%	9	302	0.6%	2	915	1.8%	12	2,996	6.1%	9	49,474
Northwestern University	831	4.7%	6	39	0.2%	8	681	3.9%	4	1,551	8.8%	6	17,625
Ohio State University	3,716	7.3%	3	197	0.4%	5	1,080	2.1%	10	4,993	9.8%	5	50,731
Pennsylvania State University	1,687	4.0%	7	65	0.2%	8	1,270	3.0%	5	3,022	7.2%	7	41,795
Purdue University	1,362	3.4%	10	163	0.4%	5	913	2.3%	9	2,438	6.0%	10	40,376
University of Wisconsin-Madison	987	2.4%	11	226	0.6%	2	1,036	2.5%	7	2,249	5.5%	11	40,879
Total Big Ten Institutions + UIC	23,653	5.2%		1,926	0.4%		15,758	3.4%		41,337	9.0%		459,009

¹ Big Ten institutions plus UI Chicago.

² Includes on- and off- enrollments as submitted per IPEDS. Other tables in this publication include only on-campus enrollments.

Source: Based on 2003 IPEDS Peer Analysis System.

Table 38

BIG TEN INSTITUTIONS ¹
FALL 2003 ENROLLMENTS BY RACE/ETHNIC CATEGORY
HEADCOUNTS AND PERCENTAGES

	African-American		Am. Indian/ Alaskan Native		Asian or Pacific Islander		Latino/a		White		International		Unknown		Grand Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	
Big Ten Institutions¹																
U. I. at Chicago ²	2,240	8.7%	56	0.2%	5,285	20.5%	3,254	12.6%	11,656	45.2%	2,063	8.0%	1,210	4.7%	25,764	
U. I. at Urbana-Champaign ²	2,549	6.3%	93	0.2%	4,281	10.6%	2,128	5.3%	24,844	61.4%	4,921	12.2%	1,642	4.1%	40,458	
Indiana University	1,474	3.8%	88	0.2%	1,227	3.2%	816	2.1%	31,046	80.5%	3,492	9.0%	446	1.2%	38,589	
University of Iowa	669	2.2%	128	0.4%	1,066	3.6%	738	2.5%	23,631	79.4%	2,139	7.2%	1,374	4.6%	29,745	
University of Michigan	2,755	7.1%	282	0.7%	4,717	12.1%	1,681	4.3%	23,297	59.7%	4,584	11.7%	1,715	4.4%	39,031	
Michigan State University	3,604	8.1%	287	0.6%	2,283	5.1%	1,246	2.8%	33,459	75.1%	3,277	7.4%	386	0.9%	44,542	
University of Minnesota	1,779	3.6%	302	0.6%	3,697	7.5%	915	1.8%	35,878	72.5%	3,731	7.5%	3,172	6.4%	49,474	
Northwestern University	831	4.7%	39	0.2%	2,323	13.2%	681	3.9%	9,685	55.0%	2,266	12.9%	1,800	10.2%	17,625	
Ohio State University	3,716	7.3%	197	0.4%	2,644	5.2%	1,080	2.1%	37,344	73.6%	4,263	8.4%	1,487	2.9%	50,731	
Pennsylvania State Univ.	1,687	4.0%	65	0.2%	2,117	5.1%	1,270	3.0%	33,423	80.0%	3,233	7.7%	--	0.0%	41,795	
Purdue University	1,362	3.4%	163	0.4%	1,735	4.3%	913	2.3%	31,104	77.0%	5,099	12.6%	--	0.0%	40,376	
Univ. of Wisconsin-Madison	987	2.4%	226	0.6%	1,819	4.4%	1,036	2.5%	33,248	81.3%	3,563	8.7%	--	0.0%	40,879	
Total Big Ten Institutions + UIC	23,653	5.2%	1,926	0.4%	33,194	7.2%	15,758	3.4%	328,615	71.6%	42,631	9.3%	13,232	2.9%	459,009	

¹ Big Ten institutions plus UI-Chicago.

² Includes on- and off- enrollments as submitted per IPEDS. Other tables in this publication include only on-campus enrollments.

Source: Based on 2003 IPEDS Peer Analysis System.

Table 39
MINORITY ENROLLMENTS BY RACE/ETHNIC CATEGORY
FALL 2003
ILLINOIS PUBLIC UNIVERSITIES

	African-American		Amer. Indian/ Alaskan Native		Latino		<i>Sub-total Minorities</i>		All Students
	<u>%</u>	<u>Rank</u>	<u>%</u>	<u>Rank</u>	<u>%</u>	<u>Rank</u>	<u>%</u>	<u>Rank</u>	<u>N</u>
University of Illinois									
U. I. at Chicago ¹	8.7%	7	0.2%	8	12.6%	2	21.5%	4	25,764
U. I. at Springfield	7.9%	8	0.3%	3	1.4%	12	9.6%	9	4,574
U. I. at Urbana-Champaign ¹	6.3%	10	0.2%	8	5.3%	6	11.8%	7	40,458
Subtotal	7.3%		0.2%		7.7%		15.2%		70,796
Southern Illinois University									
S. I. U. - Carbondale	12.1%	3	0.3%	3	2.6%	9	15.1%	6	21,387
S. I. U. - Edwardsville	9.9%	6	0.4%	1	1.5%	11	11.8%	7	13,295
Subtotal	11.3%		0.4%		2.2%		13.8%		34,682
Chicago State University	80.0%	1	0.1%	12	6.7%	4	86.8%	1	7,040
Eastern Illinois University	6.7%	9	0.2%	8	2.1%	10	9.0%	11	11,522
Governors State University	31.2%	2	0.4%	1	7.5%	3	39.0%	2	5,664
Illinois State University	5.8%	12	0.3%	3	2.7%	8	8.8%	12	20,860
Northeastern Illinois University	11.8%	4	0.3%	3	24.9%	1	37.0%	3	11,825
Northern Illinois University	10.7%	5	0.2%	8	5.8%	5	16.8%	5	25,260
Western Illinois University	6.0%	11	0.3%	3	3.1%	7	9.3%	10	13,469
Subtotal	14.9%		0.2%		6.8%		22.0%		95,640
Total Illinois Public Universities	11.6%		0.3%		6.3%		18.2%		201,118

¹ Includes on- and off- enrollments as submitted per IPEDS. Other tables in this publication include only on-campus enrollments.
Source: Based on 2003 IPEDS Peer Analysis System.

