University of Illinois at Chicago

A Report on the Participation and Success of Underrepresented Students and Staff

Submitted to the Illinois Board of Higher Education

January 2007

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A Report on the Participation and Success of Underrepresented Students and Staff

University of Illinois at Chicago

Office of the Provost and
Vice Chancellor for Academic Affairs

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UIC Executive Summary
2007 IBHE Report on the Participation and Success of Underrepresented Students and Staff
Focus on Campus Climate

This report focuses on the campus climate for underrepresented groups (defined in this report in accordance to the IBHE guidelines as the underrepresented minorities, women, and persons with disabilities). Highlights of UIC' efforts in this area include the followings:

- For the last decade, UIC has been ranked highly in ethnic diversity. In 2006, U.S. News ranked UIC 8th on campus diversity among national universities.
- In her November 10, 2006 memo to Directors, Department Heads, and Chair, the Chancellor reaffirmed UIC's commitment to diversity. *"We have been honored for fostering diversity on campus and we consider diversity a strength that contributes to success of our students and the value of our research."*.
- UIC has a number of Chancellor's Status Committees including that for Blacks, Latinos, Women, and Persons with Disabilities. These committees advise the Chancellor on policies and programs including those that affect campus climate for these underrepresented groups.
- UIC has a number of cultural centers for underrepresented groups, including the Asian American Resource and Cultural Center, the African American Cultural Center and the Latino Cultural Center as well as the Office of Women's Affairs working on improving the campus culture for the entire campus community including those from the underrepresented groups.
- For undergraduate students
  - CSEQ (College Student Experience Questionnaire) and NSSE (National Survey for Student Engagement) are two national instruments UIC uses to survey undergraduate students. In general, responses from underrepresented groups in the surveys are comparable to other UIC students and compare well with the national norm.
  - In the area of academic/classroom experience, the 2006 CSEQ responses represent a positive campus climate (either above 3 out of 5 or above 5 out of 7). In the 2005 NSSE surveys, UIC students also report means above the mid-point for all questions on academic experience. African Americans, Latinos, and women felt more strongly (compared to overall average) that their classroom experience included diverse perspectives in discussions and writings. African American students registered significant improvement in relationship with other students from 1999 to 2005.
  - In the area of student life/campus experience, the 2006 CSEQ results show that African American students reported more often (compared to other UIC students) to have participated in groups/activities that reflect their ethnic/racial background. More than 60% of students at UIC in the 2005 NSSE reported that they (often or very often) had serious conversations with students of a different race or ethnicity.
  - In the area of institutional characteristics and resources, responses in the 2006 CSEQ reflect a positive perception from the campus population in general and the underrepresented groups in particular that UIC has appropriately addressed problems of racism and sexist behavior. While students continued to express concern on the quality of relationship with administrative personnel and offices on campus, there is some improvement in the mean scores for this question in the 2005 NSSE surveys, compared to the 1999 responses. UIC's continued improvement especially in the areas of student admissions, registration, and course availability might have helped to improve the students' perception of institutional environment.
- For Graduate/Professional students
  - Surveys/focus groups administered to various graduate underrepresented minority student groups show that they felt that they benefited from research opportunities.
  - To increase the number of underrepresented faculty to better serve as mentor and role models especially for underrepresented minority graduate/professional students, UIC has a number of programs including the Underrepresented Faculty Recruitment Program (UFRP) which provides recruitment incentives to colleges and direct support to faculty. Training will also be conducted for faculty search to increase the success of hiring faculty from the underrepresented groups.
- For faculty/staff
  - The 2004 UIC Faculty Work Climate Surveys to faculty in the College of Liberal Arts and

Science and the College of Engineering showed that 67.5% of faculty were moderately or very satisfied with their positions at UIC and 62.7% were moderately or very satisfied with their career progression. These percentage are comparable for women and underrepresented minority.

- o A Provost's taskforce will be set up to consider the result of the Faculty Work Climate Survey and to recommend new policies and programs to improve campus climate.
- o The Office of the Vice Provost for Faculty Affairs plans to conduct a follow-up Faculty Work Climate Survey in 2010.
- o Recent workshops for department heads, including one held on September 27, 2006, focused explicitly on climate, allowing the deparment heads to articulate their concerns in a collegial environment based on common ground.
- For persons with disability
  - o A new Director was appointed in the fall of 2006 for the Disability Resource Center.
  - o The Provost is planning to conduct a campus climate survey for persons with disabilities.

An institutional effect practice that demonstrates a program, initiative, or activity in campus climate for UIC is:

The effective practice described in this report is an effort organized by the Provost, through the Office of the Vice Provost for Academic and Enrollment Services. It involves campus leaders with responsibilities for underrepresented groups. Already, a number of programs that would improve the academic/classroom experience and student life of underrepresented undergraduate students have been implemented. The Provost Working Group (PWG) for underrepresented students, under the leadership of the Vice Provost for Academic and Enrollment Services, organized the first UIC Convocation for new students in the fall of 2006. The PWG members also are major contributors to the development of a student portal that will give underrepresented minority students immediate online access to information about enrollment activities and will allow students to build affinity communities and interact with one another before their enrollment in the fall.

Acknowledgements

University of Illinois at Chicago
Annual Institutional Report on Underrepresented Groups
2007 Report on Campus Climate for Underrepresented Groups
Submitted January 2007

TABLE OF CONTENTS

LIST OF TABLES

January 2007 Report
ON CAMPUS CLIMATE
OF UNDERREPRESENTED GROUPS

INTRODUCTION

UIC is among the nation's most diverse universities. With no one racial/ethnic group constituting a majority group of its student body, UIC continues to be ranked highly in ethnic diversity. In 2006, U.S. News ranks UIC 8th in campus diversity among national universities.[1]

> U.S. News ranks UIC 8th on campus diversity among national universities in 2006.

UIC is strongly committed to access to excellence.[2] It is the mission of UIC to provide "the broadest access to the highest levels of institutional excellence."[3] In her November 10, 2006 memo to Directors, Department Heads and Chairs, Chancellor Manning reiterated this commitment stating that "(w)e have been honored for fostering diversity on campus and we consider diversity a strength that contributes to the success of our students and the value of our research."

> In her November 10, 2006 memo to Directors, Department Heads and Chairs, Chancellor Manning reiterated UIC's commitment to diversity stating that "(w)e have been honored for fostering diversity on campus and we consider diversity a strength that contributes to the success of our students and the value of our research."

Campus climate has significant impacts on students' perceptions, knowledge, skills and competencies needed to succeed in and after college. Campus climate also influences greatly the satisfaction and retention of student, faculty, and staff. Knowing and improving the climate for the entire campus community in general, and for the underrepresented groups in particular, form an important element to address the query that *why do students/faculty/staff of different racial/ethnic backgrounds and different genders have different rates and level of success?*

Many units at UIC work to improve the campus academic and social environment as well as the campus physical surroundings and resources, for all students, faculty, and staff including those from underrepresented groups[4]. Other units devote their services especially to those from underrepresented groups.

The Chancellor has a number of committees working on issues including those related to campus climate specifically for the campus community from the underrepresented groups. These include the Chancellor's Committee on the Status of Blacks, the Chancellor's Committee on the Status of Latinos, the Chancellor's Committee on the Status of Persons with Disabilities, and the Chancellor's Committee on the Status of Women. In addition, there are a number of cultural centers on campus including the Asian American Resource and Cultural Center, the African American Cultural Center and the Latino Cultural Center, as well as the Office of Women's Affairs working on improving the campus culture for the entire campus community including those from the underrepresented groups.

To foster success of undergraduate students from underrepresented groups, the Provost appointed a Provost Working

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[1] See: http://www.usnews.com/usnews/edu/college/rankings/brief/natudoc/natudoc_campdiv_brief.php. National universities group is a Carnegie Foundation category consisting of 248 American universities that offer a wide range of undergraduate majors as well as master's and doctoral degrees.
[2] *UIC 2010 Strategic Thinking*.
[3] *UIC Scope and Mission Statement (2006); http://www.uic.edu/home/admin_scope.shtml*.
[4] Recent additions of student residence units help enhance the sense of community and improve student life experience on campus. The opening of the new Welcome Center in the Student Center East in the fall of 2006 is another effort made by the University to improve the campus experience of its students, faculty, and staff.

Group for Underrepresented Students in August 2004. Since then, the group (which includes campus leaders involved with recruitment, support, and retention of students of underrepresented groups) has been meeting on a monthly basis. It presented its first year-end report to the Provost at its October 12, 2005 meeting, showing its findings and providing recommendations on actions to better serve students of underrepresented groups. Among the recommendations implemented by the Provost is the first UIC Convocation that was held on August 27, 2006. This event was designed to welcome the 2006 incoming freshmen at the beginning of their career at UIC.

Also, orientation sessions for the 2006 incoming freshmen were scheduled earlier in the summer in 2006 compared with previous years. The earlier orientation schedule provides incoming freshmen in the fall of 2006 an opportunity to participate in the newly organized summer enrichment workshop series both in English and in Math. These events provide an opportunity for students to gain early acclimation to the University.

For faculty, an orientation program is organized to welcome them every fall by the Office of the Vice Provost of Faculty Affairs. A mentoring program is also offered especially to junior faculty members. The Provost and the Vice Provost for Faculty Affairs also meet with faculty from underrepresented groups regularly to discuss various issues including improving campus climate for these groups.

The UIC civil service employees are served by the Civil Service Staff Advisory Council that advises the Chancellor in the formation and implementation of policies and procedures related to them. Correspondingly, the Academic Professional Advisory Committee serves UIC's academic professional employees and acts on their behalf on various issues including their workplace environment.

Services for persons with disabilities are mainly provided by the Disability Resource Center. Through direct consultation with faculty and/or staff, the Center recognizes various environments (physical, programmatic, informational, and attitudinal) in which people function. Staff members of the Center attend recruitment and orientation events for new students to publicize the services available to that Center. Persons with disabilities are also served by the Chancellor's Committee for Persons with Disabilities.

UIC evaluates campus climate for its students, faculty, and staff. For undergraduate students, UIC administered the National Survey for Student Engagement (NSSE) in the fall of 2005 and the College Student Experience Questionnaire (CSEQ) in the spring of 2006. Both surveys contain questions providing information about the undergraduate students' perception and experience of the campus climate. Various surveys to groups of students have been conducted to measure the perception of the campus environment of the graduate and professional students. For faculty, a faculty work climate survey was administered in the spring of 2004. For persons with disabilities, the Provost plans to develop and conduct a campus climate survey in the coming year. The results of the past and planned campus climate surveys will provide the campus with a framework to further improve campus climate for underrepresented groups.

UIC continues its commitment to a positive campus climate for its students, faculty, and staff. For undergraduate students, the Provost Working Group, the Office of the Vice Provost for Undergraduate Affairs, and the Office of the Vice Chancellor for Student Affairs continue their effort to identify areas for improvement. For graduate/professional students, UIC will continue its commitment to expand research opportunities and provide networking programs for them. For faculty/staff, continued effort will be made to increase minority hires and number of women faculty in the Science, Technology, Engineering, and Mathematics (STEM) areas. For persons with disabilities, the new Director for Disability Resource Center plans to re-organize the unit to better serve the students, faculty, and staff and to collect data to assess the participation and success of persons with disabilities.

I.A. EVALUATION OF CAMPUS CLIMATE

I.A.1. CAMPUS CLIMATE FOR UNDERREPRESENTED STUDENTS

Student Enrollment Statistics
Table I-1, I-2, and I-3, respectively, show the Fall 2001 to Fall 2005 UIC distribution, by gender and race/ethnicity, for total students, undergraduate students, and graduate and professional students.

I.A.1.a. Campus Climate for Underrepresented Undergraduate Students

Programs to Enhance Campus Climate for Undergraduate Students

For undergraduate students from underrepresented groups, there are a number of minority support groups (such as the Native American Support Program, the African American Academic Network, the Latino American Recruitment and Educational Services, the Latino Committee on University Affairs, the College of Engineering Minority Recruitment and Retention Program, the Center for Research on Women and Gender, the Urban Health Program, and the Disability Resource Center) that offers programs to enhance campus climate.[5]

In addition, the Provost Working Group and the Office of the Vice Provost for Undergraduate Affairs have initiated a number of programs in the last few years that will impact positively on the campus climate. These programs will be described in more detail in Section II of this report.

1. Native American Support Program: Native American Heritage Celebration
Goal: To promote cultural awareness and educate the UIC community of Native American culture, heritage, and the arts, in addition to other goals for academic success of Native Americans

Program: The Program, held every fall on campus, creates opportunities for Native Americans to share information about their culture, traditional value, history, language, arts, education, and contemporary issues. It promotes cultural awareness and educates the diverse communities of the UIC campus and the general public.

