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**University of Illinois  
at Chicago**

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

**Submitted to the Illinois Board of Higher Education**

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**September 2002**

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Participation and Success  
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Office of  
Academic Affairs

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Mary Glenn Wiley  
Office of Academic Affairs  
August, 2002

**UNIVERSITY OF ILLINOIS AT CHICAGO**  
**ANNUAL INSTITUTIONAL REPORT ON UNDERREPRESENTED GROUPS**

**2002**

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## UIC Executive Summary

### Progress to Date

- U.S. News ranks UIC 3<sup>rd</sup> in the nation on campus diversity (<http://www.usnews.com/usnews/edu/college/rankings/about/diversity.htm>).
- UIC awards more bachelor's degrees to Latinos than any other university in the Midwest and is ranked 36<sup>th</sup> in the nation (*Hispanic Outlook*, 5/6/2002).
- *Black Issues in Higher Education* (6/20/2002) ranks UIC 22<sup>nd</sup> in the number Engineering baccalaureate degrees awarded to Latinos. Latinos received 10.5% of the degrees awarded by UIC compared to 3.8% of the degrees conferred by the only Midwestern university ranked higher – University of Michigan.
- Minority Engineering Recruitment and Retention Program has increased underrepresented student retention – one-year retention rates of Latino engineering students has been higher than retention rates of Caucasians in all but one of the last six years.
- Fifteen percent of the UIC support staff in Fall 2001 were Latino – just 1% below the goal set for 2004 in the UIC Latino Statement of Commitment (5/10/1998).
- The number of applications for Fall 2002 coming from the 22 high schools targeted by the African American Academic network more than doubled.
- the Hispanic Center of Excellence's goal of increasing the Latino medical school applicant pool to 55 in three years was surpassed.

### Best Practices

- The use of advanced students and alumni in the supplemental instruction program is pivotal to the success of the Minority Engineering Recruitment and Retention Program (MERRP).
- UHP-Early Outreach finds parental participation critical to improving academic performance.
- LARES recruitment strategy targets the entire family since recruitment of one child in a family often results in siblings, parents, and other relatives applying to UIC.
- Approximately 85% of the students who participate in the Summer Pre-matriculation Program offered by the Urban Health Program experience an on-time progression after completing their first year in the College of Medicine.

# THE 2002 REPORT ON UNDERREPRESENTED GROUPS IN HIGHER EDUCATION

## PROGRESS TO DATE

The progress described in this report reflects UIC's commitment to ensuring that the UIC community reflect the diversity of Chicago and Illinois. Although we have much to do, the UIC community is much more diverse in all categories that it was in 1992. Some of the successes are: the substantial increase in Hispanic students, the increase in the number of African-American students who complete their baccalaureate degrees, the extraordinary increase in the number of women in administrative positions, the growing numbers of Hispanics among the support staff, and the trend toward a greater representation of African-Americans and Hispanics among the academic professional staff. These accomplishments encourage us to focus attention on achieving greater diversity, especially among the graduate and professional students, and faculty.

**U.S. News ranks UIC 3<sup>rd</sup> in the nation on campus diversity**  
(<http://www.usnews.com/usnews/edu/college/rankings/about/diversity.htm>).

## ADMISSION AND ENROLLMENT STATISTICS

Undergraduate Students Tables 1 through 3 present application, admission and enrollment figures for Fall 2001, Fall 2000, and Fall 1999. Comparison of new undergraduate figures shows that enrollments decreased in Fall 2001. This is especially true of African American and Hispanic students, although Asian American numbers were also down. Enrollments of both men and women declined. Women represented 56% of new undergraduate students both years.

Since new freshman applicants and enrollments are both a measure of past recruitment success and a guide to problem areas, these data are important background for the discussion of undergraduate recruitment. To see if recruitment strategies employed this year are effective, preliminary data on applications and admissions (enrollment data are not yet available) for Fall 2002 are essential. The figures for new freshman in Table 4 show an upswing in applications and admissions. This is true of all groups. If these admits yield enrollments at the same level as last year, new freshman enrollments should be 3,337 which is 645 more than the 2,692 new freshman who enrolled last year.

Review of the figures for undergraduate transfer students shows a similar decline in Fall 2001 figures in all groups except Latino men. The preliminary figures for 2002 Table 4 show an increase for Blacks, Latino women and Asian men, but a slight decrease in Latino men and Asian women.

**Professional and Graduate Students** First-professional student enrollments for Fall 2001 were up from 542 in Fall 2000 to 568 in Fall 2001. Looking at the distribution by race/ethnicity and gender, we find: Black men and women enrollments are up; enrollments of Latino men increased by over 60%, but enrollments of Latino women were down slightly; Asian enrollments were up for men and showed a very small decline for women. Women represented 53.7% of the entering first-professional students.

New graduate student enrollments for Fall 2001 were up 1.8% from Fall 2000. Enrollments were up for Latino men and women and Black women, but down for Black men. Asian men showed a substantial increase, but Asian women declined slightly. Women represented 58.8% of the new graduate students.

Total Enrollment for Fall 2001 was only slightly less than in Fall 2000 (Table 5). African American enrollments were down slightly (9%) and so were Latino enrollments (13.5%). Asian enrollments were up slightly. Table 6 presents figures on the race and ethnic distribution of the population of Illinois and Illinois ACT test takers for comparison to the UIC student body. UIC's student body has a smaller percentage of African American students than in either the population of the State or the ACT test takers in the State. Enrollment figures are higher than population figures for both Hispanic and Asian Americans. Level also

makes a difference. Note that there is a much smaller representation of African Americans and Hispanics in professional and graduate programs than at the undergraduate level.

## **STUDENT RECRUITMENT**

### **Recruitment of Undergraduate Students**

Before reviewing the units at UIC that focus on improving the diversity of the undergraduate student body, some background information may prove helpful. Table 7 shows that of the entering freshmen in fall 2001, 9.5% are African American, 28.8% are Asian, 15.9% are Hispanic and 55.6% are women. The figures are similar for transfer students: 9.6% African American, 15.0% Asian, and 14.5% Hispanic. Of the total undergraduate population at UIC in Fall 2001, 9.5% are African American, 23.5% are Asian, 17% are Hispanic, and 55% are female (Table 8).

In rankings of the number of baccalaureate degrees granted to minority students, *Black Issues in Higher Education's* ranking of U.S. institutions on number of baccalaureate awarded 2000-2001 placed UIC 101<sup>st</sup> in degrees granted to African Americans, 21<sup>st</sup> in degrees granted to Asian Americans, and 35<sup>th</sup> in degrees granted to Latinos.

### **Office of Admissions and Records**

**Goals/Objectives** The Office of Admissions and Records (OAR) is the backbone of all undergraduate recruitment and admission for UIC. One of OAR's recruitment goals is to increase the ethnic diversity of the UIC student body. Pursuant to that goal, ethnic minority students are not only included in all UIC recruitment activities, but a number of activities are specifically directed toward them.

**Strategies** OAR has responsibility for general recruitment as well as coordinating and reinforcing the recruitment efforts of the minority support programs. Multiple tactics are used by OAR to recruit minority students. Among these are: database searches, college fairs, state transfer days, community service, school visits, mailings, counseling appointments, special events, telecounseling and professional association participation. Since the last report, OAR has developed three special partnerships: Chicago Public Schools/UIC College Bridge Program, Malcolm X College/UIC Admissions Agreement; UIC/Gage Park High School Pride Program. OAR has also hosted a President's Preview Day for PAP-eligible underrepresented prospective students and their parents described in the section on the President's Award Program.

**Outcomes** Since OAR is the central recruitment unit for all undergraduates, the overall enrollment of new freshman and transfer students is an outcome measure for this unit. The size of the new freshman class fluctuates from year to year (Table 7). The Fall 1998 class was the largest in more than ten years (2,947). New freshmen enrollments in 2001 decreased by 151 students from 2000. This new freshman class is ethnically diverse, with no racial/ethnic group in the majority. Only 41% of Fall 2001 new freshmen were Caucasian, the largest category. However, this is slightly higher than in 2000 when the percent of new freshmen who were Caucasian was 39. Fall 2001 new transfer enrollments declined for the second year to the smallest enrollment in the last five years. (See p. 1 for details.)

**Changes Planned** Based on preliminary enrollment figures for 2002, the downturn in 2001 appears either to be an aberration, or the new activities launched in the 2001-2002 recruitment season were extremely successful. Until final enrollment information is available, no changes are planned.

### **President's Award Program**

**Goals/Objectives** President's Award Program (PAP) was established in 1985 to ensure that capable underrepresented minorities (African-Americans, Latinos and Native Americans) with outstanding academic records can study at the University.

**Strategies** Tuition support provided by the President's Award program is used by the Office of Admissions

and Records, African American Academic Network, Latin American Recruitment and Educational Services program, and the Minority Engineering Recruitment and Retention Program as an incentive to enroll at UIC. In addition to tuition, membership in PAP provides access to a section of the student residence hall which is set aside for PAP students. New this year was the President's Preview Day. This program invited prospective students and applicants and their parents for a special campus visit and program; 57 prospective students and 65 parents and family members attended.

**Outcomes** From its inception to Fall 2000, the number of PAP students showed an upward trend. Over the last 5 years, PAP enrollments increased from 769 in 1997 to 824 in 2000. However, there was a sudden drop in 2001 to 806. The recruitment figures in Table 1 show that this downturn does not appear to be due to recruitment strategies, but rather it mirrors the trend in overall enrollment of freshmen.

**Planned Changes** Since Fall 2001 was the first marked decrease in PAP students, no changes are planned until outcomes of Fall 2002 recruitment cycle are complete. At this time, it appears that 2000 enrollment figures were an aberration and that the previous upward trend will return.

### **African American Academic Network (AAAN)**

**Goals/Objectives** The African American Academic Network's (AAAN) charge is to recruit and enroll African American students and to provide academic and developmental support from admission to graduation. The AAAN goal for 2001-2002 specific to recruitment was to increase application from Chicago Public High Schools that are identified as non- or low- feeders to UIC. Specific goals were set for each of the 22 high schools on this list.

**Strategies** To address the 2001-2002 goals, the recruitment team began the 2001 year by making contact with high school counselors and teachers in the Chicago metropolitan area with special attention paid to the 22 target schools noted above. These personal contacts have created a positive relationship between high school counselors and AAAN staff. As a result, these faculty and counselors have shown greater willingness to partner with the UIC team in the recruitment process.