Table 40
ENROLLMENTS BY RACE/ETHNIC CATEGORY
HEADCOUNTS AND PERCENTAGES
FALL 2003
ILLINOIS PUBLIC UNIVERSITIES

	African-American		Amer. Indian/ Alaskan Native		Asian or Pacific Islander		Latino/a		White		International		Unknown		Grand Total
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
University of Illinois															
U. I. at Chicago ¹	2,240	8.7%	56	0.2%	5,285	20.5%	3,254	12.6%	11,656	45.2%	2,063	8.0%	1,210	4.7%	25,764
U. I. at Springfield	363	7.9%	15	0.3%	121	2.6%	62	1.4%	3,840	84.0%	173	3.8%	0	0.0%	4,574
U. I. at Urbana-Champaign ¹	2,549	6.3%	93	0.2%	4,281	10.6%	2,128	5.3%	24,844	61.4%	4,921	12.2%	1,642	4.1%	40,458
Subtotal	5,152	7.3%	164	0.2%	9,687	13.7%	5,444	7.7%	40,340	57.0%	7,157	10.1%	2,852	4.0%	70,796
Southern Illinois University															
S. I. U. - Carbondale	2,588	12.1%	74	0.3%	339	1.6%	559	2.6%	14,340	67.1%	1,458	6.8%	2,029	9.5%	21,387
S. I. U. - Edwardsville	1,317	9.9%	48	0.4%	237	1.8%	198	1.5%	10,995	82.7%	500	3.8%	0	0.0%	13,295
Subtotal	3,905	11.3%	122	0.4%	576	1.7%	757	2.2%	25,335	73.0%	1,958	5.6%	2,029	5.9%	34,682
Chicago State University	5,631	80.0%	7	0.1%	41	0.6%	473	6.7%	695	9.9%	3	0.0%	190	2.7%	7,040
Eastern Illinois University	769	6.7%	25	0.2%	88	0.8%	239	2.1%	10,006	86.8%	154	1.3%	241	2.1%	11,522
Governors State University	1,766	31.2%	21	0.4%	158	2.8%	423	7.5%	2,991	52.8%	3	0.1%	302	5.3%	5,664
Illinois State University	1,214	5.8%	57	0.3%	318	1.5%	562	2.7%	18,231	87.4%	478	2.3%	0	0.0%	20,860
Northeastern Illinois University	1,393	11.8%	32	0.3%	1,233	10.4%	2,946	24.9%	5,815	49.2%	406	3.4%	0	0.0%	11,825
Northern Illinois University	2,704	10.7%	62	0.2%	1,342	5.3%	1,470	5.8%	18,116	71.7%	749	3.0%	817	3.2%	25,260
Western Illinois University	805	6.0%	34	0.3%	163	1.2%	411	3.1%	11,197	83.1%	330	2.5%	529	3.9%	13,469
Subtotal	14,282	14.9%	238	0.2%	3,343	3.5%	6,524	6.8%	67,051	70.1%	2,123	2.2%	2,079	2.2%	95,640
Total Illinois Public Universities	23,339	11.6%	524	0.3%	13,606	6.8%	12,725	6.3%	132,726	66.0%	11,238	5.6%	6,960	3.5%	201,118

¹ Includes on- and off- enrollments as submitted per IPEDS. Other tables in this publication include only on-campus enrollments.
Source: Based on 2003 IPEDS Peer Analysis System.

INVENTORY OF PROGRAMS TO INCREASE THE PARTICIPATION AND SUCCESS OF UNDERREPRESENTED GROUPS

University of Illinois at Chicago

Programs designated by an “*” denote primarily pre-college programs.

Academic Center for Excellence. This program provides courses, workshops, individual work, and supplemental instruction to all students who need such assistance. Activities include supplemental instruction in biology and economics, workshops in test anxiety, critical reading in health sciences, curriculum development for the Summer Bridge Program, and Academic Career Exploration Sessions for orientation.

(Office for) Access and Equity Programs. This office addresses multicultural issues with the objective of improving the diversity of campus faculty and staff. Programs include training on conflict resolution, review of the academic appointment process, and the investigation of complaints of harassment or discrimination.

African-American Academic Network. This program is designed to nurture the cultural, academic, social and motivational needs of African American students.

African-American Cultural Center. Working cooperatively with existing student programs, the Center facilitates cultural programming, community outreach, student networking, and research.

Art Reach Partnership Project for Access to Higher Education. University of Illinois (UIC) and Malcolm X College (MXC) faculty work with students from Benito Juarez, Roberto Clemente, Best Practice and West Town Academy high schools. This activity is in coordination with high school teachers at all participating

institutions. This activity includes both in-class work and use of art residencies and workshops and field trips for students.

Black History Month. This program's main objective is to educate the university community to the achievements of African-Americans both past and present. Special programs and events celebrate the history and achievements of African Americans for UIC and Chicago area communities.

Campus Advocacy Network (Office of Women's Affairs). This program provides initial crisis intervention, counseling and referral to all victims of violent crime, and conducts university-wide training on hate crimes.

Center for Research on Women and Gender. The purpose of the Center is to promote collaborative, multi-disciplinary research related to women and gender, particularly in the areas of culture, work, and health. Conferences, seminars, consultations, workshops, electronic bulletin board networks, and a seed grant program are provided by the Center.

Chancellor's Award. Thirty-five \$1,000 awards are given to recruit promising Latino, African American, and Native American students.

The Chancellor's Committee on the Status of Asian Americans (CCSAA) is dedicated to the academic, social, cultural and professional welfare of UIC's Asian American students, faculty and staff. The CCSAA seeks to educate the campus about the history,

Inventory of Programs (continued)

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needs and resources of its Asian American population and to ensure that needed programming is established.

Chancellor's Committee on the Status of Blacks. The Committee makes recommendations to the Chancellor regarding policies and practices affecting Black students and staff, and holds an annual reception for Black graduating students.

Chancellor's Committee on the Status of Gays, Lesbians, and Bisexuals. The Committee makes recommendations to the Chancellor regarding policies and practices affecting Gay, Lesbian, and Bisexual students and staff.

Chancellor's Committee on the Status of Latinos. The Committee makes recommendations to the Chancellor regarding policies and practices affecting Latino students and staff.

Chancellor's Committee on the Status of Persons with Disabilities. The Committee makes recommendations to the Chancellor regarding policies and practices affecting disabled students and staff.

Chancellor's Committee on the Status of Women. Programs sponsored by this committee seek to improve the status of women at the University. Activities include recruitment and admission services for female students, placement of women in policy-making positions on campus, and promotion of research intended to improve the stature of women in society.

Children's Center. The Children's Center provides quality day-care services for preschool children of UIC students, faculty and staff. The center also serves as a practicum site for students and as a research site for faculty and students.

College of Architecture and the Arts: Office of Minority Affairs. This program focuses on recruitment and support services for minority and first-generation students enrolled in the College

including Architecture, Art and Design, the Performing Arts and Art History.

- Spiral Workshop: This workshop offers art education majors the opportunity to gain teaching experience while engaging children from various communities in satisfying and challenging art activities. The children are instructed in painting, drawing, printmaking, conceptual art, sculpture, and a variety of other projects.

College of Education:

- Future Teachers Club of Chicago.* This program is a collaborative effort by Chicago universities, and area high schools to work with high school students interested in pursuing a teaching career.
- Project 29 enables provisionally-certified, practicing bilingual Chicago public school teachers to complete a master's program in education and to acquire standard elementary certificates, so they may retain their teaching positions.

College of Engineering: Minority Engineering Recruitment and Retention Program. A summer orientation program, a ten-week course to assist in the transition from high school to college, a tutoring laboratory, study sessions in mathematics, chemistry, and physics, summer internships, and minority student organizations are all special support services for minority engineering students.

College of Medicine: Hispanic Center of Excellence. Focusing on Latino students, this program provides review courses for the MCAT and US Medical Licensing Exam. Also offered are a Research Fellowship program, Spanish Medical language courses for Medical students, and tutorials.

Inventory of Programs (continued)

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(Office of) Community Relations. The office develops and conducts outreach activities to improve UIC's contact with area schools and community groups. The Suder School and Pilsen Academy Read-Ins facilitate communication and collaboration with diverse communities in Chicago. The ACT-SO Luncheon serves to facilitate collaborative relations between UIC and the external community.

Disability Services. This program provides and facilitates modifications so as to comply with Federal acts that mandate changes as related to disabled persons. The major objective of the office is to increase campus awareness regarding issues facing the disabled, thereby helping the campus progress toward full accessibility.

Early Outreach Programs.* The following programs are all designed to provide academic enrichment; strengthen students' skills in science, mathematics, reading, and composition, foster career awareness, and assist students in the selection of college prep high school courses.

- High School Public Health Institute.* The goal of this program is to provide exposure of opportunities to high school students who are interested in attending college and in pursuing professional careers in the field of Health Science where minorities are underrepresented. The program provides information about involvement in the health science careers to qualified and interested high school students and their parents.
- Hispanic Math-Science Education Initiative.* The goal of this program is to increase the number of Hispanic students prepared to enter math and science based careers, especially in the health professions. Activities for Hispanic students in grades 8-12 include Saturday College during the academic year, group science/research projects and awards, a parents'

network, and enhancement of math, science, English, study, and library skills.

