
**University of Illinois
at Urbana-Champaign**

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

Submitted to the Illinois Board of Higher Education

September 2002

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

University of Illinois at Urbana-Champaign

Office of Equal Opportunity and Access at the University of
Illinois at Urbana-Champaign

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Fall 2002: Recruitment and Preparation

The purpose of this section is to provide statistics, goals/objectives, and performance indicators related to the recruitment and preparation of students, the recruitment of faculty and staff from traditionally underrepresented groups, and the improvement of campus diversity.

Summary

Students

- The Multicultural Transfer Admissions Program (MTAP) increased minority transfer student admittance to Illinois from approximately 4 percent in 1993 to approximately 7 percent in 2001.
- The number of enrolled African-American, Hispanic and Native American students in the Peer Recruitment Program was 915 in 1999 and 962 in 2001, an increase of 4.9 percent.
- For at least the past six years, Educational Policy Studies has produced more scholars of color in the Foundations area than any department in the country.
- Approximately \$1,000,000 in fellowship support has been invested in graduate programs to recruit and retain a more diverse student body.
- The Graduate College has proposed a new initiative, Collaborative Engagement with the Hispanic Association of Colleges and Universities (HACU).
- Staff from Minority Student Affairs participate in Committee on Institutional Cooperation (CIC) recruiting caravans (Puerto Rico Caravan, Southern Caravan, Texas Caravan, and Midwest Caravan), as well as participating in at least 30 recruiting fairs, primarily in the Southwest and South.

College Readiness and Transition Programs

- Approximately 39 percent of Agricultural, Consumer and Environmental Sciences (ACES) freshmen minority admissions between 1988-1999 have been Research Apprentice Program (RAP) participants.
- Three former students of the RAP program completed Ph.D.s, three completed D.V.M.s, and one completed a J.D.
- Since the beginning of the Young Scholars Program (YSP) in the summer of 1995, 68 students have participated.
- A study comparing YSP and non-YSP participants has revealed that YSP participants perform at a higher level.
- YSP participants took an average of 16 credit hours with a GPA of 3.10, while non-YSP students averaged 14 credit hours with a GPA of 2.40.
- The Principal Scholars Program is designed to serve between 2,500 and 3,000 students each year.

- The Worldwide Youth in Science and Engineering (WYSE) increased participants from 87 in 1997 to 138 in 2001.

Faculty

- 116 faculty appointments have been made under the Targets of Opportunity Program (TOP) since its inception in the 1988-1989 recruitment cycle.
- Of the 116 faculty members hired through TOP, 80 have remained on the faculty.
- In 2001-02, the Illinois Minority Graduate Incentive Program (IMGIP) had five graduate students at Urbana-Champaign who received IMGIP funding.
- As of 2002, five fellows of the Illinois Consortium for Educational Opportunity Program (ICEOP) have been hired and three of the five currently work at the University of Illinois at Urbana-Champaign. Thirty-seven UIUC students received ICEOP funding in 2001-02.

Best Practice

- The mission of the National Center for Supercomputing Applications (NCSA) Diversity Committee is to achieve a diverse workforce at all levels within NCSA.
- The committee will identify strategies to increase the representation of women and underrepresented groups in the NCSA workforce, strengthen the work and social environment for those groups, and increase the understanding of those who are not in the underrepresented groups regarding their values, customs, and experiences.

Students

Multicultural Transfer Admissions Program (MTAP)

Goals and Objectives

- Successfully recruit qualified minority transfer students to Illinois.
- Develop and implement a marketing program to identify potential minority transfer students prior to college enrollment.
- Communicate systematically with identified students for a period of up to two years.
- Facilitate student admission during the term prior to enrollment.

Progress

- Increased minority transfer students admitted to Illinois from approximately 4 percent in 1993 to approximately 7 percent in 2001.
- Schedule monthly visits to ten Chicago community colleges, as compared to zero before the MTAP Program.
- Chicago Satellite Office scheduled visits to four community colleges in suburban Chicago, up from zero before the MTAP Program.
- Scheduled appointments with potential transfer students providing informal course selection advising. This service is reserved for students working with MTAP and was not available prior to MTAP.
- Based a Graduate Advisor for transfer students in the Office of Minority Student Affairs.

Challenge Areas/Development/Strategy

- *Earlier identification of potential students.* Work has begun with software and data provided by ACT in hopes of determining the “profile” of a successful minority transfer student. Earlier identification would facilitate all MTAP activities.
- *Tracking potential students at community colleges.* Implementation of Banner (an integrated data system) will allow us to successfully track students’ contacts with the Office of Admissions and Records (OAR) and their progress toward completing their programs at community colleges.
- *Retention component.* Most minority transfer students enrolled at Illinois do not take advantage of the resources that a Graduate Advisor can provide. Transfer students tend to be slightly older, more experienced students who may not want the type of support services provided for traditional students. A follow-up survey will be conducted to better understand their needs as transfer students.

Peer Recruitment Program (PRP)

Goals and Objectives

- Increase the number of applications from African-American, Hispanic and Native American students.
- Increase the number of African-American, Hispanic and Native American students who enroll at the University of Illinois.
- Contact as many admitted PAP and EOP students as possible by way of the spring telethons.
- Serve as panelists, tour guides, and hosts to prospective students throughout the year.
- Play a significant role in the recruitment of students of color.

Progress

- The number of enrolled African-American, Hispanic and Native American students went from 915 in 1999 to 962 in 2001 for an increase of 4.9 percent.
- The number of students contacted during the EOP and PAP telethons went from 1,044 in 2000 to 1,339 in 2002 for an increase of 22 percent.
- Peer Recruiters have also been able to visit to approximately 20 inner city high schools each year in the city of Chicago.
- Approximately 200 Illinois students participate in various peer recruitment activities throughout the year.
- The University of Illinois is the most ethnically diverse campus in the Big Ten.

Challenge Areas/Development/Strategy

- Student involvement in PRP is completely voluntary.
- Student schedules and commitments conflict with scheduled OAR events.
- Continually attempting to increase the size of PRP to have a larger pool of students from which to draw.
- It is becoming more difficult to compete against the generous financial packages that other universities are offering students of color.

Educational Policy Studies (EPS)

Goals and Objectives

One of the goals of EPS has been to recruit a critical mass of students who contribute to the enriched intellectual context of a diverse faculty and student body. Given the severe shortage of minority scholars, particularly in the history, social science and philosophy of education, EPS is committed to producing outstanding doctoral scholars to help resolve the so-called “pipeline” problem.

Progress

Over the past six or seven years, EPS has produced more scholars of color in the Foundations area than any department in the country. This achievement would not have been possible without the support of the Special Educational Opportunities Program (SEOP) assistantships for minority graduate students. Over the past 15 years, 44 minority students have received Ph.D.s. During this time period, minority graduate students have been actively recruited, with the aid of SEOP funds.

