University of Illinois at Springfield

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

Submitted to the Illinois Board of Higher Education

September 2002

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Office of the Provost and Vice Chancellor for Academic Affairs

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Acknowledgments

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2002 Underrepresented Groups Report

Public Act 85-283 and subsequent legislation direct public institutions of higher education in Illinois to develop plans and implement strategies to increase the participation and achievement of minorities, women, and individuals with disabilities who traditionally have been underrepresented in higher education. Institutions are to report annually to the Illinois Board of Higher Education on efforts to implement these plans and strategies. The Board, in turn, is to report annually to the Governor and General Assembly on the effectiveness of institutional methods and strategies for increasing representation and the success of underrepresented students at public institutions. The purpose of this document is to update the Illinois Board of Higher Education on the campus' efforts to meet this mandate.

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Increasing Participation and Achievement of Minorities, Women, and Persons with Disabilities

Fall 2002: Recruitment and Preparation

This section provides statistics, goals/objectives, and performance indicators related to the recruitment and preparation of students and the recruitment of faculty and staff from traditionally underrepresented groups and to the improvement of campus diversity. This reporting category will be repeated in Fall 2005, when UIS will be asked to evaluate its progress based on the performance indicators established in this report.

Note: Attachment A shows staff and fiscal resources for each program serving underrepresented groups.

Admission and Enrollment Statistics

Admissions and enrollment statistics are provided for Fall 2001 (as of August 1, 2001) in Attachment B, with highlights outlined below. Remarks on enrollment trends can be found in the next section of the report.

▶ By August 1, 2001, UIS had accepted 20 of 21 (95.2%) Hispanic applicants for graduate study; 16 of these (80%) enrolled for Fall 2001. Two-thirds of Hispanic applicants accepted for undergraduate study were enrolled for Fall 2001.

- A total of 61.5% of Black students accepted for graduate study enrolled, while 59.8% of those accepted for undergraduate study did so.
- Among White students, 62.5% of those accepted for graduate study enrolled, as did 65.8% of those accepted for undergraduate study.

Student Recruitment

Undergraduate Recruitment and Retention Plans. Between February 2001 and February 2002, the campus formed a partnership with Noel-Levitz, a nationally ranked consulting firm specializing in student recruitment and retention. The Noel-Levitz team and UIS conducted a comprehensive marketing research project to assess perceptions of UIS (student, parent, guidance counselor, and employer). In addition, UIS used input from focus groups, surveys, staff development workshops, and campus information sessions – as well as an analysis of recruitment/retention patterns for the past five years – as a basis for the development of formal undergraduate recruitment and retention plans. The Enrollment Management Task Force, which includes recruitment and retention sub-committees, is currently recommending strategies and actions to implement these plans and to assess the effectiveness of actions taken by the campus.

Recruitment and retention of undergraduate students from underrepresented groups has improved steadily over the past decade. With the approval in 1999 of UIS' lower-division general education curriculum – the Capital Scholars Program – and its initiation in Fall 2001, UIS began directing substantial effort toward ensuring the diversity of this new segment of the UIS student population. Minority students comprised 12% of the first cohort of Capital Scholars, and the campus established the goal last fall of increasing the level of diversity for the second cohort to 18%. (This is higher than the level of minority students at UIS historically.) Although both inquiries and applications to the Capital Scholars Program increased for the Fall 2002 class, it seems that this goal will not be fully met. At the time of this writing, 13% of the 103 students accepting admission are minorities. Nonetheless, the Fall 2002 cohort is anticipated to be more diverse than the first cohort, especially considering that five Hispanic students are expected to attend in the fall. (No Hispanic students were among the 116 enrolled in the Capital Scholars Program last year.)

> ꝑ **Highlights** ꝑ
>
> Thirteen percent of students accepting admission to the Capital Scholars Program for Fall 2002 are minorities. The second cohort is expected to be more diverse than the first, especially in Hispanic participation.

Graduate Recruitment. Although the campus is still developing a recruitment plan at the graduate level, UIS continues to seek to increase diversity among its graduate student population as evidenced by the Whitney M. Young Fellowship Program (see page 15, Best Practice). To that end, the Graduate Public Service Internship Program hired an additional recruiter, which allowed the program to expand efforts in southern Illinois and included a recruiting visit to Southeast Missouri State University. In addition, all minority candidates applying to the Illinois Legislative Staff Internship Program were included in the interview process, and three of these applicants – 14% of the total hired – were selected for placements that began in August 2002.

Areas of Success and Trends (for both undergraduate and graduate education)

▸ Overall enrollment increased 8.8% from Fall 2000 to Fall 2001, while Black enrollment increased 12.7% and Hispanic enrollment increased 28.6%.

▸ Enrollment of minority students as a percentage of all students set a record high of 11.8% in Fall 2001. (It has increased steadily from 8.0% in Fall 1992.)

▸ Both Black and Hispanic enrollment set record highs for the campus in Fall 2001 in terms of both the number of students and percentage of total students.

▸ At 8.0% in Fall 2000, the representation of Black students at UIS ranked fourth in its 15-member institutional peer group according to IPEDS data (range = 0.6% to 31.8%; mean = 6.5%; median = 3.7%). Hispanic students made up 1.2% of total UIS enrollment, ranking the campus exactly in the middle (range = 0.5% to 10.0%; mean = 2.7%; median 1.2%).

▸ Although international (nonresident alien) students do not fall within the scope of this report, they do bring diversity to the campus. UIS experienced a 59% increase in the number of international students from Fall 2000 to Fall 2001. The number rose from 111 to 177.

▸ The Minority Student Recruiting Advisory Committee was established. (See below.)

Areas of Concern

▸ UIS' record for the past several years has been very strong. The campus will need to find ways to sustain this progress.

▸ Although the large percentage increase in Hispanic enrollment this year was refreshing, the campus must not lose sight of the fact that the number of Hispanic students on campus is still very small (63 students).