In addition to these contacts, special AAAN programs, Immersion Day and Decision Day, are of particular interest. Immersion Day is a program where prospective high school students are invited to spend the day on campus with current UIC students, the AAAN Ambassadors. Most seniors who participate in this program apply to UIC. Decision Day is an application yield program where invitations are sent to all Chicago Metropolitan area schools with an African American population of at least 30%. If students submit their application by a particular date, they are guaranteed to receive an admission decision on the day of the program. Through the two Decision Days this year, AAAN was able to increase the number of applications received from African Americans before the priority deadline. This is important since AAAN staff are able to counsel students who apply by this date, and this counseling is essential to their academic success. AAAN also participated in OAR programs. AAAN sessions held as part of the new President's Preview Day (see PAP section above) were evaluated very positively by attending students and their parents.

Recruitment goals for AAAN do not stop with the application process. It is important to convert admitted applicants to enrolled students. With this goal in mind, the AAAN recruitment team has developed an enrollment initiative that introduces admitted students to campus life at UIC before the fall semester begins. This initiative springs from the belief that being connected and knowledgeable about UIC's resources prior to matriculation makes the transition to college life smoother. AAAN has invited admitted students to participate in "Black Family Night Out" activities, to participate in OAR's "New Student Welcome," and to attend a meeting of the Black student organization meetings and programming.

AAAN has a staff of 17, two of whom are assigned entirely to recruitment activities. To this end, in 2001-2002, the recruitment staff has made almost 10,000 contacts with prospective students. Of these, 5,345 of the contacts were via e-mail or regular mail, 2,333 at high schools, 550 contact through community organizations, 295 in the AAAN office, 280 at community colleges, 250 at AAAN pre-college programs, and 84 at UIC Preview Days.



**Outcomes** One measure of the success of AAAN recruitment efforts is the number of new and transfer students enrolling at UIC each year. The Fall 2001 enrollment of 257 African American new freshmen was down from the high of 356 in Fall 1997 (Table 7). This enrollment figure is part of a downward trend over the five-year period. The number of African American transfer students has stayed between 9.5 and 10% of undergraduate transfers. It was

highest in 1999 with 189 new transfer students. The recruitment strategies outlined above are an attempt to reverse this trend.

The number of applications for Fall 2002 coming from the 22 targeted high schools more than doubled increasing from 118 applications from these schools in Fall 2001 to 272 for Fall 2002. The applications and admits for Fall 2002 are substantially higher (Table 4) than in the previous three years for which data are available (Table 1 ). If enrollments are at the same ratio as in previous years, there will be a substantial increase in the number of African American new freshmen in Fall 2002. The new recruitment strategy may be responsible for some of this anticipated increase.

**The number of applications for Fall 2002 coming from the 22 high schools targeted by the African American Academic network more than doubled.**

**Changes Planned** If enrollment of African American new freshmen are up for Fall 2002, AAAN will continue to pursue the plan introduced in 2001-2002 that targets high schools with few UIC past applicants. If the freshman enrollment does not rebound, other strategies will be implemented.

## **Latin American Recruitment and Educational Services (LARES)**

**Goals/Objectives** The stated mission of the Latin American Recruitment and Educational Services (LARES) is “to empower students by providing personal growth and educational opportunities to prepare leaders who will make individual and collective contributions toward the cultural and social advancement of the Latino community.” LARES staff see recruitment as the first step toward achieving this mission.

**Strategies** LARES has a staff of fourteen, of which seven counselor/recruiters devote approximately 50% of their time (3.55 FTE) to recruitment. Similar to other recruiters, these LARES staff members devote considerable time to high school visits. LARES recruiters regularly visit 66 Chicago area high schools with significant Latino populations. Recruiters have developed strong relationships with these high schools and are viewed as resources for the high schools as well as recruiters. In addition, LARES recruiters visited five alternative high schools in 2001-2002. LARES also recruits at regional community colleges and through community agencies. LARES recruiters visited 10 community colleges and five community agencies during the 2001-2002 academic year. LARES also participated in broader recruitment initiative sponsored by the Office of Admissions and records. New this year was President’s Preview Day. LARES workshops and student contacts at that event were highly rated by participants. Recruitment of one child in a family often results in siblings, parents, and other relatives applying to UIC. Parental involvement has been encouraged throughout the student’s career at UIC and spawned the Association of Latino Parents. Financial support available through the President’s Award Program (see p. 3) is viewed as critical to LARES’ recruitment efforts.

In addition to traditional school visits, on-campus events, and workshops, LARES has developed strong bonds with Latino educational agencies such as ASPIRA, LULAC, Instituto del Progreso Latino, and others to facilitate access to UIC. Connections with Latino groups are also viewed as essential to success. To enhance the program’s presence in the community, LARES staff members participate in various events and conferences. In addition to these events, staff have conducted workshops on topics such as scholarships, financial aid, selecting a college, skills assessment and study skills. The members of these groups are also a source of students.

**Outcomes** LARES' success at recruiting students has been outstanding. This is demonstrated by the steady stream of new Latino freshmen admitted each fall (Tables 1-3 ). However, there was a sharp decline in Latino new freshman for Fall 2001 to 429. Looking at the application and admission data for Fall 2002 (Table 4) supports the view that this decrease is only a minor setback in a very stable and laudable recruitment history. Application and admission figures of new freshman for the years of 1999, 2000, 2001, and 2002, show a sharp decline in applications for 2001 to the low of 1,556, as compared to 1,825 in 2000 and 1,777 in 1999. Preliminary figures for 2002 show a return to previous levels with a total of 1,948. Admissions of Latino new freshman for Fall 2002 are not only higher than 2001 but also higher than the Latino new freshman admits in for 2000 and 1999. Interestingly, the number of new undergraduate transfers increased from 221 in Fall 2000 to 231 in 2001. Latinos continued to comprise 17% of the undergraduate student body at UIC in Fall 2001.

**UIC awards more bachelor's degrees to Latinos than any other university in the Midwest and is ranked 36<sup>th</sup> in the nation (*Hispanic Outlook*, 5/6/2002).**

**Changes Planned** If the anticipated rebound in Latino undergraduate enrollments occurs, no changes are anticipated.

### **Minority Engineering Recruitment and Retention Program (MERRP)**

**Goals/Objectives** The stated mission of the Minority Engineering Recruitment and Retention Program (MERRP) is to promote academic excellence among African American, Latino, and Native American engineering students at UIC. The philosophical foundation of this program emphasizes student sufficiency, community building and an environment of success.

**Strategies** MERRP has developed a comprehensive program designed to increase the enrollment and graduation of historically underrepresented ethnic minority students. MERRP's approach is multifaceted and emphasizes service and an environment of success that includes academic advising, problem solving, group study, academic assistance, scholarship support, career development, mentor programs, a summer transition program, and pre-college high school instruction. MERRP has a staff of four full-time, 2 part-time and 31 student workers. The four full-time staff devote approximately 25% of their time to recruitment efforts.

**Black Issues in Higher Education (6/20/2002) ranks UIC 37<sup>th</sup> in the nation in the number of bachelor's degrees in engineering awarded to Blacks and 22<sup>nd</sup> in the number awarded to Latinos.**

MERRP recruits academically talented students from the Chicago area through coordinated high school visits and annual College of Engineering events. The most important recruitment initiatives are the MERRP pre-college programs and a transition programs described in the section on Pre-College and Transition Programs. In addition, an essential piece of the MERRP program is financial support. The President's Award Program, and other state and campus funds allocated to this program, have allowed the program staff to leverage critical external scholarship funds from major corporations such as BP-Amoco, ComEd, FermiLab, Fluor Foundation, Honeywell, MIDCON, Motorola, Nicor Gas, Northrop and Raytheon. This support is an important recruitment tool as well as a major retention tool.

**Outcomes** The numbers of new freshman from underrepresented group in Engineering has varied over the past five years from 81 in 1997 to 42 in 1999. The Fall 2001 figure of 43 new Engineering freshman from underrepresented groups was lower than in 2000, but slightly higher than in 1999. One year retention rates of Latino engineering students have been higher than retention rates of Caucasians in all but one of the last 6 years. Retention of African American engineering students is not as high but the numbers are smaller and the rates more variable (Table 9 ).

**Changes Planned** Although the number of underrepresented new freshmen in Engineering in 2001 was less than expected, the number was not worrisome due to the overall downturn in new freshmen. That information, combined with the success of students participating in MERRP pre-college and transitional programs, does not suggest changes at this time. If lower enrollments become a trend, new initiatives will be considered.

## **Recruitment of Graduate and Professional Students**

**Graduate Students** The Graduate College is charged with oversight of the campus-level programs and initiatives developed to recruit and retain graduate students from underrepresented groups. These initiatives will be reviewed. It is important to note that most aspects of graduate education are controlled by departments. As a consequence, a great deal of the day-to-day work related to the recruitment of underrepresented graduate students is performed informally in the departments.

**Professional Students** There are two major units on the UIC campus devoted to the recruitment and retention of underrepresented professional students. The oldest is the Urban Health Program, which is arguably the most successful of such programs nationally. More recently the Hispanic Center of Excellence was established in the College of Medicine. Both of these programs will be described.

### **Graduate College**

**Goals/Objectives** The Graduate College is committed to diversity in the graduate student body. It is critical since graduate programs are training future faculty.

**Strategies** The Graduate College does not play a direct role in recruitment of students, but via the various fellowship programs the College administers, it can assist departments in recruitment. The guarantee of funding further encourages underrepresented students to consider a graduate degree and career in academe. Among these scholarships/fellowships are two programs funded by the Illinois Legislature: *the Illinois Minority Graduate Incentive Program (IMGIP)* and *the Illinois Consortium for Educational Opportunity Program (ICEOP)*. Five UIC students were awarded IMGIP support in 2001, 1 received support in 2000, and none in 1999. The number of ICEOP awards is higher. Nine UIC graduate students received ICEOP awards in 2001, 14 in 2000, and 17 in 1999. There is also one fellowship program initiated by the President of the University of Illinois – *Minority Academic Partnership Plan (MAPP)*. There are two programs at UIC that provide support as well – the *Abraham Lincoln Graduate Fellowship* and the *Graduate College Diversity Fellowship*. Eight students per year are supported by the Abraham Lincoln Graduate Fellowship. The Graduate College Diversity Fellowship provided support for 19 entering students in Fall 2001, 22 in 2000, and 18 in 1999.

**UIC ranked 65<sup>th</sup> in the nation in number of Master's Degrees awarded to African Americans and 54<sup>th</sup> in the number awarded to Latinos (*Black Issues in Higher Education*, 6/20/2002).**

Scholarship and fellowship support is essential in recruiting and retaining underrepresented minority students to graduate programs. Possibly more important are initiatives to entice underrepresented students to consider graduate study. One well-developed program which attempts to do this is the *CIC Summer Research Opportunities Program (SROP)*. The goal of the SROP initiative is to introduce talented American minority sophomores and juniors to research and to the rewards of graduate study early in their undergraduate experience, and to encourage these students to complete graduate or professional degrees in preparation for academic careers.