Challenge Areas/Development/Strategy

More progress is needed in the recruitment of Native American students. In recent years, EPS improved the recruitment of Hispanic graduate students, and the number of Ph.D. graduates will reflect this improvement in the coming years.

Law Minority Access Program (MAP)

Goals and Objectives

The primary goal of the Law Minority Access Program is to increase minority access to law school and mainstream law firm practice. This program is also used as a tool to recruit the best minority undergraduate University of Illinois students to the College of Law. The hope is that early exposure to the College of Law will amount to allegiance to the College.

Progress

Of the undergraduates participating in the program, 70 percent have gone on to law school. Several of those students have also obtained jobs with the firms they interned with as part of the Minority Access Program.

Challenge Areas/Development/Strategy

The problematic area for the program is the lack of male participants. The participant pool has traditionally been composed of Latina and African-American females. The Office of Minority Affairs, which solicits applications and selects all participants, will continue to target males and make a concerted effort to encourage them to apply.

Graduate College Fellowship and Minority Academic Partnership Program (MAPP)

Goals and Objectives/Description

The Graduate College works in a variety of ways with graduate programs to increase diversity. One important mechanism for increasing diversity is the availability of two major fellowships, the Graduate College Fellowship and the MAPP Fellowship.

The principal purpose of the Graduate College Fellowship competition is to strengthen the institution and its programs by increasing the enrollment of students from populations that have been historically underrepresented in graduate study. The Graduate College holds a university-wide competition for the Graduate College Fellowships. Departments nominate prospective students for these fellowships, and approximately 40-50 awards are made each year to first-year minority master's and doctoral students.

MAPP supports students from traditionally underrepresented groups who are interested in academic careers. This fellowship is guaranteed to all first-year African-American, Hispanic, or Native American graduate students who have received their undergraduate degree from any of the three University of Illinois campuses and are admitted within four years of their undergraduate degree to a full-time graduate degree program that could lead to an academic career. The number of these awards varies, with an average range of six to ten per year.

Progress

The most attractive financial aid packages for doctoral students guarantee a combination of fellowship and assistantship support over a number of years, providing fellowship support at critical stages of graduate study. Approximately \$1,000,000 in fellowship support has been key to the ability of graduate programs to recruit and retain a more diverse student body.

To the extent possible, every effort is made to offer MAPP or Graduate College Fellowship support to alumni of the Summer Research Opportunities Program (SROP) or McNair Program. SROP and McNair bring talented undergraduate minority students to the Urbana campus each summer to conduct research with faculty mentors. SROP at Urbana-Champaign is the largest in the Committee on Institutional Cooperation (CIC), drawing some 110 participants each summer.

To make the Graduate College Fellowship program more nationally competitive, the program was restructured for 2000-01 to include more multi-year fellowships to students in doctoral programs. For 2001-02, a total of 51 offers were made: 26 multi-year awards, 11 single-year doctoral awards, and 14 single-year masters awards. In addition, an increasing number of the nominees are recipients of prestigious external fellowships.

To make the MAPP Fellowship a more attractive recruiting and retention tool, the program was restructured for 2001-02 awards to include more multi-year fellowships for students in doctoral programs. In 2001-02, nine students received multi-year awards.

To further assist recruitment and retention efforts, the Graduate College also piloted the Summer Pre-Doctoral Institute (SPI) in 1999. SPI provides new doctoral students from underrepresented populations an opportunity to work intensively in the summer prior to their first semesters in graduate school to better prepare themselves for graduate study at Illinois. Eighteen students participated in the Summer 2001 Institute, and 100 students

have been invited to the Summer 2002 Institute. To date, all of the 2001 SPI participants are enrolled in graduate study; two of the 18 have left Illinois for other institutions.

The Graduate College assists academic departments in recruiting a more diverse student population through extensive outreach activities. Staff from Minority Student Affairs participate in CIC recruiting caravans (Puerto Rico Caravan, Southern Caravan, Texas Caravan, and Midwest Caravan), and they participate in about 30 recruiting fairs, primarily in the Southwest and South. These recruiting activities are designed to promote both SROP and graduate study at Illinois.

In response to the Chancellor's call for initiatives that will shape the future of Illinois, the Graduate College has proposed a new initiative, Collaborative Engagement with the Hispanic Association of Colleges and Universities (HACU). The initial emphasis of the program will be on science, engineering, mathematics, and technological development. Proposed activities include hosting a conference for key administrators from HACU and joint involvement in activities including SROP, SPI, and campus visits.

Challenge Areas/Development/Strategy

Despite all recruiting efforts, the number of minority students, particularly Hispanic students, enrolling in graduate programs in science and engineering continues to be low. The Graduate College initiative to strengthen relationships with HACU is intended to address the under-enrollment of Hispanic students at Illinois, particularly in science and engineering. Additionally, the Graduate College will continue to work closely with departments to enhance recruiting efforts. The Graduate College annually reviews its fellowship programs with an eye to making the offers as competitive as possible, and with particular regard to attracting alumni of SROP and McNair.

Merit Workshop Program

Goals and Objectives

Established in 1987, the Merit Workshop Program in the Department of Mathematics was designed to address the issue of underrepresentation in mathematics and science-based majors. The program targets students with high potential who are members of groups such as ethnic minorities, women, and students from small and/or rural high schools. One of the main goals of the program is to develop a community of scholars among the Merit students.

Progress

Merit students attend two-hour workshops in place of hour-long discussion sections. These students make a commitment to themselves and to other participants to be prepared for teaching and learning during each workshop. Active learning produces a thorough understanding of concepts and an unusual level of creativity. This focus on student

interactions helps in reaching one of the main goals of the Merit Program—to develop a community of scholars among the students.

Challenge Areas/Development/Strategy

Because active class participation is difficult without prior preparation, merit students must study and complete homework assignments before each workshop session. Facilitators challenge students to actively pursue truth instead of providing direct “answers” which may cause frustration for the participants. Actively exploring difficult concepts and problems in an atmosphere of trust and respect is the foundation for success in both graduate school and the corporate world.

College Readiness and Transition Programs

Principal’s Scholars Program (PSP)

Goals and Objectives

The University of Illinois at Urbana-Champaign sponsors Principal’s Scholars Program, a statewide mathematics and science initiative that works in conjunction with parents and teachers to prepare minority and/or disadvantaged students for college preparatory pathways. The program focuses on the development of higher order thinking skills, computational literacy, and character-based education. It is a collaborative systematic education reform strategy.

PSP addresses the academic needs of minority and disadvantaged students in nine cities in Illinois: Chicago, Danville, Decatur, East St. Louis, Rockford, Springfield, Urbana-Champaign and Waukegan. A PSP Coordinator works in each participating school to identify and admit eligible students.