Actions To Be Taken

þ **Highlights** þ

Overall enrollment increased 8.8% from Fall 2000 to Fall 2001. Black enrollment increased 12.7% and Hispanic enrollment increased 28.6%.

Both Black and Hispanic enrollment set record highs for the campus in Fall 2001 in terms of both the number of students and percentage of total students.

At 8.0% in Fall 2000, the proportion of Black, non-Hispanic students at UIS ranked fourth in its 15-member institutional peer group, according to IPEDS data.

▸ Update the Undergraduate Recruitment Plan and implement the corresponding action plan.

▸ Continue to define the roles and responsibilities of the Minority Student Recruiting Advisory Committee and assist in the implementation of strategies to enhance the recruitment of minority students.

Performance Indicators for the 2005 Underrepresented Groups Report

▸ Enhanced diversity of the campus, as evidenced by an increase in Black and Hispanic students enrolled.

▸ Enhanced diversity of the campus, as evidenced by an increase in Black students enrolled as a percentage of total students and an increase in Hispanic students enrolled as a percentage of total students.

Minority Student Recruiting Advisory Committee. In the spring of 2002, UIS established the Minority Student Recruiting Advisory Committee to consider strategies for building stronger partnerships with minority students and guidance counselors/academic advisers in Illinois high schools and community colleges. Progress will be analyzed at a later date.

Actions To Be Taken

▸ Implement strategies to make minority students more aware of UIS as an educational option at an earlier point in their high school careers.

▸ Implement strategies to forge stronger ties with guidance counselors in Illinois high schools.

▸ Implement strategies to forge stronger ties with academic advisers in Illinois community colleges.

Performance Indicators for the 2005 Underrepresented Groups Report

▸ Heightened awareness of UIS as an educational option among minority high school and community college students, as evidenced by the number of minority applications.

▸ Enhanced diversity of the campus, as evidenced by an increase in the number of minority students enrolled.

> ℗ **Highlights** ℗
>
> The Minority Student Recruiting Advisory Committee was established to consider strategies for building stronger partnerships with minority students and guidance counselors in Illinois high schools and community colleges.

Office of Minority Student Affairs. The Office of Minority Student Affairs (OMSA) 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 office provides support, advising, and other types of assistance. It also maintains contact with potential and current minority students through regular email, a newsletter, and a website. Although recruitment is not a specific responsibility of OMSA, the extensive outreach conducted by OMSA staff plays an essential role in UIS' efforts to recruit Black and Hispanic students.

Area of Success

▶ A new OMSA database/tracking system will be implemented in Fall 2002 to assist in tracking student inquiries, contacts, admissions, and retention.

Area of Concern

▶ The campus has not yet developed a plan to provide overall minority recruitment strategies and define OSMA's role in minority recruitment.

Actions To Be Taken

▶ The Minority Student Recruiting Advisory Committee was established to oversee issues relating to minority recruiting (see the description above). One of its expectations will be to develop a plan for minority recruitment.

▶ OSMA will work with the Alumni Office to develop a joint recruitment strategy specifically involving alumni of color.

▶ The Office of Minority Student Affairs will continue to work with area community colleges to strengthen contacts and facilitate smoother student transition to UIS.

▶ The Office of Minority Student Affairs will continue working with community agencies and organizations (e.g., Springfield Urban League, NAACP, IMAGE) to attract college-bound students.

Performance Indicators for the 2005 Underrepresented Groups Report

▶ Enhanced diversity of the campus, as evidenced by an increase in the number of minority students enrolled.

Minority Leadership in Public Service. 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 stipend each academic year.

MLPS has established a goal of maximum student participation with an objective to increase participation from a low of five students during the 1999-2000 academic year to a maximum of 20 students within a three-year period. The program has also set a priority of recruiting and admitting Hispanic students.

Areas of Success and Trends

▸ The implementation of the Office of Minority Student Affairs database/tracking system, which will assist in recruiting and tracking MLPS students, is scheduled for Fall 2002.

▸ Thirteen new students will participate in the program in Fall 2002 for a total of 21 – one more than the target of 20 students.

▸ Of the 21 participants, three will be Capital Scholars, marking the first time the program has included lower-division students.

▸ Five Hispanic students will participate in the program in Fall 2002. There has been no Hispanic participation for the past four years.

▸ Former MLPS participants now enrolled in graduate programs at UIS are volunteering their time to assist the program.

Area of Concern

▸ The dramatic increase in the number of students participating in the MLPS program has stressed the resources of the Office of Minority Student Affairs, which administers the program.

Actions To Be Taken

▸ Network to obtain outside funding to hire additional support personnel.

▸ Work with the Foundation Office to identify MLPS alumni for targeted solicitation mailings.

Performance Indicators for the 2005 Underrepresented Groups Report

▸ Number of students enrolled in the MLPS program.
▸ Number of Hispanic students enrolled in the MLPS program.

> ⚐ **Highlights** ⚐
>
> The Minority Leadership in Public Service Program, which provides leadership training and financial aid to highly capable minority students, increased participation from a low of five students during the 1999-2000 academic year to 21 students for Fall 2002. After four years with no Hispanic involvement, five Hispanic students will participate this fall.

Whitney M. Young Fellowship Program. This program is aimed at increasing access to graduate education through financial assistance for highly self-motivated Black, Hispanic, and American Indian/Alaskan Native citizens. It is designed to complement graduate work with research and scholarship in public policy and public affairs. The Whitney Young program is UIS' only fellowship opportunity and was chosen as best practice this year (see page 15).

Performance Indicators for the 2005 Underrepresented Groups Report

▸ Number of participants in the program.
▸ Graduation rate for fellows at two years.

Office of Disability Services. Established in January 1995, the Office of Disability Services (ODS) provides academic accommodations to students with documented disabilities. The unit's primary goal is to assist students in succeeding in college-level courses while empowering them to be independent as well as self-advocating. ODS provides services and coordinates accommodations to meet the needs of students with disabilities and can act as an advocate for student rights or as a liaison to UIS administration.