2. African American Academic Network (AAAN)
AAAN runs a number of programs (including Ndugu, Ujima, and BAPS) which aim at building supportive communities for African American students. The 2006 Black History Month featured a number of lectures[6] to

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[5] There have also been programs that create peer community for underrepresented groups. These include the African American and Latino Dialogue and Research Forums held on campus. For underrepresented engineering students, the National Society of Black Engineers, the Society of Hispanic Professional Engineers, and Society of Women Engineers offer professional development for engineering students to create a peer community of students. *In addition, the Louis Stokes Alliance for Minority Program- Emerging Scholars Program (LS-AMP ESP)* provides mentoring for underrepresented minority students. It has also partnered with the CHANCE Program to fund conference attendance of underrepresented minority students and worked with UIC student organizations to improve their student life and campus experience

[6] Some of the lectures in the 2006 programs were "Black Images in the Media" by Syndicated Journalist and Professor Laura Washington; "Mentoring Minority Students" presented by AAAN advisors, Joel Shinault; "Lagacy of Malcolm X: What is Black Identity" presented by Talim Lessane; and "Available in Sizes 2-34" presented by Dr. Angela M. Odoms-Young. The Black History Month also organizes a number of social events offering

increase an academic understanding of issues related to African Americans. In addition, the Black History Month organized the 16th annual Blues Cabaret program featuring UIC alumni Billy Branch and the Sons of Blues. It is hoped that this annual event will create a campus climate for graduates to revisit the campus year to year to return to their favorite event.

AAAN: Black Male Retention and Support Initiative: Ndugu ("Brother" in Kiswashili)
Goal: in addition to increasing retention of African American male students, the program aims to increase the level of on-campus involvement by Black Males and provide them support and guidance so that they would become successful and self-reliant in UIC.

Program: Ndugu is a program of self support for African American male students. The community allows its members to feel comfortable around others with similar background. AAAN provides this group guidance and support, organizing group discussions and study sessions and encouraging them to bond with each other. AAAN also helps the students establish out-of-classroom connections with African American faculty. In addition, members of Ndugu have opportunities to give back to other African Americans by providing services to the community.

AAAN: Ujima (Means Collective Work and Responsibility in Kisawhili) Freshmen Mentoring Program
Goal: To build academic relationship between African American freshmen in UIC with African American upper classmen and to build academic relationship between upper class students with faculty and staff.

Program: The program matches two African American freshmen with one African American upper class student. In turn, each African American upper class student is provided a faculty/staff mentor.

AAAN: the Black Association of Parenting Students (BAPS)
Goal: To create a supportive network among African American single and married UIC undergraduate parenting students.

Program: BAPS provides programs to provide students who are parents assistance including mentorship, tutoring, and guidance and parenting workshops that focus on the specific needs of college students who are parents. In addition, this program collaborates with off site program including childcare centers, and child advocacy programs to serve the need of the students.

3. Latino American Recruitment and Educational Services (LARES)
LARES also has a number of programs including the New Student Family Orientation, the Summer Bridge Family Orientation, and the Twentieth Annual Recognition Dinner for Latino Graduate. In addition to improving retention for Latino students, these programs foster a positive climate for them.

LARES: New Student Family Orientation
Goal: To improve the retention of Latino students.

Program: At the beginning of every summer, LCUA joins the efforts of LARES and the Association of Latino Parents at UIC to help improve the retention of our Latino students by hosting the annual New Student Family Orientation program. Students and parents are invited to attend an extensive information session where topics such as financial aid, how to better support your son/daughter, LARES and many other campus services are discussed. This type of event has been very successful in developing the necessary skills for our students with the support of their parents to navigate our university system. Having this information and knowing where the resources are,

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opportunities for students to network and mingle with other students, faculty, alumni, and staff. Examples of these events were "the Opening Black History Month Reception" and the "8th Annual Black Student Union African Heritage Ball."

allows more time for students to focus on their academic responsibilities. This program is offered in both English and Spanish. In 2006, there were a total of 77 students and parents in attendance. As a result, some parents joined the UIC Latino Parent Association and committed to serving as ambassadors when interacting with parents of prospective students in their communities.

LARES: New Summer Bridge Family Orientation
Goal: To improve the retention of Latino students.

Program: The same presentations given at the New Student Family Orientation are also provided for the participants of the LARES Summer Bridge Program. This is a mandatory program for students who are admitted under the ECSP (Enrollment Contingent Special Program) category. The presentations are offered in English and in Spanish. In 2006, there were approximately 180 students and parents in attendance.

LARES: Annual Recognition Dinner for Latino Graduates
Goal: To recognize the academic achievement of Latino Graduates

Program: The Recognition Dinner for Latino Graduates has grown steadily in its importance and is seen as a major event in the Latino community. In 2006, approximately 700 graduates, guests, UIC staff and faculty, community and political leaders, and media representatives attended the dinner. The event highlights not only academic achievements of Latino students, but also the major retention efforts of the University, the LARES program, and Latino faculty and staff. This positive image is conveyed throughout the Latino community and plays an important role in increasing the number of high school graduates who apply to our institution. Given the feedback from some community members, this event has an enormous impact on the recruitment and retention initiatives at UIC and its importance continues to grow with each successful graduation class.

4. College of Engineering Minority Engineering Recruitment and Retention Program (MERRP) climate enhancing programs include its Supplemental Instruction and membership programs for the underrepresented undergraduate engineering students.

MERRP: Supplemental Instruction (SI)
Goal: To supplement students' academic experience in math, science, and engineering courses.

Programs: SI supports engineering students' need to excel in the classroom and enhances academic experience especially for underrepresented minority students and female students in engineering.

MERRP: Student Organization Membership in National Society of Black Engineers (NSBE), Society of Hispanic Professional Engineers (SHPE), and Society of Women Engineering (SWE)
Goal: To enhance professional development for underrepresented engineering students.

Programs: Peer communities are developed respectively for African American, Latino, and women engineering students.

5. Center for Research on Women and Gender (CRWG) runs a number of programs to enhance climate for women. The following are some of its programs.

CRWG: "World of WISE Choices" Seminars
Goal: To raise awareness of undergraduate students in the STEM disciplines about topics such as career options, achieving ones educational goals, and managing stress.

Programs: The seminar series is designed to improve WISE students' success at UIC and after graduation. The programs often highlight UIC faculty members and their research. This allows WISE students to interact with faculty in an informal setting and expose them to new career options. The mostly (75%) women audience also creates a safe space for WISE students to ask questions.

CRWG: WISE Wings
Goal: To provide a living space in the residence hall for undergraduate women in the STEM disciplines in order to provide support and mentoring to these students.

Program: The WISE Wing hosts dinners, movie nights, and craft nights, designed to make the space a comfortable home for WISE students. In addition, UIC faculty and other professional women are invited to events to help break down barriers between students and faculty, to aid students in their career exploration and with networking. Study groups are facilitated throughout the semesters.

CRWG: WISE Mentoring Program
Goal: To provide support for new WISE students at UIC.

Program: The WISE Mentoring Program pairs veteran UIC WISE students with new UIC WISE students and encourages them to communicate and meet regularly throughout the year, sharing struggles and advice. The program aims to create a smaller community for new students. It also aims to maintain a smaller community for continuing students. We find that our mentors often show more enthusiasm for WISE, UIC, and STEM during the program.

CRWG: WISE Chic(ago)
Goal: To provide a social network for WISE students and organize social and service projects for which WISE students can participate.

Program: WISE Chic(ago) is the WISE program's student organization. It has created a fun and supportive community for WISE students. The students have organized service events such as a clothing drive or a clean up the neighborhood event. They derive much pride from coming together under the WISE banner to help UIC neighbors. They also have planned study nights where small groups of students study multiple subjects in one area.

6. Urban Health Program (UHP): in addition to increasing health services in minority communities, the goal of UHP is to provide access to underrepresented minority students to degree programs in health professionals. For undergraduate students, the UHP aims at attracting minority students to join the pre-health professional programs. These UHP mentoring programs and workshops for students are designed to improve campus climate for minority students in pre-health professional programs.

7. Disability Resource Center provides accommodations and information for students with disabilities. The Center is committed to "facilitate access for students through consultation with faculty and campus departments, and the provision of reasonable accommodations."   A new Director was appointed in August 2006 for the Center. The structure and staff of the Center are to be reviewed to better serve students with disabilities.

Evaluation of Campus Climate for Underrepresented Undergraduate Students

In addition to some individual studies, [7] UIC conducts two national student surveys: the College Student Experience Questionnaire (CSEQ) and the National Survey for Student Engagement (NSSE). A number of questions in CSEQ and NSSE are designed to measure campus climate for students. [8]

The College Student Experience Questionnaire (CSEQ) is a product of the Center for Postsecondary Research at Indiana University. The survey provides insight into various aspects of students' experience and can be used to monitor institutional progress toward improvement in specified areas.

The Office of the Vice Chancellor for Student Affairs administered CSEQ to first year undergraduates and seniors to provide a stratified sample of student views as they progress at UIC. The survey is to be administered once every two years. Two surveys have been administered so far. The first one was administered in the spring of 2004 and the second one in the spring of 2006.

Five questions on the CSEQ were identified as providing relevant measures of climate, especially for underrepresented racial/ethnic groups. The 2006 CSEQ also included 11 additional institutional-specific campus climate questions. Those 5 standard CSEQ and 11 additional institutional-specific questions are outlined in Table I-4. The Surveys allow UIC to assess students' views of the academic and learning environment

The CSEQ was administered on-line to a random sample of advanced freshmen (more than 15 and less than 30 credit hours) and seniors (more than 90 credit hours) during a three-week period in Spring 2006. The sample was drawn to over-represent African American and Latinos. These groups have historically been slightly underrepresented in survey respondents.

A total of 422 students responded to the 2006 survey. Approximately 13% of the respondents were African American and 16% were Latino. The fall 2005 undergraduate enrollment included 9% African American and 16% Latino. Just over 63% of the respondents were women, while the undergraduate enrollment was approximately 54% female.

The 5 standard questions and 11 institutional specific questions are grouped into the areas of academic experience, campus experience, and institutional characteristics for the purpose of this report, as shown in Table I-6. To assess differences among racial ethnic groups, the respondents were sorted as *Latino*, *African American* and *Other*. The 2006 survey results are also listed in Table I-6. It reports the overall response average and the mean response to each question by each group. In addition, t-tests were calculated to compare differences between the responses from women and men. ANOVA calculations allowed comparison among the three racial/ethnic categories. The survey results by the three categories (academic experience, campus experience, and institutional characteristics) are further discussed in the next section.

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[7] A survey was conducted by Reba Chaisson of the UIC Institute for Research on Race and Public Policy in Fall 2005. The goal of the survey is to measure campus racial climate and student stress. Twelve hundred randomly selected undergraduate and graduate students were surveyed. Responses from more than 300 students (including 55 African American and 65 Latino students) were analyzed. Two main findings from the study, according to the author, were (1) "the extent to which Asian and White students' attitudes about admissions policies and minority-specific programs affected interracial relations among the students was very strong" and (2) due to relative absence of minority students, faculty and administrators on the campus, "diversity stresses for African American students was profound".

[8] Students in the CSEQ and NSSE surveys are not asked to self identify as persons with disabilities. The Provost plans to work with the Chancellor Committee on the Status of Persons with Disabilities, the Disability Resource Center and other units to design and implement a campus survey to get more information about the academic life, student life, and institutional characteristics and resources for UIC persons with disabilities.

National Survey for Student Engagement (NSSE) is a product that was developed by the Indiana University Center for Postsecondary Research. This national survey is in its seventh year and is designed to provide information to participating institutions on the quality of undergraduate learning and on the value of the educational experience. In addition, the survey provides responses to questions that help evaluate the campus environment for students.

The University of Illinois at Chicago participated in the 1999 NSSE survey along with several other urban institutions as part of the Pew Foundation's Urban University Portfolio Project. In 1999, the survey was conducted in the fall term and included sophomores and seniors in the survey sample. The 2005 survey was done during the spring semester of the year and included seniors and second semester freshmen. The Office of the Provost sponsored the two surveys that were administered by Indiana University. In Fall 1999, 411 students responded to the NSSE survey and in 2005, there were 1,077 respondents (the sample was larger for the 2005 survey). In both years, the number of women who responded was higher than the male number. African Americans represented about 10% of the respondents and Latinos comprised about 15% in 1999 and 19% in 2005. The demographic profile of respondents matched the overall profile for the campus in both years.