- Mayor's Summer Job Program.* Major objectives include the socialization of students to a college environment, academic enrichment in mathematics, reading, and writing, exploration of career options, and exposure to minority entrepreneurs and artists.
- UIC/CPS Prep Program.* The goals of this program are (1) to develop and increase primary school students' skills and proficiencies in the areas of mathematics and science; (2) teach the scientific method via an integrated curriculum composed of instruction in science and mathematics; (3) help students make informed career choices and (4) form partnership with parents to better prepare them for supporting and encouraging their children's academic and career goals.
- Saturday College (7th and 8th grades).* Activities include working with mathematics, reading composition, test-taking techniques, writing skills, and science.
- College Component. The program facilitates the arrangement of summer preceptor-ships and employment opportunities, and provides academic, personal, and career counseling to minority students.
- High School/College Transition.* This program provides assistance to students in their transition to college and establishes a link between students and the University academic support staff.
- The Summer Prep Program.* This program aims to (1) enhance the science and math proficiency of primary school

Inventory of Programs (continued)

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students; (2) teach the scientific method via an integrated curriculum composed of instruction in science, mathematics, and language arts; (3) develop team skills and responsibility through athletic activities and the completion of a science fair project; (4) facilitate students' creativity through artistic expression; and (5) provide early socialization of students to a college environment.

- The Summer Residential Health Science Program (SRHSP) provides an opportunity for male students currently in tenth and eleventh grades, who are interested in careers in the health professions, to increase their awareness of career opportunities in the health professions and to become involved in the level of research that is conducted at UIC.
- The Educational Enrichment Program introduces children to the scientific method using a fun, hands-on approach. It creates an environment in which students (1) actively wonder about and increase their understanding of the world around them and use the scientific method of problem solving to interpret natural phenomenon; (2) strengthen their reading, critical thinking, writing, mathematics, speaking, data analysis, and science skills; (3) learn personal/social responsibility, teamwork, persistence, and conflict resolution through physical education and theater arts; and (4) explore self expression, creativity, and cultural awareness through visual arts and exposure to other cultures.

Gender and Women's Studies. The objective of this program is to offer courses leading to an undergraduate minor in Women's studies. Graduate studies are also offered with a concentration on Women's issues.

Graduate College Admissions and Retention Program. The Graduate College sponsors a number of recruitment and retention programs for minority students, including the Summer Research Opportunity

Program to assist students to continue on to graduate study, and the Minority Graduate Student Forum, which offers socialization and networking opportunities across the disciplines.

- Abraham Lincoln Graduate Fellowship. The fellowship is designed to increase the racial diversity of the graduate student body. Applicants are selected by a committee of faculty on the basis of undergraduate academic record, standardized test scores, letters of recommendation, and personal statement. Winners receive a monthly stipend and a waiver of tuition and service fees.
- CIC Summer Research Opportunity Program. The goal of SROP is to introduce talented minority students to research and the rewards of pursuing a graduate study program.
- Graduate College's Diversity Fellowship. The goal of the program is to increase the excellence and diversity of the student body. Graduate students from historically underrepresented racial and ethnic minority groups who have been admitted to a Ph.D. or M.F.A. programs are eligible for nomination.
- Illinois Consortium for Educational Opportunity Program. ICEOP awards grants to applicants for graduate and professional degrees following a statewide competition, and encourages them to accept employment in Illinois.
- Illinois Minority Graduate Fellowship Program. Funded by the State, this program is designed to increase minority student enrollment in the physical sciences, life sciences, and engineering through grants and an annual fellow's conference.

Inventory of Programs (continued)

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Latino Committee on University Affairs. Through a number of subcommittees, LCUA provides campus administrators with advice and assistance, monitors and reviews conditions for Latinos at UIC and, when necessary, works to improve conditions.

Latin-American Recruitment and Educational Services Workshops. LARES sponsors or co-sponsors a wide variety of workshops including scholarship preparation, career awareness, financial aid assistance, leadership, probation counseling and assistance, and awareness of other special opportunities.

Louis Stokes Alliance for Minority Participation. This program provides courses and workshops in Science, Engineering and Mathematics. The program was designed to increase the success rate of minority undergraduate and graduate students in SEM fields.

Martin Luther King, Jr. Scholarships. The goal is to enable minority students to achieve their educational and career objectives by giving financial support on a competitive basis.

(The) Mentoring Experience. Since the first mentor program launched in 1998 for support staff the Chancellor's Committee on the Status of Women, through its Minority Concerns Subcommittee, has expanded the initiative to include academic professionals and faculty interested in administration.

National Youth Sports Program.* The program fosters a positive educational and cultural environment for Native American students, and provides recruitment and academic and financial aid counseling.

Native American Support Program. Major goals of this program include increasing enrollment, retention, and graduation of Native-American Students by providing academic support services. Academic support services include career counseling, financial aid, Scholarship application assistance and internships.

Office of Women's Affairs. The Office addresses the needs of all women on the UIC campus through advocacy, policy analysis, programming, and services. Included are co-sponsorship of Black History Month events and programs in Women's Studies.

Parents Orientation. This is a program run by the Office of Student Development Services; a one-day program held in conjunction with all new student orientation programs/ It aims at addressing parent concerns regarding their students during their study at UIC and fostering better relations with parents, students and the UIC community.

President's Award Program. This program facilitates the President's Award Program by helping to recruit, retain, and graduate capable underrepresented minorities through orientation, seminars, forums, social gatherings, and a Big Brothers/Big Sisters program.

Raphael Cintron Ortiz Cultural Center. The programs and projects sponsored by this center are designed to promote instruction, research, and public service for Latino students.

Salute to Academic Achievement Program.* An annual luncheon is held for high achieving Illinois Black and Hispanic graduating high school seniors, their parents, and their counselors, to encourage the students to pursue post secondary education and to consider the University of Illinois, and to introduce them to the President's Award Program.

Trio Programs

- Project Upward Bound.* This program is designed to increase the skills and motivation of underprivileged high school students in order to encourage and prepare them to pursue post secondary education.

Inventory of Programs (continued)

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- Academic Support Services.^{*} The goal of this program is to increase the retention and graduation rates among low-income, first generation college and students with disabilities that have academic need and to foster an instructional climate supportive of their success.
- Educational Talent Search.^{*} Through college visitations ACT preparation courses, tutoring, academic enrichment, and individual and group counseling, ETS helps students to complete secondary education and pursue post-secondary education.
- Project Gear-up. Through funding from the Department of Education this projects seeks to help guide disadvantaged students toward college, starting in the middle school grades.
- Regional Math/Science Center.^{*} This program provides enrichment in math and science for above average Upward Bound students through intensive classroom and laboratory research and mentoring by recognized professionals.

Underrepresented Faculty Recruitment Program. Faculty are defined as under-represented and eligible for UFRP, if their race or gender is such as to meet either of two criteria: 1. African-American, Latino, or Native American faculty - these groups are automatically included since the UFRP is an extension of the Minority Faculty Recruitment Program (MFRP). 2. Asians/Pacific Islanders, women or men being recruited into disciplines for which $C < A < T$, where C and A respectively denote the current and available percentages of faculty members with the same racial or gender status in the discipline, and T is the desired target percentage, defined as one half of the percentage of the student population at UIC with the same race or gender. Data needed for checking eligibility is available in the Affirmative Action Faculty Status Report, prepared by the Office of Access and Equity.

Urban Health Program. The goal of the program is to graduate more students from underrepresented groups in the health professions, with a focus on student recruitment, retention, financial aid, and academic and personal counseling. Each health sciences college and school (Dentistry, Applied Health Sciences, Medicine, Nursing, Pharmacy, Graduate, and Public Health) has developed specific programs aimed at achieving the above objective. Overall, the Urban Health Program focuses on the recruitment of minority and disadvantaged students into the various health professions curricula as well as providing the support systems essential to the retention of the student through to graduation.