Although the office does not have recruitment as a specific goal, ODS staff maintain a strong commitment to enhancing diversity on campus by increasing the number of students with disabilities. They are thus deeply involved in recruiting activities. The director serves on the Transition Planning Team of the Springfield Center for Independent Living. The team focuses on special needs students in the Springfield area starting at the sophomore level in high school. In addition, the director maintains ties with Memorial Medical Center's occupational therapy program, which refers clients who have had debilitating accidents for educational advice. And finally, UIS and the Office of Rehabilitation Services have signed a cooperative agreement for ORS to reimburse the campus for up to 50% of any accommodation costs (to ORS' limit) incurred with students they refer to UIS.

℘ Highlights ℘

The adaptive technology lab – one of the most comprehensive in the area – is an attractive benefit to many students with disabilities and is used as an effective recruitment tool.

The number of students with self-identified, documented disabilities receiving services from ODS increased 168% from 60 in FY97 to 161 in FY02.

Areas of Success and Trends

▶ The number of students with self-identified, documented disabilities receiving services from ODS increased 168% from 60 in FY97 to 161 in FY02.

▶ The adaptive technology laboratory received several updates in FY02, including a closed caption television, a closed circuit television, a high-powered scanner, a large screen monitor, and three new computers. In addition, several adaptive technology software packages were purchased.

▶ ODS is now participates in UIS' New Student Orientation and Transfer Student Days. Several new students register with the office as a result of this exposure each year.

Areas of Concern

▶ Because of the travel involved, the campus is not able to serve self-identified students on the Peoria campus (14 in AY01-02), which hinders recruitment of potential students with disabilities to that campus.

▶ Recruitment activities are not reaching a significant pool of potential applicants with disabilities (e.g., students at area high schools and at the Jacksonville School for the Blind and Deaf).

Actions To Be Taken

▶ The office will continue its efforts to locate an alternative funding source to support services on the Peoria campus.

▶ The ODS director will coordinate with the Office of Admission and Records to implement a recruitment plan for students with disabilities.

Performance Indicators for the 2005 Underrepresented Groups Report

▶ Number of students who self-disclose and document disabilities.
▶ Number of partnerships with external agencies that can be used as recruiting opportunities.

Faculty/Administrative/Staff Recruitment

Faculty Recruitment. At 12.6% in Fall 2001, the representation of minority faculty at the University of Illinois at Springfield ranked second in its 15-member institutional peer group according to IPEDS data (range = 4.9% to 14.1%; mean and median = 8.6%). Women made up 38.3% of the faculty, placing UIS fifth among peer institutions (range = 30.1% to 47.2%; mean = 37.8%; median 37.5%).

To support efforts to diversify the pool of candidates, UIS faculty hiring guidelines permit search committees to recommend a fourth applicant for interviewing, rather than the customary three, when that applicant (if hired) would increase the diversity of the UIS faculty. This flexibility allows a committee to consider an applicant from an underrepresented group who would not otherwise have made the list of candidates. UIS adopted this policy as a result of findings in the *Inclusiveness Report* presented to the University of Illinois Board of Trustees' Committee on Diversity (April 9, 1997). The policy has been used several times in the past few years and resulted in the hiring of two women faculty who otherwise might not have been appointed. In addition, UIS supported the recruitment of faculty from traditionally underrepresented groups by:

> **p Highlights p**
>
> At 12.6% in Fall 2001, the representation of minority faculty at the University of Illinois at Springfield ranked second in its 15-member institutional peer group according to IPEDS data. Women made up 38.3% of the faculty, placing UIS fifth among the peer group.

▶ producing a faculty recruitment brochure in FY01 with a targeted audience of prospective minority faculty and mailing it to historically black colleges and universities and Hispanic-serving institutions;

▶ advertising faculty positions in *Black Issues in Higher Education* and *The Hispanic Outlook in Higher Education Magazine* as well as on the Illinois Committee on Black Concerns in Higher Education's website;

▶ researching the *Minority and Women Doctoral Directory* and providing search committees with contact information on possible applicants; and

▶ referring deans to the website of the Committee on Institutional Cooperation – a consortium of Big Ten universities plus the University of Chicago – to use the site's directories of doctoral candidates and recipients from underrepresented groups.

The campus encouraged two prospective minority faculty members to complete their doctorates with support from the ICEOP program and then hired them into tenure-track positions. Both earned tenure at UIS. The campus also employs an ICEOP fellowship recipient in an academic professional position. The associate chancellor for access and equal opportunity attends IMGIP/ICEOP job fairs to solicit applications for open faculty positions.

In response to a request from the Board of Trustees, UIS conducted a gender diversity study of faculty and administrators and submitted the results in June 2000. The board responded with six recommendations for addressing concerns, including two that specifically address recruitment of women faculty and administrators:

▶ deans and department heads continue to be evaluated and rewarded accordingly, as part of their annual reviews, for demonstrated success in recruiting, retaining, and developing the skills of women faculty and staff; and

‣ those administrators reporting to the chancellor continue to be evaluated in terms of demonstrated success in recruiting, retaining, and developing the skills of women administrators reporting to them.

Results and Trends

‣ In June 2002, UIS submitted a progress report to the Board of Trustees describing steps taken in response to the two recommendations above. The report indicated that, as part of the 2002 evaluation process, the chancellor formally requested UIS' three vice chancellors to incorporate into their performance evaluations the essence of these recommendations.

‣ In the eight-year period from Fall 1994 to Fall 2001, the representation of women on UIS' tenured and tenure-track faculty increased from 40 (27%) to 59 (38%).

‣ Of tenured and tenure-track faculty, women represented slightly more than half (52%) of assistant professors in Fall 2001, as compared to 41% in Fall 1994. The proportion of women associate professors increased from 32% in Fall 1994 to 38% in Fall 2001, while that of full professors increased from 10% to 14%. Clearly, the trend is toward greater gender diversity at UIS. The representation of women in the ranks of the senior faculty is expected to increase over time as women junior faculty obtain tenure and are promoted.