Many questions for the two surveys are the same, but the 2005 survey included additional questions that asked about diversity of perspectives in the classroom and the opportunity to understand another student's point of view. Ten questions on the 2005 survey were identified for analysis as measures of the campus climate. Seven of these questions had also been administered as part of the 1999 survey. The questions are listed below on Table I-5.

UIC has a large and diverse population so students do interact with other students whose religious, political and cultural backgrounds are different from their own. In addition, the UIC undergraduate racial ethnic profile reflects the diversity of the Chicago metropolitan area. For example, the entering freshman class each fall does not have a single majority race/ethnic group. The diversity of the student body contributes to a climate in which students are exposed to multiple perspectives, yet UIC knows that it must also create a comfortable environment for learning and living. The NSSE survey helps to pinpoint areas where improvements can be made to allow for better interaction among students and faculty. It can also help define groups of students who feel that the campus does not offer enough opportunity to interact with students with different backgrounds.

Student responses to the NSSE questions vary between the two years and between the two levels of students that are included in each survey. There are also variances among race/ethnic groups and by gender for some of the responses. There is some overall improvement between 1999 and 2005 when one compares responses to the questions common to both surveys. Tables 5 and 6 show the mean scores by student level to the NSSE questions that provide insight into the student experience at UIC and that help to define the campus climate for the student.

I.A.1.a.i. Evaluation Results for Undergraduate Students: in the Area of Academic/Classroom Experience

CSEQ results
The 2006 survey results of the CSEQ questions related to academic/classroom experience are listed in the top panel of Table I-6. There are 6 relevant questions. Responses compared well with the national norm.[9] The 2006 responses are also similar to the 2004 responses as reflected in the top panel of Table I-7.[10]

> 2006 CSEQ responses represent a positive campus climate (either above 2.5 out of 5 or above 5 out of 7) for underrepresented groups.

The responses from the underrepresented groups[11] are comparable to that from the other groups and the differences are not statistically significant. In general, they represent positive campus climate environment (either above 3 out of a scale of 4 or above 5 out of a scale of 7). The only response that is below 3 (out of a scale of 4) is the response to the question, "*Since coming to UIC, I have taken advantage of opportunities to learn more about ethnic/racial groups other than my own.*"   It is however, very close to 3, and the response is closer to 3 for the underrepresented groups than the other groups, though the differences again are not statistically significant.

NSSE results

> African Americans, Latinos, and women felt more strongly (compared to overall average) that their classroom experience included diverse perspectives in discussions and writings.

The NSSE survey included six questions that related to the academic or classroom experience for students. Two related to the academic experience exclusively and four of the questions overlap with the student life/campus experience. Overall, UIC students report means above the mid-point for all of the questions on academic experience. The mean comparison report for NSSE shows that the differences in the means for UIC students are statistically significant when compared to the national norms for the question on the extent to which the campus contributed to understanding people of other racial and ethnic backgrounds.

African Americans, Latinos and women reported that their classroom experiences included diverse perspectives in discussions and writings above the overall average. Students indicated high quality in their relationships with other students and faculty – but much lower scores for the relationship with administrative personnel.   African American students reported the lowest score for the quality of relationships with other students, but the average was much higher than what was reported in 1999 for both lower classmen and seniors.   The scores for the 2005 students improved for all categories on the quality of relationships when compared to 1999.   The survey results for questions related to the academic experience are found on Tables I-8 and I-9.

> African American students registered significant improvement in relationship with other students from 1999 to 2005.

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[9] National norms are available for the CSEQ standard questions for all students. They are not delineated by racial/ethnic categories.

[10] Table I-6 compares the CSEQ 2006 responses and 2004 responses for the selected standard CESQ questions relevant to each of the campus climate categories. The institutional questions are added only in the 2006 survey.

[11] There is not response identified as those from students with disabilities. The respondents are not asked to self-identify as persons with disabilities.

I.A.1.a.ii. Evaluation Results for Underrepresented Undergraduate Students: Campus Climate in the Area of Student Life/Campus Experience

CSEQ results
The survey results of the CSEQ questions related to student life and campus experience are listed in the middle panel of Table I-6.

> African American students agreed more strongly (than other UIC students) that they have participated in groups/activities that reflect their cultural/racial background.

There are 9 relevant questions. Similar to the survey results on academic/classroom experience, the responses in this area compared well with the national norm. Again, the responses in 2006 are comparable to that in 2004 as reflected in the middle panel of Table I-7. Those from the underrepresented groups are also comparable to the other groups. The only significant difference was found for African American respondents on the question, *"Since coming to UIC. I have participated in groups/activities that reflect my own ethnic/racial background?"* to which they agree slightly more strongly compared to other groups.

There are three questions the responses to which are between 2 and 3 (on a scale of 4), as indicated in Table I-6. These questions ask the students, since coming to UIC, whether they have taken advantage of learning more about other ethnic/racial groups, participated in groups/activities reflect their ethnic/racial background, and increased their understanding of racial/ethnic differences. For all these questions, the responses from the respondents of the underrepresented groups are higher compared to those from other groups.

NSSE Results
The analysis of the student life and campus experience questions from the NSSE survey includes some of the same results that were cited in the analysis of academic experience questions. The student experience results are also shown on Tables 5 and 6. More than 60% of students at UIC reported that they had often or very often serious conversations with students of a different race or ethnicity during the year. UIC students had a higher percentage and mean for this question than students from other doctoral or urban universities that participated in the NSSE survey in 2005. UIC students also had higher mean scores than other NSSE participants on the question of the

> More than 60% of students at UIC reported that they had often or very often serious conversations with students of a different race or ethnicity during the year.

extent to which the institution contributed to understanding people of other racial and ethnic backgrounds.

I.A.1.a.iii. Evaluation Results for Underrepresented Undergraduate Students: Campus Climate in the Area of Institutional Characteristics and Resources

CSEQ results
The survey results of the CSEQ questions related to institutional characteristic and resources are listed in the bottom panel of Table I-6.

2006 CSEQ reflects a positive perception from the underrepresented groups that UIC has appropriately addressed the problems of racism and sexist behavior.

There are 6 relevant questions in this area. Again, similar to the survey results in the above two areas (academic/classroom experience as well as student life and campus experience), the responses in this area compared well with the national norm and the 2006 responses are similar to the 2004 responses (as reflected in the bottom panel of Table I-7.) Those from the underrepresented groups are also comparable to the other groups. The only significant difference was found for African American respondents on the question, "*Campus needs to provide diversity awareness/sensitivity workshops to campus community.*" African Americans report a higher need for the campus to offer diversity awareness workshops.

Responses to questions in this area reflect a positive perception from the campus population in general, and the underrepresented groups in particularly, that UIC has appropriately addressed problems of racism and sexist behavior. However, UIC needs to continue to promote a sense of community on campus and further improve relationship between students and administrative personnel.

NSSE results
The NSSE survey provides two questions for analysis in the area of institutional characteristics. The questions and the mean responses are also included on the NSSE survey response tables. UIC students report lower scores on the quality of relationships with administrative personnel and offices on campus than they did for other students and faculty. There is some improvement in the mean scores for these questions when compared to the 1999 responses, so changes in the campus offices have helped to improve the institutional environment. The campus developed a new student admission and registration system during this time and this might have had an impact on the quality of service from administrative units. Women tend to have higher scores on this question when compared to the overall mean. The responses to the question on the extent to which the institution encourages contact among students from different backgrounds brought a range of responses. The responses from minority students varied by student level and in some cases reversed in 2005. Latino seniors in 2005 were most positive about this experience. African American students were more positive as freshmen – but less so at the senior level. Again, women gave a higher rating to the institution on this question than the overall mean for the campus.

I.A.1.b. Campus Climate for Underrepresented Graduate Students

Programs to Enhance Campus Climate for Graduate Students

The Graduate College runs a number of programs that provide financial resource and build community support for the graduate students. These programs include the Abraham Lincoln Fellowship Program, the Diversifying Higher Education Faculty in Illinois, the McNair Program, and the Summer Research Opportunities. In addition to recruiting and retain students from underrepresented groups, these programs serve to improve campus climate for graduate students. To create a campus environment that is conducive to learning, the Graduate College also started two programs. The Graduate College supported the creation of *Alliance of Latino and Black Graduate Students,* a registered student origination that as part of its mission intends at creating a sense of community. In addition, in collaboration with the Chancellor Committee on the Status of Latinos and the Chancellor Committee on the Status of Blacks, and other campus units, we have created the African American & Latino Research Forum: Building a Community of Scholars.

The Graduate College: Abraham Lincoln Fellowship Program
Goal: To increase the excellence and diversity of the graduate student body through providing financial support.

Program: There are two competitions with rolling deadlines for the Abraham Lincoln Fellowship. The first is for recruitment of new graduate students to UIC. The second, is an open round for continuing graduate students. Selection criteria is based on graduate and undergraduate academic record, standardized test scores, letters of recommendation, and the nominee's personal statement.

To provide the Abraham Lincoln Fellows the opportunity to meet and form a network, the Graduate College hosts a reception at the beginning of the year for the Fellows. They also participate in a listserv specifically for the Lincoln Fellows that allows them to have a virtual community and share resources. The fellows receive a fellowship during the first and fourth years and an assistantship in the second and third years. The assistantships allow the Lincoln Fellows to develop a relationship with their faculty.

The Graduate College: Diversifying Higher Education Faculty in Illinois (DFI) Program
Goal: to increase the number of underrepresented faculty and staff in Illinois institutions of higher education and higher education governing boards,

Program: The Diversifying Higher Education Faculty in Illinois Program (DFI) was established by the Illinois General Assembly and signed as Public Act 093-0862 on August 4, 2004. This act consolidates the Illinois Consortium for Educational Opportunity Program (ICEOP) and the Illinois Minority Graduate Incentive Program (IMGIP) into a single fellowship program. In support of this goal, the program provides fellowships to graduate students whose goals are aligned with the mission of DFI.

DFI Fellows attend a professional development conference once a year. This year they also participated in the African American and Latino Research Forums at UIC where they had an opportunity to present their research to faculty and fellow students. Through the community of DFI Fellows, the students form a mutual support network. Students also form a virtual community through a listserv.

The Graduate College: Ronald E. McNair Post-baccalaureate Achievement Program
Goal: To provide effective preparation for first-generation, low-income or underrepresented minority students for doctoral study.

Program: The program uses research experiences and faculty mentoring to encourage first-generation, low-income or underrepresented minority college students to pursue doctoral degrees. The McNair program is funded by a five-year grant from the U.S. Department of Education.

McNair students gain support from faculty through partaking in year-round research experiences with them. UIC McNair students bring with them the confidence, experience and skill that comes from applying the theoretical knowledge and research methods to investigate the real world problems. Our UIC McNair students work side by side with advanced undergraduates, graduate students, postdoctoral students and faculty. The exposure that UIC McNair students bring to the classroom not only makes them more competitive for graduate school, but it also enriches their own undergraduate experience as well as their classmates at UIC.

UIC McNair Scholars also involved in cultural, educational and leadership development activities on and off the campus. The McNair program sponsors cultural events such as theatrical performances, concerts, festivals and museums. Students have an opportunity to share these experiences with other students from different ethnic and racial backgrounds benefiting from convergent and divergent views and experiences.

The Graduate College: Summer Research Opportunities Program (SROP)
Goal: To introduce university sophomores and juniors to the academic and intellectual rewards of graduate study. The overall goal of SROP is to increase the number of underrepresented students by encouraging them to pursue academic careers.

Program: SROP participate in Discipline Specific Workshop (DSW) that is taught by committed doctoral students. They also participate in an intensive Leadership Development Seminar held over the weekend during the first week of the program. These academic experiences also help them to develop cross cultural alliances as well as civic engagement. In addition, half of the SROP scholars live in campus housing where they study and participate in social activities together. This arrangement encourages a positive and meaningful campus experience for the students. SROP has institutional alliances throughout the campus as well as off campus. Campus alliances include but are not limited to The Urban Health Programs, Department of Psychology, African American and Latin American and Latino Studies Departments, McNair Scholars Program, LARES, AAAN, TRIO, Native American Support Programs as well as numerous faculty and academic offices. Our campus partners help the SROP staff provide a support network for our students.

Evaluation of Campus Climate for Underrepresented Graduate Students

The Graduate College assesses the effects their programs for graduate students including their impacts on campus climate. Staff of the Diversifying Higher Education Faculty in Illinois (DFI) Program, for example, meet with each of their fellows (approximately thirty in total) individually and assess their experience at UIC. The McNair program conducts exit interviews when their students graduate. The SROP conducts post-participation surveys. Results of those surveys reveal aspects of campus climate for the students.