- UHP- Office of Admissions. This program, through events organized by the Office of Admission, informs current and prospective students about opportunities available through the Urban Health Program (UHP).
- Urban Health Program: Academic Center for Excellence. The Academic Center for Excellence-Counseling Center devotes the major portion of its effort to retention activities. The Center serves students with direct counseling, individual contacts, summer enrichment workshops, and relationships with the college directors as well as with faculty/staff/administrators.
- Urban Health Program: UIC College of Pharmacy. The program aims at increasing enrollment in the pharmacy professions for under-represented minority students and other who are interested in serving in medically underserved urban areas in Illinois.
- Urban Health Program: UIC School of Public Health. The School of Public Health provides a set of academic enrichment activities. These include a three-week pre-

Inventory of Programs (continued)

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matriculation program which emphasizes writing and verbal skills as well as provides extensive exposure to the public health curriculum, mathematics and computers.

- Urban Health Program: College of Dentistry. The College of Dentistry invited minority applicants in Dentistry to participate in laboratory and clinical internships.
- Urban Health Program: College of Medicine. The College of Medicine faculty mentors provide hands-on research experiences and other enrichment activities for high school students.
- Urban Health Program: Graduate College. The Graduate College intends to work in concert with academic departments to organize and conduct visits to select feeder institutions and to expand the Summer Research Opportunities Program (SROP).
- Urban Health Program: College of Applied Health Sciences. With the goal of increasing the college's minority enrollment to 20% and increasing minority retention to 95%, these programs offer health career seminars, admissions workshops, pre-admissions counseling, tutorial assistance, and financial aid assistance.
- Urban Health Program: College of Nursing. This program focuses on the recruitment and retention of students, curriculum counseling, and increased faculty backup in programming for minority nursing students.

Apprentice Teacher program, summer school and Physical Education classes.

Urban Youth Leader Project.* A unique service to community teachers and youth, this program involves UIC students in working with urban children. Activities include a mentor program, Summer

INVENTORY OF PROGRAMS TO INCREASE THE PARTICIPATION AND SUCCESS OF UNDERREPRESENTED GROUPS

University of Illinois at Springfield

Programs designated by "*" denote primarily pre-college programs

Appropriated

Disability Services. Disability Services provides the accommodations that ensure the campus is in compliance with the Americans with Disabilities Act. The goal of the unit is to provide disability accommodations and supportive services to students who meet ADA eligibility guidelines.

Diversity Task Force. The task force encourages, enhances, and facilitates communication, education, and relations among persons of various races, physical conditions, religions, national origins, citizenship, genders, ages, socio-economic backgrounds, and sexual orientations at the University of Illinois at Springfield.

Leadership in Public Service Program. This program seeks to assist in the development of leadership skills through focusing on areas such as partnering and collaboration, community service & social action, student learning & development, and social responsibility. This is a two-year program that begins at the junior year of college and culminates with the baccalaureate degree. Among the students who satisfy the eligibility criteria, preference is given to those who are the first generation attending college, a single parent family member, an ethnic/racial minority, and/or from a disadvantaged economic background.

Midstate Student Support for Teaching.* The MSS for Teaching Project prepares candidates for college and a teaching career. The project represents a partnership between the University of Illinois at Springfield (UIS), Lincoln Land Community College, Richland

Community College, Springfield School District 186, Decatur School District 61, and the Springfield Urban League, Inc. The partnership is designed to assist the Springfield and Decatur school systems in the recruitment of K-12 classroom teachers, to increase the opportunities in education for highly self-motivated candidates who are underrepresented in teacher certification, and to help the campus achieve a rich and diverse education environment. The MSS for Teaching Project helps the candidate every step of the journey, from the third and fourth year of high school, through teacher certification at UIS.

Office of Multicultural Student Affairs. The Office of Multicultural Student Affairs is dedicated to developing healthy perspectives of cultural differences through educational, cultural, and social programming activities. The office actively supports student organizations, offers guidance on issues related to diversity, and strives to promote and incorporate an appreciation for the multicultural nature of our society with the collective campus community. Programs and activities sponsored and co-sponsored by the office are designed to create a campus climate that welcomes diversity, eliminates divisions, and decreases intolerance and stereotyping. In coordination with other campus offices, the Office of Multicultural Student Affairs promotes intercultural dialogue and other initiatives that encourage respect for and celebration of race, ethnicity, national origin, and sexual orientation.

TANF/Low Income Degree Scholarship Program. This program is designed to provide a "safety net" for low-income single parent students. To be eligible, the student must satisfy the income criterion

Inventory of Programs (continued)

UIS

or be receiving TANF, have at least one minor child, be accepted and enrolled in a postsecondary education program leading to a degree and employment, and maintain a specified GPA. The scholarship program is funded through a grant from the Illinois Department of Human Services.

Whitney M. Young Fellowship Program: The Whitney M. Young Fellowship Program is a memorial to the late Whitney M. Young, Jr., a former director of the National Urban League, educator, and social activist. The program is aimed at helping the campus achieve a rich and diverse educational environment and increasing the opportunities in graduate education for highly self-motivated students who are underrepresented in graduate study at UIS, including but not limited to members of ethnic/racial minorities, first generation college students, and students from disadvantaged backgrounds. The program is designed to complement graduate studies with community service, research, and scholarship in the areas of public policy and public affairs.

Women's Center. The Women's Center at UIS promotes women collectively and individually while providing a catalyst for growth. A resource for support, the center provides a forum in which any woman may address her issues of interest through advocacy and education.

Non-appropriated

GEARUP Project.* In collaboration with the Springfield Urban League, the Springfield Public Educational Partnership (UIS, Lincoln Land Community College, and Springfield District 186) received a GEARUP award from the Department of Education in 1999 to help guide disadvantaged students toward college, starting in the middle school grades. The partnership received more than \$2.3 million in federal funds for this six-year initiative. The program has

received two grants from SBC for FY 2005-06 and is applying for a new five-year grant.

INVENTORY OF PROGRAMS TO INCREASE THE PARTICIPATION AND SUCCESS OF UNDERREPRESENTED GROUPS

University of Illinois at Urbana-Champaign

Academic Assistance Program, LAS. Established in 1968 as LAS-EOP, the Academic Assistance Program's goal is to enhance LAS minority undergraduate student achievement, success, and retention. In cooperation with the Office of Minority Student Affairs, the program provides counseling and advising support, and monitors those students' academic progress and adjustment to campus life.

Academic Support Services, OMSA. This program is designed to coordinate and monitor the provision of academic support services such as study skills, tutorials, and supplemental instruction, to Educational Opportunity (EOP), President's Award (PAP), and other minority students and special program participants served by the Office of Minority Student Affairs (OMSA) and the various colleges. Data on impact of services is distributed to various faculty and administrators and consistently shows statistically significant results.

Academic Writing Program, English Department. This program, a 1994 revision of the EOP Rhetoric Program, offers first year students more intensive writing instruction and an opportunity to engage in critical thinking and writing for two semesters. The program consists of two sequences of courses: College Writing I and II, which is taken concurrently with a one hour tutorial, and College Composition I and II. Each writing course gives three hours of credit; the tutorial gives one hour credit.

African-American Cultural Program, (OMSA). Established in 1969, the program's goal is to provide cultural, social, and

educational programs aimed at creating an understanding and appreciation of African-American contributions to American life by the total University and community. Programs include: workshops; concerts; Theatre 263 drama class; WBML, the Black-student-run-radio station; Griot, a student-run minority newspaper; the Black congratulatory exercises; and several events during the Martin Luther King Holiday, Black History Month as well as co-sponsorship of numerous events with other units.

Afro-American Studies and Research Program, LAS. Established in 1969, this program is an academic unit in the College of Liberal Arts and Sciences (LAS). The Program, which offers an interdisciplinary minor in Afro-American Studies, integrates curricular offerings and research activities from disciplines in the social sciences and the humanities. Four core faculty members and some forty-seven faculty affiliates from departments throughout the University support the program's research curricular and programming activities. In addition, the program assumes responsibility for reviewing, coordinating, and promoting other departments' courses that explicitly consider the Afro-American experience. The program publishes an external newsletter and an on-campus newsletter, offers a colloquium and brown bag series, co-sponsors events with other units on campus, and in 1992 and 1994 conducted a summer institute for Illinois high school teachers, "The African-American Experience: A Framework for Integrating American History."