During the 2001-02 academic year, 2,574 students were active in program activities. Of all program participants, 71 percent were female and 29 percent were male. The ethnic breakdown for the 2001-02 academic year was as follows:

Ethnicity	Percentage
African American	67
Hispanic	22
Caucasian	3
Bi-racial	3
Other	3
Asian	2
Native American	0.1

Ten students were identified as disabled. The program operates in facilities that are accessible to persons with disabilities and provides for the specific needs of each student with a disability.

Progress

The program does not have designated recruitment goals, but it is designed to serve between 2,500 and 3,000 students each year. Programmatic operations are funded by external sources which in turn determine the current staffing. Student participation and ethnic composition have remained constant over the past three years.

Challenge Areas/Development/Strategy

For the past five years, educational programs and institutions have experienced a steady decline in the male population African-American and male Hispanic populations. PSP has realized a decrease from an average of 40 percent participation of these populations to 29 percent for the past two years.

The Principal's Scholars Program convened a cadre of minority male educators to discuss strategies that will attract and interest the minority male population. Several grants have been submitted to funders addressing the various facets specific to the needs of minority male scholars. To date, PSP has not received funding related to this problem.

PSP students enroll in academic research modules that teach specific "skill sets" related to in-school coursework. Utilizing the findings of the minority male educators, several modules were designed based on the interest of minority males. The program also recruited more minority male instructors to serve as role models for male participants. Additional strategies are being contemplated to address the decline in minority male participation in the educational process.

Worldwide Youth in Science and Engineering (WYSE)

Goals and Objectives

The primary purpose of WYSE is to attract more high-quality students into the pipeline for science and engineering careers. The key is in large part dramatically increasing underrepresented groups including ethnic minorities, women and persons with disabilities.

Progress

The students who attend summer camps of WYSE (known as Exploring Your Options) are characterized in the following table. The component percentages of minorities and women are shown for last year and four years ago. While the summer camps do attract a larger percentage of minorities and women than are currently enrolled in engineering programs, the trends of improvement are not as strong as hoped.

WYSE Summer Programs	1997		2001	
	Participants	%	Participants	%
Total	87	100	138	100
Minorities	17	19.5	23	16.6
Women	21	24.1	51	36.9

All Engineering Programs	2001	
	Participants	%
Total Undergraduate Enrollment	5389	100
Minorities	396	7.3
Women	898	16.6

Challenge Areas/Development/Strategy

WYSE programs succeed in attracting high school students, but the programs need to expand to lower grade levels in order to achieve the goal of increasing the size of the pool of high school students and then in turn increase the number of students entering college science and engineering programs. The trend in the number of students participating in WYSE has been relatively flat. Plans are to expand WYSE programs through coordinated outreach efforts in K-12 grade levels and call on corporations based in major cities to partner with them for outreach to minorities and women.

Young Scholars Program (YSP)

Goals and Objectives

The goal of the program is to provide underrepresented minority and disadvantaged freshmen students an academically enriching pre-college experience that will serve to ease the transition from high school to college, and thus enhance their performance during their first year.

Progress

Since the program began during the summer of 1995, 68 students have participated. A study comparing YSP and non-YSP participants has revealed that YSP participants perform at a higher level. YSP participants took an average of 16 credit hours with a GPA of 3.10, while non-YSP cohorts averaged 14 credit hours with a GPA of 2.40.

Challenge Areas/Development/Strategy

The program's focus has changed. Students no longer work in laboratories; they now enroll in two classes, Math 112 and a writing and/or a reading-related class. No further changes are planned.

Research Apprentice Program (RAP)

Goals and Objectives

The goal of this program is to provide underrepresented minority and disadvantaged high school students a meaningful experience in various scientific aspects of agriculture, human and environmental sciences, and animal health.

Progress

Since 1987, RAP has had 490 participants. Approximately 39 percent of new Agricultural, Consumer and Environmental Sciences (ACES) freshmen minority admissions between 1988-1999 have been RAP participants. Three former students completed Ph.D.s, three completed D.V.M.s, and one completed a J.D.

Challenge Areas/Development/Strategy

The RAP changed from a four-week program to a three-week program and developed two new sessions. The summer session was modified to include more hands-on activities and more exercises for developing computer skills. Teamwork is now emphasized. As a result, more qualified students have participated in both the initial summer experience and the laboratory experience the following summer.

Multicultural Fellowships

Goals and Objectives

The University of Illinois at Urbana-Champaign College of Veterinary Medicine (CVM) awards full tuition and fees for Multicultural Fellowships to two students in the incoming class. The Fellowships are based on the criteria listed below:

1. The enhancement of the diversity of the College of Veterinary Medicine student body and the veterinary profession in the United States by the presence and participation of the applicant.
2. The academic performance of the applicant as reflected by admissions criteria and performance within the DVM curricula.
3. Financial need.

These Fellowships reimburse tuition and fees expenses for the four-year veterinary program.

Progress

The CVM has been working with the Principal's Scholars Program (PSP) for the last four years, both in Urbana-Champaign and Chicago, to expose high school juniors and seniors to the veterinary profession. Several graduates of the program are now in their undergraduate years.

The CVM, along with the Anti-Cruelty Society in Chicago, has also been working with the 4-H Program in Chicago on a 4-H Special Interest Group in Veterinary Medicine. This is the second year of the effort. Several participants will be entering college next year.

Challenge Areas/Development/Strategy

The College instituted this program six years ago with a budget of \$68,000. With past increases in tuition and fees, the College found additional monies to fully fund the Fellowships; however, with the proposed increases in tuition and fees and the budget reductions, additional funding will be needed to continue this program. The Assistant Dean for Academic and Student Affairs, just recently hired, will begin a major effort to secure grant monies to fund expanded outreach and recruitment efforts.

Faculty

Targets of Opportunity Program (TOP)

Goals and Objectives

TOP is designed to support the special recruitment of outstanding faculty members among groups that are underrepresented in specific units on campus. The University has a strong interest in promoting the recruitment and retention of a diverse student body, which in turn is facilitated by recruiting a diverse faculty. A faculty with diverse backgrounds also assists the University in strengthening its relationship and service to the citizenry of Illinois.

The program is intended to enable units to recruit exceptional candidates to the faculty. However, race, gender, etcetera, shall never be the sole determining factor in deciding whether to recruit a particular person. The candidate must have an outstanding record of academic accomplishment to warrant recruitment under this policy.

It is important to note that this program does not replace or in any way dilute the requirement that all faculty searches be conducted consistent with the goals of equal opportunity and access. TOP supplements the regular recruitment process by providing a means of recruiting exceptional candidates who come to be known to departments outside

the context of a search, emerge in a search in which they do not surface as the preferred candidate because they do not fit the position description, or are identified in other ways.

No numerical goal or target fixes how many TOP appointments are desired on an annual basis. Rather, the program's goal is to provide positions for every exceptional candidate who is proposed, thereby encouraging departments to seek out appropriate candidates.

