

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

University of Illinois
at Springfield

Office of
Academic Affairs

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Marilyn Murphy, Assistant Director, University Office of Academic Policy Analysis

Dave Barrows, Director, Physical Planning and Operations

Ellen Beyers, Graduate Assistant

Gary Butler, Associate Professor, Biology and Teacher Education

Karla Carwile, Coordinator of Disability Services

Horace Chapman, Institutional Studies Officer

Lois Defend, Secretary to the Director, Student Life

Nancy Ford, Executive Director, Institute for Public Affairs

Dennis Frueh, Director, Admissions

Hugh Harris, Associate Professor, Labor Relations/Director, Whitney M. Young
Fellowship Program

Terri Jackson, Coordinator, Office of Minority Student Affairs

Jeannie Jones, Administrative Clerk, Institutional Studies

Lawrence Johnson, Associate Chancellor for Affirmative Action

Jim Korte, Director, Housing and Residential Life

James Lanier, Professor, Human Development Counseling/Director, Minority Leadership
in Public Service Program

Ann Larson, Professor, Biological Science

Diane Long, Registrar

Loretta Meeks, Professor, Teacher Education

Maria Mootry, Associate Professor, African American Studies and English

Lynn Otterson, Director, Women's Center

Mary Patton, Instructor, Mathematical Sciences/Center for Teaching and Learning

Brisbane Rouzan, Vice Chancellor for Student Affairs

Deborah Russell, Coordinator, Grants and Contracts

Mark Shafer, Director of Student Life

Anthony Sisneros, Associate Professor, Public Administration

Michael Theall, Director, Center for Teaching and Learning

Donna Tucker, Administrative Clerk

Rebecca Wilkin, Executive Assistant to the Provost/Vice Chancellor for Academic Affairs

Allan Woodson, Associate Vice Chancellor for Human Resources

University of Illinois at Springfield 1999 Underrepresented Groups Report

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Overview of Representation

The University of Illinois at Springfield's enrollment of minority students as a percentage of all students decreased from 11.0% in Fall 1997 to 10.5% in Fall 1998. African-American students numbered 320 (7.4% of total enrollments) in Fall 1998. The range of African-American enrollments during the 10-year period from 1989 to 1998 was 227 in 1989 (5.7%) to 343 (7.4%) in 1996. Hispanic students numbered 49 (1.1%) in Fall 1998, down from 58 (1.3%) in Fall 1997 but still more than twice the 25 (0.6%) students in 1989.

Almost two-thirds of undergraduate students and nearly three-fifths of graduate students at UIS are female. Among undergraduate students in Fall 1998, 63.8% were female, essentially unchanged from the 63.9% the year before. Among graduate students, however, 59.7% were female, 0.8% higher than the 58.9% reported in 1997. Female students represented 61.8% of total undergraduate and graduate enrollments.

Of 10 new permanent faculty members hired for AY99-00, four are female. Two of these are in fields where women have traditionally been underrepresented – computer science and management information systems. In addition, a fifth female was hired as a visiting instructor for the computer science program. Two of the female faculty are Asian; all other new faculty are white. Considering non-returning faculty from AY98-99, the net result of this year's hiring was the addition of one woman with permanent faculty rank, while the number of men on the faculty decreased by five.

UIS had 165 faculty members for AY98-99. There were 52 full professors (43 male, 9 female), 67 associate professors (42 male, 25 female), and 41 assistant professors (19 male, 22 female). The other five faculty members held positions such as instructor.

African-American and Hispanic students received 12.2% of graduate assistant placements in AY98-99. These groups comprised 8.9% of all graduate students at UIS.

African-American students represented 26.1% of the first cohort (N=23) for the doctor of public administration program at UIS initiated in Fall 1998.

Tables A through G provide institutional data on students, staff, and faculty from underrepresented groups.

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Major Initiatives for FY99

This year's report represents a departure from previous years in that the IBHE has asked institutions to consider policy themes when selecting items to appear in the report. This approach offers more detailed information on areas identified as having long-standing concern or as being particularly important for making improvements in student and staff representation.

Activities to Support Minority Populations at UIS

Policy themes for minority representation for which UIS has major initiatives to report are 1) to strengthen institutional planning, 2) to provide support programs early and throughout education, and 3) to improve the college environment.

Strengthen Institutional Planning. UIS monitored minority enrollment as students registered throughout the spring and summer of 1998 and was aware that fewer minority students were registering for the fall. This decline was one of the major topics at UIS' annual meeting with administrators, deans, directors, and key staff members to discuss issues related to underrepresented groups on campus. Participants were concerned about the reversal of its ten-year trend toward increased minority participation and discussed plans to prevent a recurrence. The meeting produced several outcomes, which follow. It should be noted that while the last two bulleted activities do not exclusively target members of underrepresented groups, recruitment of members from these groups should benefit from the enhancements.

- UIS did not have adequate recruiting staff to attend several major minority recruiting events during FY98. To address this situation, a recruiter of Hispanic descent and one of African-American descent have been hired to fill existing positions, and a search is underway to fill a newly approved recruiter position.
- The overall enrollment decline at UIS was greater among graduate students (4.4%) than undergraduate students (1.6%), indicating that an increase in recruitment at traditional feeder colleges (e.g., Lincoln Land Community College) could not be the complete solution to the problem. UIS addressed this area of concern by holding receptions in each of its colleges last spring for potential graduate students and by adding five graduate recruiting fairs to the recruitment staff schedule.
- The number of applications for public internship graduate assistantships – a significant recruitment tool – is down overall, due in part to an increased number of graduates accepting job offers immediately after completion of their baccalaureate degrees. UIS, however, has been working to increase its applicant pool by raising the graduate assistant stipend over three years to a more competitive level and by developing a process that allows more effective timing of assistantship offers.

The campus developed the *University of Illinois at Springfield Academic Staff Handbook* during FY99 for distribution to faculty and academic professionals in the fall of 1999. The handbook is important for the purposes of this report in that it consolidates into a single reference important campus policies affecting members of underrepresented groups (i.e., policies on nondiscrimination and equal rights, affirmative action, sexual harassment). The handbook also provides current information on services for students, such as those provided by the Office of Minority Student Affairs, the Women's Center, and Disability Services.

The UIS teacher education faculty developed a plan to “recruit, retain, and graduate students from diverse economic, racial, and cultural backgrounds” (discussed later in this report).

Provide Support Programs Early and Throughout Education. In collaboration with the Springfield Urban League, the newly formed Springfield Public Educational Partnership (UIS, Lincoln Land Community College, and Springfield District 186) received a GEARUP award from the Department of Education to help guide disadvantaged students toward college, starting in the middle school grades. Funding for the first year of this five-year project is \$280,000. Over the five years, the project will receive more than \$2.3 million in federal funds.