‣ Five faculty members self-reported disabilities in Fall 2001, up from three in Fall 1996 when the campus began gathering these data.

‣ Black faculty increased from 5 (3.1%) in Fall 1992 to 10 (5.9%) in Fall 2001.

‣ The number of Hispanic faculty remained essentially level.

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p **Highlights** p

In the eight-year period from Fall 1994 to Fall 2001, the representation of women on UIS' tenured and tenure-track faculty increased from 40 (27%) in 59 (38%).

Of tenured and tenure-track faculty, women represented slightly more than half (52%) of assistant professors in Fall 2001, up from 41% in Fall 1994. The proportion of women associate professors increased from 32% in Fall 1994 to 38% in Fall 2001, while that of full professors increased from 10% to 14%. Clearly, the trend is toward greater gender diversity at UIS.

Area of Concern

▶ FY02 and FY03 budget cuts have severely limited hiring opportunities. The campus will not be able to progress on increasing the diversity of its faculty until the current hiring freeze is lifted.

Performance Indicators for the 2005 Underrepresented Groups Report

▶ Enhanced diversity of the faculty, as evidenced by an increase in the proportion of minority faculty as compared to total faculty.

▶ Enhanced diversity of the faculty, as evidenced by an increase in the proportion of women faculty as compared to total faculty.

Administrative and Staff Recruitment. No special programs are in place to recruit members of underrepresented groups to administrative and staff positions. Human Relations has attempted to use the state's Supported Employee Program, but has not succeeded in hiring. Outreach to the Springfield Urban League, however, resulted in the hiring of a female police officer. Overall, The Civil Service System limits the campus' ability to put in place mechanisms to address the issue of diversity among civil service staff.

As with faculty hiring, the chancellor has requested that UIS' three vice chancellors incorporate into their evaluations the success in recruiting, retaining, and developing the skills of women employees. FY02 and FY03 budget cuts have also severely limited hiring opportunities in these segments of the UIS work force.

Performance Indicators for the 2005 Underrepresented Groups Report

▶ Enhanced diversity of the campus, as evidenced by an increase in the number and proportion of women administrators and staff.

▶ Enhanced diversity of the campus, as evidenced by an increase in the number and proportion of minority administrators and staff.

College Readiness and Transition Programs

Project Minority Student Support (MSS). Initiated in 1990, Project Minority Student Support for Teaching is a partnership designed to assist the Springfield and Decatur school systems in the recruitment of minority teachers. To accomplish this, the project has established an articulated teacher recruitment and preparation initiative beginning at the junior year of high school and continuing through certification at UIS. Partners in this program represent three local educational institutions, the University of Illinois at Springfield, Lincoln Land Community College, and Richland Community College; two school districts, Springfield School District 186 and Decatur School District 61; and a community agency, the Springfield Urban League. Students are expected to return to their high school districts to teach after certification. Included in Project MSS goals are to:

▶ provide support and incentives to encourage Black students to complete high school and to pursue academic track courses;

▶ provide encouragement and support for Black students to enroll in and graduate from college;

▶ provide Black students with early exposure to the teaching profession through community mentors and a teacher internship program;

▶ provide support and incentives for Black students to become certified teachers through the three participating local educational institutions; and

▶ facilitate a process of employment and retention in the participating school districts, Springfield and Decatur.

Areas of Success and Trends

▶ Project MSS has graduated 13 teachers. Nine of the graduates were elementary education majors, while four were secondary education majors (with three of these certified in content areas designated as critical shortage areas). Three of thirteen graduates have been admitted to graduate school.

▶ All graduates are employed in teaching or related fields – nine in the Springfield and Decatur School Districts and four in other districts. (Graduating students were released from their commitments to teach in Springfield and Decatur when budgetary restraints curbed hiring in those districts.)

▶ During the 2002-03 school year, eight students will participate at the UIS level.

Areas of Concern

▶ Retaining teachers after initial employment remains an area of concern.

▶ The original idea of the program was to ensure initial employment in the Springfield or Decatur districts. This has not always been possible in light of budget restrictions.

Actions To Be Taken

▶ Continue to rely on regular partner Steering Committee meetings to monitor the program and to provide a forum for discussion of the challenges MSS faces.

▶ Address the spirit of the No Child Left Behind legislation by working to increase the number of mathematics and science majors for middle and secondary school.

Performance Indicators for the 2005 Underrepresented Groups Report

▶ Cumulative number of students graduated.
▶ Number of students employed by the Springfield and Decatur school districts.
▶ Number of students retained for five years after initial employment.
▶ Number of students graduated in critical shortage areas.

Project Students, Teachers, and Parents (STP). Project Students, Teachers and Parents (STP) is a partnership designed to provide mathematics enrichment and parent education to elementary students in grades three through six in preparation for college-track courses in middle school and high school. This model was developed to reinforce the mathematics curriculum in the Springfield school district for Black students. The University of Illinois at Springfield and Lincoln Land Community College have been partners in this program, which is housed at Washington Middle School, for the past fifteen years. To date, Project STP has served over 1500 students with these goals:

▶ Students and parents will experience mathematics, learning to view the subject area as critical in both the students' elementary and secondary education and integral in the achievement of many of their career goals.

▶ Students and parents will be knowledgeable about the mathematics curriculum structure of Springfield School District 186, and both will understand the parental responsibilities in this structure.

▶ Students will recognize the importance of algebra and geometry in college admissions and in everyday life.

Areas of Success and Trends

▶ Project STP enrolled a diverse group of students from the majority of the elementary schools in Springfield.

▶ Project STP retained approximately 60% of all students in third though sixth grades during the six sessions.

▶ A majority of the students enrolled in the program were males.

▶ Parent participation in the parent/student dyads increased, as did parent satisfaction with the following areas: the use of technology in mathematics, the use of mathematics terminology, and the use and abuse of homework in mathematics. Four parents participated in leadership roles in the program.