Progress

Since its inception in the 1988-1989 recruitment cycle, 116 faculty appointments have been made under TOP. Of these, 56 percent have been African-Americans, 37 percent Hispanics, 4 percent Native Americans. Additionally, 2 percent have been White females hired in departments where there were few or no women faculty members and where historically it has been difficult to recruit women.

Of the 116 faculty hired in TOP, 80 are still on the faculty. The program has been very effective in bringing to the campus a large number of faculty members from groups underrepresented in campus units. The success of the program to date suggests that it is meeting its goal of creating a more diverse faculty across the campus.

Challenge Areas/Development/Strategy

The program is judged to have worked effectively to date, and no problem areas have been identified.

Statewide and Regional Programs

Illinois Minority Graduate Incentive Program (IMGIP)

IMGIP was established in 1985 with Higher Education Cooperation Act funds provided by the Illinois Board of Higher Education. The purpose of IMGIP is to increase the number of African-American, Hispanic and Native American members of faculties and professional staffs at Illinois institutions of higher education where there is severe underrepresentation of minorities, particularly in the sciences. The IMGIP award consists of a full tuition waiver plus an annual stipend of no less than \$17,500 for full-time enrollment including \$1,500 for books, supplies and travel. The award is renewable for an additional two years contingent upon satisfactory academic progress toward completion of degree. Each fellow must sign a Letter of Intent agreeing to seek and accept appropriate employment at an Illinois college or university upon completion of the doctoral degree. Recipients are required to attend the annual IMGIP/ICEOP Conference held in November. The conference provides fellows the opportunity to showcase their research through presentations and poster sessions. In addition, the conference hosts a job fair and provides opportunities to network with past and current fellows. In 2001-02, five graduate students at Urbana-Champaign received IMGIP funding.

Illinois Consortium for Educational Opportunity Program (ICEOP)

ICEOP was established by the Illinois General Assembly and signed as Public Act 84-785 in September of 1985. The overall intent of ICEOP is to increase the number of underrepresented faculty and staff in Illinois institutions of higher education and governing boards. Each award provides a stipend of no less than \$12,500 for full-time students and \$6,250 for part-time students for one academic year, primarily for study in the social sciences and the humanities. The award is renewable for one year at the master's level and first professional level and up to three years for doctoral students, contingent upon satisfactory academic progress toward completion of degree. Recipients are required to attend the annual IMGIP/ICEOP Conference held in November. They are also required to seek and hold a staff or faculty position at an Illinois or Michigan institution of higher education for a period equal to the duration of the award. Fellows who do not meet this condition are required to pay back 20 percent of the total award amount. As of 2002, five past fellows have been hired and three of these currently work at the University of Illinois at Urbana-Champaign. Thirty-seven UIUC students received ICEOP funding in 2001-02.

Institutional Best Practice

National Center for Supercomputing Applications (NCSA) Diversity Committee

The NCSA Diversity Committee is comprised of representatives from NCSA management and staff, UIUC Human Resources, and Equal Opportunity and Access offices. They advise the NCSA director, executive director, and management on issues pertaining to a strong, productive work environment for all employees.

Mission and Goal

The mission of the NCSA Diversity Committee is to achieve a diverse workforce at all levels within NCSA. Its goal is to have a comprehensive diversity action plan in place by August 2002. This plan will contain short- and long-term strategies for increasing diversity within NCSA. The committee will identify strategies to increase the representation of women and underrepresented groups in the NCSA workforce, strengthen the work and social environment for those groups, and increase the understanding of those who are not in the underrepresented groups regarding others' values, customs, and experiences. Once developed, the diversity plan will be implemented. The plan will serve as a model that could be used by their Alliance partners (a nationwide partnership of more than 50 academic, government and business organizations working together on a prototype of advanced computational infrastructure for the new century) and other institutions interested in achieving similar results.

Strategies

The plan will focus on potential, new, and current NCSA employees at all levels. The Diversity Committee will research the diversity plans of UIUC and other campus units and institutions. It will assess NCSA's current workforce, suggest metrics to measure success, and develop mechanisms for accountability to NCSA and the funding agencies. The diversity plan will become a living document, revised over time and made more effective based on lessons learned.

Objectives

The Committee will address the following issues and others it deems important to the task. It will make recommendations to management concerning implementation.

1. **Recruitment:** Determine advertising strategies that will effectively reach qualified potential job candidates who are from groups currently underrepresented in the NCSA workplace. Examine ways to recognize potential new employees in venues to which NCSA is currently unaccustomed. Suggest avenues to increase awareness of potential new employees from underrepresented groups. Recommend initiatives to market NCSA to audiences outside the normal sphere of contacts.
2. **Hiring:** Assess practices of how résumés are reviewed and interviews are conducted. Suggest changes, policies, or strategies that might better enable managers to assess the potential of the candidate eliminating unintentional cultural or other biases.
3. **Enculturation and Retention:** Determine best practices for integrating new employees into the NCSA workplace. Recommend practices to help nurture their professional development, including mentoring and career planning. Recommend practices designed to build loyalty and increase retention among the employees.
4. **Continuous Improvement:** Develop procedures for keeping employee knowledge, skills, and abilities current. Identify training opportunities, types of courses offered, target audience, levels of training, and timeline for training. Recommend opportunities for formal and informal leadership development.
5. **Community Building:** Suggest ways to foster communications within and among NCSA groups. Promote healthy inter and intra-unit relationships. Build a supportive environment that nurtures group and individual relationships and that provides personal assistance and encouragement.
6. **Education and Training:** Serve as a resource to NCSA management on diversity issues. Recommend strategies for enhancing diversity awareness among NCSA staff. Develop training courses and modules in areas such as new employee orientation, managing diversity, and career planning.
7. **Infrastructure:** Develop processes and mechanisms that explore infrastructure issues that preclude or hinder access by people with disabilities. Recommend new technologies that ease access for people with disabilities. Devise strategies to

ensure that practices, processes, and technologies are in compliance with national standards and laws.

8. **Staffing and Budget:** Recognizing that diversity will be a long-term effort. NCSA will recommend the staffing requirements, either in existing or in new programmatic areas, needed to administer the budget and to oversee, coordinate, and implement diversity efforts.