UIS has two precollegiate support programs: Minority Student Support for Teaching (MSS) and Project Student, Teachers, and Parents (STP). MSS is discussed later in this report. Project STP is a collaborative effort with Lincoln Land Community College and Springfield District 186 designed to provide mathematics education for minority students in third through sixth grades. Seventy-eight students participated this year.

As one of two programs providing major financial assistance exclusively to minority students, the Minority Leadership in Public Service Program is a vital component of the campus' efforts to attract these students. Recruiting for the program this year, however, was largely unsuccessful. The campus is assessing its approach to the administration of the program and, although participation is expected to be low again for AY99-00, it is expected to improve thereafter.

UIS initiated its first formal mentoring program, the Minority Scholars Mentorship Program in the Spring of 1999. The program fell short of expectations, with only 8 of 20 slots being filled. Subsequent evaluation suggests three reasons for this difficulty. First, the grade-point average required for participation may have been unrealistically high. Second, the requirement that students live on campus limited the student pool on this largely nonresidential campus. Finally, the program needs to be promoted more aggressively. These and other findings will be taken into consideration for next year's program.

The mission of the Whitney M. Young Fellowship Program, which provides graduate assistantships to minority students, is being revised to include a community service component in the area of public affairs.

Improve the College Environment. As a step to improve the campus environment for members of underrepresented groups, the Diversity Task Force surveyed all minority students, international students, and students with disabilities to assess the current climate on campus. A sampling of white students was also included. Several findings from this survey merit further study. (The responses provided are unweighted.) While 98% of white males and 96% of white females agreed that the campus was sensitive to race/ethnic groups, only 80% of African Americans and 85% of other minority and international students agreed. Seventy-eight percent of whites as compared to 48% of African Americans found the racial climate on campus to be "relaxed," while 82% of whites as compared to 54% for African Americans found it to be "friendly." On the positive side, more than 85% of respondents in all categories indicated that they "feel comfortable/have sense of belonging" at UIS – 93% for white males, 85% for minorities. Similarly, if respondents from all categories could begin their educations again, more than 85% would re-enroll at UIS.

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The student body reconfirmed its long-standing confidence in African-American leadership by electing an African-American woman as the student trustee to the UI Board of Trustees.
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UIS hosted UIUC's Multicultural Student Leaders Institute this year. The institute is designed to bring together potential and current student leaders from campuses in the Midwest to share their leadership experiences.

The student body reconfirmed its long-standing confidence in African-American leadership on campus by electing an African-American woman as the student trustee to the UI Board of Trustees.

The Organization of Latin American Students provided leadership for the collection of 40,000 pounds of food, clothing, and medical supplies to send to the victims of Hurricane Mitch in Honduras. The Office of Minority Student Affairs assisted by serving as the contact point for the effort.

Activities to Support Female Populations at UIS

Policy themes for female representation are 1) to emphasize opportunities in fields of high employer and societal need, and 2) to improve the campus environment.

Emphasize Opportunities in Fields of High Employer and Societal Need. The Women's Center has taken the lead in addressing the difficulties and fears that women sometimes face when confronted with computer technology. The center has adopted a multifaceted approach to technology that includes both computer training and the use of a listserv. Benefits gained from the integration of technology into the mission of the Women's Center include enabling the campus' female staff and students to learn the Internet and other computer-related skills in a nonthreatening, woman-centered environment and providing information to geographically dispersed women. The listserv creates a community of networked women and enables the director to participate in the area women's community organizations. The center's work will be presented this summer at the Institute of Electrical and Electronics Engineers – Society on Social Implications of Technology at its annual symposium, which addresses women and technology this year.

Female faculty hires for AY99-00 in the computer science and management information systems programs will increase the presence of female role models on campus in high demand, technology-related programs.

Overall, UIS fares reasonably well in female representation in math and science disciplines. For the ten years from Fall 1989 to Fall 1998, the average annual percentage of female students in the B.A. in mathematical sciences program was 51%. Similarly, the average annual percentage of women in the B.S. in biology program was 56%. The campus' B.S. in chemistry and B.S. in computer science fared less well in the area of female representation, with average annual percentages of 32% and 28%, respectively. At the master's level for the same period, women represented a yearly average of 47% in the M.S. in biology program and 38% in the M.S. in management information systems program. The first cohort of UIS' M.S. in computer science program was 36% female.

Improve the Campus Environment. The Women's Center initiated the WhistleSTOP campus safety program this year, which provides safety whistles to the campus, and assisted the Campus Police with the new UIS Rape Aggression Defense program.

The Cox Child Care Center on campus responded to the needs of families with children by expanding services to include after school and evening care for children aged 2-12, toddler care, and summer care for school-aged children. The center's sliding fee accommodates 40-45 families.

Activities to Support Persons with Disabilities at UIS

The policy theme for students with disabilities is to improve the planning, delivery, and evaluation of services. The appointment of a full-time coordinator to UIS' Office of Disability Services this year should enhance and facilitate these activities.

Several opportunities for faculty and staff to acquaint themselves with disabilities issues were presented on campus. First, the Office of Disability Services has begun participating in new faculty orientation. Second, the office,



UIS is installing an adaptive technology computer lab to help students with disabilities function independently.



in conjunction with the Diversity Task Force, presented a workshop on providing services to students with disabilities to the campus and surrounding community. Finally, UIS hosted a faculty workshop on accommodating students with psychological disabilities.

UIUC, UIC, and UIS reached a reciprocity agreement that facilitates the transfer of disability documentation to ensure service continuity for students transferring between UI campuses.

An adaptive technology computer lab with three workstations will be available in the fall of 1999. The workstations will provide some of the most innovative technology available for students with disabilities. Training on the use of the new technology has also been arranged.

Focus Topics

Workforce Preparation and Placement for Students with Disabilities

Note: The Office of Disability Services is one of the campus' newest service units. Established in 1994, the office had been staffed by part-time personnel until this year when a director was hired. In the years since the office opened, staff have been working to identify its clientele, publicize its services, and standardize its procedures. No formal surveys have yet been done. UIS, however, offers the following anecdotal information reported by the staff of the office.

Please describe the programs and fields in which students with disabilities have enjoyed success in securing appropriate entry positions.

The Office of Disability Services has determined that the majority of UIS students with disabilities are enrolled in programs in human development counseling, history, psychology, and criminal justice. Staff have not yet had the opportunity to track student success in obtaining employment in these fields.

Please describe programs in which students with disabilities have encountered difficulty in gaining entrance. What kinds of accommodations, if any, have and can be made to increase student success?