▶ Six Project Minority Student Support for Teaching participants served as intern teachers during the year (see the description of Project MSS above).

▶ Six certified teachers were recruited and received professional development training transferable to the Teacher Renewal System.

Areas of Concern

▸ While the majority of schools have students who participate in the program, about ten schools have little to no participation. One of these schools in particular has a significant number of low achieving students and has been included on the ISBE Watch List.

▸ Parent participation has increased, but parent involvement remains an area of concern.

Actions to Be Taken

▸ Notify returning parents in the summer rather than at the beginning of the fall.
▸ Contact area businesses for assistance with publicity and student/parent internships.
▸ Coordinate the program's publicity efforts with Springfield School District 186.
▸ Address the No Child Left Behind legislation by expanding the initiative to provide additional services.

Performance Indicators for the 2005 Underrepresented Groups Report

▸ Number of participating Springfield School District elementary schools.
▸ Satisfaction of the parents with the program.
▸ Number of sixth graders enrolling in college-track courses.
▸ Number of ninth graders enrolling in college-track course.

GEAR UP. The Springfield Public Educational Partnership consists of Lincoln Land Community College, Springfield School District 186, and UIS. The Springfield Urban League teamed with this group and received a U.S. Department of Education GEAR UP grant for $2.4 million over a period of five years beginning in August 1999. The students included in grant activities for this academic year were seventh and eighth graders at Washington Middle School and ninth graders at Lanphier High School. Services provided by GEAR UP for these students included career workshops, leadership classes, computer-assisted math and reading activities, and tutors. GEAR UP also provided in-service professional development for teachers on gender equity in school and on the prevention of bullying. In addition to these services, the grant provided funds for computer labs, library books, and calculators at both schools and two mobile wireless computer labs at the middle school.

Miscellaneous Activities

▸ The Office of Disability Services' offers an informal early intervention program (K-12) that introduces young people with disabilities to the adaptive technology lab and to the software applications available to children with special needs. In FY02, two primary school classes from Springfield toured the lab. In addition, the campus makes the adaptive lab available for use free of charge to Springfield District 186 students with disabilities.

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Institutional Best Practice
The Whitney M. Young Graduate Fellowship Program

Established in 1994, this program is a memorial to the late Whitney M. Young, Jr., former executive director of the National Urban League, educator, and social activist. The program is aimed at increasing opportunities in graduate education through financial assistance for highly motivated Black, Hispanic, and American Indian/Alaskan Native citizens. It is designed to complement graduate work with research and scholarship in public policy and public affairs. Fellows have opportunities to assist UIS faculty in research projects, as well as to assist academic programs, public affairs centers, and other campus units in fulfilling their missions. Opportunities also exist with governmental and community organizations that focus on public affairs. The Whitney Young program is UIS' only fellowship opportunity.

Eligibility. Black, Hispanic, and American Indian/Alaskan Native students who have completed undergraduate degrees with a minimum GPA of 3.00 (4.00 scale) and who are accepted in a graduate program at UIS are eligible to apply. Fellows must maintain a minimum GPA of 3.00 in all graduate-level courses taken and must meet all requirements of the UIS graduate assistantship office. All academic work for the master's degree must be completed within two years from date of entry into the program.

Financial Support. Fellows receive a monthly stipend of $775 during the academic year for an annual stipend of $6975. A tuition waiver is granted for 12 credit hours per semester, and an additional six hours is waived for the summer term after completing at least one semester as a fellow.

Identification of Participants. The program recruits nationally, targeting mailings to institutions with large minority populations.

Successful Strategies

▸ Initially, the Whitney Young program required participants to work 20 hours per week. In that aspect, the program functioned more as a graduate assistantship program than as a fellowship program. An analysis undertaken for the *1999 Underrepresented Groups Report*, however, determined that participants were not completing their degrees within the two-year limit. As a result, the 20-hour work requirement was eliminated, creating a true fellowship program, and participants are now required to enroll in at least 12 graduate hours each semester. This strategy has allowed fellows to focus exclusively on full-time graduate work and is a major factor in the program's success in improving retention and completion rates.

▸ In support of UIS' special emphasis in public affairs, a requirement was instituted in 2000 for fellows to participate in group public affairs projects. In 2001-02, they were engaged in research involving slum landlords and predatory lending. As a strategy, these group projects build a sense of community – important for retention of minority students especially

– and foster the growth of diversity as an ideal on campus and in the Springfield community.

▸ A student club for the fellows was formed last year. Two speakers were chosen to make presentations on issues related to minority concerns. The fellows have planned a full agenda for next year to help raise the level of consciousness of minority issues on campus and in the community. As a strategy, the student club empowers the fellows, contributes to a sense of community, and fosters retention.

Evidence of Success

▸ The Whitney M. Young Fellowship Program has provided financial assistance to 63 minority graduate students since its inception in 1994.

▸ Since the initiation of a traditional model of a fellowship (i.e., without a work requirement), the retention rate for fellows has increased remarkably. The cohort entering in Fall 2001, for example, had a 92% retention rate as of Fall 2002. This rate constitutes a substantial improvement over the 62.5% reported for the first four cohorts of the program (*1998 Underrepresented Groups Report*).

▸ In its early years, competing for highly capable minority students was problematic, and some fellowships were not awarded. The higher profile of the Whitney M. Young Fellowship Program on campus and in the community has increased the number of applications to the program. In addition, faculty have anecdotal evidence that former fellows are now referring applicants to the program.

▸ UIS awarded a full complement of fellowships (14) for the 2002-03 year and established a wait list.

Performance Indicators for the 2005 Underrepresented Groups Report

▸ Number of participants in the program.
▸ Graduation rate for fellows at two years.

℘ Highlights ℘

The Whitney M. Young Fellowship Program has provided financial assistance
to 63 minority graduate students since its inception in 1994.

The cohort entering in Fall 2001 had a 92% retention rate as of Fall 2002.
This rate constitutes a substantial improvement over the 62.5% reported in 1998
for the first four cohorts of the program.