Attachments

A. Program Inventory Update

B. Programs for Underrepresented Students and Staff at the University of Illinois at Urbana-Champaign

C. Enrollment of Students with Disabilities

D. Supplementary Data Tables

Underrepresented Minority Students

Graduation and Retention Rate for Beginning Freshmen after Five Years

Graduation and Retention Rate for Beginning Freshmen after Six Years

Beginning Transfer Enrollment

Graduate Programs Enrollment

Professional Student Enrollment

Female Students in Sciences, Engineering & Mathematics

Underrepresented Faculty and Staff

Tenured/Tenure-Track Faculty

Academic and Administrative Professionals

African-American Staff Employment

Hispanic Staff Employment

Tenured/Tenure-Track Faculty Women

Academic Professional Women

Female Staff Employment

Attachment A

UIUC 2001-2002 Inventory of Programs

Underrepresented Students

Academic Assistance Program, College of Liberal Arts and Sciences
Academic Writing Program, English Department, College of Liberal Arts and Sciences
Afro-American Studies and Research Program, College of Liberal Arts and Sciences
Applied Life Studies Student Support Services

Bridge/Transition Program, College of Liberal Arts and Sciences
Buddy Core, Residential Life/Housing Division

Central Black Student Union, Housing Division
Childcare Resource Services

Division of Rehabilitation Education, College of Applied Life Studies

Engineering Consortium Fellowship Program, College of Engineering
Equal Opportunity Program, College of Law
Exploring Your Options (WYSE), College of Engineering

Illini Union Student Programs & Activities, Student Affairs

La Casa Cultural Latina, Student Affairs
Latina/Latino Studies Program, College of Liberal Arts and Sciences

Men of Impact/Women of Color, Housing Division
Merit Program for Emerging Scholars in Chemistry, College of Liberal Arts and Sciences
Merit Workshop Program, Department of Mathematics, College of Liberal Arts and Sciences
Minority Access Program, College of Law
Minority Engineering Program, College of Engineering
Minority Student Affairs Office, Graduate College
 American Indian Fellowship
 Graduate College Fellowships
 Illinois Consortium for Educational Opportunity Program (ICEOP)
 Illinois Minority Graduate Incentive Program (IMGIP)
 Minority Academic Partnership Plan (MAPP)
 Packard Foundation Graduate Scholars Program
 Summer Research Opportunities Program (SROP)

Minority Student Affairs, Office of the Vice Chancellor for Student Affairs
 Academic Services
 African-American Cultural Program
 Career Development & Placement Services
 McNair Scholars Program
 TRIO/Student Support Services
 Upward Bound

Multicultural Fellowship, College of Veterinary Medicine
Multicultural Transfer Admission Program, Office of Admissions and Records

National Achievement Scholarship Program (NASP), Office of Student Financial Aid

Peer Recruitment Program, Office of Admissions and Records

President's Award Program (PAP), Office of the Provost and Vice Chancellor for Academic Affairs

Principal's Scholars Program (PSP), Office of the Provost and Vice Chancellor for Academic Affairs

Research Apprentice Program in Applied Sciences, College of Agricultural, Consumer and Environmental Sciences and College of Veterinary Medicine

Special Educational Opportunity Program, College of Education

Special Populations Health Program, McKinley Health Center

Student Support Program, College of Agricultural, Consumer & Environmental Sciences

Support for Underrepresented Groups in Engineering, College of Engineering

Women in Engineering, College of Engineering

Women and Gender in Global Perspectives Program, College of Liberal Arts and Sciences

Women's Programs, Office of the Vice Chancellor for Student Affairs

Women's Studies Program, College of Liberal Arts and Sciences

Young Scholars Program, College of Agricultural, Consumer & Environmental Sciences

Underrepresented Staff

Office of Equal Opportunity and Access, Office of the Chancellor

Targets of Opportunity Program (TOP), Office of the Provost and Vice Chancellor for Academic Affairs

Attachment B: Programs for Underrepresented Students and Staff at UIUC

Students and Staff Served During Fiscal Year 2002*

<i>Program Name</i>	<i>Racial/Ethnic Composition of Those Served by Minority Programs</i>					<i>Others Served</i>		<i>Total Served</i>		
	<i>Black</i>	<i>Hispanic</i>	<i>AIAN</i>	<i>API</i>	<i>Minorities</i>	<i>White</i>	<i>Unknown</i>	<i>Female</i>	<i>Disabled</i>	
Academic Assistance Program, LAS	999	819	20	5	1843	0	0	1086	0	1843
Academic Support Services	702	313	0	12	1027	27	0	698	0	1054
Academic Writing Program, English Department, LAS	125	40	0	43	208	75	130	133	0	413
African-American Cultural Program, (OMSA), Student Affairs	14194	95	0	80	14369	2127	0	10984	0	16496
Afro-American Studies and Research Program, LAS	0	0	0	0	0	0	330	0	0	330
Applied Life Studies Student Support Services	8	3	0	4	15	45	0	23	3	60
Bridge/Transition Program, LAS	169	49	0	1	219	9	0	133	2	228
Buddy Core, Residential Life/Housing	602	0	0	0	602	0	0	290	0	602
Career Development & Placement, OMSA	288	225	5	243	761	37	6	473	0	804

**** Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose. Numbers overlap in that programs may provide different services to the same body of underrepresented students.***

<i>Program Name</i>	<i>Racial/Ethnic Composition of Those Served by Minority Programs</i>						<i>Others Served</i>		<i>Total Served</i>	
	<i>Black</i>	<i>Hispanic</i>	<i>AIAN</i>	<i>API</i>	<i>Minorities</i>	<i>White</i>	<i>Unknown</i>	<i>Female</i>		<i>Disabled</i>
Central Black Student Union, Housing	280	5	15	0	300	0	0	210	0	300
Child Care Resource Service	0	2	0	0	2	23	0	5	0	25
Division of Rehabilitation-Education Services, ALS	0	0	0	0	0	0	0	230	512	512
Engineering Consortium Fellowship Program, College of Engineering	3	1	0	0	4	0	0	0	0	4
Equal Opportunity Program, College of Law	63	54	1	67	185	427	58	264	7	670
Explore Your Options--WYSE	15	7	1	20	43	105	0	51	0	148
Graduate College Fellowships, Graduate College	34	32	4	0	70	0	0	55	0	70
Graduate College Minority Student Affairs, Graduate College	0	0	0	0	0	0	650	0	0	650
Illinois Consortium for Educational Opportunity, Graduate College	28	9	0	0	37	0	0	24	0	37
Illinois Minority Graduate Incentive Program, Graduate College	2	3	0	0	5	0	0	1	0	5
La Casa Cultural Latina, (OMSA), Student Affairs	669	2915	3	301	3888	511	7432	2211	0	11831

** Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose. Numbers overlap in that programs may provide different services to the same body of underrepresented students.*

<i>Program Name</i>	<i>Racial/Ethnic Composition of Those Served by Minority Programs</i>					<i>Others Served</i>		<i>Total Served</i>		
	<i>Black</i>	<i>Hispanic</i>	<i>AIAN</i>	<i>API</i>	<i>Minorities</i>	<i>White</i>	<i>Unknown</i>		<i>Female</i>	<i>Disabled</i>
Latino/Latina Studies Program, LAS	100	600	4	100	804	600	0	702	0	1404
McNair Program, Office of Minority Student Affairs, (OMSA), Student Affairs	33	16	2	0	51	0	0	49	0	51
Men of Impact/Women of Color, Housing	190	0	0	0	190	0	0	120	0	190
Merit Program for Emerging Scholars in Chemistry, LAS	74	48	0	23	145	134	5	176	1	284
Merit Workshop Program, Department of Mathematics, LAS	34	25	4	0	63	75	5	48	0	143
Minority Academic Partnership Plan, Graduate College	7	11	0	0	18	0	0	11	0	18
Minority Access Program, College of Law	5	7	0	0	12	0	0	10	0	12
Minority Engineering Program	167	227	7	210	611	250	0	247	5	861
Multicultural Fellowships, College of Veterinary Medicine	3	0	0	2	5	1	0	5	0	6
Multicultural Transfer Admission Program	800	600	20	300	1720	150	150	1020	20	2020
National Achievement Scholarship Program, UOAPA	15	0	0	0	15	0	0	5	0	15

** Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose. Numbers overlap in that programs may provide different services to the same body of underrepresented students.*

<i>Program Name</i>	<i>Racial/Ethnic Composition of Those Served by Minority Programs</i>						<i>Others Served</i>		<i>Total Served</i>	
	<i>Black</i>	<i>Hispanic</i>	<i>AIAN</i>	<i>API</i>	<i>Minorities</i>	<i>White</i>	<i>Unknown</i>	<i>Female</i>		<i>Disabled</i>
Office of Equal Opportunity and Access, Office of the Chancellor	0	0	0	0	0	0	1480	0	0	1480
Office of Minority Student Affairs, (OMSA), Student Affairs	1949	1654	54	12	3669	26	2	1998	0	3697
Office of Women and Gender in Global Perspectives Program, International Programs, LAS	50	26	2	75	153	130	45	221	1	328
Office of Women's Programs, Student Affairs	15	14	0	30	59	88	5	140	3	152
Packard Foundation Graduate Scholars Program, Graduate College	2	0	0	0	2	0	0	2	0	2
Peer Recruitment Program, OAR, Academic Affairs	231	83	0	0	314	0	0	220	0	314
President's Award Program, Academic Affairs	489	731	25	0	1245	0	0	600	0	1245
Principal's Scholars Program, Academic Affairs	2281	220	0	35	2536	35	0	1828	3	2571
Research Apprentice Program in Applied Sciences, College of ACES	33	18	1	0	52	5	0	45	0	57
Special Educational Opportunity Program, College of Education	15	10	0	0	25	0	0	17	0	25
Special Populations Health Education Program, McKinley, Student Affairs	5068	1327	2	1303	7700	1227	2170	0	217	11097

** Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose. Numbers overlap in that programs may provide different services to the same body of underrepresented students.*

<i>Program Name</i>	<i>Racial/Ethnic Composition of Those Served by Minority Programs</i>						<i>Others Served</i>		<i>Total Served</i>	
	<i>Black</i>	<i>Hispanic</i>	<i>AIAN</i>	<i>API</i>	<i>Minorities</i>	<i>White</i>	<i>Unknown</i>	<i>Female</i>		<i>Disabled</i>
Student Programs & Activities Office, Illini Union, Student Affairs	3083	1313	0	3938	8334	48273	0	0	0	56607
Student Support Program, College of Agricultural, Consumer and Environmental Sciences	68	63	1	3	135	35	0	135	7	170
Summer Research Opportunities Program, Graduate College	64	38	5	0	107	0	0	72	0	107
Support for Underrepresented Groups in Engineering, College of Engineering	6	17	0	0	23	18	0	22	1	41
Targets of Opportunity Program, Academic Affairs	7	7	0	0	14	0	2	5	0	16
Trio/Student Support Services,(OMSA), Student Affairs	121	79	1	0	201	0	0	126	0	201
Women's Studies Program, LAS	85	130	0	70	285	630	0	810	0	915
Young Scholars Program, College of ACES	11	1	0	0	12	0	0	8	0	12

** Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose. Numbers overlap in that programs may provide different services to the same body of underrepresented students.*

Attachment C Enrollment of Students with Disabilities

Undergraduate AY 2001-02

Number of students with documented disabilities who self reported	398
Number of students with documented disabilities who requested services at the institution	398

Graduate AY 2001-02

Number of students with documented disabilities who self reported	156
Number of students with documented disabilities who requested services at the institution	156

Number of Students by Type of Disability AY 2001-02

	<i>Undergraduate</i>	<i>Graduate</i>
Mobility	64	28
Visual	13	6
Auditory	7	9
Mental Impairment	*	*
Learning Disability	122	35
Medical Disability	35	26
Other	14	6
 *ADHD & Acquired Brain Injury	 91	 26
*Psychiatric	52	20

Attachment D

Supplementary Data Tables

Underrepresented Minority Students

Graduation and Retention Rate of Beginning Freshmen After Five Years

Freshman Class	Percent Graduated or Still Enrolled								
	<u>Black</u>			<u>Hispanic</u>			<u>All Total</u>		
	Graduated	Continued	Retention	Graduated	Continued	Retention	Graduated	Continued	Retention
Fall 1985	15.2	47.4	62.6	34.8	40.4	75.2	55.3	26.1	81.4
Fall 1986	23.5	43.2	66.7	33.3	39.0	72.3	56.1	25.5	81.6
Fall 1987	21.3	42.1	63.4	36.4	39.7	76.1	56.8	26.0	82.8
Fall 1988	27.8	34.6	62.4	41.0	28.4	69.4	58.8	23.3	82.1
Fall 1989	21.5	40.4	61.9	35.4	36.4	71.8	56.0	26.5	82.5
Fall 1990	23.6	44.0	67.6	27.0	40.6	67.6	52.8	28.3	81.1
Fall 1991	25.9	41.4	67.3	30.9	41.5	72.4	54.0	26.8	80.8
Fall 1992	21.1	37.5	58.6	30.3	38.3	68.6	52.8	25.4	78.2
Fall 1993	19.1	44.8	63.9	28.9	37.9	66.8	51.4	26.1	77.5
Fall 1994	21.0	39.4	60.4	28.4	38.8	67.2	51.5	25.8	77.3
Fall 1995	27.1	38.5	65.6	33.4	31.7	65.1	54.4	24.0	78.4
Fall 1996	27.6	37.0	64.6	30.7	37.6	68.3	56.3	23.4	79.7
Fall 1997	29.1	31.1	60.2	34.8	33.4	68.2	57.4	22.5	79.9