Students have recounted difficulties in the computer science program due to a lack of adaptive technology and a perceived lack of faculty support. In the past the campus has used individual instructional assistants in computer science to help students in completing assignments. This arrangement, however, does not support a primary goal of the Office of Disability Services – to advocate that students become as functionally independent as possible. The campus' new adaptive technology lab, along with training conducted by the office, is expected to provide a more effective accommodation.

The perceived lack of faculty support is at odds with the office's experience with computer science faculty, who have worked diligently on strategies to help students with disabilities overcome obstacles. The campus hopes that the addition of the new lab will positively affect students' perception of the level of support available to them on campus.

To what extent do students with disabilities enter programs/fields of high occupational demand such as allied health, computer science, etc. What obstacles, if any, exist to student entry into these programs and fields? What accommodations have and can be made to facilitate student success?

See previous discussion.

Please give examples of the kind of obstacles that students with disabilities encounter in pursuing programs and entering careers. What kinds of accommodations have been made to improve student success? What types of obstacles have been difficult to accommodate?

The Office of Disability Services characterizes the obstacles to the accommodation of students with disabilities as a lack of understanding about what can and must be done rather than a lack of willingness to accommodate students. The director suggests that additional training be made available to faculty and staff to become familiar with the responsibilities according to the laws and titles of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. She has taken a step in this direction by providing faculty workshops on the topic.

Please describe any special programs, activities, or practices that have proven especially effective in improving the workforce preparation of students with disabilities.

As noted above, the campus has taken steps to purchase computer software that will enable students with disabilities to prepare themselves for the workforce. The first step, however, was to formalize a unit (the Office of Disabilities Services) to coordinate services to students with disabilities and to staff it with professionals who could inform the campus of its responsibilities toward these students and guide it to an accommodating environment for them. With this accomplished, the campus looks forward to expanding its service role in this arena.

Improving Representation in Teacher Education

Provide any information that is relevant to understanding the efforts of your institution in improving minority and female student participation and success in teacher education.

The University of Illinois offers a sequence of teacher education coursework that leads to Illinois certification at the elementary or secondary level *when combined with an academic major*. Students graduating from UIS thus benefit from the additional career options that a full academic major offers along with the teaching credential. UIS was a leader in adopting this approach, which also offers students who have already completed undergraduate or graduate degrees the flexibility to return to school to earn just a teaching certificate. On the other hand, the teacher education sequence requires the completion of 39 semester hours of coursework. Few students are able to complete the requirements for both an academic major and the teacher education sequence in the four semesters of upper-division study at UIS.

Note: Since teacher education is not a degree program, UIS has had to overcome technical difficulties in gathering statistical data for the offering. Many of these have now been resolved, but the campus does not yet have data history sufficient to establish trends for participation in the teacher education sequence. Data are presented here to the extent that they are available.

What is the enrollment and degree completion rate of minority students compared with majority students in teacher education at your institution? What is the enrollment and degree completion rate of women in teacher education programs in fields of low female participation such as science and mathematics? What is the trend over the past ten years of participation and degree completion of these two groups compared with majority students?

Excluding non-resident aliens, UIS had 239 students enrolled in the teacher education sequence for Fall 1998. Of these, 18 (7.5%) were African-American, 1 (0.4%) was Hispanic, 1 (0.4%) was Asian, and 219 (91.6%) were white. The respective percentages for UIS as a whole were 7.4%, 1.1%, 1.6%, and 87.2%. Of the 239 students, 77.8% were female, as compared to 61.8% for the campus. To increase minority participation, the teacher education faculty developed a plan during FY99 to “recruit, retain, and graduate students from diverse economic, racial, and cultural backgrounds.”

From March 1996 to June 1999, UIS recommended certification for 211 students. Of these, 173 (82.0%) were female and 38 (18.0%) were male. Fifteen (7.1%) were African American; of these, 13 (6.2%) were females and 2 (0.9%) were males.

Of the 211 recommended students during that time period, 32 (15.2%) studied math and science. Demographically, 24 of the math/science group were white females, seven were white males, and one was an African-American female.

An analysis of the transcripts of the 32 students majoring in math or science shows that 53.1% (14 female, 3 male) entered as post-baccalaureate students. This percentage is nearly double the 26.8% for all other students recommended for certification during the same time period. Further, 90.6% of these 17 students received recommendation for certification after age 25, as compared to 70.9% of all other students. Thus, of students recommended for science and math teaching certificates during the time period, 82.4% are female – virtually identical to the gender breakdown of the group as a whole. When compared to the larger group, however, a disproportionate number of students recommended for math and science certification were aged 25 or older, and they were more likely to be post-baccalaureate students. These preliminary findings suggest that UIS is congenial to returning students and, thereby, has a unique contribution to make to statewide needs in this area.

What kinds of programs, activities, and practices have proven especially successful in improving minority and female student enrollment and success in teacher education?

Teacher education faculty cite the program’s advising as the single most important activity to improve the success of all students in the program. Since the teacher education sequence must be taken in combination with an academic major, students need careful advising to ensure that they graduate in a timely manner. Faculty recount that female and minority students respond especially well to this level of advising support.

Since cost is often the largest obstacle to higher education for female and minority students – particularly nontraditional ones – financial aid programs are essential to improving minority and female student enrollment and success in teacher education.

What kinds of difficulties are commonly encountered and most difficult to overcome in increasing the rate of minority and female representation in teacher education?

A problem unique to UIS involves degree requirements in excess of four years that result from the configuration of the curriculum. Although committed to its approach, faculty are aware that some students who otherwise might consider teaching are discouraged by the extra time required to complete the degree. A further

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In a recent analysis, students seeking teacher education certification in math and science at UIS primarily began as post-baccalaureate students.
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complication involves financial aid, which often terminates at the end of the fourth semester at UIS even though the student may not have completed his or her course of study.

What special programs does the campus offer that seek to increase the enrollment and success of minority/ female students in teacher education? What programs and activities, if any, does the campus sponsor for precollegiate students in order to inform and attract minority and female students into teacher education?

Project Minority Student Support for Teaching is designed to increase the pool of minorities who teach in the Springfield and Decatur school systems. It provides a teacher incentive program for local students beginning at the junior year of high school and continuing through certification. Students receive support to complete high school and to enroll in a college preparatory track of courses. Upon graduation, the students enter the community college phase of the program and receive tuition waivers from Lincoln Land Community College or Richland Community College. They then enroll in the teacher education sequence at UIS to prepare for certification, where they also receive tuition waivers. During FY98-99, the project targeted and was successful in recruiting African-American males. Of 74 program participants, 30 (40.5%) were males. Twelve students were enrolled in the certification phase at UIS during AY98-99. Two of those graduated, bringing the total number of graduates from the program to seven.

Review of Formally Organized Units

Each year the Illinois Board of Higher Education requests that institutions provide reviews of formally organized support units serving underrepresented groups. Institutions were asked this year for reviews on units serving female students and staff, units seeking to improve faculty and staff representation, and units concerning recruitment of undergraduate students from underrepresented groups.