I.A.1.b.i. Evaluation Results for Graduate Students: Campus Climate in the Area of Academic/Classroom Experience

One consistent message from the surveys/interviews is that students felt they benefited from research opportunities. The DFI Fellows valued their research experience and SROP participants reported that they truly valued the one-on-one research experience with their faculty mentors. Many students had not had any prior independent research experience. They expressed how they learned tremendously from working directly with someone considered an expert in their field. In addition, SROP students

> Underrepresented minority graduate students groups felt they benefited from research opportunities.

gained substantial value from the Discipline Specific Workshops, (DSW) which gave them a "hands on" approach to research techniques, academic writing, and presentation skills. The SROP students overcame anxiety of public

speaking many of them improved their symposium presentations because they participated in the workshops and practice sessions.

I.A.1.b.ii. Evaluation Results for Graduate Students: Campus Climate in the Area of Student Life/Campus Experience

The DFI fellows reported to staff that they value having faculty members as their mentors. Participations of the McNair Program indicated in their exit interview at graduation that faculty mentoring improved their campus experience not only academically but also enriched their undergraduate experience.

The SROP Students enjoyed the Leadership Development Seminar. Students felt like it was a great way to familiarize the group with the program's mission and for individuals to make the most of their research experience. Participants in the program who lived in the residence halls communicated that they experienced a supportive environment and established friendships with other residents of the program that will continue to provide a support network for them. The students assisted each other with their final research presentations and offered support at the Symposium. Although not all students report the same level of positive experience, the majority of them enjoyed their time in the residence halls and valued the network they established.

Isolation, however, is a concern expressed by students. Students find themselves isolated. Some of the DFI Fellows felt that they were the only or one of the few "minority students" in a department.

I.A.1.b.iii. Evaluation Results for Graduate Students: Campus Climate in the Area of Institutional Characteristics and Resources

Many graduate students from the underrepresented groups expressed in the surveys that having professors from underrepresented groups who would share with the students the professors' experiences validated their own experience and reasons for enrolling in college and coming to UIC. The students felt that they would benefit more if they would be able to interact with more faculty members. Unfortunately, they felt the opportunity was very limited. For example, many of the graduates of last McNair Program survey indicated that they had been taught by only one faculty member from the underrepresented groups throughout their entire undergraduate experience in UIC. Students were disappointed but accepted this as reality.

I.A.1.c. Campus Climate for Underrepresented Professional Students

Programs to Enhance Campus Climate for Professional Students

The Urban Health Program (UHP) runs a number of programs aiming at producing a positive campus climate for professional students.[12] It was created in 1978 in an effort to increase the number of African American, Latino, and Native Americans in the Health Sciences. It has nine components: the Graduate College, the College of Education-Early Outreach, the Academic Center for Excellence and six components in six health colleges (Applied Health Science, Dentistry, Medicine, Nursing, Pharmacy, and Public Health). The UHP Management Team collaborates, coordinates, and evaluates the development and implementation of the UHP programs in the nine units. It runs the

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[12] There are other programs aiming at increasing the number of underrepresented minority professional students at UIC and thereby reducing the isolation felt by these students. The Hispanic Center for Excellence, for example, has organized a number of such programs for Latino students including the Step1 Diagnostic Exams-Student Performance Program. In addition, it developed a core curriculum that addresses cultural competence and it incorporated the core into the medical curriculum.

Illinois Health Professional Students Conference to provide leadership opportunities to students. It also organizes the Urban Health Program Community Advisory Council (CAV) to involve community leaders and underrepresented student leaders to advise the Chancellor on matters related in students in health professional and per-health programs. The Urban Health Program Pre-Health Student Organization provides networking opportunities of UHP students.

Of the nine UHP units, the College of Education Early Outreach Program mainly works with high school students to introduce them to the health professions and the Academic Center for Excellence provides academic support to students through counseling and advising. The other seven units, one in the Graduate College and six in professional colleges (Applied Health Science, Dentistry, Medicine, Nursing, Pharmacy, and Public Health) provide programs with goals including enhancing campus climate for the UHP students.

1. Urban Health Program (UHP), Graduate College, Office of Recruitment and Minority Affairs
Goal. To recruit and retain academically talented, underrepresented graduate students. In fulfillment of general UHP objectives, UHP Graduate College specifically targets African American, Latino, and Native American students with an academic interest in research associated with the health sciences.

Program: The Urban Health Program organized by the Graduate College Office of Recruitment and Minority Affairs helps centralize the recruitment of students from underrepresented groups for graduate study. It partners with the eight-week gre@uic program to prepare participants for the three sections for the GRE General Exam.
In collaboration with NBC 5 and Chicago Telemunda, it runs the N5/THH designed to provide homework assistance to Chicago's, Spanish-speaking Latino community. In fall 2004, the UHP of the Graduate College Office of Recruitment and Minority Affairs instituted the UIC Recruitment Initiative. This program consists of organizing informational sessions at the campus offices of African American Academic Network (AAAN), Latin American Recruitment Educational Services (LARES), and Native American Support Programs (NASP). During these sessions, the UHP coordinator provides a presentation covering UHP and Graduate College programs. The Summer Residential Enrichment Program (SROP) coordinator also presents on that program.

2. UHP Applied Health Science (AHS): AHS has number of programs that help improve campus for its students. They include the Academic Study and Advising Program, the Urban Allied Health Academy and its Fellows Program, and the Development of the Minority Leadership for Allied Health. In addition, it organizes the Urban Allied Health Academy "Today's Student…. Tomorrow's Leaders" Welcome Breakfast for its students and their parents to introduce them to strategies of success and ways in which they can effectively navigate through the University. In addition, the Oasis project provides remodeled spaces with computer facilities and lounge areas giving students comfortable, usable environments conducive to study and/or interaction with other students and staff.

UHP AHS: UAHA (Urban Allied Health Academy)
Goal: To foster a strong academic community among the department of the College of Applied Health Sciences; to help all AHS members develop a greater awareness, appreciation, and understanding of cultural differences and of issues that impact urban American; improve student success and retention; and to recruit and retain students from underrepresented groups.

Program: UAHA hosts seminars featuring national recognized scholars engaged in the elimination of health disparities and multicultural research.

UHP AHS: UAHA (Urban Allied Health Academy) Fellows Program
Goal: To provide students with a broad range of cultural competencies to prepare them for service, research, and leadership roles with multicultural populations in urban areas.

Program: UAHA Fellows program is a unique way for students to work individually with faculty mentor on a research topic that combines cultural competency and research on issues that affect underserved and minority populations.

UHP AHS: Development of Minority Leadership for Allied Health:
Goal: To identify and foster the development of potential leaders from underrepresented minority student groups.

Program: Although in its infancy as a program, opportunities have already provided for minority students to become involved with developing student programs, learning about the campus administration, and networking with professionals in their fields.

3. UHP: College of Dentistry: Rover Wood Johnson—Dental Pipeline, Profession and Practice and Kellogg Foundation Faculty Development Program
Goal: To provide diversity/cultural competency for students and faculty

Program: The Program engages students and faculty to become aware of cultural and diversity issues.

4. UHP the College of Medicine Summer Pre-Matriculation Program (SPP)
Goal: To prepare UHP students for the medical program.
Program: The program provides lectures and laboratory sessions covering first-year courses, aiming at enhancing academic experience for its students.

5. UHP: College of Nursing: provides a number workshops and networking opportunities for its UHP students. An annual reception is held to welcome new and continuing students to the College of Nursing UHP and an annual scholarship workshop is held to assist students with funding their education. Moreover, the CON UHP partners with campus support programs such as AAAN and LARES, the Native American Support Program, the Academic Center for Excellence, and the UIC Writing Center to provide students with information on the services provided by these programs.

UHP: College of Nursing Annual Cultural Competence Workshop
Goal: to increase cultural/diversity awareness of the students.

Program: An annual cultural competence training workshop is held for all students in the college, which is sponsored by the UHP and the Office of Academic Programs.

UHP: College of Nursing Mentoring Program
Goal: To enhance campus climate in the area of academic life.

Program: A peer-mentoring program is offered to pair new incoming students with continuing students as a means to help students adjust to the college and provide a contact for information from a fellow student's perspective. Tutors for undergraduate students are free. Tutors for graduate students are available (paid for the CON UHP) on a needed basis.

UHP: College of Nursing Networking Program
Goal: To improve student life for the College of Nursing UHP students.

Program: The College of Nursing UHP provides networking opportunities for students to meet with professionals in the nursing fields.

6. UHP College of Pharmacy
New UHP College of Pharmacy students met with faculty in a spring picnic prior to their first semester at UIC. In addition, there is a UHP Welcome Seminar for incoming students and an alumni mentoring program for all UHP College of Pharmacy Students.

UHP: School of Pharmacy New Student Welcome Seminar
Goal: to provide network opportunities between new students and senior students.

Program: This seminar is organized in July to facilitate networking between new (P1) students and upper-class (P2-P4) students. Attempts are made to pair new students and senior students with common interests (such as married with children).

UHP: School of Pharmacy Alumni Mentoring
Goal: to provide mentoring to students from alumni.

Program: A meeting is organized in the spring inviting all UHP students and the College of Pharmacy alumni. Interested alumni often kept contacts with students in the form of tele-mentoring.

7. UHP: School of Public Health: runs a number of programs to enhance campus climate for its students

UHP: School of Public Health: Student Support (UHDP)
Goal: to provide academic and psychosocial support for students taking epidemiology, biostatistics, and environmental calculations, as well as to their enhance writing skills

Program: The program provides opportunities for students to come together, exchange experience about courses, and help each other. The program is run by students while UHDP provides financial and staff support.

UHP: School of Public Health International Dinner Night
Goal: to celebrate diversity as a university

Program: The program shows that student diversity is a strength and guides students to learn about other cultures, allowing for exchanges of ideas and perspectives.

UHP: School of Public Health Student Career/Alumni Networking
Goal: To provide students an opportunity to network with alumni and other potential employers.

Program: The program gets together students, alumni and other potential employers together to share job and internship opportunities.

UHP: School of Public Health Minority Students for Advancement of Public Health (MSAPH)
Goal: To provide opportunity for minority students to articulate and address minority health and education issues.

Program: Students meet to examine various issues affecting minority health and education and discuss possible solutions and interventions.

Evaluation of Campus Climate for Underrepresented Professional Students

The Urban Health Program (UHP) Central Management Team conducted a focus group in Spring 2005 with the UHP students in the six health colleges (Applied Health Sciences, Dentistry, Medicine, Nursing, Pharmacy, and Public Health) as well as the Pre-Health and graduate students.[13] Some of the findings from this focus group include the following in the various areas of campus climate.

I.A.1.c.i. Evaluation Results for Professional Students: Campus Climate in the Area of Academic/Classroom Experience
UHP students expressed feelings of being academically unprepared or inadequately prepared. They would like to have assistance in more challenging courses.

I.A.1.c.ii. Evaluation Results for Professional Students: Campus Climate in the Area of Student Life/Campus Experience
Students expressed a need for cultural competence among faculty. They felt that there was alienation among students. They also felt challenged in achieving a balance among their responsibilities as a student, family member, and employee.

I.A.1.c.iii. Evaluation Results for Professional Students: Campus Climate in the Area of Institutional Characteristics and Resources
UHP students expressed concern about the relatively small number of minority faculty. They also felt they did not understand fully the offerings of the UHP and they would like to be more familiar with the college policies. Moreover, they felt that they needed to know more about the resources that were available to them, both within their respective colleges and in the community. For that purpose, they would like to have a resource room to house career information and/or career counseling in their respective colleges.

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[13] In addition, the UHP College of Medicine conducts a focus Group Discussion with its pre-professional students. Members of the focus group revealed that academically underrepresented students were receiving a quality education that was rewarding and valued. In general, students found student life good and participation in the student organizations was rewarding, fulfilling and valued. However, students described and discussed the presence of insensitivity from some of the non-UHP students, including comments from non-underrepresented students about the programs and resources that are available to the underrepresented students that were not available to the class at large. Some UHP students perceived that non-UPH students had a negative conception of the UPH students.

I.A.2. CAMPUS CLIMATE FOR UNDERREPRESENTD FACULTY/STAFF

FACULTY/STAFF STATISTICS
Tables I-10, I-11, and I-12 show, respectively, the Fall 2001 to Fall 2005 UIC Distribution, by Gender and Race/Ethnicity, of tenured and tenure track faculty, academic professionals and administrators, and support staff.