Appendixes

Attachment A

Table Indicating the Staff and Fiscal Resources of Each Program Serving Underrepresented Groups

University of Illinois at Springfield	Staff Years Budgeted		Dollars Budgeted **		
	FY01	FY02	FY01	FY02	Change in Dollars Budgeted
Appropriated					
Office of Minority Student Affairs	1.75	1.65	52,955	47,751	(5,204)
Minority Leadership in Public Service	0.25	.25	88,702	89,535	833
Minority Student Support for Teaching ***	0.79	.84	97,542	80,741	(16,801)
Student/Parent/Teacher Program ***	1.33	1.33	43,697	41,052	(2,645)
Diversity Task Force	0.1	0.10	14,215	13,823	(392)
Whitney M. Young Fellowship Program	0.45	.45	125,252	126,214	962
Women's Center	2.00	1.90	58,754	60,385	1,631
Disability Services	3.05	3.80	105,708	96,273	(9,435)
Non-Appropriated					
GEAR UP ***			470,401	617,059	146,658

*** Program serves elementary and secondary school students.

Attachment B
Applications, Admissions, and Enrollment Form
University of Illinois at Springfield – All Colleges

Category	Black Non-Hispanic		Hispanic		White Non-Hispanic		American Indian/ Alaskan Native		Asian/ Pacific Islander		Non-resident Alien		Total *	
	men	women	men	women	men	women	men	women	men	women	men	women	men	women
First Time Freshman														
Number of completed applications for Fall 2001 by August 1, 2001	12	23	5	7	102	128	0	0	14	12	10	3	143	173
Number of above applications accepted for admission	4	8	2	3	73	92	0	0	10	10	2	0	91	113
Number of acceptances enrolling for Fall 2001	2	4	0	0	44	57	0	0	4	4	1	0	51	65
Undergraduate Transfer Students														
Number of completed applications for Fall 2001 by August 1, 2001	47	104	14	16	399	698	3	2	12	15	16	12	491	847
Number of above applications accepted for admission	38	79	9	12	331	620	3	2	9	14	12	7	402	734
Number of acceptances enrolling for Fall 2001	23	47	6	8	236	390	0	1	4	5	7	5	276	456
Graduate Students														
Number of completed applications for Fall 2001 by August 1, 2001	38	77	10	11	350	569	0	2	10	21	289	106	697	786
Number of above applications accepted for admission	28	68	9	11	329	532	0	0	10	15	173	66	549	692
Number of acceptances enrolling for Fall 2001	16	43	6	10	210	328	0	0	6	9	37	22	275	412
First Professional Students														
Number of completed applications for Fall 2001 by August 1, 2001	0	0	1	0	3	2	0	0	0	0	1	1	5	3
Number of above applications accepted for admission	0	0	0	0	1	2	0	0	0	0	0	1	1	3
Number of acceptances enrolling for Fall 2001	0	0	0	0	0	2	0	0	0	0	0	1	0	3

Total for the six columns only. Does not include "unknown" applicants in total.

Attachment C
Enrollment of Students with Disabilities

Undergraduate AY 2001-02

Number of students with documented disabilities who self reported 113
Number of students with documented disabilities who requested services at the institution . 113

Graduate AY 2001-02

Number of students with documented disabilities who self reported 48
Number of students with documented disabilities who requested services at the institution . . 48

Number of Students by Type of Disability AY 2001-02

	Undergraduate	*Graduate*
Mobility	22	11
Visual	10	3
Auditory	6	4
Mental Impairment	17	12
Learning Disability	32	12
Medical Disability	0	0
Other	26	6

Attachment D
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 Attachment C.

TABLE A
Summary of Enrollments by Ethnic Categories
Fall 1992 to Fall 2001

Year	American Indian		Hispanic		African American		White		Asian		Non-Resident Alien		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
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
2000	13	0.3	49	1.2	315	8.0	3,391	86.0	63	1.6	111	2.8	3,942	100
2001	9	0.2	63	1.5	355	8.3	3,607	84.1	77	1.8	177	4.1	4,288	100

TABLE B
Student Enrollment - Total, African American, Other Minority and Total Minority
Fall 1992 to Fall 2001

Year	Total Enrollment	African American Enrollment		Other Minority Enrollment [1]		Total Minority Enrollment	
		N	% of Total	N	% of Total	N	% of Total
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
2000	3,942	315	7.99	125	3.17	440	11.16
2001	4,288	355	8.28	149	3.47	504	11.75

[1] Does not include non-resident aliens.