Units Serving Female Students and Staff

Women's Center. The Women's Center at UIS promotes women collectively and individually while providing a catalyst for growth. Seeking to be a resource for support, the center serves to increase the spirit of community by promoting acceptance and diversity. Activities that reflect this belief are shared with groups of similar interest. The center provides a forum in which any woman – student, faculty, staff, or concerned citizen – may address her issues of interest through advocacy and education.

During its four years of operation, the Women's Center has become one of the most visible service units on campus. It uses fliers, a newsletter, graphic and metaphorical displays, and word-of-mouth to encourage women to use its facilities and to increase overall awareness of women's issues. In addition, the center and Computing Services sponsor the Central Illinois Women's Action (CIWA) listserv, which now has about 200 readers with informative messages being posted from dozens of organizations in six Illinois cities. Besides building community, CIWA helps publicize news and information for and about women to the area. Organizations using the listserv to publicize events have included Planned Parenthood, the Seventh Judicial Circuit's Family



During its four years of operation, the Women's Center has become one of the most visible service units on campus, with 200 listserv subscribers and a valuable network of ties to other units.



Violence Prevention Coordinating Council, the Junior League, and the Springfield AIDS Resource Center. Feedback from subscribers is enthusiastic.

Administratively, the center is part of the Chancellor's Office with oversight from the Women's Center Coordinating Council. It is staffed by a director, a graduate assistant during the academic year, and 500 student worker hours a year. Center staff recruit a corps of volunteers who make additional initiatives possible.

The center has developed a valuable network of ties to other units committed to women's issues. Included are the Office of Minority Student Affairs, the Diversity Task Force, the Women's Studies Program, and the Campus Police. Events and presentations sponsored or cosponsored by the center during FY99 included the following.

- The WhistleSTOP campus safety program was inaugurated during the Week Without Violence. The Women's Safety Resource Fair, the Clothesline Project, and the Illinois Silent Witness figures were also displayed in the cafeteria during the week.
- Brown-bag lunch forums were held throughout the year on topics such as women world leaders, working globally to support international feminism, and writing about women's health and medicine.
- An art exhibit, God the Mother, and reception took place in November 1998.
- UIS was a viewing site for the UNIFEM global videoconference, A World Free of Violence Against Women.
- For sexual assault awareness month in April the center created and distributed 200 table tents on date rape drugs.
- The center created publicity and networks for Campus Police's presentation of Rape Aggression Defense (RAD) training.

The center received \$55,036 in funding during FY99, up \$6,627 from \$48,409 in FY98. The majority of this increase was to upgrade the director's position to full time. Appropriated funding is augmented by contributions of usable items to the center and by fund-raising activities.

Units Seeking to Improve Faculty and Staff Representation

The Department of Human Resources and the Affirmative Action Office seek to improve faculty and staff representation as part of their overall responsibilities. Brief descriptions on the relevant procedures are provided.

Department of Human Resources. The campus publishes the *Civil Service Employee Handbook*, which is distributed to all newly hired civil service employees. This handbook is designed to acquaint new employees with the rights, benefits, requirements, and policies related to their new employment. The policies stated in handbook are official campus policies, deriving their authority from Illinois statutes, the State Universities Civil Service System (SUCSS), and regulations set forth by the Board of Trustees.

SUCSS requires that all candidates for a position be tested and then placed in order by test score. The three highest scoring candidates must be referred for the job interview. Since neither ethnicity nor gender may be taken into consideration at the point of referral, it is difficult to correct underrepresentation in the workforce under SUCSS.

After UIS' civil service audit in 1996, UIS explored the possibility of hiring employees with disabilities through the Supported Employee Program (SEP). After meeting with representatives from the program, Human Resources staff determined that several barriers needed to be overcome before UIS could take advantage of the program. First, additional funding would be necessary to establish trainee positions. Second, campus departments would have to recognize that these positions might or might not be at the performance level expected. Finally, while the difficulty of transportation to the campus can be overcome, potential employees tend to find SEP positions offered by state agencies in downtown Springfield more attractive. UIS is committed to overcoming these obstacles and will intensify its efforts to hire through the SEP program during FY00.

Affirmative Action Office. The Affirmative Action Office has responsibility for policy review for the Administrative and Academic Cabinets, hiring oversight, and investigation of complaints for all individuals. In addition, the office conducts programming pertaining to the EEO/AA, either solely or in conjunction with other units such as the Diversity Task Force.

Guideline documents outline the hiring processes for faculty and administrative positions. These are *Guidelines for Filling Full-Time Faculty Vacancies* and *Guidelines for Filling Full-Time Administrative Vacancies*. Both documents require the affirmative action officer to meet with the search committee at its initial meeting to review search guidelines and to inform the committee members of recent developments in EEO/AA laws and requirements. Thereafter, the AAO monitors and approves the hiring process and recommendations to ensure compliance with campus policy and equal opportunity laws.

UIS modified the guidelines for filling faculty positions in 1995 to permit the interview of an additional, qualified candidate. Normally three candidates are recommended for review from the pool of acceptable candidates. If none of the three would increase the diversity of the program, the program or department may recommend a fourth qualified candidate from the pool to forward the goal of diversity on campus.

Given the limited number of applications for faculty positions received from African-American candidates over the past three years, a decision has been made to increase the campus outreach to African Americans. Currently, the campus relies heavily on regional and national print media (i.e., *Black Issues in Higher Education*, *Equal Opportunities Clearinghouse*, and *The Defender*) to advertise its openings. It is apparent, however, that more needs to be done – possibly because of the campus' new institutional identity as UIS. The plan calls for greater exposure, including 1) the development of recruitment materials targeted to an African-American audience, 2) more personal contacts with prospective candidates through visits to and from historically Black colleges and universities and through recruitment trips by the AAO and the campus faculty, and 3) collaboration with UIUC and UIC.

Units Concerning Recruitment of Undergraduate Students from Underrepresented Groups

The Office of Minority Student Affairs is a formally organized unit that is extensively involved in the recruitment of undergraduate students from underrepresented groups. The Minority Leadership in Public Service Program (MLPS) – a program rather than a formally organized unit – is briefly described because of its importance in the recruitment process.

Office of Minority Student Affairs. The Office of Minority Student Affairs was created in response to the needs of minority students for advocacy and support on campus. Viewed as the most viable way to assist minority students in all facets of campus life, the center is an integral part of the Division of Student Affairs. Center staff (consisting of one FTE staff, one graduate assistant, and one student worker) provide services to

various campus units and seek services requested by students. Any minority student enrolled is an eligible candidate for the support, advising, and other types of assistance available at the Office of Minority Student Affairs. Staff report that office contacts increased during AY98-99, a change that can be attributed to the use of email to keep students informed of events and opportunities of interest. The center also sends out a newsletter, welcome letters and information, and personal letters of congratulation to students who achieve recognition.