I.A.2. Campus Climate for Underrepresented Faculty/Staff

Programs to Enhance Campus Climate for Underrepresented Faculty/Staff

The Office of the Vice Provost for Faculty Affairs runs a number of programs aiming at creating a supportive community for faculty. A series of annual workshops are organized for department heads to discuss various faculty issues including the challenges faced by them and their faculty members who are from underrepresented groups. The Underrepresented Faculty Mentoring Program aims at providing support especially for junior faculty from underrepresented ethnic minority groups and the Underrepresented Faculty Recruitment Program (UFRP) offers resources to support the hiring and retention of faculty from underrepresented groups. In addition, the Chancellor and the Provost meet every year with underrepresented minority faculty.

In September 2006, UIC's WISEST program (Women in Science and Engineering System Transformation) received a five-year, $3.3 million grant from the National Science Foundation. The program addresses under-representation of women faculty in engineering and science.

Academic Professor Advisory Committee and Civil Service Staff Advisory Council are two of the units that enhance the campus life for staff at UIC by sponsoring and organizing social activities providing them with opportunities to network. Staff members have representation in the UIC Senate.[14] In addition, awards recognizing the contributions of the staff include the Chancellor's Academic Professional Excellence Award (CAPE), the Wow Award, the Janice Watkins Award for Distinguished Civil Service, and the Staff Appreciation Award. The Office of Access and Equity provides Dispute Resolution Services to help resolve disputes if they arises for staff at UIC.

Heads Workshops
Goal: To provide training for department heads on campus issues and encourage networking and exchange of best practices in areas such as faculty retention and budget.

Programs: Each workshop covers issues including those that concern underrepresented groups (e.g., how to support faculty excellence). A recent workshop in September 2006 focused explicitly on climate, allowing Heads to articulate their concerns in a collegial environment based on common ground. It also gave Heads from underrepresented groups an opportunity to share their expertise with their majority colleagues. These workshops aims at improving campus climate for all UIC community members by ensuring that Heads understand the challenges facing faculty members, the available institutional solutions, and how to communicate them to faculty and staff.

Underrepresented Faculty Mentoring Program (UFMP)
Goal: To provide mentoring and support for African American and Latino/a junior faculty.

Program: UFMP improves access to support and mentoring from senior colleagues, and helps mentees develop research/writing discipline and navigate the promotion and tenure system. Small writing groups, workshops, and panel discussions build networks and help to increase retention and help expand the community of faculty role models and mentor.

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[14] Three academic professionals were elected in Fall 2006 and are now serving in the UIC Senate.

Underrepresented Faculty Recruitment Program (UFRP)
Goal: To recruit and retain faculty from underrepresented groups, including traditional "minority" groups and those underrepresented in specific fields (e.g., women in science, technology, engineering, and mathematics disciplines).

Program: UFRP increases the diversity of the UIC tenured and tenure-track faculty through recruitment incentives for colleges and direct research support to the faculty members. This material support expresses the administration's commitment to diversity, increases the success of underrepresented tenure-track faculty, and helps to create a "critical mass" and a community that lessen the sense of isolation that may lead faculty to leave UIC. It benefits students by providing role models and mentors, expertise in specific areas, and alternative styles of teaching.

Administrators' Annual Meetings with Minority Faculty
Goal: To learn form minority faculty their campus experience and address their concerns.

Program: Each year the Chancellor and Provost conduct meetings with African American and Latino/a faculty that focus on recruitment, retention, and other underrepresented faculty concerns. Meetings have included discussions of student-related issues and the development of mentoring and other supportive programs.

CRWG: Women in Science and Engineering System Transformation (WISEST)
Goal: To increase the recruitment, retention, and advancement of women faculty in the eleven STEM departments at UIC through supports that would also improve campus climate for the women faculty.

Program: WISEST has formed a group of faculty representatives (known as "Facilitators") from the STEM departments to develop recommendations to achieve the goals of WISEST. The group then brings its recommendations to the Provost to act upon. One recent accomplishment is a new requirement for Deans to include progress towards gender equity in annual reports. WISEST Facilitators also work within their colleges and departments to promote gender equity and ethnic diversity; for example, by training search committee members on evaluation bias. WISEST also hosts seminars for faculty, deans, and department heads, featuring guests from other universities who present on successful initiatives at their institutions. Additional workshops for post-doctoral fellows are also held to nurture a support network for the next generation of faculty members.

Dispute Resolution Services (DRS): this is a program operated by the Office of Access and Equity
Goal: To resolve disputes of staff/faculty.

Program: The program allows concerns of unlawful discrimination to be addressed in an informal setting. It, therefore, improves workplace environment and interpersonal communication through mediation, facilitation, and confidential consultation using alternative dispute resolution.

Evaluation of Campus Climate for Underrepresented Faculty/Staff

Judith Richman, a UIC Professor of Epidemiology, has conducted a sexual harassment and general workplace abuse study in Fall 2004, including graduate students, faculty, and staff. Among her findings is the percentages of women and that of underrepresented minority groups who have experienced sexual harassment or general workplace abuse are much lower compared with the percentages for all participants of the survey.

In addition, participants of all faculty programs have been asked to provide feedback. Most surveys do not specifically address the issue of campus climate for faculty of underrepresented groups. However, participants in the Underrepresented Faculty Mentoring Program reported in program evaluations and mentoring surveys that the lack of visible senior colleagues of color is a major source of dissatisfaction and contributes to the likelihood of their leaving UIC. These problems are most salient for underrepresented faculty in departments where their numbers are small; in contrast, those in African American Studies, Latin American & Latino Studies, and with UFMP mentoring,

report a greater sense of respect for their research and career concerns

In 2004, UIC conducted a Faculty Work Climate Survey that produced some assessment of campus climate especially for women faculty in the areas of academic/campus experience and resources. In 2006, an Infant Care Study was conducted to assess the needs for infant care by the UIC students, faculty, and staff, so that the campus can improve the climate for the UIC community.

The Civil Service Staff Advisory Council also conducted a survey last year. Results of the survey will be analyzed to learn more about the work experience of the staff with their supervisors, their co-workers, and their customers.

The UIC Faculty Work Climate Survey

The UIC Faculty Work Climate Survey was designed to capture the perceptions of faculty members in the College of Liberal Arts and Sciences (LAS) and the College of Engineering (COE) regarding their workplace.[15] This 2004 survey was sent to over 500 tenured/tenure-track faculty members in these two colleges, representing about 40% of the approximately 1300 tenured/tenure-track faculty at UIC. The response rate to the survey was 67%. Questions addressed satisfaction with UIC and career progression and included demographic data such as marital/partner status. The final report published in June 2006 is available at www.uic.edu/oaa/faculty/climatesurvey.html.

I.A.2.i and ii. Evaluation Results for Faculty: in the Area of Academic/Campus Experience

The 2004 UIC Faculty Work Climate Surveys show that 67.5% of the faculty members (in LAS & College of Engineering) were moderately or very satisfied with their positions at UIC, and 62.7% of them were moderately or very satisfied with their career progress.

The mean of the overall satisfaction in current position and career progression was 4.27 +/- 1.37 out of a scale of 6 (6 being very satisfied). 67.5% of faculty members were very satisfied or moderately satisfied with their position at UIC. The mean satisfaction score did not differ significantly by gender, discipline, or rank. The top factor that contributed to satisfaction was presence of like-minded colleagues. While the small number of women respondents (26%) made it difficult to assess gender gap, path analysis showed that a negative departmental climate was the only factor associated with their dissatisfaction.

I.A.2.iii. Evaluation Results for Faculty: in the Area of Resource

A number of questions in the Faculty Work Climate Survey addressed several aspects of resources available to the faculty, including equipment needed for research, office space, and laboratory space. Overall, resource availability was viewed as acceptable to slightly below acceptable.

The Survey also examined the interrelation of responsibility for childcare, employment level of partner/spouse, choice of the number of children, and other work-life issues with satisfaction and career progression. Path analyses showed that women faculty were twice as likely as men to be childless, but more likely to use childcare services, tenure rollback, mentoring programs, and family medical leave, and to rate these, plus dual-career hiring programs, as valuable.

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[15] The survey was part of a project related to women faculty in the STEM (science, technology, engineering, and mathematics) disciplines and therefore was only administered to the two colleges which house most of the STEM faculty outside health related areas.

Table I-1
Distribution of Students by Gender and Race/Ethnicity
for Total Campus
Fall 2001 to 2005

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
Total Students	24,530		25,690		25,228		24,407		24,353	
Gender										
Men	10,996	44.8%	11,399	44.4%	11,195	44.4%	10,884	44.6%	10,919	44.8%
Women	13,534	55.2%	14,291	55.6%	14,033	55.6%	13,523	55.4%	13,434	55.2%
Race/Ethnicity										
American Indian or Alaskan Native	64	0.3%	60	0.2%	56	0.2%	60	0.2%	66	0.3%
Asian or Pacific Islander	4,905	20.0%	5,257	20.5%	5,260	20.8%	5,118	21.0%	4,921	20.2%
Black/Non-Hispanic	2,202	9.0%	2,310	9.0%	2,178	8.6%	2,071	8.5%	2,107	8.7%
Hispanic	3,316	13.5%	3,307	12.9%	3,207	12.7%	3,132	12.8%	3,146	12.9%
White/Non-Hispanic	11,235	45.8%	11,735	45.7%	11,499	45.6%	11,063	45.3%	11,183	45.9%
Non-Resident Alien	1,973	8.0%	2,076	8.1%	1,913	7.6%	1,768	7.2%	1,804	7.4%
Unknown	835	3.4%	945	3.7%	1,115	4.4%	1,195	4.9%	1,126	4.6%
Total	24,530	100%	25,690	100%	25,228	100%	24,407	100%	24,353	100%

Data Source: UIC Office of Data Resources and Institutional Analysis.

Table I-2

Undergradute Student Enrollment by Gender and Race/Ethnicity

Fall 2001 to 2005

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
Total Students	15,887		16,543		16,012		15,448		15,148	
Gender										
Men	7,154	45.0%	7,450	45.0%	7,242	45.2%	7,075	45.8%	7,046	46.5%
Women	8,733	55.0%	9,093	55.0%	8,770	54.8%	8,373	54.2%	8,102	53.5%
Race/Ethnicity										
American Indian or Alaskan Native	43	0.3%	37	0.2%	33	0.2%	34	0.2%	37	0.2%
Asian or Pacific Islander	3,731	23.5%	3,979	24.1%	3,934	24.6%	3,849	24.9%	3,679	24.3%
Black/Non-Hispanic	1,514	9.5%	1,578	9.5%	1,455	9.1%	1,377	8.9%	1,359	9.0%
Hispanic	2,695	17.0%	2,677	16.2%	2,576	16.1%	2,513	16.3%	2,499	16.5%
White/Non-Hispanic	7,036	44.3%	7,380	44.6%	7,044	44.0%	6,647	43.0%	6,561	43.3%
Non-Resident Alien	295	1.9%	250	1.5%	211	1.3%	174	1.1%	210	1.4%
Unknown	573	3.6%	642	3.9%	759	4.7%	854	5.5%	803	5.3%
Total	15,887	100%	16,543	100%	16,012	100%	15,448	100%	15,148	100%

Data Source: UIC Office of Data Resources and Institutional Analysis.

Table I-3

UIC

Total Graduate and Professional Student Enrollment by Gender and Race/Ethnicity

Fall 2001 to 2005

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
Graduate Students	6,333		6,803		6,825		6,581		6,766	
	N	%	N	%	N	%	N	%	N	%
Male	2,689	42.5%	2,804	41.2%	2,821	41.3%	2,724	41.4%	2,768	41.5%
Female	3,644	57.5%	3,999	58.8%	4,004	58.7%	3,857	58.6%	3,998	58.5%
American Indian or Alaskan Native	11	0.2%	14	0.2%	17	0.2%	17	0.3%	20	0.3%
Asian or Pacific Islander	410	6.5%	489	7.2%	509	7.5%	492	7.5%	479	7.1%
Black/Non-Hispanic	518	8.2%	572	8.4%	564	8.3%	531	8.1%	576	8.5%
Hispanic	434	6.9%	457	6.7%	458	6.7%	449	6.8%	449	6.6%
White/Non-Hispanic	3,086	48.7%	3,214	47.2%	3,303	48.4%	3,244	49.3%	3,423	50.6%
Non-Resident Alien	1,648	26.0%	1,791	26.3%	1,667	24.4%	1,561	23.7%	1,553	23.0%
Unknown	226	3.6%	266	3.9%	307	4.5%	287	4.4%	266	3.9%

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
Professional Students	2,310		2,344		2,391		2,378		2,439	
	N	%	N	%	N	%	N	%	N	%
Male	1,153	49.9%	1,145	48.8%	1,132	47.3%	1,085	45.6%	1,105	45.3%
Female	1,157	50.1%	1,199	51.2%	1,259	52.7%	1,293	54.4%	1,334	54.7%
American Indian or Alaskan Native	10	0.4%	9	0.4%	6	0.3%	9	0.4%	9	0.4%
Asian or Pacific Islander	764	33.1%	789	33.7%	817	34.2%	777	32.7%	763	31.3%
Black/Non-Hispanic	170	7.4%	160	6.8%	159	6.6%	163	6.9%	172	7.1%
Hispanic	187	8.1%	173	7.4%	173	7.2%	170	7.1%	198	8.1%
White/Non-Hispanic	1,113	48.2%	1,141	48.7%	1,152	48.2%	1,172	49.3%	1,199	49.2%
Non-Resident Alien	30	1.3%	35	1.5%	35	1.5%	33	1.4%	41	1.7%
Unknown	36	1.6%	37	1.6%	49	2.0%	54	2.3%	57	2.3%

Data Source: UIC Office of Data Resources and Institutional Analysis.