Applied Life Studies (ALS) Student Support Services. The program is designed to assist students in the College of ALS who maybe

Inventory of Programs (continued)

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experiencing any number of academic or personal difficulties. Participation is mandatory for all ALS students placed on academic probation. Student Support Services works with students on a variety of issues, including but not limited to: management of academic class load, test-taking skills, time management, class selection, and life goals. Student Support Services also work closely with the graduate counselor(s) assigned to ALS students from the Office of Minority Student Affairs (OMSA) to provide comprehensive services for student who utilize OMSA resources.

Bridge/Transition Program, LAS. Established in 1986, the Transition Program is a campus-sponsored academic support program designed to provide assistance to a group of 100 students admitted to the University of Illinois at Urbana-Champaign who have the potential to succeed at the University but who did not meet the normal admission requirements. These bright and talented students are admitted to the University through the Education Opportunities Program and placed into the Transition Program that is housed in the College of Liberal Arts and Sciences (LAS) where they will receive developmental academic support for two years. After students have successfully completed four semesters in the Transition Program, they have an admission space reserved in the College and/or curriculum of their choice if they are in good academic standing (“C” average and better) and have completed the required core courses for admission to that College and/or curriculum.

Buddy Core. Established in 1986 as a committee of the Central Black Student Union in order to meet the needs of students who were not adequately represented in standard University programs. In 1992, Buddy Core became a separate entity with a focus primarily on incoming freshman. Buddy Core establishes relationships between African-American upperclassmen (Big Buddies) and incoming freshman (Little Buddies) to make sure these freshmen adjust to life at the University of Illinois. They

sponsor events and activities throughout the year which address the social, personal, and academic needs of freshman. The goals of Buddy Core are to create an atmosphere of unity by providing support for both incoming and current African-American students, to provide direction by raising awareness of their self identity and their roles on campus and in the community, and to facilitate more programs that encourages positive Big/Little Buddy interaction throughout the year.

Career Development and Placement Services, OMSA. Established in 1972, Multicultural Career Fair assists minority students in identifying internship and employment opportunities. The Career Fair brings together multicultural undergraduate and graduate students and employers for networking, recruitment, and interviews. The Office of Minority Student Affairs (OMSA), with input from the Multicultural Student Advisory Committee, develops appropriate support programming, including outreach activities and traditional campus recruitment programs to specifically meet the needs of multicultural students.

Central Black Student Union, Housing. Established in 1974, under the aegis of the Office of Residential Life, the Central Black Student Union (CBSU) serves as the coordinating body for seven Black Student Unions located in seven University living areas on campus, and represents a special resource for Black living in the University-owned residence halls. Programs include summer seminars and workshops designed to sensitize and educate all students about a range of issues from a Black perspective. In addition, the Office sponsors a Black Students Union Leadership Workshop in the summer and fall to help the heads of these organizations develop and improve their leadership skills.

Chancellor’s Postdoctoral Fellowship in American Indian Studies. Under the Chancellor’s Postdoctoral Fellowship Program, the Native American House and the American Indian Studies Program provides fellowships to individuals with research projects that promise to make

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notable contributions to American Indian Studies. The fellowship provides close association with faculty at the university as well as assistance in furthering fellows' development as productive scholars.

Child Care Resource Service. Child Care Resource Service (CCRS) is part of the statewide network of child care resource and referral agencies. CCRS serves Champaign, Douglas, Iroquois, and Macon, Piatt, and Vermilion counties and is funded in part by the Illinois Department of Human Services. CCRS is a program of the Department of Human and Community Development and UI Extension at UIUC. The CCRS: 1) provides families seeking child care with a list of local child care options and information of how to select quality care, 2) supports child care providers with training opportunities and resource development, 3) maintains current local data on child care supply and demand, and 4) administers the state subsidy program, which offers financial assistance for child care to qualifying families.

Community College Science Internship Program. This is a new initiative funded for 2002-2003, 2003-2004 and 2004-2005 by the United States Department of Agriculture's Cooperative State Research, Education and Extension Service to assist the college to develop an on-going partnership with Chicago City Colleges (CCC) and other urban community colleges to increase awareness and access by these traditionally under-served students to educational programs in the food and agricultural sciences.

Division of Rehabilitation Education Services, ALS. The mission of the Division of Rehabilitation Education Services (DRES) at the UIUC is to facilitate the self-determination and cultural inclusion of persons with disabilities through the promotion, provision and/or pursuit of innovative, interdisciplinary accommodative services, education and research. Services and programs of DRES available for students with disabilities include the provision or coordination

of: priority registration assistance, accessible classroom scheduling, auxiliary aids (note taking assistance, interpreter services, lab assistance), modification and extensions for exams/assignments, course or program modifications, documents conversion to alternative formats, campus orientation, access to assistive computer technologies, physical therapy and functional training, adapted athletics, accessible transportation, and adaptive housing with attendant support services.

Educational Opportunities Program (EOP), OMSA. Established in 1968 EOP is now a component of the Office of Minority Student Affairs (OMSA). EOP provides support services for students from groups that, because of educational or economic circumstances, have been traditionally underrepresented at the University. Program participants receive academic and tutorial assistance, counseling and a special summer orientation program for new students. Each college of the University that admits undergraduate students actively contributes to EOP and the Office of Minority Student Affairs. EOP recruitment is administered by the Office of Admissions and Records.

Engineering Consortium Fellowship Program. Established in 1976, this program seeks to increase the enrollment of underrepresented minority graduate students in engineering through employment and financial assistance. It provides support to minority graduate students in engineering. The College of Engineering, as a member of the National Consortium for Graduate Study in Engineering (GEM), is committed to supplement the Fellowship through tuition assistance.

Equal Opportunity Program, College of Law. Established in 1966, the Equal Opportunity Program is designed to increase minority law school student enrollment, retention, and advancement. The College of Law engages in extensive recruitment efforts, including direct mailings, attendance at law school forums and other law school fairs where a large number of minority students will be present, telephone calls to admitted students, and Career Services events specifically

Inventory of Programs (continued)

UIUC

focusing on Minority Students. The College provides a substantial number of scholarship dollars to minority students. In addition, the College participates in a high school outreach program for minority students to introduce them to the law school.

Explore Your Options—WYSE (Worldwide Youth in Science and Engineering). This summer program is designed to familiarize high school students with engineering as a career and with UIUC. For seven days, participants live like college students, in a residence hall and follow a class schedule. Student campers visit each department within the College of Engineering and participate in hands-on activities.

Gender and Women's Studies Program, LAS. The Women's Studies Program is an interdisciplinary academic program designed to teach, coordinate and develop Women's Studies courses and advise undergraduate and graduate students. The Program offers an undergraduate and graduate minor. Women's Studies initiate activities and programs to maintain and expand scholarship on women and gender issues. The Program's goals and objectives include: continuing to expand graduate and undergraduate course offerings; implement a new undergraduate major, and recruiting more undergraduate and graduate minors; continuing support for campus-wide efforts to integrate scholarship on women and gender issues in general education courses; and increasing the visibility of Women's Studies and women's scholarly contributions on campus and in the community. In addition, the program aims to internationalize the curriculum, expand the study of women and gender into sexualities, and demonstrate the relevance of feminist scholarship to the study of men and masculinities. An additional vital aim is attracting and retaining more minority faculty and students. For Women's History Month, the Program develops a theme and encourages and coordinates the campus celebration. Other annual activities include the Feminist Scholarship Lecture Series and co-sponsorship of other events or issues of concern.

Women's Studies also initiated an annual Exploration into new directions in feminist scholarship and art. Past themes include: 30 Years of Feminism and Art; Sex Acts: Gender and the Creative Arts; Engendering the Spoken Word; Masculinities; and Gender, Space and Time. Women's Studies annually offer the Feminist Scholarship Awards, the Charis Kramarae Feminist Scholarship Award, the Marianne A. Ferber Graduate Scholarship in Women's Studies, and the Mary Ramier Grant.