TABLE C

Undergraduate Total Head Count Enrollment by College

Degree Program, Racial/Ethnic Category, and Gender

Fall 2001

College/Degree Program	Non-Resident Alien Men	Women	Black Non-Hispanic Men	Women	Amer. Indian/ Alaskan Native Men	Women	Asian Pacific Islander Men	Women	Hispanic Men	Women	White Non-Hispanic Men	Women	Total Men	Women	TOTAL
College of Business and Management															
Accountancy	0	3	4	7	1	0	2	2	1	1	39	90	47	103	**150**
Bachelor of Business Administration	6	1	3	8	0	0	3	6	1	2	75	90	88	107	**195**
Economics	1	1	0	0	0	0	0	0	0	0	3	5	4	6	**10**
Management	1	1	8	12	0	0	0	2	2	1	127	161	138	177	**315**
Subtotal	8	6	15	27	1	0	5	10	4	4	244	346	277	393	**670**
College of Education and Human Services															
Nursing *	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Bachelor of Social Work	0	0	3	14	0	1	1	0	0	1	6	55	10	71	**81**
Subtotal	0	0	3	14	0	1	1	0	0	1	6	55	10	71	**81**
College of Liberal Arts and Sciences															
Biology	1	0	2	9	0	0	1	2	1	0	27	64	32	75	**107**
Chemistry	0	0	0	1	0	0	0	0	0	0	7	8	7	9	**16**
Communication	0	0	6	10	0	0	1	4	0	1	43	71	50	86	**136**
Computer Science	7	1	4	4	0	0	1	1	3	1	64	21	79	28	**107**
Clinical Laboratory Science	0	0	5	2	0	0	0	0	0	1	3	13	8	16	**24**
English	0	0	1	1	0	0	0	0	0	2	17	56	18	59	**77**
History	0	0	2	1	0	0	0	0	1	0	39	33	42	34	**76**
Liberal Studies	0	0	0	7	1	0	0	1	1	1	36	81	38	90	**128**
Mathematical Sciences	0	0	2	0	0	0	0	0	0	0	3	8	5	8	**13**
Psychology	0	0	4	13	0	0	1	1	1	2	41	197	47	213	**260**
Sociology/Anthropology	0	0	0	4	0	0	0	0	0	1	9	14	9	19	**28**
Visual Arts	0	1	2	2	0	0	0	1	0	0	9	25	11	29	**40**
Subtotal	8	2	28	54	1	0	4	10	7	9	298	591	346	666	**1012**
College of Public Affairs and Administration															
Criminal Justice	1	0	7	9	0	0	0	0	3	0	46	76	57	85	**142**
Health Services Administration *	0	0	0	0	0	0	0	0	0	0	0	4	0	4	**4**
Labor Relations *	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Legal Studies	1	0	1	5	0	0	0	0	0	2	11	40	13	47	**60**
Political Studies	1	0	3	1	0	0	0	0	0	1	21	26	25	28	**53**
Subtotal	3	0	11	15	0	0	0	0	3	3	78	146	95	164	**259**
Undeclared/Unclassified Undergraduates	1	0	3	17	1	0	3	2	1	1	97	152	106	172	**278**
TOTAL	20	8	60	127	3	1	13	22	15	18	723	1290	834	1466	**2300**

* 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 2001

College/Degree Program	Non-Resident Alien		Asian Pacific Islander		Hispanic		Black Non-Hispanic		White Non-Hispanic	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
College of Business and Management										
Accountancy	0	3						3		
Business Administration	6	1		1	4				2	
Economics	1	1		1	1					
Management	1	1							1	1
Subtotal	**8**	**6**	**0**	**1**	**4**	**0**	**0**	**3**	**2**	**0**
College of Liberal Arts & Sciences										
Biology	1	0							1	
Computer Science	7	1	3	1	1		1		2	
Visual Arts	0	0						1		
Subtotal	**17**	**12**	**3**	**1**	**1**	**0**	**1**	**0**	**3**	**0**
College of Public Affairs & Administration										
Criminal Justice	0	1				1				
Legal Studies	1	0	1							
Political Science	1	0							1	
Subtotal	**2**	**1**	**1**	**0**	**0**	**1**	**0**	**0**	**1**	**0**
Undecided/Not-Indicated									1	
Subtotal	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**0**
Total	**27**	**19**	**4**	**2**	**5**	**1**	**1**	**3**	**7**	**0**

Revised: February 4, 2002

TABLE C-2

Summary of Enrollments by Ethnic Categories

Undergraduate Total Head Count Enrollment - Capital Scholars Program

Fall 2002

Year	American Indian		Hispanic		African American		White		Asian		Non-Resident Alien		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2002														
First - year	0	0.0	0	0.0	6	5.2	101	87.1	8	6.9	1	0.9	116	100
Second - year														
Total	0	0.0	0	0.0	6	5.2	101	87.1	8	6.9	1	0.9	116	100

Revised: August 15, 2002

TABLE D
Masters and Doctoral Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender
Fall 2001

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	3	1	1	14	19	16	27	**43**
Business Administration	2	1	0	1	0	0	2	4	0	0	89	70	93	76	**169**
Economics [1]	0	0	1	0	0	0	0	0	0	0	3	2	4	2	**6**
Management Information System	28	15	11	8	0	0	6	2	2	3	68	41	115	69	**184**
Subtotal	30	18	13	11	0	0	8	9	3	4	174	132	228	174	**402**
College of Education and Human Services															
Educational Leadership	0	0	2	5	0	0	0	1	0	2	68	149	70	157	**227**
Gerontology [1]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Human Development Counseling	0	0	1	8	0	0	0	0	0	0	13	50	14	58	**72**
Human Services	1	1	8	21	1	0	0	1	1	0	31	88	42	111	**153**
Subtotal	1	1	11	34	1	0	0	2	1	2	112	287	126	326	**452**
College of Liberal Arts and Sciences															
Biology	1	0	0	1	0	0	1	0	0	0	13	21	15	22	**37**
Communication	0	2	0	1	0	1	0	1	0	0	22	48	22	53	**75**
Computer Science	56	13	3	0	0	0	1	3	4	1	40	12	104	29	**133**
English	0	0	1	0	1	0	0	0	0	0	6	27	8	27	**35**
History	0	0	0	1	0	0	1	0	0	0	27	25	28	26	**54**
Individual Option	0	2	3	5	0	0	0	1	1	1	11	39	15	48	**63**
Mathematical Sciences [1]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Subtotal	57	17	7	8	1	1	3	5	5	2	119	172	192	205	**397**
College of Public Affairs and Administration															
Community Arts Management [1]	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Environmental Studies	2	1	0	0	0	0	0	2	1	0	19	21	22	24	**46**
Legal Studies	0	0	0	1	0	0	0	0	0	0	5	14	5	15	**20**
Political Studies	0	0	0	9	1	0	0	0	1	0	37	20	39	29	**68**
Public Administration	2	4	9	24	0	0	0	1	0	2	40	47	51	78	**129**
Public Affairs Reporting	0	0	0	1	0	0	1	1	0	0	8	6	9	8	**17**
Public Health	2	6	2	2	0	0	1	0	0	0	6	24	11	32	**43**
Subtotal	6	11	11	37	1	0	2	4	2	2	115	132	137	186	**323**
Undeclared/Unclassified Graduates	4	2	9	21	0	1	6	3	3	6	151	186	173	219	**392**
Doctor of Public Administration	1	1	2	4	0	0	0	0	0	0	5	9	8	14	**22**
Total Masters and Doctoral	99	50	53	115	3	2	19	23	14	16	676	918	864	1124	**1988**