**Outcomes** In 1989, when UIC began to examine the relationship between minority enrollments and program initiatives, the graduate student enrollments for Black and Latino students were 6.0% and 2.5% respectively. In Fall 2001, Black graduate student enrollment at UIC was 8% and the figure for Latino students reached 7%. There has been a fairly consistent upward trend in the number of new Latino graduate students over the past five years (Table 10). The number of new African American graduate students has fluctuated with highs of 173 in 1999 and 2000 and a five-year low of 160 in 1998.

Some of the overall increase in underrepresented students is due to the recruitment efforts detailed above. Most impressive is *Summer Research Opportunities Program (SROP)*. At last count, 97% of those students who participated in SROP at UIC have continued their studies or have earned a BA/BAS degree; 47% are working toward or have completed a graduate degree; and 21.2% are working toward or have completed a professional degree. In 1999, the White House Office of Science and Technology Policy bestowed the

prestigious Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring on the CIC Summer Research Opportunity Program (SROP).

## Urban Health Program

**Goals/Objectives** In 1978, UIC created the Urban Health Program (UHP) to recruit, retain, and graduate students from minority groups underrepresented in the health professions. The program also aims to provide assistance in improving health services delivery to ambulatory care facilities in underserved urban areas.

Six health sciences colleges at UIC participate in the Urban Health program: the Colleges of Applied Health Sciences, Dentistry, Medicine, Nursing, Pharmacy, and the School of Public Health. Each of these has developed specific programs that work toward recruitment and retention of minority students and toward helping students achieve their health career goals through enriched academic experiences and personal counseling. These college-level Urban Health offices and activities are augmented by the UHP Support office, the Academic Center for Excellence, and the Graduate College.

**Strategies** The central Urban Health Program administration has worked this year to better coordinate and facilitate the various recruitment activities of the constituent colleges. To the extent possible, a standardization of strategies is being pursued with emphasis on expanding the use of “best practices.” All of the component college programs devote time to the recruitment of students through the usual open houses, information sessions, high school and community college visits, involvement in campus and support program events, phone contacts, professional association events, etc.

Listed are some new or unique activities.

- Dentistry provides a preparation course for the Dental Admissions Test for underrepresented students.
- Nursing UHP recruiters attend several career day events sponsored by the Chicago Public Schools at the elementary and high school level.
- Nursing UHP sponsors undergraduate students’ attendance at minority nurses association meetings and conference to encourage continuation of education to the post-baccalaureate level.
- Pharmacy has developed partnerships with selected Chicago Public Schools and the Board of Education.
- School of Public Health developed partnerships and articulation agreements with academic institutions that predominantly serve underrepresented minority students as well as partnerships with local, regional and national minority based professional organizations and public health agencies.
- Both Medicine and the School of Public Health have been successful in receiving federal funding for pipeline programs.

**Outcomes** With a large number of programs and initiatives, the overall rankings of UIC for degrees awarded may prove the best outcome measures for the entire program. Hispanic Outlook ranked UIC 2<sup>nd</sup> in the nation in the number of MD degrees awarded to Latinos and 3<sup>rd</sup> in the number of degrees in Pharmacy (*Hispanic Outlook*, 5/06/2002). UIC is ranked 22<sup>nd</sup> in the nation in the number of first professional degrees awarded to African Americans and 21<sup>st</sup> in number awarded to Latinos (*Black Issues in Higher Education*, 6/20/2002). Looking at all new professional students (Table 10), we find that African Americans reached 8.8% in 1998, dropped to 5.6% in 2000, and rebounded to 8% in 2001. We find similar fluctuations in Latino enrollments: Highs of 8.3% in both 1999 and 2001 and a low of 7.1% in 2000. Looking at enrollments in Medicine, the largest professional college, we find similar variation. For example, the number of new African American medical students dropped to 14 in 2000, but was 32 in 2001. Total enrollments of professional students enrolled 1997 to 2001 may provide a clearer picture. Table 11 shows the total enrollments of professional students by gender and race/ethnicity for 1997-2001. The number of African American professional students has declined slightly. Latino numbers have remained relatively stable.

**Changes Planned** UHP was reorganized in 2001-2002. No further major changes are anticipated until the new structure has been in place for sufficient time to assess outcomes.

## PRE-COLLEGE AND TRANSITION PROGRAMS

### TRANSITION PROGRAMS

#### **Latin American Recruitment and Educational Services (LARES)**

**LARES Summer Bridge (LSB)** During the recruitment and admission process students who straddle the admission criteria of the campus are identified and routed through the LARES Summer Bridge program.

**Goals/Objectives** The central goal is to assure the academic and social success of these students.

**Strategies** The academic portion of the program helps students transition from a high school to a college-level curriculum. The six-week course of instruction seeks to enhance the students' math and writing skills while introducing them to the resources of the campus. To make this program more accessible, course offerings are tailored to the cultural background of the participants. Curricular modifications include changing course content to reflect cultural perspectives. Since LARES works with a Latino population, the support program reflects the cultural values of this diverse group using literature, including essays, poetry, and fiction. The students find relevance in discussing topics directly related to their experiences. This sense of "belonging," according to the research, serves to connect students to the academic enterprise and improves the retention of minority students.

**Outcomes** In the summer of 2001 the LSB Program enrolled 71 students. Sixty-eight of those students were entering the College of Liberal Arts and Sciences and 3 were entering the College of Business.

**Changes Planned** No changes are anticipated.

#### **College of Engineering – Minority Engineering Recruitment and Retention Program**

**Preparing for Majoring in Engineering (Prep-ME)** is a six-week summer program designed to introduce newly admitted underrepresented freshmen in the College of Engineering to college-level math, engineering as a discipline and profession, and the college environment.

**Goals/Objectives** Prep-ME is a six-week summer program designed to introduce newly admitted underrepresented freshmen in the College of Engineering to college-level math, engineering as a discipline and profession, and the college environment.

**Strategies** During Prep-ME math sessions, students learn how to use a graphing calculator to solve various algebra and trigonometry problems in preparation for college calculus. This program is funded by the State of Illinois, the University, and industry contributions, and is free for all incoming freshmen students from underrepresented groups in the engineering profession. The pre-college summer program is similar to what students experience during the school year. Students commute from home and participate in daily academic and social events on campus. The program has been enhanced over the past five years with grant money from the state totaling approximately \$250,000. Prep-ME students now receive six credits for participating.

**Outcomes** Prep-ME has proven to be a successful tool for recruiting academically prepared minority students at UIC, allowing these students to set clear academic goals during their college career. To illustrate the impact Prep-ME has on incoming freshmen and their experience at UIC with a difficult course, we compared difference between MERRP students who took Prep-ME and those who did not. Prep-ME students averaged 1.2 grade points higher in their math grades, 1.65 higher in their chemistry grades, and 1.0 higher in overall GPA. The average GPA of Prep-ME participants in Fall 2001 was 4.4 out of 5.0. The strength of the Prep-ME program is that it enhances the freshman's overall college performance. Prep-ME students gain first-hand exposure to the campus prior to the start of the semester. They receive quality instruction in mathematics and one liberal arts and science course. Additionally, they participate in campus seminars.

**Changes Planned** No changes are planned at this time.

## College of Medicine -- Urban Health Program

**Goals/Objectives** There are two transition programs in UHP that are most accurately labeled transition programs. The goal of these two programs is to better prepare underrepresented students in areas relevant to admission to medical school

### **Strategies**

**The Post-Baccalaureate Admissions Program** has a four-tiered approach: 1) summer diagnostic testing in the basic sciences, 2) academic year individualized curriculum of upper-level science courses, 3) additional summer preview in the basic sciences, and 4) academic retention activities including structured and non-structured psycho-social and educational activities. This program feeds students into the following program.

**The Summer Pre-matriculation Program** allows students to access the College of Medicine through performance in this program. This program includes class, lectures, and laboratory sessions covering first year courses.

**Outcomes** Approximately 85% of the students who participate in the Summer Pre-matriculation Program experience an on-time progression after completing their first year in the College of Medicine.

**Changes Planned** No major changes are anticipated in this program in the near future.

## **PRE-COLLEGE PROGRAMS**

There are many activities that attempt to connect with grade school and early high school students. These include the many outreach activities of units such as the African American Academic Network and the Latin American Recruitment and Education Support Program. The initiatives detailed below are much more than that. They are formal programs that target specific groups of Underrepresented students with the goal of creating a passion for learning and a desire to continue their education. Although these are UIC programs, their impact is much broader and their success cannot be measured by the number of participating students who later matriculate at UIC.

## College of Engineering--Minority Engineering Recruitment and Retention Program

MERRP offers two summer experiences designed to encourage high school students to encourage and maintain their interest in engineering. Each of the programs emphasizes some aspect of engineering, such as mathematics, physics, and digital design. The programs are: the Engineering High School Institute, and the Science, Technology, Engineering, and Mathematics Institute (S.T.E.M.).

**The UIC Engineering High School Institute** is a four-week summer program designed to ensure that minority students gain exposure to principles of mathematics and the basic sciences. The High School Institute was initially funded by external funds provided by GTE. The college later assumed responsibility for fully funding this program.

**Goal/Objectives** The goals of the High School Institute are:

- to encourage Underrepresented African American, Latino American, and American Indian students to pursue undergraduate education in engineering, math, and the sciences
- to increase the retention rates of minority students in math and sciences
- to expose students to the practical applications of mathematics, science, and technology in a laboratory setting
- to demonstrate how math and science are used in the study of engineering
- to provide students with exposure to a diversity of corporate work environments through industry visits.

**Strategies** The primary focus of the program is computer education and laboratory activities. Students

explore the practical application of engineering concepts to real life problems while learning digital electronics. In addition to their classroom experiences, students visit area companies, allowing them to gain exposure to the applications of engineering in industry. All materials and activities are free of charge for students who are selected to participate in the High School Institute.

**Outcomes** Approximately 90 students have participated in this program since 1996.

**Changes Planned** No major changes are envisioned at this time.

**Science, Technology, Engineering and Mathematics (S.T.E.M) Institute** is a part of a national effort led by the Center for Advancement of Hispanics in Science and Engineering Education with sites across the U.S.

**Goals/Objectives** S.T.E.M is designed to assist Latino and other underrepresented minority and disadvantaged science and engineering students in becoming successful college and university students. UIC serves as one of the host institutions for this program funded by NASA. S.T.E.M. motivates and nurtures students to achieve their full potential by providing them with a rigorous exposure to college-level courses in engineering, mathematics, and

science with an emphasis on critical and creative thinking. There is no cost to students who participate in the program.

**Strategies** S.T.E.M. is a five-week program in which each student takes two three-hour classes. These classes are designed to be academically intensive, yet engaging. The instructors for these courses are successful graduate and undergraduate students from universities throughout the country.