Graduate College Fellowships, Graduate College. These fellowships are part of the Graduate College's effort to increase the enrollment of students from populations that have been historically underrepresented in graduate study. Two rounds of competition are held each spring to identify outstanding students who are beginning graduate work. Some multi-year fellowship awards are made to students entering doctoral programs. The stipend is \$8000 to \$15,000 for ten months plus a tuition and service fee waiver. Graduate College Fellows receive departmental support in the form of fellowships or assistantships in subsequent years, provided that their progress is satisfactory.

Graduate College Minority Student Affairs, Graduate College. Established in 1969, the office seeks to increase minority graduate student enrollment and coordinate the campus-wide effort to increase the enrollment of graduate students from underrepresented groups. Services include minority student identification and recruitment and an orientation program for new students. The office administers the Graduate College, the Committee on Institutional Cooperation Clearinghouse, Project 1000, the Emergency Grant, the Dewson Fellowship Program, the Illinois Minority Graduate Incentive, the Illinois Consortium for Educational Opportunities Programs, the Milliken Fellowship Program, the Summer Research Opportunities Program, and the Summer Predoctoral Institute Program. In addition, the office assists the Graduate College Fellowship Office with administration of the Minority Academic Partnership Plan Fellowship and the Graduate College Fellowships Program.

Inventory of Programs (continued)

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Illinois Consortium for Educational Opportunity. The Consortium provides fellowship support to underrepresented students who are residents of the State of Illinois and who demonstrate both a financial need and exceptional scholastic ability, thereby, increasing the number of talented students who earn advanced degrees which will prepare them for academic careers.

Illinois Minority Graduate Incentive Program. The Program provides fellowship support to underrepresented students who demonstrate exceptional scholastic ability, thereby increasing the number of talented students who are prepared for academic careers in science, math, and engineering.

La Casa Cultural Latina, Student Affairs. Established in 1974, La Casa Cultural Latina offers programs and activities designed to assist Latino/a students in their educational pursuits and to foster an awareness and understanding of the cultures, contributions, and concerns of Latina/os in the United States. La Casa sponsors lectures, seminars, workshops, cultural film festivals, peer counseling, tutoring, and the production of a literary magazine and monthly newsletter, *La Carta Informativa*. In addition, La Casa coordinates a peer mentoring program which provides a volunteer peer-counselor/friend to aid a Latina/o first year student in adapting to university life, easing the transition into the University.

Latino/Latina Studies Program. The Latina/Latino Studies Program offers an interdisciplinary minor in Latina/Latino Studies to supplement a major for students enrolled in any college across the UIUC campus. Students earn the minor by taking 21 hours of coursework in addition to the courses required for their majors. These courses must be taken from multiple departments in order to ensure that students engage Latina/o subject matter from an interdisciplinary perspective. Each of the courses offered as part of the minor must include significant Latina/Latino content – study of U.S. populations who trace their origin or ancestry to Spanish-

speaking parts of Latin America or the Caribbean or to the original Spanish-ancestry inhabitants of the United States. The Program also organizes activities that enhance curricular offerings through conferences, lectures, colloquia, etc. that reach out to the campus at large. Thus, the Program's offerings are designed to benefit not only those who minor in Latina/Latino Studies but also enhance scholarly discussions throughout the UIUC campus. Additionally, the Program provides both a location and support for interdisciplinary research, teaching and outreach (campus wide and to the community at large) in Latina/Latino Studies. The Program also works with other units on campus to expand Latina/o curricular offerings.

Law Minority Access Program, College of Law. Established in 1990, the Law Minority Access Program is designed to encourage outstanding undergraduate students at UIUC and UIC to consider law as a career by exposing them to law school and to a legal employer. During the summer, students spend four weeks at the College of Law taking simulated first-year law courses and a first-year legal writing course. They then work for four weeks for a law firm.

McKinley Health Center Special Populations Students Health Program. The program is designed to help UIUC students who may need assistance in understanding and/or assessing the health care system. The special population group primarily includes international and minority students, older re-entry students, and students with disabilities. The program also seeks to increase the level of health awareness among such students by providing services that are culturally sensitive and ethnically acceptable. It also provides comprehensive illness prevention programs that will encourage human potential and discourage risks inhibiting that potential.

Men of Impact. Men of Impact's primary goal is to educate, motivate and urge Black men to become strong and responsible leaders within their community. Men of all ages and backgrounds participate in interactive workshops and planning sessions which address the

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numerous pressing issues facing our community. In addition, Men of Impact sponsors open community service projects and social programming designed to give students an opportunity to get more involved in campus and community events, as well as to have a good time.

Merit Program for Emerging Scholars in Chemistry. The Merit Program for Emerging Scholars in chemistry is an intensive program for minority students planning a career in science-based professions. The program has targeted students in general chemistry (101 and 102), the accelerated freshman sequence for chemical sciences majors (107-108), and the organic chemistry courses (231, 236, 331 and 336). The main goal of the merit workshop program is to develop a community of scholars among the participating students. The students help each other with difficult course problems, develop friendships based on common academic interests, and inspire each other to maintain a high level of commitment to excellence. The Merit program is intended to increase the retention and recruitment of minority students in the sciences/math/engineering programs, and to encourage students to consider graduate study. The workshops utilize active-learning methods. Merit students attend the same lectures and labs as all of the students in the course and also meet weekly for two-hour workshop sessions, which provide ample opportunities for student-student interactions. Merit students earn an extra credit for the additional time spent in workshops, and the extra time expected of the students to study in groups outside the classroom. Merit students have performed better academically than minority students enrolled in the same course but who have not participated in the Merit program. Not only do Merit minority students perform as well as the non-minority students in chemistry courses, but an esprit de corps develops in the group that encourages cooperative work outside the classroom and increases retention of these students in the scientific curricula. The Merit program successfully

combats the tendency for minority students to isolate themselves, especially in courses where they are in the extreme minority.

Merit Workshop Program, LAS. Established in 1987, the Merit Workshop Program was designed to address the issue of under representation in mathematics and science based majors of minority students, students from small high schools, and female students. Participants for the workshop are recruited from among high-achieving entering students who are either Black, Hispanic, or who have graduated from small, rural high schools. Students from these groups have traditionally been high-risk groups for failure in calculus. Selection is based on information contained in admission files, including the student's choice of major and his/her Math ACT subscores. Program activities are centered on small-group sessions in which students work together on specially selected, challenging problems. In the first semester calculus course, participants attend the workshop for a total of six hours per week in addition to the three hours of lecture. In the second semester calculus course, participants attend workshop only for a total of six hours per week. In both cases, participants receive an additional two credit hours for their extra work.

Minority Academic Partnership Plan, Graduate College. The University initiated this program in 1990 as part of its commitment to increasing participation and success of minority students and faculty through increasing graduate school enrollment by African Americans, Hispanic, and Native American students on three campuses. Participants must have graduated from the University of Illinois within the last four years, be admitted to a doctoral program, and intend to pursue an academic career. Departments submit nominations, and the awards are made to admitted students who meet the program criteria. The award typically takes the form of a fellowship of \$8,000 to \$15,000 and departmental assistantships and fellowships thereafter. A few multi-year fellowships may be offered each year.

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Minority Engineering Program, College of Engineering.

Established in 1969, the program is designed to enhance the success, achievement, and retention of minority students in the College of Engineering and to increase the number of graduates from Engineering. The program offers peer counseling, course enrichment, study skills sessions, and it provides financial counseling to minority students. In addition, the program sponsors an annual recognition and awards banquet honoring those students who have made outstanding achievements during the year. The program also administers the IMPRINT (Illinois Minority Pre-College Internship) Program for entering students. The IMPRINT program is designed to attract outstanding minority students into the field of engineering by providing pre-college summer employment with an engineering or engineering-related corporation/laboratory. Subsequent summer employment opportunities are available while the student is enrolled in the College.