Graduation and Retention Rate of Beginning Freshmen After Six Years

Freshman Class	Percent Graduated or Still Enrolled								
	<u>Black</u>			<u>Hispanic</u>			<u>All Total</u>		
	Graduated	Continue d	Retention	Graduated	Continue d	Retention	Graduated	Continued	Retention
Fall 1983	47.8	12.2	60.0	47.7	9.0	56.7	76.0	4.4	80.4
Fall 1984	43.9	11.9	55.8	61.2	3.9	65.1	76.4	4.0	80.4
Fall 1985	44.4	11.9	56.3	63.1	6.4	69.5	75.9	4.4	80.3
Fall 1986	48.1	11.3	59.4	58.8	6.8	65.6	76.0	4.3	80.3
Fall 1987	47.9	11.3	59.2	61.2	9.1	70.3	77.0	4.8	81.8
Fall 1988	49.1	9.1	58.2	60.9	5.5	66.4	76.8	4.6	81.4
Fall 1989	47.3	9.3	56.6	61.3	5.6	66.9	77.1	4.1	81.2
Fall 1990	54.2	7.9	62.1	57.9	6.9	64.8	75.2	4.7	79.9
Fall 1991	51.9	5.1	57.0	59.7	7.0	66.7	74.8	3.2	78.0
Fall 1992	48.3	6.4	54.7	55.9	6.9	62.8	74.2	3.6	77.8
Fall 1993	48.9	10.8	59.7	55.4	6.7	62.1	73.2	3.7	76.9
Fall 1994	49.8	7.1	56.9	56.5	5.9	62.4	73.6	3.0	76.6
Fall 1995	53.4	4.7	58.1	58.7	5.9	64.6	75.3	2.6	77.9
Fall 1996	54.9	6.3	61.2	60.6	4.7	65.3	76.9	2.4	79.3

Beginning Transfer Enrollment

	<u>Black</u>		<u>Hispanic</u>		<u>Total</u>
	Number	%	Number	%	
Fall 1990	40	2.6	29	1.9	1552
Fall 1991	24	2.0	20	1.6	1213
Fall 1992	18	1.6	24	2.2	1109
Fall 1993	54	4.2	31	2.4	1285
Fall 1994	27	2.0	40	3.0	1336
Fall 1995	21	1.8	34	2.7	1146
Fall 1996	28	2.5	27	2.4	1103
Fall 1997	20	1.9	33	3.1	1061
Fall 1998	37	3.5	34	3.2	1066
Fall 1999	24	2.2	38	3.6	1069
Fall 2000	27	2.5	31	2.9	1061
Fall 2001	31	2.9	38	3.5	1086

Underrepresented Minority Students

Graduate Programs Enrollment

	<u>Black</u>		<u>Hispanic</u>	
	Number	%	Number	%
Fall 1990	182	2.2	109	1.3
Fall 1991	218	2.5	127	1.4
Fall 1992	269	3.0	126	1.4
Fall 1993	277	3.0	150	1.6
Fall 1994	299	3.4	178	2.0
Fall 1995	349	3.9	189	2.1
Fall 1996	342	4.0	199	2.3
Fall 1997	301	3.7	196	2.4
Fall 1998	269	3.4	208	2.6
Fall 1999	301	3.8	178	2.3
Fall 2000	311	3.4	208	2.5
Fall 2001	271	3.2	187	2.2

Professional Student Enrollment

	Enrolled in Veterinary Medicine				Enrolled in Law				
	<u>Black</u>	<u>Hispanic</u>	<u>API</u>	<u>AIAN</u>	<u>Black</u>	<u>Hispanic</u>	<u>API</u>	<u>AIAN</u>	
Fall 1990	0	3	2	1	Fall 1990	44	22	12	3
Fall 1991	3	5	4	1	Fall 1991	52	19	16	4
Fall 1992	4	8	7	2	Fall 1992	61	28	28	1
Fall 1993	6	11	8	2	Fall 1993	64	25	35	0
Fall 1994	7	9	10	3	Fall 1994	66	27	46	1
Fall 1995	7	11	8	2	Fall 1995	74	32	45	0
Fall 1996	6	8	7	0	Fall 1996	63	37	47	0
Fall 1997	3	9	6	0	Fall 1997	64	44	51	0
Fall 1998	1	6	5	0	Fall 1998	64	47	46	2
Fall 1999	3	6	7	0	Fall 1999	58	52	40	1
Fall 2000	4	6	7	0	Fall 2000	52	52	42	1
Fall 2001	4	5	10	0	Fall 2001	55	47	44	1

Female Students in Sciences, Engineering & Mathematics

Fall 2001	Total Bachelor in Sciences, Engineering, and Mathematics		
	<u>Female</u>	<u>Percent</u>	<u>Total</u>
Engineering	884	18.9	4673
Computer Science	95	10.7	884
Mathematics	122	36.1	338
Math & Comp Sci	42	17.1	245
Chemistry	150	46.6	322
Physics	28	17.2	163
Biology	936	60.0	1560

Fall 2001	Total Master in Sciences, Engineering, and Mathematics		
	<u>Female</u>	<u>Percent</u>	<u>Total</u>
Engineering	113	18.0	629
Computer Science	32	20.9	153
Mathematics	18	52.9	34
Chemistry	3	37.5	8
Physics	1	11.1	9
Biology	18	64.3	28

Fall 2001	Total Ph.D. in Sciences, Engineering, and Mathematics		
	<u>Female</u>	<u>Percent</u>	<u>Total</u>
Engineering	137	15.2	902
Computer Science	44	15.5	284
Mathematics	35	22.6	155
Chemistry	102	38.1	268
Physics	25	11.1	225
Biology	139	42.8	325

Underrepresented Minority Faculty and Staff

Tenured/Tenure-Track Faculty

Year	<u>Black</u>		<u>Hispanic</u>		<u>Total</u>
	Number	%	Number	%	
1990	30	1.3	33	1.6	2125
1991	35	1.6	38	1.8	2106
1992	42	2.0	38	1.9	2055
1993	47	2.3	38	1.9	2024
1994	52	2.6	44	2.3	1986
1995	52	2.6	43	2.2	1968
1996	56	2.8	59	2.9	2004
1997	59	2.7	54	2.7	1974
1998	53	2.8	59	3.1	1897
1999	55	2.8	61	3.2	1932
2000	55	2.9	56	2.9	1917
2001	66	3.3	62	3.1	1989

Administrative and Academic Professionals

Year	Number	<u>Black</u>		<u>Hispanic</u>		<u>Total</u>
		%	Number	%	Number	
1990	83	4.2	28	1.3		2048
1991	81	4.1	26	1.3		2040
1992	80	4.1	31	1.5		2021
1993	90	4.4	31	1.5		2037
1994	99	4.8	29	1.4		2082
1995	93	4.6	31	1.5		2048
1996	102	4.9	34	1.6		2072
1997	107	5.0	44	2.0		2225
1998	114	4.7	45	1.8		2437
1999	131	5.4	44	1.8		2410
2000	143	5.0	53	1.9		2832
2001	142	4.9	55	1.9		2898