One of the important functions of the Office of Minority Student Affairs is to monitor the progress students are making toward their goals. Center staff accomplish this through personal mentorship.

Center staff also sponsor and participate in activities that help establish and support a more favorable climate on campus for minority students. For example, UIS hosted UIUC's Multicultural Student Leaders Institute this year. The institute is designed to bring together potential and current student leaders from campuses in the Midwest to share their leadership expertise and experiences. One of the ultimate goals of the conference is to improve student leadership. Other examples of activities included:

- a welcome-back reception, which provided an opportunity for returning students to meet with faculty, staff, and administrators in a social setting;
- support services for the Tenth Annual Unity Day March; and
- a Kwanzaa celebration.

In addition to their regular duties, center staff are committed to the types of campus and community activities that result in a solid, supportive network for minority students at UIS. For example, the center director serves on the Diversity Task Force and the Black Caucus.

The center received \$52,449 in funding for FY99, up \$3,255 from \$49,194 in FY98. The increase in funds provided for raises in salary and additional student help.

Minority Leadership in Public Service. The Minority Leadership in Public Service Program (MLPS) provides access to higher education for minority students who wish to pursue a program of study leading to a career in public service. In support of UIS' special emphasis on public affairs, one of the criteria for acceptance into the program is "demonstrated interest in public service through leadership experience with extracurricular activities and/or contributions to volunteer service in nonprofit and civic organizations." The award package combines federal and state grants with institutional funds to pay the cost of attendance (i.e., tuition, fees, housing, insurance). In addition, participants receive a \$3,000 stipend each academic year. A thorough review of the MLPS program was conducted for last year's report. Significant findings from that review are provided below. Data provided are as of the spring semester of 1998.

- The program has had 87 participants since its inception in 1985. Data collected from transcripts indicate that 48 of the 87 students had graduated from UIS as of Spring 1998 and 12 were still enrolled.
- Analysis suggests that MLPS students graduate at a higher rate than their peers (66% five-year aggregated data for MLPS students as opposed to the 43% to 51% five-year graduation rate for all UIS students). The methods of this analysis are described in greater detail in last year's report.
- Graduates of the MLPS program most often choose programs of study related to public affairs, thereby fulfilling an important goal of the program.

- MLPS students are making a valuable contribution to the campus through their involvement in student governance. Nine program participants had been elected during at-large elections to the following positions in the Student Governance Association: student body president (3), vice president (2), treasurer (2), and secretary (2). In addition, eight others were elected as student senators. (These are unduplicated counts; MLPS students tend to serve in more than one position during their time at UIS.) In addition, one participant was elected as the student representative to the Board of Regents, and one was serving as the student representative to the Board of Trustees. (Note: The student trustee for AY99-00 is also a MLPS participant.)

As one of two programs providing major financial assistance to minority students, the Minority Leadership in Public Service Program is a vital component of the campus' efforts to attract these students. Recruiting for the program for AY98-99, however, was largely unsuccessful. The campus is assessing its approach to the administration of the program and, although participation is expected to be low again for AY99-00, it is expected to improve thereafter.

Appendix

Dollars and Staff Years Budgeted to Programs Serving Underrepresented Students and Staff at Public Institutions, Fiscal Years 1998 and 1999

Enrollment of Students with Disabilities

- Table A: Summary of Enrollments by Ethnic Categories, Fall 1989 to Fall 1998
- Table B: Student Enrollment – Total, African American, Other Minority, and Total Minority, Fall 1989 to Fall 1998
- Table C: Undergraduate Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 1998
- Table C-1: Undergraduate Total Head Count Enrollment – Non-Resident Alien (by College, Degree Program, Racial/Ethnic Category, and Gender), Fall 1998
- Table D: Master’s and Doctoral Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 1998
- Table D-1: Graduate Total Head Count Enrollment – Non-Resident Alien (by College, Degree Program, Racial/Ethnic Category, and Gender), Fall 1998
- Table E: Student Head Count Enrollment by Gender and Level, Fall 1989 to Fall 1998
- Table F: Summary Report of Full-Time Employees (by Gender and Ethnicity), Fall 1998
- Table G: Summary Report of Full-Time Employees from Underrepresented Populations, Fall 1992 to Fall 1998

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC INSTITUTIONS, FISCAL YEARS 1998 AND 1999***

<u>Change in</u> <u>Dollars Budgeted</u>	<u>Staff Years Budgeted</u>		<u>Dollars Budgeted**</u>	
	FY98	FY99	FY98	FY99
UNIVERSITY OF ILLINOIS AT SPRINGFIELD				
Office of Minority Student Affairs	1.80	2.50	49,194	52,449 3,255
Minority Leadership in Public Service	.25	.25	98,175	98,838 663
Minority Recruitment	1.00	1.00	23,756	26,000 2,244
Minority Student Support for Teaching***	.95	.89	108,424	107,942 (482)
Student/Parent/Teacher Program***	.83	.83	32,166	33,893 1,727
Incorporation Project	.00	.00	5,210	5,210 0
Multicultural Diversity (Diversity Task Force)	.60	.10	12,833	13,456 623
Whitney M. Young Fellowship Program	.95	.45	121,987	121,794 (193)
Women's Center	1.65	1.75	48,409	55,036 6,627
Disability Services	2.18	1.85	32,692	49,21516,523

N/A Not Available

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

** Includes all funding sources.

*** Programs serving elementary and secondary school students.

Enrollment of Students with Disabilities

State legislation, which requires the Board of Higher Education to monitor the participation of specific groups of individuals in public colleges and universities, identifies "handicapped" students as one of the groups to be monitored. Rehabilitation professionals now more commonly use the term "disabled" in place of "handicapped."

State legislation does not provide a definition of students with disabilities. For this purpose, a frequently cited source is Section 706(8)(A) of Title 29 of the United States Code, which defines a disabled person as "any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment." This section specifically excludes individuals with problems of alcohol and/or drug abuse from this definition.

In collecting information for the institutional plan, it will be necessary to expand further upon this federal definition in order to allow for identification of the range of disabilities existing on campus. Include within the count of disabled students those individuals who are functionally quadriplegic (that is, use power wheelchairs), functionally paraplegic (use manual wheelchairs), blind/visually impaired, and deaf/hearing impaired. Also, include individuals with other mobility impairments (for instance, those requiring the use of braces or other prosthetic devices); individuals with chronic health problems, such as cardiac or respiratory diseases, and/or head injuries; individuals who have documented, diagnosed learning disabilities, and those other individuals whose disabilities require special institutional assistance.