Multicultural Fellowships, College of Veterinary Medicine. The UIUC College of Veterinary Medicine (CVM) awards full tuition and fees for Multicultural Fellowships to two students in the incoming class. The Fellowships are based on the enhancement of the diversity of the CVM student body and the veterinary profession in the United States by the presence and participation of the applicant, the academic performance of the applicant as reflected by the admissions criteria and performance within the DVM curricula, and financial need. The Fellowships reimburse tuition and fees expenses for the four-year veterinary program.

Multicultural Transfer Admission Program. High school students who do not enroll at UIUC are invited to join the Multicultural Transfer Admissions Program (MTAP), along with students identified through recruitment visits to the seven City Colleges of Chicago and community colleges in the Chicago-land area. Early

identification, advising, direct communication and a clear and consistent transfer plan is used to develop academic preparation and facilitate smooth matriculation.

National Achievement Scholarship Program. Since fall 1985, the University has sought to increase enrollment of NASP finalists by providing them with institutional support. Finalists are provided with four-year University of Illinois Achievement scholarships ranging between a minimum of \$1,000 to a maximum of \$2,000 per year.

Office of Equal Opportunity and Access, Office of the Chancellor. Reporting to the Chancellor, the Office of Equal Opportunity and Access is responsible for the development, monitoring, and implementation of the campus affirmative action program for faculty, academic professionals and staff. The office oversees equity procedures in employment and promotion, advises and counsels on complaint/grievance procedures and investigates external complaints based on illegal discrimination. The office manages a number of programs for the professional development of women and minorities and is a resource for a variety of topics on human relations on UIUC's diverse, multicultural campus. The Director serves as the campus' liaison to governmental agencies on equal opportunity matters. The office is also responsible for several campus-wide reports on affirmative action programs and services.

Office of Minority Student Affairs (OMSA). Established in 1987-88, OMSA is responsible for providing leadership in the development, implementation, and coordination of student support services and activities designed to assist the personal development and academic achievement of minority students. OMSA provides guidance and counseling support to minority students in all areas relevant to their success and continuation on the campus, including general adjustment, financial aid, and career selection. Particular attention is given to assisting students who are academically under prepared or who come from backgrounds underrepresented in the campus. OMSA helps

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campus units and student organizations create environments and programs which will attract, support, and bolster minority students. Additionally, OMSA monitors the progress of students and makes appropriate referrals to Student Affairs and/or academic units. OMSA administers the federally funded Student Support Services (TRIO) and Project Upward Bound programs and provides support to students admitted through the Educational Opportunity Program (EOP) and the President's Award Program (PAP), as well as to all Black, Hispanic and American Indian/Alaskan Native students.

Office of Women's Programs, Student Affairs. The office's goals are to educate members of the University community about women's and gender issues; to serve as an advocate for women's concerns on campus; to serve as a catalyst for changes which result in greater equity in education; to educate students, staff and faculty about sexual assault and dating abuse; and to provide support services to students who have been sexually victimized or abused in a dating relationship. The office provides programming in a variety of areas throughout the year on topics such as women and self-esteem, self-defense and personal safety, women and campus climate, and sexual harassment. Other components of the office are involved with the Verdell Fraizer Young Awards for Re-entry Women, support groups for students, and advocacy and support to individual students.

Packard Fellowship, Graduate College. Through a competitive process, the Packard Foundation supports graduates of historically black colleges and universities who are admitted to doctoral programs in the sciences and engineering at any U.S. university. The Graduate Scholars Program awards up to 15 scholarships annually; each scholarship is for \$100,000 to be disbursed over five years.

Peer Recruitment Program, OAR, Academic Affairs. This program is designed to increase minority undergraduate enrollment by

utilizing University students in recruitment of minority high school students. University minority students are selected and trained, and then they visit their own high schools to inform students of programs available and what it is like to be a student at a large university. Peer recruiters assist with on-campus visitation programs as guides, panelists, and luncheon hosts; they also participate in telethons. Upon admission, the peer recruiters telephone or contact all students.

President's Award Program, Academic Affairs. Established in 1984 under the leadership of the President of the University, PAP is designed to increase underrepresented minority undergraduate enrollment by attracting a larger share of the state's most capable American Indian/Alaskan Native, Black, and Hispanic high school students. All students identified for the program, based on their scores on national admissions tests and high school class rank, are offered admission to the University if they choose to apply. A special four-year, need-based grant is available to all program participants. Further, all participants, regardless of need, are provided a \$1000 scholarship for their first year of study. Support services for PAP students are coordinated in the Office of Minority Student Affairs and in the various colleges where the students are enrolled.

Principal's Scholars Program, Academic Affairs. Established in 1975 by the College of Engineering and the Office of Admissions and Records, PSP is currently housed in the Office of the Provost and Vice Chancellor for Academic Affairs. The program seeks to identify promising minority students in Illinois elementary, middle, and secondary schools in the Champaign-Urbana area and to increase the pool of academically prepared pre-college minority students. The program sponsors competitions in mathematics, writing, speech, and science, as well as research modules, seminars, focused workshops, and parent college. The program is now jointly sponsored by six colleges of the University, various corporations and 46 participating secondary schools. Presently, more than 3,000 students in Chicago, Harvey, East St. Louis, Champaign-Urbana, Danville, Decatur,

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Rantoul, Rockford, Springfield, and Waukegan participate in the program.

Research Apprentice Program, ACES. Established in 1987, the program is a 3-7 week summer awareness and laboratory program targeting traditionally under-served ethnic groups and other disadvantaged pre-college youth for meaningful experiences in various scientific aspects of agriculture, human, and environmental sciences, and animal health, consisting of a work experience and an enrichment component. The work experience is designed to give students the opportunity to learn about the scientific aspects of agriculture and animal health. Participants through ACES learn about math, science, research, and business as related to the agricultural, consumer, and environmental fields by observations and activities, and through seminars and industry tours. In Veterinary Medicine, participants learn about the professional and research opportunities in the animal health field by working under the guidance of professional veterinarians, and through seminars and clinical experiences. Students receive instruction in mathematics, science, and communications and attend sessions on topics such as test taking, note taking, and studying. Approximately 39% of all ACES minority freshman admits were RAP participants. It should also be noted that three former students have completed a PhD, three have completed a DVM, and one a JD.

Ronald E. McNair Post-Baccalaureate Achievement Program, OMSA. Established in 1990 with funds provided by the US Department of Education, the Ronald E. McNair Post-Baccalaureate Achievement Program was designed to increase the number of minority students enrolling in graduate school. Services include opportunities for research, tutorial services, academic counseling, seminars, assistance in obtaining financial aid, and assistance in securing admission to graduate programs. The McNair program provides opportunities at the undergraduate and

graduate levels for research or scholarship activities at UIUC. Activities are designed to provide students with effective preparation for doctoral study.

Special Educational Opportunity Program, College of Education. Established in 1968, the program is designed to improve the enrollment and retention of underrepresented students in the College of Education. Students in the program receive tutoring, mentoring, and financial assistance. Assistants worked with high school students in the Principal's Scholars Program (PSP), served as teaching assistants in College of Education courses, and conducted research with a variety of faculty in the College of Education.

Student Programs & Activities Office, Illini Union. The committees seek to provide educational and cultural programs aimed at creating understanding and appreciation of African-American, Latino, and Asian American contributions to American life. The committees sponsor monthly programs, including films, speakers, cultural programs and special activities of particular interest to African-American, Latino, and Asian-American students. SORF provides funding for student organizations to develop their own programs, including programs that are cultural in nature. The Office of Volunteer Programs actively recruits the participation of students of color in community service.

