

UIC SUMMARY

Up to this point, we have presented information about some of the initiatives designed to increase the participation of underrepresented groups at UIC. We believe that our success in fulfilling UIC's commitment to provide access to an outstanding education regardless of race/ethnicity, gender, ability/disability, or sexual preference is best reflected in the data on the underrepresented minority presence at UIC.

Students

Table 7 presents an overview of UIC student enrollment as compared to the Illinois population and the total population of students in Illinois who took the ACT. Although many in the population of ACT test takers would not qualify for admission to UIC, it is a more realistic indicator of the pool from which UIC draws its students. The figures in Table 7 show that the proportion of Hispanic students in the total student body of UIC in Fall 1997 is more than double their proportion of ACT test takers in Illinois. The percent of Hispanic students equals or exceeds the percentage of ACT test takers in undergraduate, graduate, and professional student groups. The total enrollment of African-American students in Fall 1997 was one percentage point below the figure for ACT test takers, but it was one point above for Freshmen. During the past year, the total minority student enrollment increased from 40.6% to 42.1% of the total student enrollment -- an increase of 340 students (Table 8). During this period, the number of Hispanic students increased by 44 students. The Native American and African-American student numbers showed a slight decrease. Between 1989 and 1997 the total minority enrollment increased by 36%. Graduation rates of undergraduate underrepresented minority students are encouraging (Table 9). In FY 1997 8.8% (243) of all baccalaureate degrees were conferred to African-American students and 13.3% (369) to Hispanic students. Particularly noteworthy is the sizeable increase in the percent of African-American students receiving a baccalaureate degree -- 17.3% for the 1989 cohort as compared to 26.1% for the 1992 cohort. African-American and Hispanic graduate student enrollment remained stable at approximately 15% (N=885) of the total UIC graduate student enrollment for the last three years. African-American and Hispanic professional student enrollment has also been relatively stable for the past few years around 16%. Women students have had a majority presence at UIC since 1992 (Table 10). In 1997, women made up 53.9% of the total student enrollment. The same trend is seen in enrollments of undergraduate women. Between 1992 and 1997, female undergraduate enrollments have increased to 53.8% of the total undergraduate enrollment. Women have also made up over 50% of the freshman class for the past five years. In addition, the percent of women among science and math majors continues to increase (Table 11). Women were 56.6% of the science majors and 45.2% of the math majors in 1997. Although the percent of women in engineering was not as great, 19.8% in 1997, the numbers have increased from 1989 to 1997 (Table 12). Women students are also in the majority in graduate programs taken as a whole (Table 13). Professional program enrollments of women lag behind the graduate figures by about 10 percentage points, but are increasing. Between 1989 and 1997, UIC increased the number of women enrolled in professional programs by 147. This is an increase of almost 16%.

Faculty

Table 14 provides a profile of faculty employed at UIC as of October 1997, in comparison with the Illinois population and the total number of Ph.D.'s earned by citizens in the US in 1993. The UIC community generally strives to reflect the diverse population of the State of Illinois. However, in examining our faculty profile, particularly tenure-track faculty, it is helpful to consider the racial/ethnic representation of the pool of Ph.D.'s from which we draw our faculty. The data in Table 14 reveal that while African-American faculty make up only 2% of the tenured faculty, the institutional pipeline for tenured African-American faculty is larger with African-American faculty making up 7% of the tenure-track faculty. Hispanic faculty make up 4% of the total tenured and tenure-track faculty group -- 3% of the tenured faculty. In the tenure-track category, Hispanic faculty make up 6% of the total faculty group. Increased percentages of African-American and Hispanic faculty at the tenure-track level are due, in part, to institutional initiatives reviewed in the "Highlights" section. These figures provide a snapshot of the current composition of the UIC faculty. It is helpful to consider the pattern of employment over a longer period of time to assess fully our progress toward faculty inclusiveness goals. Data on tenured and tenure-track faculty at UIC indicate a general pattern of increases in minority faculty between 1989 and 1997 (Table 15). The count of all minority faculty (297) in 1997 was 99 greater than it was in 1989 (198). The number of African-American faculty increased from 34 to 54 and the number of Hispanic faculty increased from 30 to 57 in this time period. The proportion of tenured faculty who are women has increased slightly from

19.4% in 1989 to 21.8% in 1997 (Table 16). The percent of women in the tenure-track category is unstable over this same time period. It was highest, 42.8%, in 1995 and lowest, 37.8%, in 1992.

Academic Professionals and Support Staff

Table 17 provides a profile of the racial/ethnic representation of academic professional and support staff at UIC in 1997, in comparison with the population in Illinois. The most useful comparisons are with data that reflects the pool from which we draw our staff. In the case of administrative and support staff, it is useful to examine comparisons with the labor force in the Chicago Metropolitan Statistical Area (CMSA). The data in Table 17 reveal that the percentage of African-American academic professional employees is equal to the Illinois population and one percentage point below the CMSA figure. The percentage of African-American support staff at UIC is more than double the state and CMSA percentages. The percentage of Hispanic academic professional staff (8%) is equal to that of the Illinois population and two percentage points below the labor force in the CMSA. However, representation among support staff is at 12% -- two percentage points above the percentage in the CMSA labor force. Once again this profile provides a snapshot of the current level of representation, but it is also important to examine UIC's progress over the past few years. The total number of minority academic professionals has increased from 1989 to 1997. Hispanics show a steady increase from 4.0% in 1989 to 7.2% in 1997. In numbers this is an increase of 177%. The African-American percentages increase steadily from 1989 to 1993 and then become unstable. However, the number of African-American academic professionals has shown a general upward trend in all but two years -- 1992 and 1995 (Table 18). The number of African-American academic professionals in 1997 is 94% greater than in 1989. The number of minority group members among the support staff shows a substantial increase in the percent Hispanic, increasing from 8.1% in 1989 to 11.5% in 1997. African-American figures for this same period increase but are less stable as percentages (Table 19).

Progress to Date

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