Using the above definition, indicate in the lines below the undergraduate and graduate/professional enrollment of students with disabilities for the fiscal year preceding the date for submission of the report. Also, indicate how the enrollment count was derived, that is, whether it is an estimate of the institution's disabled student enrollment or a count of the number of students with disabilities receiving services from the institution.

FY1999 Undergraduate Enrollment of Students with Disabilities 58

FY1999 Graduate/Professional Enrollment of Students with Disabilities 24

The above enrollment count is: (please check one)

- a) estimate of the number of disabled students at the institution
- b) count of the number of students receiving services at the institution X

TABLE A
Summary of Enrollments by Ethnic Categories
Fall 1988 to Fall 1999

Year	American Indian		Hispanic		African American		White		Asian		Non-Resident Alien		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1988	7	0.2	19	0.5	219	5.6	3,555	90.2	40	1.0	102	2.6	3,942	100
1989	9	0.2	25	0.6	227	5.7	3,593	90.5	36	0.9	81	2.0	3,971	100
1990	8	0.2	33	0.8	250	5.8	3,932	90.5	42	1.0	82	1.9	4,347	100
1991	2	0.0	45	1.0	251	5.6	4,069	90.1	47	1.0	100	2.2	4,514	100
1992	5	0.1	35	0.8	266	5.9	4,080	89.9	56	1.2	94	2.1	4,536	100
1993	8	0.2	34	0.8	304	6.8	3,983	89.5	49	1.1	73	1.6	4,451	100
1994	8	0.2	33	0.8	335	7.6	3,884	88.6	54	1.2	70	1.6	4,384	100
1995	15	0.3	43	0.9	338	7.2	4,149	88.2	77	1.6	80	1.7	4,702	100
1996	11	0.2	51	1.1	343	7.4	4,055	87.9	71	1.5	80	1.7	4,611	100
1997	18	0.4	58	1.3	339	7.6	3,882	87.0	76	1.7	90	2.0	4,463	100
1998	14	0.3	49	1.1	320	7.4	3,779	87.2	71	1.6	101	2.3	4,334	100
1999	15	0.4	51	1.3	311	7.6	3,521	86.3	68	1.7	113	2.8	4,079	100

TABLE B**Student Enrollment - Total, African American, Other Minority and Total Minority
Fall 1989 to Fall 1999**

Year	Total Enrollment	African American Enrollment		Other Minority Enrollment		Total Minority Enrollment	
		N	% of Total	N	% of Total	N	% of Total
1989	3,971	227	5.72	70	1.76	297	7.48
1990	4,347	250	5.75	83	1.91	333	7.66
1991	4,514	251	5.56	94	2.08	345	7.64
1992	4,536	266	5.86	96	2.12	362	7.98
1993	4,451	304	6.83	91	2.04	395	8.87
1994	4,384	335	7.64	95	2.17	430	9.81
1995	4,702	338	7.19	135	2.87	473	10.06
1996	4,611	343	7.44	133	2.88	476	10.32
1997	4,463	339	7.60	152	3.41	491	11.00
1998	4,334	320	7.38	134	3.09	454	10.48
1999	4,079	311	7.62	134	3.29	445	10.91

TABLE C
Undergraduate Total Head Count Enrollment by College
Degree Program, Racial/Ethnic Category, and Gender
Fall 1999

College/Degree Program	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/Alaskan Native		Asian Pacific Islander		Hispanic		White Non-Hispanic		Total		TOTAL
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
College of Business and Management															
Accountancy	0	0	4	8	0	0	2	3	0	0	41	88	47	99	146
Business Administration	8	3	3	6	0	1	2	0	2	3	59	91	74	104	178
Economics	0	0	0	0	0	0	0	0	0	0	7	4	7	4	11
Management	0	0	6	19	1	1	0	3	3	2	159	201	169	226	395
Subtotal	8	3	13	33	1	2	4	6	5	5	266	384	297	433	730
College of Health & Human Services															
Social Work	0	0	0	12	0	0	0	0	0	0	6	49	6	61	67
Child, Family and Community Services ¹	0	0	0	0	0	0	0	0	0	0	0	3	0	3	3
Health Services Administration *	0	0	1	2	0	0	1	0	0	0	3	18	5	20	25
Nursing *	0	0	0	0	0	0	0	0	0	0	1	14	1	14	15
Subtotal	0	0	1	14	0	0	1	0	0	0	10	84	12	98	110
College of Liberal Arts & Sciences															
Biology	1	0	1	5	0	2	0	2	0	1	42	61	44	71	115
Chemistry	0	0	0	0	0	0	0	0	0	0	11	11	11	11	22
Clinical Laboratory Science	0	0	2	0	0	0	0	0	0	0	3	15	5	15	20
Communication	0	1	6	11	0	0	0	0	1	0	40	77	47	89	136
Computer Science	4	1	3	7	1	0	3	1	2	1	65	27	78	37	115
English	0	0	2	2	0	0	0	0	0	1	20	55	22	58	80
History	0	0	5	1	1	0	1	0	1	0	47	30	55	31	86
Liberal Studies	0	0	2	3	0	0	0	0	1	0	12	25	15	28	43
Mathematical Sciences	1	0	1	0	0	0	0	0	0	0	10	10	12	10	22
Psychology	1	1	2	14	0	0	1	2	1	1	35	171	40	189	229
Sociology/Anthropology	0	0	0	4	1	1	0	0	1	0	6	21	8	26	34
Visual Arts	0	0	1	0	0	0	0	0	0	0	10	19	11	19	30
Subtotal	7	3	25	47	3	3	5	5	7	4	301	522	348	584	932
College of Public Affairs & Administration															
Criminal Justice	0	0	3	7	0	0	1	0	1	1	47	42	52	50	102
Labor Relations *	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1
Legal Studies	0	0	0	4	0	0	0	2	0	0	10	33	10	39	49
Political Studies	0	0	0	7	0	0	0	0	0	2	31	24	31	33	64
Subtotal	0	0	3	18	0	0	1	2	1	3	89	99	94	122	216
Undeclared/Unclassified Undergraduates	2	0	5	5	0	0	1	2	2	1	70	107	80	115	195
TOTAL	17	6	47	117	4	5	12	15	15	13	736	1196	831	1352	2183

¹ These programs are on phase-down status.