**Outcomes** Each summer, 50 promising high school students from Chicago experience the rigors of college-level courses by taking two of 10 possible courses ranging from General Chemistry to Probability and Statistics for Engineers. More than 250 students have participated in S.T.E.M. at UIC since 1996.

**Changes Planned** No major changes are anticipated at this time.

## Urban Health Program

### College of Education--Early Outreach Program

There are nine initiatives sponsored by the UHP Early Outreach Program which is housed in the College of Education. Due to lack of space, the programs will be listed and the goals, strategies, outcomes, and anticipated changes will be treated as one program. The program names and 2001-2002 enrollments are:

- Saturday College Program (136)
- High School Senior/College Transition Program (21)
- College Support Program (409)
- Hispanic Math/Science Education Initiative (135)
- ABLA (a public housing project adjacent to UIC) Community Scholar Program (453)
- UIC/CPS (Chicago Public Schools) Prep Program (432)
- Educational Enrichment Program (96)
- Summer Residential Health Science Enrichment program/Temple Minority Access To Research Careers (8)
- Mayor Daley's Summer Youth Employment Program (52)

**General Goals/Objectives** All of the programs and activities of the UHP Early Outreach Program share a set of common goals: to develop a cadre of underrepresented and underserved pre-college students who will pursue careers in the health professions as part of the Urban Health Programs' pipeline; to identify in elementary and high school underrepresented and underserved students who are gifted and talented, or who possess the capacity to be gifted and talented; to increase students' proficiencies in science and mathematics by creating a rigorous education environment in which students' academic abilities are nurtured

and their success is celebrated; to increase students' abilities to think critically and analytically and to problem solve; to introduce students to careers in the health professions in alliance with the UIC college affiliates of the Urban Health Programs; to provide parents with workshops which will enhance their ability to support their children throughout their academic careers; and to introduce students to a college environment.

**Strategies** The Early Outreach Program combines the theoretical constructs of Lem Semyonovich Vygotsky, Jerome Bruner, and Erik Erikson to design programs that empower students to excel academically. Each program is supported by the idea that in order for students to gain and increase scientific and mathematical proficiency and acumen, the program design must incorporate a multifaceted curriculum which results in a high level of competency through which students achieve a positive sense of their identity. The classes utilize a collectivist approach through which students encounter learning situations which teach them how to embrace and use their intellect and cognition to develop mastery in science, mathematics, and language arts, while providing a fundamental comprehension of the underlying principles that give structure to a given subject. Using activity theory, the programs provide diverse settings in which students are engaged in collaborative activities to try to work out scientific, mathematical, and language arts problems. The program also hires only teachers who are proficient in the areas in which they provide instruction. There are small numbers of students in each classroom, and students are assigned to instructional groups on the basis of ability.

**Outcomes** The success of the Early Outreach Program is documented by the following outcomes:

- One hundred percent of all graduates of the Saturday College Program and Hispanic Math and Science Education Initiative continue their education beyond secondary school. Ninety-five percent enroll in baccalaureate degree granting institutions, while the remainder enroll in associate degree granting institutions or post-secondary programs.
- One hundred percent of graduating seniors give the program an excellent rating.
- The average grade point average of graduating seniors is 3.49 on a 4.0 scale.
- Fifty-seven percent of the graduation seniors rank in the top 25% of their graduating class.
- For the 2001-2002 Saturday College Program, 67% to 100% of the students in grades four through eleven showed overall academic improvement; 75% to 100% showed improvement in mathematics (the 10<sup>th</sup> grade class was not included); 60% to 100% showed improvement in science.
- Eighty-one percent of the students enrolled in Saturday College and HMSEI Programs report grades of "B" or better in science, mathematics, and language arts.
- Ninety percent of students enrolled in Saturday College and HMSEI programs reports grades of "C" or better in science, mathematics, and language arts.
- One hundred percent of the eighth graders are admitted into high schools with selective enrollment criteria.
- The average composite ACT score has been between 21.5 and 21.9 for the past six years (scores typically range from 8 to 32), which is at or above the national norm. In comparison to students at Juarez and Clemente High Schools, Early Outreach students generally score six or more points above these schools' average scores.
- There is an increased commitment to academic excellence in student participants who reside in public housing and participate in the after-school and Saturday College Programs.
- The CPS Program received an excellent rating from the Board of Education evaluators.
- For the 2001 elementary school science summer camp, 67% to 100% of the students in grades 3 through 8 reported an above-average to excellent attitude toward science. Seventy-seven percent to 100% had positive attitudes toward their science teachers.
- One hundred percent of the advanced high school students who are placed in laboratories in the College of Medicine received excellent rating from their faculty mentors.
- Ninety-eight percent of the Health Science Enrichment Program students who are now in college or are graduating seniors are enrolled in or planning to enroll in pre-health science programs in college.
- Seventy-five percent of the parents of participants serve as volunteers on Saturdays in the classrooms or as hall monitors.
- Parental attendance at the monthly Parent Network meetings has increased tremendously. All the seven of the standing committees are functioning at very high levels of competency.

**UHP-Early Outreach finds parental participation critical to improving academic performance.**



- Parents are reading the texts assigned by the Director and writing book reports each month.

**Changes Planned** If the outcome assessments of these programs and their outside funding continue, no changes are anticipated.

## College of Medicine--Urban Health Program

**Goals/Objectives** Current recruitment goals are to identify and nurture the development of a potentially qualified pool of students from underrepresented groups and to affect the acceptance and enrollment of students in this pool.

**Strategies** The College of Medicine has an extensive program that includes pre-collegiate and pre-professional school programs. The five pre-college and pre-professional initiatives offered under the umbrella of the Urban Health Program are:

- Structured activities on- and off-campus for students at three partner public high schools;
- A summer six-week prep course for the ACT;
- A seven-week MCAT Review Course to prepare students for the August administration;
- A six-week Summer Academic Enrichment Program to provide additional academic preparation for applicants to the COM whose credentials were not competitive for admission, but who displayed excellent motivation and commitment to a career in medicine.

**Outcomes** This summary will highlight outcomes of a few programs. Eighty-five percent of the participants in the MCAT Preparation Program improved their inorganic chemistry score by 30% or more, and 100% improved their pre-test score in organic chemistry by 30% or better. Participants in the HCOP Summer Academy had similar success. Fifty percent earned a “B” or higher in Math, 69% a “B” or higher in Chemistry, 67% a “B” or better in Biology, and 81% a “B” or better in English. Generally, numbers of participants have increased.

**Changes Planned** Minor changes are always occurring in every program. One such minor change is the redesign of the Prep for MD Program to target rising sophomores who have not taken their first science and math courses. This program proved to be a burden for new freshmen – the original target of this program.

## College of Medicine--Hispanic Center of Excellence (HCOE)

**Goals/Objectives** Three goals of this program are related to recruitment: To increase the proportion of Latino students from three partner high schools who enter pre-med studies at UIC or other four-year colleges by at least 25%; to increase the transfer rate of Latino students from Richard J. Daley College to UIC or other 4-year colleges in pre-health professions programs by at least 25%; to increase the number of competitive Hispanic applicants from Illinois from to 55.

**Strategies** The ESCUCHA Network and the ESCUCHA Leadership program are major tools in achieving program goals. The ESCUCHA Network brings together Latino high school, college, and medical students in Chicago and other selected areas in Illinois to encourage and support each other to continue their academic pursuits toward a medical degree. The leadership program is a seminar that brings student leaders from various Illinois schools to participate in interactive workshops which provide culturally-based leadership development training on Hispanic Health. HCOE offers a Medical College Admissions Test Review Course to help Latino college students prepare for this test. In addition to these general initiatives, the HCOE staff customizes program activities to meet the needs of the partner schools. For example, 30 students from a majority Latino school were able to attend an anatomy lab workshop, a laparoscopic computer surgery, a financial aid workshop, and a vital signs workshop through the auspices of HCOE.

**Outcomes** HCOE is moving toward its goal of increasing the proportion of Latino students from the partner high schools and Richard J. Daley College by 25%. In Fall 2001, 61 Latino students from the 3 partner high schools enrolled at UIC. For Fall 2001, there were 21 transfer students from Daley College compared to 18 in 1998. The goal of increasing the Latino medical school applicant pool to 55 in three years was surpassed. There were 135 competitive Latino applicants and 61 Latino new students in the UIC College of Medicine in the past three years. HCOE has played a role in this increase. The 1999 entering medical school class netted 48 competitive Latino applications. Of these, 17 students were products from either the ESCUCHA Network, the MCAT Summer Program, or the Post-Baccalaureate Program. For the entering class of 2000, 42 Latino applicants were in the pool. Of this group, 19 students had been involved in HCOE programs. The entering class of 2001 netted 45 competitive Latino applicants. Twenty-five had been participants in HCOE activities.

**The goal of increasing the Latino medical school applicant pool to 55 in three years was surpassed.**

**Changes Planned** The federal grant supporting this Center has been renewed. Only minor changes are anticipated due to the success of the current strategies.

## **Hispanic Center of Excellence and Urban Health Program (Joint College of Medicine Program)**

### **Prep for MD Summer Program**

**Goals/Objectives** The shared goal of these two programs in the College of Medicine is to increase the enrollment of underrepresented students in the UIC College of Medicine. The specific goal of the Prep for MD program is to prepare targeted UIC undergraduates for entering the health care professions.

**Strategies** The program consists of eight weeks that focus on courses in general biology, inorganic chemistry, physics, and pre-calculus. Participants are provided diagnostic assessments of academic skills and intensive reviews of math and basic science. The program includes an orientation as well as study skills, test taking skills, and time management skills.

**Outcomes** Six students enrolled in this program in 2001, 3 African American and 3 Latino. These students will be tracked to assess impact.

**Changes Planned** Recruitment measures for participation in this program will be examined to increase enrollment. This program is grant supported. Under the new grant beginning in Fall 2002, this program will be under the aegis of the UHP - College of Medicine rather than a co-sponsored program.

## **TRIO Programs**

TRIO has five component programs at UIC. A summary of goals, activities, and outcomes are reported due to space constraints.

**Goals/Objectives** The shared objective of these programs is to increase the retention and ultimate college graduation of underrepresented students. The programs target students at different educational levels and with slightly different specific goals.

- **Upward Bound** – is a comprehensive summer and academic year program to promote high school completion.
- **Gear Up** – partners with Saturday College (see above under Urban Health Pre-College Programs) to increase the number of college ready graduates from target high schools.
- **Educational Talent Search** – provides academic advising, cultural enrichment, tutoring and self-development activities to underrepresented students at the secondary and post secondary level.
- **Regional Math/Science Center** – provides intensive math and science courses, as well as computer science and a foreign language classes, in a summer resident program.