Table I-4: CSEQ Questions used to assess climate

CSEQ Standard Questions
(1) To what extent do you feel that there is an emphasis on developing an understanding and appreciation of human diversity? (1=weak to 7=strong emphasis)
(2) Rate your relationships with other students. (1=uninvolved, etc. to 7=friendly, supportive, etc.)
(3) Rate your relationships with administrative personnel and offices. (1=rigid, impersonal, etc to 7=helpful, considerate)
(4) Rate your relationships with faculty members (1=remote, discouraging, etc. to 7=approachable, helpful, etc.)
(5) In your experience at UIC, you became acquainted with students whose race or ethnic background was different from yours. (1=Never to 4=Very Often)

Institutional Questions (added in the 2006 survey)
Indicate your level of agreement with each of the following statements
(1=Strongly disagree to 4=Strongly agree)
(1) Most of the faculty, staff, and administrators at UIC are welcoming to people of color.
(2) Most of the students at UIC are welcoming to people of color.
(3) The university appropriately addresses problems of racism.
(4) The campus environment is free from sexist behavior.
(5) There are adequate social/cultural activities and programs oriented to a variety cultural/racial/ethnic group on campus.
(6) Campus needs to provide diversity awareness/sensitivity workshops to campus community.
(7) Since coming to UIC, I have taken advantage of opportunities to learn more about racial/ethnic groups other than my own.
(8) Since coming to UIC, I have participated in groups/activities that reflect my own ethnic/racial background.
(9) My experience since coming to this institution has made me more understanding of racial/ethnic differences.
(10) My education at this institution has broadened my global experience.
(11) The campus climate promotes a sense of community.

Table I-5 NSSE Questions used to assess climate

Question on both 1999 and 2005 NSSE surveys (2005 question numbers)

Extent of experience during the school year – Scale of 1 to 4 with 1 being never

1u)   Had serious conversations with students of a different race or ethnicity
1v)   Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values.

Quality of relationships with other people – Scale of 1 to 7 with 7 as most friendly and supportive.

8a)   Quality of relationship with other students
8b)   Quality of relationship with faculty members
8c)   Quality of relationship with administrative personnel and offices

Institutional Emphasis- Scale of 1 to 4 with l being very little

10c)   the extent to which your institution encourages contact among students from different economic, social, and racial or ethnic background.

Experience contributes to your knowledge, skills or personal development-Scale 1 to 4 with 1 being very little

11e) Understanding people of other racial and ethnic background

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Question is 2005 NSSE Only

Extent of experience during the school year – Scale of 1 to 4 with 1 being never

1e)   Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
6e)   Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
6f)   Learned something that changed the way you understood an issue or concept

Table I-6 2006 CSEQ Survey Results

Selected 2006 CSEQ Survey Results on Campus Climate

Area of Campus Climate	Question from CSEQ Survey		2006 CSEQ Survey Results				
		Range	Overall	Afr. Am.	Latino	Other	Women
Academic / classroom Experience	My experience since coming to this institution has made me more understanding of racial/ethnic differences.	1 to 4	2.99	3.04	3.18	2.94	3.02
	My education at this institution has broadened my global experience.	1 to 4	3.05	3.08	3.26	3.00	3.08
	The campus environment is free from sexist behavior.	1 to 4	3.05	3.04	2.45	2.50	3.00
	Since coming to UIC, I have taken advantage of opportunities to learn more about ethnic/racial groups other than my own.	1 to 4	2.69	2.93	2.78	2.62	2.74
	During the current year, I became acquainted with students whose race or ethnic background was different from my own.	1 to 4	3.15	3.15	3.17	3.14	3.19
	Relationship with other students	1 to 7	5.36	5.19	5.36	5.39	5.40
	Relationship with faculty.	1 to 7	5.65	5.57	5.90	5.61	5.10
Student Life and Campus Experience	Most of the faculty, staff and administrators at UIC are welcoming to people of color.	1 to 4	3.48	3.28	3.47	3.52	3.48
	Most of the students at UIC are welcoming to people of color.	1 to 4	3.39	3.37	3.38	3.39	3.37
	Since coming to UIC, I have taken advantage of opportunities to learn more about ethnic/racial groups other than my own.	1 to 4	2.69	2.93	2.78	2.62	2.74
	Since coming to UIC, I have participated in groups/activities that reflect my own ethnic/racial background.	1 to 4	2.36	2.89	2.40	2.25	2.35
	There are adequate social/cultural activities and programs oriented to a variety of cultural/racial/ethnic groups on campus.	1 to 4	3.46	3.37	3.60	3.45	3.50
	My experience since coming to this institution has made me more understanding of racial/ethnic differences.	1 to 4	2.99	3.04	3.18	2.94	3.02
	During the current year, I became acquainted with students whose race or ethnic background was different from my own.	1 to 4	3.15	3.15	3.17	3.14	3.19
	My education at this institution has broadened my global experience.	1 to 4	3.05	3.08	3.26	3.00	3.08
	Relationship with other students	1 to 7	5.36	5.10	5.36	5.39	5.40
Institutional Characteristics and Resource	The campus climate promotes a sense of community	1 to 4	2.53	2.81	2.70	2.45	2.58
	The university appropriately addresses problems of racism.	1 to 4	3.21	2.86	3.36	3.22	3.19
	Campus needs to provide diversity awareness/sensitivity workshops to campus community.	1 to 4	2.56	3.04	2.45	2.50	2.67
	The campus environment is free from sexist behavior.	1 to 4	3.05	2.92	3.18	3.05	3.00
	Relationship with administrative personnel.	1 to 7	4.49	4.91	4.78	4.35	4.56
	College environment emphasis on developing an understanding and appreciation of human diversity.	1 to 7	5.65	5.57	5.90	5.61	5.71
# of respondents			422	55	68	299	266

NOTE: Comparisons for statistical significance (p<.05) were made among the three racial/ethnic categories and between men and women. Shaded cells indicate differences are statistically significant

Table I-7: Comparison of 2006 and 2004 CSEQ Survey Results

Selected 2004 CSEQ Survey Results for IBHE Underrepresented Groups Report with 2006 comparisons

Area of Campus Climate	Question from CSEQ Survey		2004 CSEQ Survey Results with 2006 comparisons					
			Range	Overall	Afr Amer	Latino	Other	Women
Academic Experience	During the current year, I became acquainted with students whose race or ethnic background was different from my own.	2004 Response	1 to 4	3.18	3.35	3.05	3.19	3.28
		2006 Response		3.15	3.15	3.17	3.14	3.19
	Relationship with other students	2004 Response	1 to 7	5.19	4.87	5.23	5.20	5.28
		2006 Response		5.36	5.19	5.36	5.39	5.40
	Relationship with faculty.	2004 Response	1 to 7	4.76	4.35	5.00	4.75	4.80
		2006 Response		5.65	5.57	5.90	5.61	5.10
Campus Experience	During the current year, I became acquainted with students whose race or ethnic background was different from my own.	2004 Response	1 to 4	3.18	3.34	3.05	3.19	3.28
		2006 Response		3.15	3.15	3.17	3.14	3.19
	Relationship with other students	2004 Response	1 to 7	5.19	4.87	5.23	5.20	5.28
		2006 Response		5.36	5.19	5.36	5.39	5.40
Institutional Characteristics	Relationship with administrative personnel.	2004 Response	1 to 7	4.03	3.96	4.57	3.96	4.03
		2006 Response		4.49	4.91	4.78	4.35	4.56
	College environment emphasis on developing an understanding and appreciation of human diversity.	2004 Response	1 to 7	5.57	5.17	5.59	5.60	5.61
		2006 Response		5.65	5.57	5.90	5.61	5.71

Table I-8: 1999 and 2005 NSSE Survey Results For Freshmen and Sophomore

Areas of Campus Climate		Questions from NSSE Survey - Freshmen/Sophomore Responses (Scale 1 to 4 except #4, 5 and 9, which are 1 to 7)	2005 Survey						1999 Survey				
			Overall Freshman Response	Afr Am	Latino	Caucasian	Women		Overall Sophomore Response	Afr Am	Latino	Caucasian	Women
Academic Experience	1	Included diverse perspectives in class discussions or writing assignments	2.88	3	2.96	2.81	2.89		N/A				
	2	(During the current school year… you) Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	2.67	2.9	2.56	2.67	2.73		N/A				
Academic & Campus Experience	3	(During the current school year… you) Learned something that changed the way you understand an issue or concept	2.71	2.9	2.64	2.68	2.78		N/A				
	4	Quality of your relationship with other students at your institution	5.25	5.5	5.32	5.05	5.30		5.15	4.4	5.46	4.97	5.19
	5	Quality of your relationship with faculty members at your institution	4.68	4.9	4.75	4.65	4.71		4.66	3.9	4.89	4.84	4.59
	6	The extent to which your institution contributed to understanding people of other racial and ethnic backgrounds	2.79	2.80	2.78	2.76	2.86		2.77	2.8	3.29	2.67	2.89
Campus Experience	7	Had serious conversations with students of different race or ethnicity than your own	2.81	2.8	2.57	2.86	2.81		2.80	3	2.61	2.82	2.78
	8	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	2.73	2.9	2.46	2.79	2.73		2.51	2.8	2.43	2.54	2.49
Institutional Characteristics	9	Quality of your relationship with administrative personnel and offices at your institution	4.03	4.6	4.52	3.65	4.07		3.87	4.1	4.39	3.80	3.85
	10	The extent to which your institution encourages contact among students from different economic, social, and racial or ethnic background	2.64	2.8	2.55	2.64	2.70		2.49	2.4	2.68	2.55	2.51

Table I-9: 1999 and 2005 NSSE Survey Results For Seniors

Areas of Campus Climate		Questions from NSSE Survey - Senior Responses (Scale 1 to 4 except #4, 5 and 9, which are 1 to 7)	2005 Survey						1999 Survey				
			Overall Freshman Response	Afr Am	Latino	Caucasian	Women		Overall Sophomore Response	Afr Am	Latino	Caucasian	Women
Academic Experience	1	Included diverse perspectives in class discussions or writing assignments	2.73	2.9	2.87	2.75	2.88		N/A				
	2	(During the current school year… you) Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	2.72	2.8	2.70	2.71	2.78		N/A				
Academic & Campus Experience	3	(During the current school year… you) Learned something that changed the way you understand an issue or concept	2.82	3	2.81	2.80	2.88		N/A				
	4	Quality of your relationship with other students at your institution	5.19	5.1	5.20	5.21	5.25		5.01	4.2	5.34	5.01	4.98
	5	Quality of your relationship with faculty members at your institution	4.92	5	4.92	5.00	5.04		4.71	4.6	4.43	4.85	4.65
	6	The extent to which your institution contributed to understanding people of other racial and ethnic backgrounds	2.76	2.54	2.89	2.76	2.83		2.85	3.00	3.20	2.75	2.87
Campus Experience	7	Had serious conversations with students of different race or ethnicity than your own	2.89	3	2.87	2.95	2.89		2.81	3.3	2.71	2.77	2.92
	8	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	2.77	2.9	2.78	2.83	2.82		2.51	2.8	2.49	2.34	2.50
Institutional Characteristics	9	Quality of your relationship with administrative personnel and offices at your institution	3.74	4.2	3.59	3.65	3.72		3.62	4.6	3.40	3.50	3.58
	10	The extent to which your institution encourages contact among students from different economic, social, and racial or ethnic background	2.39	2.3	2.62	2.33	2.44		2.57	2.7	2.68	2.45	2.57

Table I-10
Distribution of All Tenured and Tenure Track Faculty
by Gender and Race/Ethnicity
Fall 2001 to 2005