Black Staff Employment

	<u>Adm/Man</u>		<u>Prof</u>		<u>Cler/Sec</u>		<u>Tech/Para</u>		<u>Sk Crafts</u>		<u>Ser/Main</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
1990	10	7.5	35	6.1	226	9.7	70	11.6	52	7.7	298	22.0
1991	10	7.1	37	6.5	208	9.4	65	11.4	52	8.0	296	22.1
1992	10	7.0	37	6.6	203	9.5	60	10.8	49	7.7	270	20.7
1993	11	8.0	34	6.4	199	9.7	54	10.2	47	7.4	262	20.5
1994	11	8.5	34	5.9	203	10.1	51	9.5	49	8.0	253	19.8
1995	10	7.9	36	6.8	205	10.3	47	9.0	50	8.2	257	20.1
1996	10	7.9	35	6.8	203	10.3	53	9.0	50	8.2	242	20.1
1997	8	6.5	38	7.1	197	9.8	51	9.6	48	8.2	240	18.9
1998	8	6.7	35	6.5	199	10.1	51	9.7	46	7.6	232	18.8
1999	7	5.5	32	6.1	202	10.3	56	10.4	49	7.6	232	18.7
2000	5	4.0	30	5.7	208	10.7	59	10.8	52	8.3	232	18.8
2001	7	5.3	36	6.5	220	11.1	58	10.3	52	8.1	241	18.5

Hispanic Staff Employment

	<u>Adm/Man</u>		<u>Prof</u>		<u>Cler/Sec</u>		<u>Tech/Para</u>		<u>Sk Crafts</u>		<u>Ser/Main</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
1990	1	.7	2	.3	16	.7	3	.5	2	.3	5	.4
1991	1	.7	3	.5	14	.6	3	.5	2	.3	6	.4
1992	1	.7	3	.5	17	.8	3	.5	2	.3	5	.4
1993	2	1.4	2	.4	17	.8	3	.6	2	.3	5	.4
1994	2	1.4	2	.4	18	.9	3	.5	3	.5	5	.4
1995	2	1.6	2	.4	18	.9	2	.4	5	.8	5	.4
1996	2	1.6	3	.4	20	.9	3	.4	5	.8	8	.4
1997	2	1.6	3	.6	20	1.0	3	.6	5	.9	9	.7
1998	2	1.7	3	.6	18	.9	4	.8	4	.7	8	.6
1999	2	1.6	4	.8	17	.9	3	.6	6	.9	10	.8
2000	2	1.6	3	.6	17	.9	3	.6	5	.8	13	1.1
2001	0	0	6	1.1	18	.9	3	.5	7	1.1	12	.9

Underrepresented Female Faculty and Staff

Tenured/Tenure-Track Faculty

	<u>Females</u>	<u>Percent FTE Female</u>	<u>Total</u>
1990	377	17.7	2125
1991	399	19.1	2106
1992	396	19.3	2055
1993	406	20.0	2024
1994	419	21.1	1986
1995	415	21.1	1968
1996	423	21.1	2004
1997	434	22.1	1974
1998	419	22.2	1897
1999	447	23.1	1932
2000	455	24.3	1917
2001	495	24.8	1989

Academic Professional Women

	<u>Females</u>	<u>Percent FTE Female</u>	<u>Total</u>
1990	913	44.0	2048
1991	908	44.0	2040
1992	924	45.4	2021
1993	962	46.7	2037
1994	986	47.1	2082
1995	984	47.2	2048
1996	972	46.6	2072
1997	1016	45.5	2225
1998	1139	46.3	2437
1999	1179	48.3	2410
2000	1351	47.1	2832
2001	1465	50.1	2898

Female Staff Employment

	<u>Adm/Man</u>		<u>Prof</u>		<u>Cler/Sec</u>		<u>Tech/Para</u>		<u>Sk Crafts</u>		<u>Ser/Main</u>	
	#	%	#	%	#	%	#	%	#	%	#	%
1990	54	40.3	338	58.5	2084	89.7	291	48.2	33	4.9	401	29.6
1991	58	41.4	335	59.3	1996	90.3	271	47.4	31	4.7	405	30.2
1992	59	41.3	342	60.7	1937	90.3	267	48.2	29	4.6	386	29.6
1993	57	41.6	321	60.3	1851	90.4	260	49.1	33	5.2	376	29.7
1994	56	43.1	316	60.2	1722	91.0	260	48.4	32	5.2	386	30.2
1995	52	40.9	326	61.3	1820	91.0	248	47.5	30	4.9	389	30.5
1996	53	43.8	324	61.4	1815	90.5	256	47.0	28	4.7	379	30.1
1997	57	46.3	327	60.9	1834	90.9	263	49.3	29	5.0	373	30.1
1998	59	49.6	339	62.8	1790	90.7	271	51.6	28	4.7	373	30.2
1999	62	48.8	339	64.3	1789	90.8	287	53.2	30	4.6	366	29.5
2000	65	51.2	337	64.6	1767	91.2	296	54.4	34	5.4	375	30.5
2001	71	53.4	374	67.0	1815	91.4	316	56.1	38	5.9	407	31.2

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

	Non-resid. Alien		Black Non-Hisp.		Amer Ind/ Alaskan Native		Asian/ Pac. Island		Hispanic		White Non-Hisp.		Unknown		TOTAL Without Unknown	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
FIRST-TIME FRESHMEN																
Number of completed admissions applications for Fall 2001 by Aug. 1, 2001	759	374	523	799	23	20	1,781	1,397	495	493	7,021	5,875	218	152	10,602	8,958
Number of above applications accepted for admission	301	223	374	585	20	13	966	873	413	401	4,146	3,806	139	91	6,220	5,901
Number or acceptances enrolling Fall 2001	117	109	193	322	9	5	443	372	231	202	2,180	1,974	60	30	3,173	2,984
UNDERGRADUATE TRANSFER STUDENTS																
Number of completed admissions applications for Fall 2001 by Aug. 1, 2001	232	130	83	62	1	1	175	103	67	48	1,068	732	44	39	1,626	1,076
Number of above applications accepted for admission	51	45	23	14	0	1	88	46	33	21	601	396	20	19	796	523
Number or acceptances enrolling Fall 2001	32	27	20	11	0	1	65	37	22	15	508	318	16	14	647	409
FIRST-PROFESSIONAL STUDENTS																
Number of completed admissions applications for Fall 2001 by Aug. 1, 2001	73	65	59	94	7	6	117	138	61	64	829	930	128	146	1,146	1,297
Number of above applications accepted for admission	6	6	26	26	0	1	31	39	24	19	247	284	40	35	334	375
Number or acceptances enrolling Fall 2001	4	2	11	9	0	0	8	13	5	5	103	130	19	22	131	159
GRADUATE STUDENTS																
Number of completed admissions applications for Fall 2001 by Aug. 1, 2001	6,038	3,791	100	202	16	17	257	240	114	126	1,949	1,888	216	224	8,474	6,264
Number of above applications accepted for admission	729	494	26	52	5	2	100	65	36	43	729	602	88	133	1,625	1,258
Number or acceptances enrolling Fall 2001	628	413	25	40	4	1	60	35	15	20	569	473	78	133	1,301	982