- **Academic Support Program** – provides a broad range of support services intended to increase the retention of and graduation of UIC students from underrepresented groups.

**Outcomes** TRIO Programs receive most of their support from the federal government, and thus have formal plans for assessment. The extensive testing and analysis of progress are too extensive to present here.

## **FACULTY/ADMINISTRATOR/STAFF RECRUITMENT**

### **Faculty**

The number of tenured and tenure track faculty at all UIC sites has decreased from 1,513 in 1997 to 1,448 in 2001 (Table 12). The proportion of the faculty that are women reached a high of 28% in 2000. In 2001, the figure dropped to 27%, but was still higher than in 1997 (26%). The number of African American faculty was higher in 2001 (55) than in any of the previous years. However, this represented only 4% of the faculty. The representation of Latinos among the faculty has increased over the past five years from 57 in 1997 to 65 in 2001. The number and percent of Asian American faculty has also increased.

A comparison of the racial/ethnic composition of the UIC faculty with the racial/ethnic distribution of Ph.D.s earned by U.S. citizens at U.S. institutions shows that Latinos and Asians make up a greater proportion of the UIC faculty than received Ph.D.s in 1996 (Table 13). Women, African Americans and Caucasians were proportionally lower on the UIC faculty than among PhD recipients.

Between 1997 and 2001, UIC has hired 439 (tenured/tenure-track) new faculty. Of these, 6% were Black, 7% were Hispanic, 19% were Asian-American, and 35% were women. Of the 1,448 UIC tenured and tenure-track faculty in Fall 2001, 4% were Black, 5% were Hispanic, 14% were Asian American, and 29% were women (Table 12).

### **Minority (Underrepresented) Faculty Recruitment Program**

**Goals/Objectives** Faculty and staff diversity goals were renewed by Chancellor Sylvia Manning in May 2001. She wrote, “The University of Illinois at Chicago is becoming the nation’s model public urban research university. This campus has won national recognition in several forums for the diversity of its students, and it has committed itself to diversity in its faculty and staff. That diversity is reflective of the world of great cities in the twenty-first century and thus central to UIC’s vision of itself as a great urban university. The ongoing recruitment and retention of underrepresented faculty and senior staff will aid us in fulfilling our mission.”

**Strategies** The Minority Faculty Recruitment Program was implemented 1989 to assist units in attracting outstanding minority faculty to positions at UIC by providing permanent salary supplements and research funding. In 2001, the program was extended beyond its original intent to include recruitment of Asian-Americans and women in fields where the faculty does not approximate the diversity of the UIC student body. The name of the program was changed to the Underrepresented Faculty Recruitment Program.

**Outcomes** In FY02, 13 new faculty were recruited through this program. A total of 41 faculty members received new salary support supplements and/or research grants in 2001-2002. Of those, 18 were Black, 32 were Hispanic, and 26 were women. Through FY02, 136 faculty have been funded by this program. Of these, 94 are still at UIC. Currently these 94 faculty members are benefitting from \$1,939,000 in salary supplements. Since the inception of this program in 1989, the proportion of the tenured and tenure-track faculty who are Black or Hispanic has increased from 2.6% to 3.8% for Blacks and from 2.3% to 4.5% for Hispanics. The success of this recent extension of the program to attract Asian and women faculty in areas in which they are underrepresented is reflected in the successful recruitment of two new tenured women faculty in Engineering, one in Business and three Asian-Americans in the humanities.

**Changes Planned** The impact of the expansion of this program in 2001 to include recruitment of Asian-Americans and women in fields where the faculty does not approximate the diversity of the UIC student body will be assessed and any appropriate changes will be made when sufficient data are available.

## **Administrators**

**Goals/Objectives** As noted above in the Faculty section, Chancellor Manning recommitted UIC to the goal of a diverse faculty and staff. Making the diversity of the staff reflect the diversity of the community is the ultimate goal.

**Strategies** All search committees for administrative and academic professional positions are notified of the degree to which the staffing of the reflects the pool of potential employees. Search committees are urged to set realistic ethnic/race and gender goals for their applicant pool. Help is also provided by the Office of Access and Equity to diversify the applicant pool. To this end, units routinely publish job openings in local papers that serve underrepresented groups. Those searches that reach outside Chicago and Illinois advertize in noted minority publications and post openings to relevant underrepresented professional groups.

**Outcomes** Overall, the number of Academic Professionals and Administrators in Chicago increased from 1,592 in 1997 to 2,176 in 2001 (Table 14). Although all minority groups, except Native Americans, increased substantially in absolute numbers in this period, the percentage change showed an increase for African Americans and Asian Americans, but a decrease for Latinos. The percent of women increased from 62% in 1997 to 64% in 2001. Relative to the population of Illinois, UIC has a larger percentage of African Americans and Asian Americans in this employee group, but a smaller proportion of Latinos (Table 15).

Over the past five years (1997-2001), UIC (Chicago and regional sites) has hired 279 executives and administrators. Of these, 175 were women, 2 Native American, 44 African American, 14 Asian American, 17 Latinos, and 202 Caucasians. During the same time period, 1,966 Academic Professions have been hired at Chicago and the regional sites. Of these, 1,323 were women, 8 Native American, 305 African American, 293 Asian American, 132 Latino, and 1,228 Caucasian.

**Changes Planned** No changes in strategies are planned. However, every effort is being made to assure that the recent budget recission does not block progress toward our diversity goals.

## **Staff**

**Goals/Objectives** In 1998, the U of I Board of Trustees agreed to a five-year Latino Statement of Commitment which called for increased efforts to hire and retain Latino staff. A goal of 16% Latinos in the Civil Service group within 5 years was set at that time. In addition, UIC committed to eliminate imbalances in its workforce after annual review of its entire workforce with particular concern for the fair representation of Latinos employed as academic professionals. In this statement, UIC also committed to the correction of manifest imbalances in employment of African-Americans, as well as other groups.

**Strategies** Cooperation with community groups and agencies, as well as standard job advertising, was employed. In addition, a unique program, the Community Jobs Initiative, was implemented to encourage the recruitment of underrepresented community members to the support staff at UIC. Under this initiative, the University enrolled a number of community residents in a pilot learner/trainee program that waives customary civil service requirements and provides on-the-job training leading to permanent employment.

**Outcomes** In Fall 2001, Latinos made up 15% of the support staff in Chicago, compared to 12% in 1997 (Table 16). In the same time period, the percentage of the Chicago support staff that was Black increased from 43% to 44%. The percent Asian also increased from 9% to 10%. Figures in Table 15 allow a comparison of the relative distribution of the Illinois population and the Chicago Support Staff. All underrepresented minority groups are a larger proportion of the Chicago support staff than the population of Illinois.

**Changes Planned** UIC remains committed to a diverse workforce which reflects its community. New hires are currently on hold due to the recent budget recission. This may slow progress toward set goals, but these goals will not be ignored.

## **BEST PRACTICE – UNDERGRADUATE RECRUITMENT**

### **Latin American Recruitment and Educational Services (LARES)**

*See page 4 for complete description of the recruitment aspect of the LARES program. See page 8 for a description of the LARES transition program – LARES Summer Bridge.*

## **BEST PRACTICE – TRANSITION PROGRAM**

### **Minority Engineering Recruitment and Retention Program (MERRP) – Prep ME**

*See page 8 for a description of the Prep-ME program. For information on MERRP recruitment efforts, see page 5.*

TABLE 1

Applications, Acceptances, and Enrollments of First-time Freshmen, Undergraduate Transfer,  
First Professional, and Graduate Students for Fall 2001 by Racial/Ethnic Group and Sex

Institution: U of I - Chicago

UNITID: 145600

FICE: 001776

NOTE: ENROLLMENTS INCLUDE ON-CAMPUS HEADCOUNTS ONLY

Line No	Non-resid. Alien		Black Non-Hisp.		Amer Ind/ Alaskan Native		Asian/ Pac. Island		Hispanic		White Non-Hisp.		Unknown		TOTAL	
	Men (01)	Women (02)	Men (03)	Women (04)	Men (05)	Women (06)	Men (07)	Women (08)	Men (09)	Women (10)	Men (11)	Women (12)	Men (13)	Women (14)	Men (15)	Women (16)
<b>FIRST-TIME FRESHMEN</b>																
01 # completed admissions applications	190	129	387	935	6	12	970	1,111	595	961	1,803	2,040	174	199	4,125	5,387
02 # applicants accepted for admission	33	35	133	435	3	8	684	866	316	545	1,268	1,483	108	132	2,545	3,504
03 # acceptances in #2 enrolled Fall 01	17	14	52	205	2	4	355	419	169	260	556	553	43	43	1,194	1,498
<b>UNDERGRADUATE TRANSFER STUDENTS</b>																
04 # completed admissions applications	121	116	206	351	7	11	286	335	261	274	1,043	1,332	88	90	2,012	2,509
05 # applicants accepted for admission	28	44	69	150	6	7	136	199	159	177	642	873	53	55	1,093	1,505
06 # acceptances in #5 enrolled Fall 01	20	21	48	104	3	4	99	140	118	113	373	487	28	31	689	900
<b>FIRST-PROFESSIONAL STUDENTS</b>																
07 # completed admissions applications <sup>1</sup>	21	28	159	295	11	8	820	776	164	141	1,392	1,300	75	64	2,642	2,612
08 # applicants accepted for admission <sup>1</sup>	1	6	22	54	0	0	133	169	43	37	225	242	6	10	430	518
09 # acceptances in #8 enrolled Fall 01	0	5	15	31	0	0	87	108	26	21	131	136	4	4	263	305
<b>GRADUATE STUDENTS</b>																
10 # completed admissions applications <sup>1</sup>	2,875	1,741	152	395	4	9	175	316	133	229	960	1,806	99	122	4,398	4,618
11 # applicants accepted for admission <sup>1</sup>	667	445	77	174	2	4	101	170	72	136	594	982	55	65	1,568	1,976
12 # acceptances in #11 enrolled Fall 01	290	235	50	113	1	3	61	84	48	98	350	613	29	38	829	1,184

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

TABLE 2

Applications, Acceptances, and Enrollments of First-time Freshmen, Undergraduate Transfer,  
First Professional, and Graduate Students for Fall 2000 by Racial/Ethnic Group and Sex