* These programs have been eliminated

TABLE C-1
Undergraduate Total Head Count Enrollment - Non-Resident Alien
(By College, Degree Program, Racial/Ethnic Category, and Gender) ¹
Fall 1999

College/Degree Program	Asian		Hispanic		Black		White		Total	
	Pacific Islander				Non-Hispanic		Non-Hispanic		Men	Women
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
College of Business and Management										
Business Administration	1	3	2	0	0	0	5	0	8	3
Subtotal	1	3	2	0	0	0	5	0	8	3
College of Health & Human Services										
Subtotal	0	0	0	0	0	0	0	0	0	0
College of Liberal Arts & Sciences										
Biology	0	0	0	0	0	0	1	0	1	0
Communication	0	0	0	1	0	0	0	0	0	1
Computer Science	1	1	1	0	0	0	2	0	4	1
Mathematical Sciences	0	0	1	0	0	0	0	0	1	0
Psychology	0	1	1	0	0	0	0	0	1	1
Subtotal	1	2	3	1	0	0	3	0	7	3
College of Public Affairs & Administration										
Subtotal	0	0	0	0	0	0	0	0	0	0
Undeclared/Unclassified Undergraduates	1	0	1	0	0	0	0	0	2	0
Total	3	5	6	1	0	0	8	0	17	6

¹ Only programs with degree granted to non-resident aliens are displayed

TABLE D
Masters and Doctoral Total Head Count Enrollment by College,
Degree Program, Racial/Ethnic Category, and Gender
Fall 1999

GRADUATE College/Degree Program	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian Pacific Islander		Hispanic		White Non-Hispanic		Total		TOTAL
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
College of Business and Management															
Accountancy	0	2	1	2	0	0	0	2	1	1	18	16	20	23	43
Business Administration	2	1	1	1	0	0	2	2	0	0	63	48	68	52	120
Economics ¹	3	0	1	3	0	0	1	0	0	0	13	8	18	11	29
Management Information Systems	18	15	13	9	0	0	5	5	0	1	77	42	113	72	185
Subtotal	23	18	16	15	0	0	8	9	1	2	171	114	219	158	377
College of Health & Human Services															
Child, Family and Community Services	0	0	1	11	0	2	0	0	0	0	14	47	15	60	75
Educational Administration	0	0	0	6	0	0	0	0	0	0	41	86	41	92	133
Human Services	0	0	1	7	0	0	0	0	0	0	6	30	7	37	44
Human Development Counseling	0	1	2	7	0	1	0	0	1	1	9	70	12	80	92
Subtotal	0	1	4	31	0	3	0	0	1	1	70	233	75	269	344
College of Liberal Arts & Sciences															
Biology	1	0	0	2	0	0	1	0	0	0	19	17	21	19	40
Communication	2	0	1	4	0	0	0	1	1	1	28	67	32	73	105
Computer Science	22	5	4	0	0	0	6	6	1	0	34	13	67	24	91
English	0	0	0	2	0	0	0	0	0	0	10	26	10	28	38
History	0	0	2	2	0	1	1	0	0	0	30	29	33	32	65
Individual Option	0	1	4	2	0	0	0	1	0	0	12	53	16	57	73
Mathematical Sciences ¹	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1
Psychology ¹	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
Subtotal	25	6	12	12	0	1	8	8	2	1	134	205	181	233	414
College of Public Affairs & Administration															
Community Arts Management ¹	2	2	1	0	0	0	0	0	0	0	2	17	5	19	24
Environmental Studies	0	3	0	1	0	0	0	2	1	1	27	26	28	33	61
Gerontology ¹	0	2	1	2	0	0	0	0	0	0	4	20	5	24	29
Health Services Administration	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1
Legal Studies	0	0	0	2	0	0	0	0	0	0	8	16	8	18	26
Political Studies	2	0	0	2	0	0	0	2	3	0	30	16	35	20	55
Public Administration, MPA	1	0	4	12	0	0	0	0	0	2	40	38	45	52	97
Public Affairs Reporting	0	0	0	1	0	0	0	0	0	0	4	13	4	14	18
Public Health	0	2	2	7	0	0	0	0	0	1	13	44	15	54	69
Subtotal	5	9	8	27	0	0	0	4	4	4	129	190	146	234	380
Undeclared/Unclassified Graduates	2	0	7	9	1	1	2	2	4	3	147	183	163	198	361
Subtotal Masters	55	34	47	94	1	5	18	23	12	11	651	925	784	1092	1876
Public Administration, DPA	1	0	3	3	0	0	0	0	0	0	10	3	14	6	20
Total Masters and Doctoral	56	34	50	97	1	5	18	23	12	11	661	928	798	1098	1896

¹ These programs are on phase-down status.

TABLE D-1

**Masters Total Head Count Enrollment - Non-Resident Alien
(By College, Degree Program, Racial/Ethnic Category, and Gender) ¹
Fall 1999**

College/Degree Program	Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian Pacific Islander		Hispanic		White Non-Hispanic		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
College of Business and Management												
Accountancy	0	1	0	0	0	1	0	0	0	0	0	2
Business Administration	0	0	0	0	1	1	0	0	1	0	2	1
Economics ²	1	0	0	0	1	0	0	0	1	0	3	0
Management Information Systems	1	0	0	0	11	13	0	0	6	2	18	15
Subtotal	2	1	0	0	13	15	0	0	8	2	23	18
College of Health & Human Services												
Human Development Counseling	0	1	0	0	0	0	0	0	0	0	0	1
Subtotal	0	1	0	0	0	0	0	0	0	0	0	1
College of Liberal Arts & Sciences												
Biology	0	0	0	0	0	0	0	0	1	0	1	0
Communication	0	0	0	0	2	0	0	0	0	0	2	0
Computer Science	0	5	0	0	19	0	0	0	3	0	22	5
Individual Option	0	0	0	0	0	1	0	0	0	0	0	1
Subtotal	0	5	0	0	21	1	0	0	4	0	25	6
College of Public Affairs & Administration												
Community Arts Management ²	0	0	0	0	2	1	0	1	0	0	2	2
Environmental Studies	0	1	0	0	0	1	0	0	0	1	0	3
Gerontology ²	0	0	0	0	0	2	0	0	0	0	0	2
Political Studies	1	0	0	0	0	0	0	0	1	0	2	0
Public Administration	1	0	0	0	0	0	0	0	0	0	1	0
Masters of Public Health	0	0	0	0	0	2	0	0	0	0	0	2
Subtotal	2	1	0	0	2	6	0	1	1	1	5	9
Subtotal Masters	4	8	0	0	36	22	0	1	13	3	53	34
Undeclared/Unclassified Graduates	0	0	0	0	1	0	0	0	1	0	2	0
Total	4	8	0	0	37	22	0	1	14	3	55	34

¹ Only programs with degrees granted to non-resident aliens are displayed.