	Fall 2001		Fall 2002		fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Faculty All Sites Tenured and Tenure Track	1,448	100.0%	1394	100%	1377	100%	1,366	100%	1,373	100%
Male	1,051	72.6%	965	69.2%	953	69.2%	947	69.3%	933	68.0%
Female	397	27.4%	429	30.8%	424	30.8%	419	30.7%	440	32.0%
American Indian or Alaskan Native	2	0.1%	2	0.1%	1	0.1%	0	0.0%	0	0.0%
Asian or Pacific Islander	197	13.6%	202	14.5%	206	14.9%	213	15.6%	221	16.1%
Black/Non-Hispanic	55	3.8%	51	3.7%	51	3.7%	50	3.7%	47	3.4%
Hispanic	65	4.5%	67	4.8%	66	4.8%	61	4.4%	65	4.7%
White/Non-Hispanic	1,129	78.0%	1,072	76.9%	1,053	76.5%	1,042	76.3%	1,040	75.7%

Data Source: UIC Office of Data Resources and Institutional Analysis - UIC Comprehensive Profile

Table I-11
Distribution of Academic Professionals and Administrator in Chicago
by Gender and Race/Ethnicity
Fall 2001 to 2005

	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Chicago Academic Professionals & Administrators	2,176	100.0%	2,169	100%	2,335	100%	2,372	100%	2,552	100%
Male	793	36.4%	783	36.0%	831	35.6%	846	35.7%	932	36.5%
Female	1,383	63.6%	1,386	64.0%	1,504	64.4%	1,526	64.3%	1,620	63.5%
American Indian or Alaskan Native	11	0.5%	10	0.5%	11	0.5%	7	0.3%	6	0.2%
Asian or Pacific Islander	239	11.0%	272	12.5%	300	12.8%	324	13.6%	392	15.4%
Black/Non-Hispanic	339	15.6%	330	15.2%	351	15.0%	353	14.9%	389	15.2%
Hispanic	162	7.4%	167	7.7%	182	7.8%	187	7.9%	196	7.7%
White/Non-Hispanic	1,425	65.5%	1,390	64.1%	1,491	63.9%	1,501	63.3%	1,569	61.5%

Data Source: UIC Office of Data Resources and Institutional Analysis

Table I-12
Distribution of Support Staff in Chicago
by Gender and Race/Ethnicity
Fall 2001 to 2005

	Fall 2001		Fall 2002		fall 2003		Fall 2004		Fall 2005	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Chicago										
<u>Support Staff</u>	5,052	100.0%	5,053	100%	5,017	100%	4,929	100%	4,866	100%
Male	1,625	32.2%	1,636	32.4%	1,589	31.7%	1,572	31.9%	1,545	31.8%
Female	3,427	67.8%	3,417	67.6%	3,428	68.3%	3,357	68.1%	3,341	68.2%
American Indian or Alaskan Native	16	0.3%	12	0.2%	12	0.2%	11	0.2%	10	0.2%
Asian or Pacific Islander	523	10.4%	538	10.6%	573	11.4%	594	12.1%	597	12.3%
Black/Non-Hispanic	2,213	43.8%	2,225	44.0%	2,173	43.3%	2,139	43.4%	2,100	43.2%
Hispanic	761	15.1%	776	15.4%	815	16.2%	810	16.4%	844	17.3%
White/Non-Hispanic	1,539	30.5%	1,502	29.7%	1,444	28.8%	1,375	27.9%	1,315	27.0%

Data Source: UIC Office of Data Resources and Institutional Analysis

I.B. CONTINUOUS IMPROVEMENT PLAN FOR CAMPUS CLIMATE

I.B.1. CONTINUOUS IMPROVEMENT PLAN FOR CAMPUS CLIMATE FOR UNDERREPRESENTED STUDENTS

I.B.1.a. Undergraduate Students

I.B.1.a.i. Problem Area(s), if any, that Emerged from the Campus Climate Evaluation
As described in the previous chapters, the 2006 CSEQ and the 2005 NSSE results show that the underrepresented groups generally report similar experiences and impressions (compared to other student groups) of the UIC campus environment. However, improvement can be made especially in the areas of campus diversity awareness, and relationship between students and administrative personnel and offices.

I.B.1.a.ii Plan for Continuous Improvement to Address Problem Area(s)

Various support groups for underrepresented groups at UIC will continue their effort to improve their support programs. In addition, new programs (as will be described in the "Effective Practice" section of this report) conducted by the Provost Working Group (PWG) and the Office of Vice Provost for Undergraduate Staff would enhance campus climate for the underrepresented student groups. The Provost has asked the PWG to consider ways to increase campus diversity awareness during 2006-07. In Spring 2007, a Diversity Advisory Committee will be formed and a new position in diversity will be considered.

I.B.1.b. Graduate Students

I.B.1.b.i. Problem Area(s), if any, that Emerged from the Campus Climate Evaluation
The campus climate evaluation reveals that continued effort has to be made in a number of areas. UIC should recruit more graduate and professional students from underrepresented minority groups because graduate students from underrepresented groups felt that there were not enough fellow students of color to form a community of support. This feeling of isolation was expressed more strongly by the professional students in the health sciences areas. In addition, the campus should continue to improve the academic experience of students including strengthening their skills especially for entering students. Finally, students reported that UIC should continue to recruit more underrepresented minority faculty. They felt that there were not enough faculty of color to provide them academic guidance, mentoring, and overall guidance.

I.B.1.b.ii. Plan for Continuous Improvement to Address Problem Area(s)
UIC will continue to provide cultural competence training for faculty and students. In addition, the campus will continue to recruit more students from the underrepresented groups especially in the health sciences areas. Last fiscal year the Graduate College began to incorporate departments into its recruitment efforts and all parties involved benefited. The Graduate College has opened its recruitment calendar to all UIC units in order to minimize recruitment costs while increasing the number of UIC professional staff at national and local recruitment venues. The goal of this initiative is to decrease duplication by increasing collaboration among campus units.

Moreover, other measures will be made during the coming few years to build community support for graduate students from underrepresented groups. DFI students are introduced to each other even if this is across disciplines. This fall the DFI program collaborates with various Chancellor's Status Committees to host graduate students forums. The goal is to highlight a student's research and to encourage students to form a mutual support network.

To improve the research and writing skills of students who participate in SROP, the program plans to enhance its Discipline Specific Workshops by offering more instructions during the summer of 2007. A Pre-Program survey will help identify the needs of the students and a Post-Program survey will assess the extent of improvement achieved by the participants.

Various programs have also made plans to obtain consistent information on campus climate. The Abraham Lincoln Fellowship Program plans to conduct a focus group for its Fellows during the academic year 2006-07. Starting in the fall of 2007, the DFI program plans to conduct survey annually assess the status of its fellows in order to address their needs. Also in April 2007, the staff of the McNair program will conduct interviews or focus groups for all program graduates.

I.B.1.c. Professional Students

I.B.1.c.i. Problem Area(s), if any, Emerged from the Campus Climate Evaluation
Some UHP students felt that there were a negative perception of them and received insensitive remarks from non-underrepresented students especially those who had concern that resources available to the UHP students were not available to the class at large. They expressed a need for cultural awareness especially among faculty. They also indicated they feel isolated and would like a larger campus peer community.

I.B.1.c.ii. Plan for Continuous Improvement to Address Problem Area(s)

The UHP Management Team will provide the findings of the Spring 2005 Focus Group to each of the UHP Directors to follow up with issues that were specific to colleges in Spring 2007. In addition, this year the College of Medicine Urban Health Program will begin a program, "Historical and Contemporary Issues of Diversity and Ability. The program consists of a series of facilitated round table discussions between underrepresented and non-underrepresented students in order to address student perceptions and attitudes and to promote collegiality. The round table meetings will be used to identify the type and extent of differences in perceptions as well as the steps that must be taken to align both groups' perception.

I.B.2. CONTINUOUS IMPROVEMENT PLAN FOR CAMPUS CLIMATE FOR UNDERREPRESENTED FACULTY/STAFF

I.B.2.a. Problem Area(s), if any, Emerged from the Campus Climate Evaluation
The findings in the Faculty Work Climate Survey and the program evaluation of the participants of the Underrepresented Faculty Mentoring Program indicate that UIC should continue to increase resource support to faculty and address issues such as isolation, inadequate mentoring, lack of respect for areas of research on underrepresented cultures, and lack of visible role models for faculty of underrepresented groups.

I.B.2.b. Plan for Continuous Improvement to Address Problem Area(s)
The Provost plans to appoint a Task Force in Spring 2007 to address issues raised from the results of the Faculty Work Climate Survey and appoint a Diversity Task Force to explore the merit of creating two campus-wide positions to address diversity issues focused on academic affairs, primarily faculty and students.

The Provost is committed increase diversity and build a more inclusive university community by weaving issues of diversity and climate into UIC's Strategic Plan, particularly Goals 1 (excellent education for a diverse student body),

3 (Great Cities Commitment), 5 (make UIC a destination), and 7 (increase visibility). Based on recommendations from the Diversity Task Force, the campus hopes to develop a blueprint that will roll out alongside the UIC Strategic Plan.

In addition, the Faculty Work Climate Survey will be repeated in 2009 and the results analyzed to determine what changes, if any, have occurred in campus climate.

II. INSTIUTIONAL EFFECTIVE PRACTICE ON CAMPUS CLIMATE

The effective practice on campus climate described in this report is an effort organized by the Provost through the Office of the Vice Provost for Academic and Enrollment Services. It involves campus leaders with responsibilities for underrepresented groups. Already, a number of programs that would improve the academic/classroom experience and student life of underrepresented undergraduate students have been implemented.

The Provost Working Group (PWG) for underrepresented students, under the leadership of the Vice Provost for Academic and Enrollment Services, organized the first UIC Convocation for new students in the Fall of 2006. The PWG members also are major contributors to the development of a student portal that will give underrepresented minority students immediate online access to information about enrollment activities that are vital to their success. These include placement testing, academic advising, registering for classes, college budgeting and financial aid, and campus orientation. The PWG selected an online interactive software program; a portal that allows students to build affinity communities and interact with one another before their enrollment in the Fall. In addition, the group is advising the Provost on the formation of a Diversity Advisory Committee and a new position in diversity.

Since the fall of 2005, effort has been made by the Vice Provost for Undergraduate Affairs (VFUA) to monitor seat and course availability among General Education courses and resources have been made available to offer additional sections where bottlenecks were found. This effort besides alleviating stress and frustration expressed by students in the past, ensures that student progress toward a degree is not hampered by course unavailability.

II.A. Goals: To prepare underrepresented students for college and to enhance the academic/classroom experience and student life of underrepresented undergraduate students while in college, thereby increasing their retention and graduation rates.

II.B. Date Implemented: Starting in August 2004 and continuing.

II.C. Programs: The PWG was formed in August of 2004. All directors of identified programs or departments that have a specific responsibility to support underrepresented students were invited to join the group.[16] The Provost's charge to the group is to help underrepresented minority students transition to UIC, thus improving their retention and graduation rates. Since its formation, the Group has identified action items that are part of the campus strategic plan and have special significance to the success of underrepresented minority students. Sub-committees were

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[16] These programs or departments include the Academic Center for Excellence, African American Academic Network, African American Cultural Center Armed Forces Military Science – ROTC, Asian American Resource and Cultural Center, Campus Housing, Career Services, College of Applied Health Sciences, College of Dentistry, College of Education, College of Education – UHP, College of Engineering, College of Medicine, College of Pharmacy, College of Pharmacy – UHP, Department of Math, Statistics and Computer Science / Emerging Scholars Program, Department of Medical -Surgical Nursing, Disability Resource Center, Financial Aid Office, Gay, Lesbian, Bisexual and Transgender Concerns, Graduate College, Hispanic Center of Excellence, Honors College, Institute for Research on Race & Public Policy (IRRPP), Latin American Recruitment and Enrollment Services Program, Latino Cultural Center, McNair Program, Medical Education, Native American Support Program, Office of Academic and Enrollment Services, Office of Admissions, Office of Community Relations, Office of School Relations, Office of the Provost and Vice Chancellor for Academic Affairs, Office of the Vice Chancellor for External Affairs, President's Leadership Program, Public Health Administration, School of Public Health, Student Development Services, TRIO - Educational Opportunity Outreach Programs, University of Illinois Alumni Association, Urban Health Program., Vice Chancellor for Academic Affairs, and WISE - Women in Science and Engineering Program.

formed to develop and implement the action items. The PWG meets on a monthly basis. Monthly meetings enable information sharing, discussions and collaboration that has lead to implementation of programs that provide support to underrepresented undergraduate students.