Student Support Services, College of ACES. Established in 1985-86, the program is designed to improve student participation and academic achievement in the College of Agricultural Consumer and Environmental Sciences (ACES) and to promote interests and enrollment among campus minority and disadvantaged students with undeclared majors in academic programs in the College of ACES. The program provides support to enhance leadership development through high school experiential programs, local and national leadership workshops, and the Minority Student Club (MANRRS). It also provides curricular enhancement, undergraduate research

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opportunities, summer employment internships, minority enrichment/merit scholarships, and academic assistance programs. Minority student participation continues to increase with in College of ACES student clubs. MANRRS has been recognized as the most active club in the college and currently 10 students are participating in summer research activities and 10 others conduct research during the fall/spring semester. Also, an average of 15 to 20% of minority students tend to appear on the Fall or Spring semester Dean's list.

Summer Research Opportunities Program, Graduate College. Established in 1986, the Program is under the direction of the University of Illinois at Urbana-Champaign (UIUC) Graduate College and the Committee on Institutional Cooperation (CIC). Its goal is to identify and select highly talented minority college sophomores and juniors with grade point averages of 2.75 (on a 4.0 scale) or better to participate in an intensive 9-week summer research program. Social activities are provided, including a Welcome Luncheon and awards ceremony. Through workshops on graduate education, faculty mentoring, and research, the program prepares students for entry into graduate programs. The program provides opportunities to learn first-hand about appropriate methods of conducting and reporting research. The experience will include instruction in research design, methodology, data analysis, and presentation of research findings. Generally, forty percent of the students are from the UIUC campus, the remaining are from Historically Black Colleges and Universities, Tribal Colleges and Hispanic Serving Institutions; however a large number of students are admitted from other institutions. Each student is provided with opportunities to learn about the requirements of respective graduate programs, application procedures, and the necessary skills to meet the demands of graduate study. Students participate as research team members in ongoing projects for 20-40 hours per week. All of the various activities of the program prepare the student to choose an appropriate graduate program based on their own talents,

abilities, and needs. In addition to the academic experience, students attend a CIC/SROP Conference and participate in other collegial activities.

Summer Research Program for Minority Students, ACES. Established in 1991-92, in cooperation with the Graduate College and the Office of Minority Student Affairs, this is a comprehensive program designed to provide minority students on the UIUC campus, six historically black land grant (1890) institutions, and University of Puerto Rico with an exposure to agricultural research at a major university and to increase the number of minority graduate students studying in the College of ACES. Students are exposed to research in an agriculture laboratory through mentoring with faculty. Each student conducts a research project/experiment during the ten-week program.

Support for Underrepresented Groups in Engineering, College of Engineering. Established in 1992, the SURGE program is designed to increase the number of persons qualified for engineering faculty and research positions from underrepresented groups in engineering. SURGE is a comprehensive package of stipends, services, and activities to recruit persons from underrepresented groups into engineering doctoral programs and support them for a maximum of five years.

Targets of Opportunity Program, Academic Affairs. Established in 1988, this program provides academic support units opportunities to seek out and recommend for appointments outstanding Black, Hispanic, or American Indian/Alaskan Native scholars, regardless of whether or not an available position currently exists in the scholar's specialization. Funds to support the program are available at the campus level. However, primary responsibility for identifying, recruiting, and supporting prospective candidates resides in the department and college. The department chairperson or head sends recommendations to his or her Dean along with a statement of commitment to the professional development and well-being of the

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nominee: mentoring, access to funding and physical facilities for research and scholarly activity. The Dean then submits nominations and supporting documents to the Vice Chancellor for Academic Affairs for the Vice Chancellor's approval.

TRIO/Student Support Services, OMSA. Student Support Services, a component of the Office of Minority Student Affairs, has been funded on the UIUC campus since 1971. The goal of the program is to increase the retention and graduation rate of its participants, two-thirds of whom are both low-income and first generation college students, one-third of whom are either low-income or first college generation. All are students whose admission credentials and placement test scores suggested that they are at risk to complete a degree at the University of Illinois. The program provides intensive academic and counseling support and monitoring of students' progress throughout their years at the University, the emphasis changing each semester according to the students' current needs. Major activities of the program include intensive workshops and educational and cultural programs. Participants' financial aid applications and awards are monitored, and they are offered individualized budgeting sessions since a program goal is to ensure that the full financial need of each student is met. It is through the individualized plan of assistance that the program seeks to improve retention and graduation rates.

The following figures attest to the efficacy of the efforts:

97 Cohort—71.11% Enrolled or Graduated
98 Cohort—81.03% Enrolled or Graduated
99 Cohort—83.87% Enrolled or Graduated
00 Cohort—81.42% Enrolled
01 Cohort—93.33% Enrolled

84.22% of continuing student are in good academic standing.

Upward Bound College Prep Academy. Established in 1966, Upward Bound, a component of the Office of Minority Student Affairs, seeks to provide low income, first-generation high school

students with the academic and motivational training necessary to enroll and succeed in college. The program provides on-campus summer and academic year classes and tutorial assistance; guides students into college preparatory courses; and exposes participants to career opportunities through field trips and seminars. The college-going rate of those who have been in the program is 95%.

Women in Engineering, College of Engineering. The mission of the Women in Engineering (WIE) Program is to catalyze an environment that supports and inspires women students in the College of Engineering and to assess and enhance their educational experience, their recruitment to the college, and their retention within in. The WIE Program was formally created in 1995 with a fulltime director hired in the fall of 1996. In the College of Engineering in fall 2002, 17 percent of undergraduate students were women, 16 percent of the graduate students, and 7 percent of the faculty members. In addition to low representation, women undergraduates entering the College of Engineering are less likely to complete a COE degree than their male counterparts: among 1997 freshmen engineering cohort, 28% of the women finished UIUC with a non-engineering degree versus 14% of the men. To address these issues, the WIE Program includes both recruitment and retention activities. The Program includes outreach programs to elementary, middle, and high schools. The G.A.M.E.S. Camp, a middle school program for sixth, seventh, and eight grade girls, involves 130 girls in engineering and science activities during a one-week summer camp. The WIE Program is an active presence in on-going recruitment activities on the UIUC campus, e.g., activities are held during Scholars Days and Illini Days for visiting female prospective students. In addition, the WIE Program makes arrangements for high school women interested in engineering to visit the University of Illinois campus, including tours of campus, attendance of classes, and overnight visits at residence halls. The WIE Program offers services to outstanding freshmen women and to continuing women students. For women students already enrolled in engineering disciplines at the University of Illinois, WIE provides

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advising, workshops, and lectures. An electronic newsletter is published monthly and a WIE-List-serve is available to all women enrolled in mathematics, science, and engineering disciplines at the University of Illinois. The WIE facilities include an enrichment center, allowing students to study and work together in a collaborative learning environment.

Women and Gender in Global Perspectives Program. The program focuses on the roles of women in developing countries and the impact of international development on women, men, and children throughout the world. The program publishes a newsletter, PERSPECTIVES, and a list of courses on campus that include a consideration of global gender issues. The program serves as the secretariat for the graduate concentration on Gender Relations in International Development (GRID) and awards the Rita and Arnold Goodman Fellowship each year on a competitive basis to support a qualified GRID student, as well as the Kathleen Cloud International Grant, the Due and Ferber International Research Award for dissertation research expenses to GRID doctoral students, and the Barbara Yates International Research Award for GRID graduate students. The program facilitates a noon seminar series, a biennial symposium, and research projects on human security, socio-economic transformation policies, and the arts and social change.

A small collection of policy-related reference material is available for use in the WGGP Research Room in 323 International Studies Building. The web page, <http://www.ips.uiuc.edu/wggp/>, offers a link for networking and communicating around the world. It is updated regularly to reflect the most recent and on-going activities of the program.

Young Scholars in Agriculture Program. Young Scholars Program is an intensive eight-week mentoring and academic enrichment experience provided for incoming freshmen planning to pursue an undergraduate major in an agricultural, consumer, or environmental sciences field. Participants will gain an in-depth understanding of their proposed field through mentor-ships by faculty advisors and scientists in the College of ACES. A goal of the program is to enhance the freshman academic experience. To accomplish this, participants are enrolled in two college-level courses (e.g., Rhetoric, College Algebra, Micro-computers, Chemistry, or Biology) for 6-8 hours of credit. Career awareness is enhanced through special seminars.