Institution: U of I - Chicago

UNITID: 145600

FICE: 001776

NOTE: ENROLLMENTS INCLUDE ON-CAMPUS HEADCOUNTS ONLY

Line No	Non-resid. Alien		Black Non-Hisp.		Amer Ind/ Alaskan Native		Asian/ Pac. Island		Hispanic		White Non-Hisp.		Unknown		TOTAL	
	Men (01)	Women (02)	Men (03)	Women (04)	Men (05)	Women (06)	Men (07)	Women (08)	Men (09)	Women (10)	Men (11)	Women (12)	Men (13)	Women (14)	Men (15)	Women (16)
<b>FIRST-TIME FRESHMEN</b>																
01 # completed admissions applications	157	131	470	1,114	12	17	1,077	1,196	731	1,094	1,883	2,404	159	221	4,489	6,177
02 # applicants accepted for admission	32	45	151	455	6	9	755	906	381	547	1,239	1,653	92	151	2,656	3,766
03 # acceptances in #2 enrolled Fall 00	8	15	70	216	3	4	396	442	200	287	529	581	36	56	1,242	1,601
<b>UNDERGRADUATE TRANSFER STUDENTS</b>																
04 # completed admissions applications	141	109	231	407	7	11	344	323	237	303	1,192	1,462	92	111	2,244	2,726
05 # applicants accepted for admission	50	53	89	167	5	7	187	196	145	185	693	933	55	80	1,224	1,621
06 # acceptances in #5 enrolled Fall 00	31	28	56	115	1	2	119	122	97	124	421	510	36	43	761	944
<b>FIRST-PROFESSIONAL STUDENTS</b>																
07 # completed admissions applications <sup>1</sup>	10	11	167	319	15	8	628	583	166	157	1,893	1,487	85	43	2,964	2,608
08 # applicants accepted for admission <sup>1</sup>	0	2	23	43	1	0	82	113	25	29	291	268	11	4	433	459
09 # acceptances in #8 enrolled Fall 00	0	2	8	21	1	0	81	105	16	23	149	129	6	1	261	281
<b>GRADUATE STUDENTS</b>																
10 # completed admissions applications <sup>1</sup>	2,776	1,593	162	372	6	6	181	279	109	217	852	1,709	80	125	4,166	4,301
11 # applicants accepted for admission <sup>1</sup>	808	483	83	196	3	4	100	166	67	132	524	1,067	44	81	1,629	2,129
12 # acceptances in #11 enrolled Fall 00	362	225	55	118	2	3	49	86	45	86	270	603	29	45	812	1,166

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

TABLE 3

Applications, Acceptances, and Enrollments of First-time Freshmen, Undergraduate Transfer,  
First Professional, and Graduate Students for Fall 1999 by Racial/Ethnic Group and Sex

Institution: U of I - Chicago

UNITID: 145600

FICE: 001776

NOTE: ENROLLMENTS INCLUDE ON-CAMPUS HEADCOUNTS ONLY

Line No	Non-resid. Alien		Black Non-Hisp.		Amer Ind/ Alaskan Native		Asian/ Pac. Island		Hispanic		White Non-Hisp.		Unknown		TOTAL	
	Men (01)	Women (02)	Men (03)	Women (04)	Men (05)	Women (06)	Men (07)	Women (08)	Men (09)	Women (10)	Men (11)	Women (12)	Men (13)	Women (14)	Men (15)	Women (16)
<b>FIRST-TIME FRESHMEN</b>																
01 # completed admissions applications	155	96	447	1,083	10	19	1,021	1,145	717	1,010	1,870	2,166	179	191	4,399	5,710
02 # applicants accepted for admission	41	31	150	403	6	11	697	826	356	542	1,280	1,550	106	128	2,636	3,491
03 # acceptances in #2 enrolled Fall 99	16	10	65	189	2	4	339	356	208	264	523	542	52	46	1,205	1,411
<b>UNDERGRADUATE TRANSFER STUDENTS</b>																
04 # completed admissions applications	128	103	194	392	5	11	275	303	259	289	1,079	1,368	96	118	2,036	2,584
05 # applicants accepted for admission	48	46	95	181	5	6	156	201	166	196	688	965	62	79	1,220	1,674
06 # acceptances in #5 enrolled Fall 99	26	27	62	127	3	4	110	137	115	134	455	594	42	45	813	1,068
<b>FIRST-PROFESSIONAL STUDENTS</b>																
07 # completed admissions applications <sup>1</sup>	4	10	116	209	3	9	820	701	145	113	1,323	984	90	75	2,501	2,101
08 # applicants accepted for admission <sup>1</sup>	0	5	21	35	0	4	116	144	43	18	214	178	6	10	400	394
09 # acceptances in #8 enrolled Fall 99	0	4	14	20	0	3	79	100	32	12	141	104	3	7	269	250
<b>GRADUATE STUDENTS</b>																
10 # completed admissions applications <sup>1</sup>	2,283	1,396	145	368	7	6	194	249	112	201	902	1,839	87	116	3,730	4,175
11 # applicants accepted for admission <sup>1</sup>	602	377	79	176	6	1	101	147	61	123	561	1,101	48	74	1,458	1,999
12 # acceptances in #11 enrolled Fall 99	272	194	57	116	3	1	56	85	36	78	320	610	27	36	771	1,120

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



**Table 4**  
**Preliminary Figures on 2002 Applications and Admissions**  
**of First-time Freshmen and Undergraduate Transfers**  
(7/12/02)

	Foreign		Black		Native American		Asian		Latino		White		Unknown		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<u>New Freshmen</u>																
Applicants	158	121	507	1,261	8	10	1,222	1,248	731	1,217	2,275	2,569	221	245	5,112	6,671
Admits	20	34	194	595	6	4	888	970	336	685	1,540	1,924	138	165	3,122	4,377
<u>Undergraduate Transfers</u>																
Applicants	121	160	238	396	4	7	397	301	237	352	1,260	1,506	127	130	2,384	2,798
Admits	23	31	91	170	2	3	190	148	109	184	683	887	74	60	1,172	1,483

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

Applications Admits 2002

**Table 5**  
**Distribution of Students by Gender and Race/Ethnicity**  
**for Total Campus**  
**Fall 1997-2001**

	1997		1998		1999		2000		2001		
<b>Total Students</b>	24,578		24,652		24,429		24,541		24,530		
<b>Gender</b>											
Men	11,329	46.1%	11,246	45.6%	11,053	45.2%	10,927	44.5%	10,996	44.8%	
Women	13,249	53.9%	13,406	54.4%	13,376	54.8%	13,614	55.5%	13,534	55.2%	
<b>Race/Ethnicity</b>											
Native American	72	0.3%	68	0.3%	69	0.3%	63	0.3%	64	0.3%	
African American	2,419	9.8%	2,382	9.7%	2,272	9.3%	2,250	9.2%	2,202	9.0%	
Asian American	4,565	18.6%	4,788	19.4%	4,769	19.5%	4,809	19.6%	4,905	20.0%	
Latino	3,296	13.4%	3,301	13.4%	3,333	13.6%	3,355	13.7%	3,316	13.5%	
Caucasian	11,862	48.3%	11,638	47.2%	11,440	46.8%	11,332	46.2%	11,235	45.8%	
Foreign	1,531	6.2%	1,624	6.6%	1,699	7.0%	1,879	7.7%	1,973	7.7%	
Unknown	833	3.4%	851	3.5%	847	3.5%	853	3.5%	835	3.5%	

Data Source: UIC Student Data Book, Office of Data Resources and Institutional Analysis

Total campus 97-01

**Table 6**  
**UIC Enrollment for Fall 2001**  
**Compared to Illinois Population and ACT Test Takers**  
Racial/Ethnic Summary by Percentage Representation

	Caucasian	Asian American	African American	Hispanic	Native American	Foreign and Unknown
% Population in Illinois*	74%	3%	15%	12%	<1%	6%
% ACT Test Takers in Illinois	68%	5%	11%	7%	<1%	8%
UIC Total Enrolled 24,541	46%	20%	9%	14%	<1%	11%
Freshman Fall 2001 2,692	41%	29%	10%	16%	<1%	4%
All Undergrad Students 16,131	44%	23%	10%	17%	<1%	5%
Graduate Students 6,199	49%	6%	8%	7%	<1%	29%
Professional Students 2,211	49%	32%	8%	8%	<1%	3%

Data Sources: 2000 Census - State of Illinois; ACT Enrollment Information Service Yield Analysis Report, 2000-2001, Freshman Class, 8/7/01; UIC Office of Data Resources and Institutional Analysis.

\*The racial/ethnic categories for the 2000 Census are not mutually exclusive.

IL Pop ACT Student 01

**Table 7**  
**Gender and Race/Ethnic Distribution of**  
**New Freshmen/New Transfers**  
**1997-2001**

	1997		1998		1999		2000		2001	
<b><u>New Freshmen</u></b>	2,890		2,947		2,616		2,843		2,692	
	<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>
Men	1,288	44.6	1,274	43.2	1,205	46.1	1,242	43.7	1,194	44.4
Women	1,602	55.4	1,673	56.8	1,411	53.9	1,601	56.3	1,498	55.6
Native American	10	0.3	5	0.2	6	0.2	7	0.2	6	0.2
African American	356	12.3	327	11.1	254	9.7	286	10.1	257	9.5
Asian	746	25.8	784	26.6	695	26.6	838	29.5	774	28.8
Hispanic	531	18.4	528	17.9	472	18.0	487	17.1	429	15.9
Caucasian	1,134	39.2	1,178	40.0	1,065	40.7	1,110	39.0	1,109	41.2
Foreign	19	0.7	25	0.8	26	1.0	23	0.8	31	1.2
Not Known	94	3.3	100	3.4	98	3.7	92	3.2	86	3.2
	1997		1998		1999		2000		2001	
<b><u>New Transfers</u></b>	1,751		1,806		1,881		1,705		1,589	
	<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>
Men	796	45.5	868	48.1	813	43.2	761	44.6	689	43.4
Women	955	54.5	938	51.9	1,068	56.8	944	55.4	900	56.6
Native American	5	0.3	7	0.4	7	0.4	3	0.2	7	0.4
African American	173	9.9	171	9.5	189	10.0	171	10.0	152	9.6
Asian	259	14.8	285	15.8	247	13.1	241	14.1	239	15.0
Hispanic	214	12.2	227	12.6	249	13.2	221	13.0	231	14.5
Caucasian	972	55.5	979	54.2	1,049	55.8	931	54.6	860	54.1
Foreign	52	3.0	49	2.7	53	2.8	59	3.5	41	2.6
Not Known	76	4.3	88	4.9	87	4.6	79	4.6	59	3.7

Data Source: UIC Student Data Book, Office of Data Resources and Institutional Analysis

New Freshmen and Transfers 97-01

**Table 8**  
**Undergraduate Student Enrollments by Gender and Race/Ethnicity**  
**1997-2001**

	1997		1998		1999		2000		2001	
<b><u>Undergraduates</u></b>	16,298		16,384		15,887		16,140		15,887	
Male	7,524	46.2%	7,450	45.5%	7,369	46.38%	7,266	45.02%	7,154	45.03%
Female	8,774	53.8%	8,934	54.5%	8,801	55.40%	8,874	54.98%	8,733	54.97%
Native American	50	0.3%	41	0.3%	40	0.3%	42	0.3%	43	0.3%
African American	1,686	10.3%	1,694	10.3%	1,587	10.0%	1,552	9.6%	1,514	9.5%
Asian	3,421	21.0%	3,637	22.2%	3,634	22.9%	3,707	23.0%	3,731	23.5%
Hispanic	2,765	17.0%	2,776	16.9%	2,782	17.5%	2,765	17.1%	2,695	17.0%
Caucasian	7,537	46.2%	7,398	45.2%	7,257	45.7%	7,179	44.5%	7,036	44.3%
Foreign	268	1.6%	254	1.6%	260	1.6%	289	1.8%	295	1.9%
Unknown	571	3.5%	584	3.6%	610	3.8%	606	3.8%	573	3.6%

Data Source: Student Data Book, UIC Office of Data Resources and Institutional Analysis.