II.D. Progress/Evidence of Success:

In September 2005, the Group produced its first annual report with goals and recommended 29 action items, to improve campus climate for underrepresented undergraduate students. The report was presented to the Provost in October 2005. Since then, the Provost and the group have begun implementing action items and programs recommended by the group for implementation. One of the new programs implemented was Convocation for incoming freshmen. Over 1,500 new freshman and their parents attended the convocation. As a result of the success of this first Convocation held in the fall of 2006, the Provost decided to make this event a continuing function for UIC.

The PWG is also advising the Provost on the formation of a Diversity Advisory Committee and on a new position in diversity to better support underrepresented undergraduate students and to further promote campus diversity awareness. These represent continued effort by UIC to enhance campus climate especially for underrepresented undergraduate students.

III. Personnel and Funds Budgeting for Programs Serving Underrepresented Groups (IBHE Table 1)

Table 1

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES
FISCAL YEARS 2005 AND 2006

| | | | Dollars Budgeted | | | | Change in | |
| | Staff Years Budgeted | | State | | Other | | Dollars Budgeted | |
Program	FY05	FY06	FY05	FY06	FY05	FY06	State	Other
Access and Equity (Office of)	9.75	9.55	572,255	554,547	0	0	(17,708)	0
African-American Academic Network	16.50	15.00	612,837	626,742	0	10,000	13,905	10,000
African-American Cultural Center	2.88	2.88	204,517	199,857	15,759	21,079	(4,660)	5,320
Black History Month	4.00	4.00	0	0	15,501	20,650	0	5,149
Center for Research on Women and Gender	13.95	11.90	325,132	281,500	867,354	621,500	(43,632)	(245,854)
Chancellor's Committee on the Status of Asian Americans	0.25	0.25	16,515	9,262	2,000	2,000	(7,253)	0
Chancellor's Committee on the Status of Blacks	0.25	0.25	23,000	15,207	3,000	3,000	(7,793)	0
Chanc. Comm. on the Status of Gays, Lesbians and Bisexuals	0.25	0.25	20,000	10,954	1,000	2,000	(9,046)	1,000
Chancellor's Committee on Status of Latinos	0.19	0.25	12,489	5,400	2,000	2,000	(7,089)	0
Chancellor's Comm. on the Status of Persons with Disabilities	0.19	0.25	0	9,049	17,564	2,000	9,049	(15,564)
Chancellor's Committee on the Status of Women	0.44	0.25	31,185	26,218	0	4,000	(4,967)	4,000
The Mentoring Experience	0.25	0.38	0	0	2,700	2,700	0	0
Louis Stokes Alliance for Minority Participation	14.00	10.00	142,360	209,799	142,000	60,000	67,439	(82,000)
College of Architecture and the Arts								
Spiral Workshop	0.38	1.43	0	0	0	3,400	0	3,400
College of Engineering								
Minority Engineering Recruitment and Retention Program	3.63	6.42	200,000	295,513	80,000	100,000	95,513	20,000
College of Medicine								
Hispanic Center of Excellence	9.70	5.78	0	0	795,000	528,556	0	(266,444)
Disability Resource Center	13.13	9.25	336,428	329,311	5,159	0	(7,117)	(5,159)
Early Outreach								
Hispanic Math/Science Edu. Initiative***	3.10	2.62	103,443	103,443	0	0	0	0
Summer Internship Initiative***	3.61	3.00	0	0	27,740	11,900	0	(15,840)
UIC/CPS Prep Program***	4.64	4.00	150,000	0	0	102,140	(150,000)	102,140
Saturday College***	5.40	7.60	264,038	110,000	0	0	(154,038)	0
College Component	0.61	0.72	2,000	10,000	0	0	8,000	0
High School/College Transition Component***	2.12	0.90	2,000	20,000	0	0	18,000	0
Physician Scientist Training Program***	4.02	0.10	0	837	39,843	2,500	837	(37,343)

	Staff Years Budgeted		Dollars Budgeted				Change in Dollars Budgeted	
			State		Other			
Program	FY05	FY06	FY05	FY06	FY05	FY06	State	Other
Summer Prep***	16.50	39.75	85,000	0	100,000	86,600	(85,000)	(13,400)
High School Summer Public Health Institute	4.30	5.60	25,000	16,414	0	0	(8,586)	0
Graduate College								
Ronald E McNail Post Baccalaureates Achievement Program		2.56	0	0	0	245,027	0	245,027
Summer Research Opportunity Program (SROP)	2.69	2.49	17,000	24,642	442,750	425,000	7,642	(17,750)
Abraham Lincoln Graduate Fellowship	0.95	0.75	0	342,000	412,000	0	342,000	(412,000)
Diversifying Higher Education Faculty in Illinois (DFI)	1.50	0.75	450,000	404,750	0		(45,250)	0
Latino Committee on University Affairs	0.50	0.50	0	0	29,000	34,500	0	5,500
Latin American Recruitment and Educational Services	12.68	13.21	513,118	565,646	6,000	5,500	52,528	(500)
Martin Luther King, Jr. Scholarships	0.00	0.00	80,000	80,000	0	0	0	0
Native American Support Program	3.00	3.00	133,435	136,265	1,400	1,500	2,830	100
Parents Orientation/Preview Day	1.19	1.19	10,838	5,769	0	5,000	(5,069)	5,000
President's Award Program	0.00	0.00	1,539,924	2,041,935	0	0	502,011	0
Raphael Cintron Ortiz Cultural Center	3.84	4.03	225,448	225,448	0	0	0	0
Trio Programs								
Project Upward Bound***	11.67	10.47	25,289	17,238	557,115	557,115	(8,051)	0
Academic Support Program***	2.57	4.63	41,049	39,728	268,444	274,307	(1,321)	5,863
Educational Talent Search***	4.87	5.29	18,649	17,328	310,668	310,668	(1,321)	0
Math/Science Center***	2.93	3.56	21,886	17,328	288,383	288,383	(4,558)	0
Underrepresented Faculty Recruitment Program	0.25	0.30	0	0	570,000	680,200	0	110,200
Urban Health Program	6.00	5.90	472,127	472,127	26,000	0	0	(26,000)
Urban Health Program -HECA (ICEPI)		1.10		0	0	51,500		51,500
Urban Health Program - Office of Admissions	0.36	0.04	14,570	14,570	0	0	0	0
Urban Health Program - College of Pharmacy	2.15	2.00	59,437	60,000	30,000	64,000	563	34,000
Urban Health Program - UIC School of Public Health***	4.50	8.49	105,000	163,000	740,000	779,361	58,000	39,361
Urban Health - College of Dentistry	0.50	1.00	211,488		175,000	126,000	(211,488)	(49,000)
Urban Health - College of Medicine	11.87	10.80	706,415	706,415	532,000	281,583	0	(250,417)
Urban Health - Graduate College	0.93	0.19	37,203	84,700	0	0	47,497	0
Urban Health - College of Applied Health Sciences***	8.89	1.00	119,006	388,166	100,761	0	269,160	(100,761)
Urban Health - College of Nursing	1.98	1.73	98,427	108,615	10,188	44,214	10,188	34,026
Women's Affairs (Office of) includes Campus Advocacy Program	6.18	6.18	165,988	162,476	191,057	177,600	(3,512)	(13,457)
Academic Center for Excellence	7.70	9.75	355,334	418,756	0	15,000	63,422	15,000
Children's Center	20.71	21.08	273,777	272,053	638,754	519,586	(1,724)	(119,168)
Gender and Women's Studies	9.25	9.50	507,967	504,871	0	0	(3,096)	0

				Dollars Budgeted				Change in	
	Staff Years Budgeted		State		Other		Dollars Budgeted		
Program	**FY05**	**FY06**	**FY05**	**FY06**	**FY05**	**FY06**	**State**	**Other**

The following programs are no longer shown on the table. They are no longer in existence. Some of them are eliminated due to the expiration of grant.
(1) Community Relations (Office of) ACT-SI***
   ACT-SO***
(2) Chancellor's Award
(3) College of Edu Project 29
(4) Trio Program: Project Gearup
(5) Salute to Academic Achievement
(6) Urban Health Program: Academic Center for Excellence
(7) Urban Youth Leader Project

Note 1: Disability Resource Center was previously known as Disability Services
Note 2: Summer Internship Initiative was previously known as the Mayor's Summer Job Program
Note 3: The Educational Enrichment Program is absorbed into the UIC/CPS Prep Program
Note 4: Physician Scientist Training Program was previously known as the Summer Residential Health/Science Enrichment Program
Note 5: Urban Health Program -HECA (ICEPI) is a new program
*** Program serves elementary and/or secondary school students.

IV. Enrollment of Students with Disabilities (IBHE Table 2)

Table 2
UIC
Students with Disabilities
Academic Year 2005-2006

Students Who Registered				
Type of Disability	Undergraduate	Graduate	Other[3]	Total
Learning	52	11	4	67
ADHD	29	13	7	49
Psychological	41	13	0	54
Developmental	0	0	0	0
Mobility	38	26	1	65
Blind/Low Vision	19	11	3	33
Deaf/Hard of Hearing	8	7	0	15
Systemic/Chronic Health Problems	47	15	1	63
Other	0	0	2	2
	234	96	18	348

Registered Students Who Used Services				
Type of Disability	Undergraduate	Graduate	Other3	Total
Learning	34	8	0	42
ADHD	27	7	0	34
Psychological	32	10	0	42
Developmental	0	0	0	0
Mobility	27	10	0	37
Blind/Low Vision	13	6	0	19
Deaf/Hard of Hearing	7	2	0	9
Systemic/Chronic Health Problems	37	10	0	47
Other	0	0	0	0
	177	53	0	230

Supplemental Question

1. If available, please indicate the number of faculty, staff, or other individuals with disabilities served that are not included in the tables above, counting each individual only once based upon their primary disability.

Type of Disability	Faculty/Staff	Other
Learning		
ADHD		
Psychological		
Developmental		
Mobility		
Blind/Low Vision		
Deaf/Hard of Hearing		
Systemic/Chronic Health Problems		
Other		

| V. Freshmen Retention Rates by Racial/Ethnic Category (IBHE Table 3) |||||||||||||||||||||||| |

Table IBHE-3

INSTITUTION NAME

Freshmen Retention Rates

Fall 2001 through Fall 2005 New Beginning Freshmen Cohorts

by Racial/Ethnic Category and Gender

	American Indian or Alaskan Native			Asian or Pacific Islander			Black/Non-Hispanic			Hispanic			White/Non-Hispanic			Non-Resident Alien			Unknown/Other			Total		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
2001	50.0	25.0	33.3	86.2	89.4	87.9	55.3	68.0	65.6	78.0	76.8	77.3	75.7	77.3	76.5	76.5	76.9	76.7	71.4	86.0	78.8	78.1	79.5	78.9
2002	50.0	100.0	75.0	84.0	88.9	86.5	61.6	61.1	61.2	70.1	75.0	73.3	77.7	78.0	77.9	85.7	77.8	81.3	76.8	76.7	76.7	77.7	77.7	77.7
2003	40.0	60.0	50.0	83.3	86.8	85.1	65.1	69.6	68.5	69.3	69.1	69.2	77.6	78.2	77.9	40.0	25.0	30.8	75.0	80.0	77.7	77.1	77.6	77.4
2004	100.0	100.0	100.0	81.8	85.7	83.9	86.0	62.7	67.7	71.3	74.2	73.0	76.3	81.0	78.6	75.0	66.7	72.2	74.1	82.0	78.3	77.3	78.2	77.8
2005	100.0	50.0	60.0	85.5	88.0	86.8	66.7	66.1	66.2	72.0	78.8	76.0	78.0	77.6	77.8	94.7	100.0	97.7	78.5	86.7	82.4	78.5	79.4	79.0

Source: UIC Office of Data Resources and Institutional Analysis

VI. Status Report on the Accessibility of Institutional Web Pages

UIC has a long standing Web Accessibility Steering Committee with members from the offices of the campus Academic Computing and Communication Center, Access & Equity, Public Affairs, Great Lakes ADA and Accessible IT Center, the Disability Resource Center and the Library. Recently, several key members have left UIC, including the director of the Disability Resource Center (DRC) and a key assistive technology person within that office. Additionally, the director of Campus Web Communications has recently returned to campus from extended family leave.

The steering committee should be at full force soon. The DRC director is now in place and the assistive technology position should be filled within a month. The DRC will take lead responsibility for the committee and its work in establishing policies, procedures, and standards and in organizing communications, training and monitoring the campus progress. The focus of the last few months has been on new website compliance. The largest project has been the UIC new student portal which will launch in February and will be in compliance. Additionally, we have identified over 200 campus personnel who have communications as part of their job description. Organizing, training and assisting these people and the units they represent with site remediation are the next tasks at hand.

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