² This program is on phase-down status

TABLE E
Student Headcount Enrollment by Gender and Level
Fall 1989 to Fall 1999

Year	Undergraduate Enrollment					Masters Enrollment					Doctoral Enrollment ¹					Total Enrollment				Total Enrollment
	Female		Male		Total	Female		Male		Total	Female		Male		Total	Female		Male		
	N	% of Total	N	% of Total		N	% of Total	N	% of Total		N	% of Total	N	% of Total		N	% of Total	N	% of Total	
1989	1,403	59.9	939	40.1	2,342	892	54.8	737	45.2	1,629						2,295	57.8	1,676	42.2	3,971
1990	1,577	61.8	974	38.2	2,551	976	54.3	820	45.7	1,796						2,553	58.7	1,794	41.3	4,347
1991	1,574	59.5	1,071	40.5	2,645	1,060	56.7	809	43.3	1,869						2,634	58.3	1,880	41.6	4,514
1992	1,621	59.2	1,119	40.8	2,740	1,023	57.0	773	43.0	1,796						2,644	58.2	1,892	41.7	4,536
1993	1,561	59.9	1,047	40.2	2,608	1,062	57.6	781	42.4	1,843						2,623	58.9	1,828	41.1	4,451
1994	1,552	62.0	950	38.0	2,502	1,107	58.8	775	41.2	1,882						2,659	60.7	1,725	39.4	4,384
1995	1,612	63.5	928	36.5	2,540	1,239	57.3	923	42.7	2,162						2,851	60.6	1,851	39.4	4,702
1996	1,602	64.6	876	35.4	2,478	1,229	57.6	904	42.4	2,133						2,831	61.4	1,780	38.6	4,611
1997	1,540	63.9	871	36.1	2,411	1,208	58.9	844	41.1	2,052						2,748	61.6	1,715	38.4	4,463
1998	1,513	63.8	860	36.2	2,373	1,157	59.7	781	40.3	1,938	9	39.1	14	60.9	23	2,679	61.8	1,655	38.2	4,334
1196	1,352	61.9	831	38.1	2,183	1,092	58.2	784	41.8	1,876	6	14.0	14	70.0	20	2,450	60.1	1,629	39.9	4,079

¹ UIS introduced its first doctoral program, the doctor of public administration, in fall 1998.

TABLE F
Summary Report of Full-Time Employees (by Gender and Ethnicity)
Fall 1998

Category	Male		Female		Total	
	N	% of Category	N	% of Category	N	% of Category
Faculty						
Other	1	50.0	1	50.0	2	1.2
Black	5	50.0	5	50.0	10	6.1
Asian/PL	7	100.0	0	0.0	7	4.2
Hispanic	3	100.0	0	0.0	3	1.8
White	90	62.9	53	37.1	143	86.7
Native American	0	0.0	0	0.0	0	0.0
Subtotal	106	64.2	59	35.8	165	100.0
Acad. Professional						
Other	0	0.0	0	0.0	0	0.0
Black	3	60.0	2	40.0	5	4.7
Asian/PL	1	0.0	0	0.0	1	0.0
Hispanic	0	0.0	1	100.0	1	0.9
White	40	40.4	59	59.6	99	93.4
Native American	0	0.0	0	0.0	0	0.0
Subtotal	44	41.5	62	58.5	106	100.0
Civil Service						
Other	0	0.0	0	0.0	0	0.0
Black	10	55.6	8	44.4	18	7.0
Asian/PL	0	0.0	0	0.0	0	0.0
Hispanic	0	0.0	0	0.0	0	0.0
White	95	40.1	142	59.9	237	92.6
Native American	1	100.0	0	0.0	1	0.4
Subtotal	106	41.4	150	58.6	256	100.0
All Employees						
Other	1	50.0	1	50.0	2	0.4
Black	18	54.5	15	45.5	33	6.3
Asian/PL	8	100.0	0	0.0	8	1.5
Hispanic	3	75.0	1	25.0	4	0.8
White	225	47.0	254	53.0	479	90.9
Native American	1	100.0	0	0.0	1	0.2
Total	256	48.6	271	51.4	527	100.0

TABLE G
Summary Report of Full-Time Employees for Underrepresented Populations
Fall 1992 to Fall 1998

Employee Category/Year	Black		Asian		Hispanic		Disabled *		Female		Employment Category Total		Campus Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Faculty													
1992	5	3.1	3	1.9	2	1.2			53	32.9	161	29.6	544
1993	8	4.8	6	3.6	3	1.8			55	33.3	165	30.2	546
1994	8	5.0	6	3.8	3	1.9			52	32.5	160	28.8	555
1995	9	5.7	6	3.8	3	1.9			51	32.5	157	30.0	524
1996	11	6.8	7	4.3	4	2.5	3	1.9	53	32.7	162	31.2	519
1997	10	6.2	7	4.3	4	2.5	2	1.2	55	34.2	161	28.0	574
1998	10	6.1	7	4.2	3	1.8	3	1.8	59	35.8	165	31.3	527
Acad. Prof.													
1992	9	11.1	0	0.0	1	1.2			45	55.6	81	14.9	544
1993	10	11.5	0	0.0	1	1.1			49	56.3	87	15.9	546
1994	7	7.4	0	0.0	1	1.1			50	53.2	94	16.9	555
1995	8	8.2	0	0.0	2	2.0			55	56.1	98	18.7	524
1996	7	7.4	0	0.0	2	2.1	2	2.1	49	52.1	94	18.1	519
1997	6	5.7	0	0.0	2	1.9	1	0.9	57	53.8	106	18.5	574
1998	5	4.7	1	0.9	1	0.9	0	0.0	62	58.5	106	20.1	527
Civil Service													
1992	20	6.6	0	0.0	3	1.0			186	61.6	302	55.5	544
1993	18	6.1	0	0.0	3	1.0			178	60.5	294	53.8	546
1994	20	6.6	0	0.0	1	0.3			180	59.8	301	54.2	555
1995	20	7.4	0	0.0	0	0.0			157	58.4	269	51.3	524
1996	19	7.2	0	0.0	0	0.0	6	2.3	150	57.0	263	50.7	519
1997	21	6.8	0	0.0	1	0.3	5	1.6	179	58.3	307	53.5	574
1998	18	7.0	0	0.0	0	0.0	3	1.2	150	58.6	256	48.6	527
All Employees													
1992	34	6.3	3	0.6	6	1.1			284	52.2	N/A	N/A	544
1993	36	6.6	6	1.1	7	1.3			282	51.6	N/A	N/A	546
1994	35	6.3	6	1.1	5	0.9			282	50.8	N/A	N/A	555
1995	36	6.9	6	1.1	5	1.0			263	50.2	N/A	N/A	524
1996	37	7.1	7	1.3	6	1.2	11	2.1	252	48.6	N/A	N/A	519
1997	37	6.4	7	1.2	7	1.2	8	1.4	291	50.7	N/A	N/A	574
1998	33	6.3	8	1.5	4	0.8	6	1.1	271	51.4	N/A	N/A	527

* Data not available from 1992 - 1995