1997-2001 Total Undergraduate Enrollment by Race-Ethnicity & Gender

**Table 9**  
**One-Year Retention of Engineering New Freshmen by Race/Ethnicity**  
**Fall 1995 to 2000**

	Fall 1995		Fall 1996		Fall 1997		Fall 1998		Fall 1999		Fall 2000	
	N	% Here <u>Fall 96</u>	N	% Here <u>Fall 97</u>	N	% Here <u>Fall 98</u>	N	% Here <u>Fall 99</u>	N	% Here <u>Fall 2000</u>	N	% Here <u>Fall 2001</u>
Native American	0	0.0	2	0.0	2	50.0	0	0.0	0	0.0	0	0.0
African American	36	55.6	30	53.3	32	59.4	24	70.8	6	66.7	22	59.1
Asian	58	79.3	80	82.5	102	79.4	106	83.0	104	88.5	129	82.9
Hispanic	46	69.6	46	56.5	47	78.7	32	78.1	36	77.8	50	78.0
Caucasian	132	65.2	156	73.7	151	69.5	141	75.9	138	77.5	138	77.5
Foreign	4	100.0	5	80.0	9	77.8	7	85.7	5	100.0	4	100.0
Unknown	9	66.7	5	60.0	10	60.0	15	80.0	12	66.7	9	100.0
Total Cohort	285	68.1	324	71.0	353	72.5	325	78.5	301	81.1	352	79.3

Data Source: UIC Office of Data Resources and Institutional Analysis

ENGRnf1Yr2002

**Table 10**  
**New Graduate and Professional Student Enrollments by Gender and Race/Ethnicity**  
**1997-2001**

	1997		1998		1999		2000		2001	
<b><u>New Grad Students</u></b>	1,746		1,836		1,891		1,978		2,013	
Male	738	42.3%	755	41.1%	1,170	61.9%	812	41.1%	854	48.3%
Female	1,008	57.7%	1,081	58.9%	721	38.1%	1,166	58.9%	1208	51.7%
Native American	4	0.2%	5	0.3%	4	0.2%	5	0.3%	4	0.2%
African American	172	9.9%	160	8.7%	173	9.1%	173	8.7%	165	8.1%
Asian	168	9.6%	149	8.1%	141	7.5%	135	6.8%	145	32.0%
Hispanic	108	6.2%	105	5.7%	114	6.0%	131	6.6%	149	7.7%
Caucasian	835	47.8%	873	47.5%	930	49.2%	873	44.1%	978	48.9%
Foreign	378	21.6%	478	26.0%	466	24.6%	587	29.7%	550	2.6%
Unknown	81	4.6%	66	3.6%	63	3.3%	74	3.7%	71	0.6%
	1997		1998		1999		2000		2001	
<b><u>New Professional Students</u></b>	509		570		532		553		576	
Male	246	48.3%	302	53.0%	277	52.1%	266	48.1%	268	46.5%
Female	263	51.7%	268	47.0%	255	47.9%	287	51.9%	308	53.5%
Native American	1	0.2%	4	0.7%	3	0.6%	1	0.2%	0	0.0%
African American	41	8.1%	50	8.8%	34	6.4%	31	5.6%	46	8.0%
Asian	163	32.0%	183	32.1%	182	34.2%	187	33.8%	197	34.2%
Hispanic	39	7.7%	43	7.5%	44	8.3%	39	7.1%	48	8.3%
Caucasian	249	48.9%	273	47.9%	252	47.4%	282	51.0%	268	46.5%
Foreign	13	2.6%	8	1.4%	6	1.1%	6	1.1%	8	1.4%
Unknown	3	0.6%	9	1.6%	11	2.1%	7	1.3%	9	1.6%

Data Source: UIC Office of Data Resources and Institutional Analysis

New grad-prof 97-01

**Table 11**  
**Total Graduate and Professional Student Enrollments by Gender and Race/Ethnicity**  
**1997-2001**

	1997		1998		1999		2000		2001	
<b><u>Graduate Students</u></b>	6,013		5,979		6,064		6,199		6,333	
Male	2,596	43.2%	2,571	43.0%	2,540	41.9%	2,551	41.2%	2,689	42.5%
Female	3,417	56.8%	3,408	57.0%	3,524	58.1%	3,648	58.8%	3,644	57.5%
Native American	16	0.3%	17	0.3%	19	0.3%	12	0.2%	11	0.2%
African American	541	9.0%	496	8.3%	510	8.4%	526	8.5%	518	8.2%
Asian	466	7.7%	449	7.5%	423	7.0%	405	6.5%	410	6.5%
Hispanic	344	5.7%	335	5.6%	360	5.9%	411	6.6%	434	6.9%
Caucasian	3,190	53.1%	3,111	52.0%	3,137	51.7%	3,061	49.4%	3,086	48.7%
Foreign	1,217	20.2%	1,329	22.2%	1,406	23.2%	1,559	25.1%	1,648	26.0%
Unknown	239	4.0%	242	4.0%	209	3.4%	225	3.6%	226	3.6%
	1997		1998		1999		2000		2001	
<b><u>Professional Students</u></b>	2,282		2,299		2,205		2,211		2,310	
Male	1,216	53.3%	1,229	53.5%	1,149	52.1%	1,114	50.4%	1,153	49.9%
Female	1,066	46.7%	1,070	46.5%	1,056	47.9%	1,097	49.6%	1,157	50.1%
Native American	6	0.3%	10	0.4%	10	0.5%	9	0.4%	10	0.4%
African American	192	8.4%	192	8.4%	175	7.9%	172	7.8%	170	7.4%
Asian	678	29.7%	702	30.5%	712	32.3%	697	31.5%	764	33.1%
Hispanic	187	8.2%	190	8.3%	191	8.7%	179	8.1%	187	8.1%
Caucasian	1,135	49.7%	1,129	49.1%	1,046	47.4%	1,092	49.4%	1,113	48.2%
Foreign	46	2.0%	41	1.8%	33	1.5%	31	1.4%	30	1.3%
Unknown	38	1.7%	35	1.5%	38	1.7%	31	1.4%	36	1.6%

Data Source: UIC Office of Data Resources and Institutional Analysis  
Total Grad-prof 97-01



**Table 12**  
**Distribution of All Tenured and Tenure Track Faculty**  
**by Gender and Race/Ethnicity**  
**1997-2001**

	1997		1998		1999		2000		2001	
<b>Faculty All Sites (Tenured/Tenure Track)</b>	1,513		1,473		1,431		1,427		1,448	
Men	1,115	73.7%	1,073	72.8%	1,038	72.5%	1,026	71.9%	1,051	72.6%
Women	398	26.3%	400	27.2%	393	27.5%	401	28.1%	397	27.4%
Native American	1	0.1%	2	0.1%	3	0.2%	2	0.1%	2	0.1%
African American	54	3.6%	53	3.6%	53	3.7%	52	3.6%	55	3.8%
Asian American	185	12.2%	191	13.0%	183	12.8%	192	13.5%	197	13.6%
Caucasian	1,216	80.4%	1,170	79.4%	1,137	79.5%	1,117	78.3%	1,129	78.0%
Latino	57	3.8%	57	3.9%	55	3.8%	64	4.5%	65	4.5%

Data Sources: UIC Office of Access and Equity; UIC Office of Data Resources and Institutional Analysis.

97-01 AP and SS Chicago

**Table 13**  
**UIC Faculty Profile for 2001**  
**Compared to Illinois Population**  
**by Race/Ethnicity and Gender**

	Race/Ethnicity						Gender	
	Caucasian	Asian American	African American	Latino	Native American	Foreign/Unknown	Men	Women
% Population of Illinois*	74%	3%	15%	12%	<1%	2%	49%	51%
PhD's Earned by US Citizens 27,741	86%	4%	5%	3%	4%	1%	53%	47%
Tenured & Tenure Track 1,448	78%	14%	4%	4%	<1%	n/a	73%	27%
Tenured Faculty 1,116	82%	12%	3%	3%	<1%	n/a	75%	25%
Tenure Track Faculty 332	64%	20%	8%	8%	0%	n/a	55%	45%

Data Sources: 2000 Census - State of Illinois; The Summary Report 1996 Doctorate Recipients from United States Universities, National Research Council; UIC Office of Data Resources and Institutional Analysis; UIC Office of Access and Equity.

\*The race/ethnic categories for the 2000 Census are not mutually exclusive.

Faculty Comp IL Pop

**Table 14**  
**Distribution of Academic Professionals and Administrators in Chicago**  
**by Gender and Race/Ethnicity**  
**1997-2001**

	<b>1997</b>		<b>1998</b>		<b>1999</b>		<b>2000</b>		<b>2001</b>	
<b>Chicago Academic Professionals &amp; Administrators</b>	1,592		1,720		1,959		2,060		2,176	
Men	601	37.8%	639	37.2%	720	36.8%	732	35.5%	793	36.4%
Women	991	62.2%	1,081	62.8%	1,239	63.2%	1,328	64.5%	1,383	63.6%
Native American	11	0.7%	12	0.7%	11	0.6%	10	0.5%	11	0.5%
African American	244	15.3%	252	14.7%	272	13.9%	293	14.2%	339	15.6%
Asian American	149	9.4%	172	10.0%	200	10.2%	211	10.2%	239	11.0%
Caucasian	1,066	67.0%	1,164	67.7%	1,338	68.3%	1,394	67.7%	1,425	65.5%
Latino	122	7.7%	120	7.0%	138	7.0%	152	7.4%	162	7.4%

Data Source: UIC Office of Access and Equity; UIC Office of Data Resources and Institutional Analysis.

97-01AP and SS Chicago

**Table 15**  
**UIC Academic Professional and Support Staff Profile for 2001**  
**Compared to Illinois Population**  
**by Race/Ethnicity and Gender**

	Race/Ethnicity					Gender	
	Caucasian American	Asian American	African American	Latino	Native American	Men	Women
% Population In Illinois*	74%	3%	15%	12%	<1%	49%	51%
%UIC Academic Professional Admin. ** 2,176	66%	11%	16%	7%	<1%	36%	64%
%UIC Support Staff** 5,052	30%	10%	44%	15%	<1%	32%	68%

Data Sources: 2000 Census - State of Illinois; UIC Office of Data Resources and Institutional Analysis; UIC Office of Access and Equity.