[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 2001

College/Degree Program	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian Pacific Islander		Hispanic		White Non-Hispanic	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
College of Business and Management												
Accountancy	0	2						1				1
Business Administration	2	1						1			2	
Economics [2]	0	0										
Management Information Systems	28	15	1			1	20	14			7	
Subtotal	30	18	1	0	0	1	20	16	0	0	9	1
College of Education & Human Services												
Human Services	1	1	1					1				
Subtotal	1	1	1	0	0	0	0	1	0	0	0	0
College of Liberal Arts & Sciences												
Biology	1	0									1	
Communication	0	2						2				
Computer Science	56	13					49	11			7	2
Individual Option	0	2						1				1
Mathematical Sciences [2]	0	0										
Subtotal	57	17	0	0	0	0	49	14	0	0	8	3
College of Public Affairs & Administration												
Community Arts Management [2]	0	0										
Environmental Studies	2	1	1				1					1
Public Administration, MPA	2	4	1				1	2		1		1
Masters of Public Health	2	6		2			2	4				
Subtotal	6	11	2	2	0	0	4	6	0	1	0	2
Undeclared/Unclassified Graduates	4	2		1			4	1				
Subtotal Masters	98	49	4	3	0	1	77	38	0	1	17	6
Public Administration, DPA	1	1	1	1								
Total	99	50	5	4	0	1	77	38	0	1	17	6

[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 1992 to Fall 2001

	Undergraduate Enrollment					Masters Enrollment					Doctoral Enrollment [1]					Total Enrollment					
	Female		Male			Female		Male			Female		Male			Female		Male			Total
Year	N	% of Total	N	% of Total	Total	N	% of Total	N	% of Total	Total	N	% of Total	N	% of Total	Total	N	% of Total	N	% of Total	Total Enrollment
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
1999	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
2000	1,353	63.9	765	36.1	2,118	1,032	57.2	771	42.8	1,803	8	38.1	13	61.9	21	2,393	60.7	1,549	39.3	3,942
2001	1,466	63.7	834	36.3	2,300	1,110	56.5	856	43.5	1,966	8	38.1	14	63.6	22	2,584	60.3	1,704	39.7	4,288

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

TABLE F
Summary Report of Full-Time Employees (by Gender and Ethnicity)
Fall 2001

Category	Male		Female		Total	
	N	% of Category	N	% of Category	N	% of Category
Faculty						
Other		0.0		0.0	0	0.0
Black	7	70.0	3	30.0	10	5.9
Asian/PL	3	100.0		0.0	3	1.8
Hispanic	1	50.0	1	50.0	2	1.2
White	86	59.3	59	40.7	145	85.3
Native American		0.0		0.0	0	0.0
International	7	0.0	3	0.0	10	5.9
Subtotal	104	61.2	66	38.8	170	100.0
Acad. Professional						
Other		0.0	1	0.0	1	0.5
Black	5	50.0	5	50.0	10	5.5
Asian/PL	1	0.0	2	0.0	3	0.0
Hispanic		0.0	1	100.0	1	0.5
White	66	39.5	101	60.5	167	91.3
Native American		0.0		0.0	0	0.0
International	1	0.0		0.0	1	0.5
Subtotal	73	39.9	110	60.1	183	100.0
Civil Service						
Other		0.0	1	0.0	1	0.5
Black	8	57.1	6	42.9	14	6.3
Asian/PL		0.0		0.0	0	0.0
Hispanic		0.0	3	0.0	3	1.4
White	81	40.3	120	59.7	201	91.0
Native American	2	100.0		0.0	2	0.9
International		0.0		0.0	0	0.0
Subtotal	91	41.2	130	58.8	221	100.0
All Employees						
Other	0	0.0	2	100.0	2	0.3
Black	20	58.8	14	41.2	34	5.9
Asian/PL	4	66.7	2	33.3	6	1.0
Hispanic	1	16.7	5	83.3	6	1.0
White	233	45.4	280	54.6	513	89.4
Native American	2	40.0	3	60.0	5	0.9
International	8	0.0	3	0.0	11	1.9
Total	268	46.7	306	53.3	574	100.0

TABLE G
Summary Report of Full-Time Employees for Underrepresented Populations
Fall 1992 to Fall 2001

Employee Category/Year	Black N	Black %	Asian N	Asian %	Hispanic N	Hispanic %	Disabled * N	Disabled * %	Female N	Female %	Employment Category Total N	Employment Category Total %	Campus Total 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
1999	9	5.6	8	5.0	2	1.2	4	2.5	60	37.3	161	30.2	533
2000	8	4.8	4	2.4	2	1.2	5	3.0	63	38.0	166	30.2	549
2001	10	5.9	3	1.8	2	1.2	5	2.9	66	38.8	170	29.6	574
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
1999	6	5.3	2	1.8	2	1.8	0	0.0	64	56.6	113	21.2	534
2000	8	5.0	2	1.2	1	0.6	0	0.0	98	60.9	161	29.3	549
2001	10	5.5	3	1.6	1	0.5	3	0.0	110	60.1	183	31.9	574
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
1999	18	6.9	0	0.0	0	0.0	3	0.0	157	60.4	260	48.7	534
2000	13	5.9	2	0.9	1	0.5	3	0.0	138	62.2	222	40.4	549
2001	14	6.3	0	0.0	3	1.4	9	0.0	130	58.8	221	38.5	574
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
1999	33	6.2	10	1.9	4	0.7	7	1.3	281	52.6	N/A	N/A	534
2000	29	5.3	8	1.5	4	0.7	8	1.5	299	54.5	N/A	N/A	549
2001	34	5.9	6	1.0	6	1.0	17	3.0	306	53.3	N/A	N/A	574

* Data not available from 1992 - 1995