\*The race/ethnic categories for the 2000 Census are not mutually exclusive.

\*\*Chicago Staff Only

AP-Staff Comp IL Pop

**Table 16**  
**Distribution of Support Staff in Chicago**  
**by Gender and Race/Ethnicity**  
**1997-2001**

	<b>1997</b>		<b>1998</b>		<b>1999</b>		<b>2000</b>		<b>2001</b>	
<b>Chicago Support Staff</b>	5,460		5,520		5,150		5,020		5,052	
Men	1,863	34.1%	1,852	33.6%	1,688	32.8%	1,635	32.6%	1,625	32.2%
Women	3,597	65.9%	3,668	66.4%	3,462	67.2%	3,385	67.4%	3,427	67.8%
Native American	15	0.3%	15	0.3%	14	0.3%	15	0.3%	16	0.3%
African American	2,367	43.4%	2,350	42.6%	2,269	44.1%	2,210	44.0%	2,213	43.8%
Asian American	496	9.1%	497	9.0%	467	9.1%	486	9.7%	523	10.4%
Caucasian	1,907	34.9%	1,848	33.5%	1,690	32.8%	1,582	31.5%	1,539	30.5%
Latino	675	12.4%	710	12.9%	710	13.8%	727	14.5%	761	15.1%

Data Source: UIC Office of Access and Equity; UIC Office of Data Resources and Institutional Analysis.

97-01AP and SS Chicago

## Definitions for Annual Report on Underrepresented Groups in Higher Education

Staff-Year – A staff year is defined as a 12-month contract providing for at least one month of vacation.

White (not of Hispanic origin) – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black (not of Hispanic origin) – A person having origins in any of the Black racial groups of Africa.

Hispanic – A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin regardless of race.

Asian or Pacific Islander – A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. The area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native – A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Students with Disabilities – See Appendix C

Table 1

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING  
UNDERREPRESENTED STUDENTS AND STAFF  
AT PUBLIC INSTITUTIONS, FISCAL YEARS 2001 AND 2002**

Program	Staff Years Budgeted		Dollars Budgeted				Change FY02
	<u>FY01</u>	<u>FY02</u>	<u>All Sources FY01</u>	<u>State FY02</u>	<u>Other FY02</u>	<u>All Sources FY02</u>	
<b>UNIVERSITY OF ILLINOIS AT CHICAGO</b>							
<u>Designated Programs</u>							
Access and Equity (Office of)	11.00	10.00	671,200	632,700		632,700	-38,500
African-American Academic Network	17.00	17.00	691,400	702,400		702,400	11,000
African-American Cultural Center	2.63	3.31	192,100	196,000	40,400	236,400	44,300
Community Relations (Office of)							
<i>ACT-SO***</i>	2.78	3.28	7,500		7,500	7,500	0
Black History Month	7.37	8.12	19,000	5,000	13,500	18,500	-500
Center for Research on Women and Gender	9.20	11.11	559,500	182,000	455,100	637,100	77,600
Chancellor's Award	0.00		32,000	21,000		21,000	-11,000
Chancellor's Committee on the Status of Asian Americans	0.25	0.25	20,000	22,700		22,700	2,700
Chancellor's Committee on the Status of Blacks	0.19	0.19	32,200		30,200	30,200	-2,000
Chanc. Comm. on the Status of Gays, Lesbians and Bisexuals	0.19	0.19	26,000	26,800		26,800	800
Chancellor's Committee on Status of Latinos	0.25	0.19	18,000	17,800		17,800	-200
Chancellor's Comm. on the Status of Persons with Disabilities	0.25	0.25	24,700		24,000	24,000	-700
Chancellor's Committee on the Status of Women	0.19	0.19	39,900	38,400	5,100	43,500	3,600
<i>The Mentoring Experience</i>	0.35	0.37	2,000	2,000		2,000	0
Chicago Alliance for Minority Participation		5.14			504,600	504,600	504,600
College of Architecture and the Arts							
<i>Spiral Workshop</i>	0.60	0.60	800		800	800	0
<i>UIC-Tuskegee Exchange Program</i>	0.20	0.20					0

Program	Staff Years Budgeted		Dollars Budgeted				Change FY02
	FY01	FY02	All Sources FY01	State FY02	Other FY02	All Sources FY02	
	College of Education						
<i>Future Teachers Club***</i>	0.23	0.03	2,800			0	-2,800
<i>Golden Apple Scholars</i>	1.00		4,000			0	-4,000
<i>Project 29</i>	1.75	1.75	250,000		250,000	250,000	0
College of Engineering							
<i>Minority Engineering Recruitment and Retention Program</i>	7.57	7.98	318,100	259,900	70,000	329,900	11,800
College of Medicine							
<i>Hispanic Center of Excellence</i>	1.27	4.75	500,000		587,000	587,000	87,000
Disability Services	1.00	9.50	320,000	320,000		320,000	0
Early Outreach							
<i>Hispanic Math/Science Edu. Initiative***</i>	9.67	7.85	146,400	112,000		112,000	-34,400
<i>Mayor's Summer Job Program ***</i>	10.04	26.56	49,500		36,100	36,100	-13,400
<i>Pre-Freshman Enrichment Prog.***</i>	20.15	43.15	352,200		513,000	513,000	160,800
<i>Saturday College***</i>	8.30	8.85	296,000	302,000		302,000	6,000
<i>College Component</i>	0.31	0.72	2,000	2,000		2,000	0
<i>High School/College Transition Component***</i>	1.04	1.37	8,000	8,000		8,000	0
<i>ABLA Community Scholars Program***</i>	4.20	3.56	213,000	214,900		214,900	1,900
<i>Summer Residential Health/Science Enrichment Program***</i>	8.05	4.05	55,000		27,500	27,500	-27,500
<i>Educational Enrichment Program***</i>	6.10	11.80	53,000		45,000	45,000	-8,000
Graduate College Admissions & Retention Program							
<i>Abraham Lincoln Graduate Fellowship</i>	0.14	0.14	120,000	120,000		120,000	0
<i>CIC Directory of Minority Ph.D. Candidates and Recipients</i>	1.12		0	N/A	N/A	N/A	N/A
<i>CIC Name Exchange Program</i>	0.74	0.74	0	N/A	N/A	N/A	N/A
<i>CIC Summer Research Opportunity Program</i>	6.00	8.50	400,000		375,000	375,000	-25,000
<i>Graduate College Diversity Fellowship</i>	0.14	0.16	300,000		300,000	300,000	0
<i>Illinois Consortium for Educational Opportunity Program</i>	0.19	0.94	140,000	200,000		200,000	60,000
<i>Illinois Minority Graduate Fellowship</i>	0.19		15,000	87,500		87,500	72,500
Latino Committee on University Affairs	0.50	0.50	26,000		29,000	29,000	3,000
Latin American Recruitment and Educational Services	17.22	15.75	512,500	535,800		535,800	23,300
Martin Luther King, Jr. Scholarships	0.00		80,000				
National Youth Sports Program***	4.35		96,000	20,000	88,300	108,300	12,300
Native American Support Program	3.00	3.00	122,400	123,800	2,000	125,800	3,400
Parents Orientation/Preview Day	1.19	1.00	10,700	9,500		9,500	-1,200
President's Award Program	2.19	0.50	1,516,300	1,174,000		1,174,000	-342,300



Program	Staff Years		Dollars Budgeted				Change FY02
	Budgeted		All Sources FY01	State FY02	Other FY02	All sources FY02	
	FY01	FY02					
Raphael Cintron Ortiz Cultural Center	2.56	2.56	185,700	185,700	70,100	255,800	70,100
Trio Programs							
<i>Project Upward Bound</i> ***	6.26	14.27	501,600	6,000	511,800	517,800	16,200
<i>Academic Support Program</i> ***	3.55	3.60	230,100	22,400	260,000	282,400	52,300
<i>Educational Talent Search</i> ***	3.51	3.51	249,600		273,700	273,700	24,100
<i>Project Gearup</i>	3.89	6.00	339,400	2,600	349,500	352,100	12,700
<i>Math/Science Center</i> ***	3.89	4.87	268,500	5,600	274,500	280,100	11,600
Salute to Academic Achievement***	0.75	0.75	24,700	31,800		31,800	7,100
Underrepresented Faculty Recruitment Program	0.15	0.15	540,000	597,000		597,000	57,000
Urban Health Program	4.00	4.00	393,600	400,300		400,300	6,700
Urban Health Program - Academic Center for Excellence	0.80	0.80	68,800	70,600		70,600	1,800
Urban Health Program - College of Pharmacy	1.19	1.18	86,000	76,300		76,300	-9,700
Urban Health Program - UIC School of Public Health***	4.85	6.60	24,600	24,600	993,400	1,018,000	993,400
Urban Health - College of Dentistry	1.00	1.00	110,300	1,172,300		1,172,300	1,062,000
Urban Health - College of Medicine	8.97	8.62	1,329,600	836,700	492,800	1,329,500	-100
Urban Health - Graduate College	3.00	1.60	41,300	41,300		41,300	0
Urban Health - College of Applied Health Sciences***	2.56	2.56	119,800	126,700		126,700	6,900
Urban Health - College of Nursing	1.41	1.71	111,300	108,000		108,000	-3,300
Urban Youth Leader Project***	1.48	1.50	25,500		32,000	32,000	6,500
Women's Affairs (Office of) includes Campus Advocacy Program	3.23	3.90	181,900	160,400	38,500	198,900	17,000
<u>Other Programs</u>							
Academic Center for Excellence	13.35	13.35	476,300	479,800		479,800	3,500
Children's Center	20.54	21.01	728,800	337,100	109,500	446,600	-282,200
Gender and Women's Studies	6.70	10.30	421,900	566,200		566,200	144,300

N/A Not Available

\*\*\* Program serves elementary and secondary school students and staff.

## Attachment C Enrollment of Students with Disabilities

### Undergraduate AY 2001-02

Number of students with documented disabilities who self reported .....	106
Number of students with documented disabilities who requested services at the institution .....	228

### Graduate AY 2001-02

Number of students with documented disabilities who self reported .....	26
Number of students with documented disabilities who requested services at the institution .....	67

### Number of Students by Type of Disability AY 2001-02

	<i>Undergraduate</i>	<i>Graduate</i>
Mobility	30	14
Visual	10	9
Auditory	15	2
Mental Impairment	58	12
Learning Disability	64	11
Medical Disability	31	14
Other	20	5