

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

University of Illinois  
at Chicago

Office of  
Academic Affairs

Submitted to the Illinois Board of Higher Education  
September 1999

## **UIC Executive Summary**

### **Supporting Diversity**

- *US News* lists UIC among top ten national universities for diversity and the only Midwestern university.
- UIC Neighborhoods Initiative received 1999 HUD Best Practices Award.
- UIC awards more baccalaureate degrees to Latinos than any other major university in the Midwest and is 35<sup>th</sup> in the Nation (*Hispanic Outlook*, 4/23/99).
- In FY1998, 8.1% (241) of all UIC baccalaureate degrees were earned by African-American students and 14.7% (369) by Hispanic students.
- The proportion of total student enrollments that are women continues to rise with women representing 54.4% (13,406) of the total enrollment and 54.5% (8,928) of the undergraduate students enrolled at UIC in Fall, 1998.
- The undergraduate engineering enrollments of women reached a new high of 19.5% (386) in Fall 1998.
- Hispanics in the executive ranks have increased in number from 11 in 1993 to 28 in 1998.
- Women now hold 49% of the executive positions at UIC as compared to 44% in 1993.

### **New Initiatives**

- *ABLA Community Scholars Program* was instituted this year to serve 4<sup>th</sup> and 5<sup>th</sup> grade students who live in the ABLA Homes project in the UIC community.
- *Summer Residential Health/Science Enrichment Program* was launched in Summer 1999 to give African American and Hispanic 10<sup>th</sup> and 11<sup>th</sup> grade boys authentic experiences at the college and professional practitioner level in a residential program.
- The Office of Women's Health in the U.S. Public Health Service designated UIC as a National Center of Excellence in Women's Health (CoE).
- The UIC Support Staff Mentoring Program was launched in Fall 1998 to further the personal and professional development of support staff.
- The Academic Professional Mentoring Program was initiated in Spring 1999 to promote professional and personal development for female academic professionals and faculty interested in administration
- Peer educators were trained by the Campus Advocacy Network to provide violence reduction and community building programs for College of Liberal Arts and Sciences freshmen enrolled in required LAS 100 classes

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Mary Glenn Wiley  
Office of Academic Affairs  
August, 1999

**University of Illinois at Chicago**  
**Annual Institutional Report on Underrepresented Groups**

**1999**

**TABLE OF CONTENTS**

<b>ANNUAL REVIEW: HIGHLIGHTS AND NEW INITIATIVES</b>	<b>1</b>
National Recognition of UIC's Student Diversity and Support of Community Diversity	1
Underrepresented Staff	1
Women	3
Minorities	4
Public Act 87-581 Initiatives	5
<b>FOCUS TOPICS</b>	<b>6</b>
Workforce Preparation and Placement for Students with Disabilities	6
Improving Representation in Teacher Education	7
<b>REVIEW OF FORMALLY ORGANIZED UNITS</b>	<b>11</b>
<b>Units Concerning Recruitment of Undergraduate Students from Underrepresented Groups</b>	<b>11</b>
Office of Admissions and Records	11
African American Academic Network (AAAN)	12
Latin American Recruitment and Educational Services (LARES)	14
<b>Units Serving Female Students and Staff</b>	<b>16</b>
Office of Access and Equity	16
Office of Women's Affairs	17
<b>Units Seeking to Improve Faculty and Staff Representation</b>	<b>19</b>
Office of Access and Equity	19
<b>APPENDIX A</b>	
Definitions	A-1
Resources Budgeted for Programs Serving Underrepresented Students and Staff	A-2
Disabled Student Enrollment	A-5
<b>APPENDIX B</b>	
Tables 1-23	B-1

**UNIVERSITY OF ILLINOIS AT CHICAGO  
ANNUAL REVIEW  
HIGHLIGHTS AND NEW INITIATIVES**

**National Recognition of UIC's Student Diversity and Support of Community Diversity**

In previous reports, we have noted the recognition UIC has received for its progress toward a diverse student body, faculty and staff. Last year, UIC was cited by two major higher education publications, *The Hispanic Outlook in Higher Education* and *Black Issues in Higher Education* for their relative success in this endeavor.

Again this year, US News rankings of the diversity of student bodies at 228 national universities – 147 public, 81 private – listed UIC as one of the top ten universities (and the only university in the Midwest). (<http://www.usnews.com/usnews/edu/college/codivers.htm>) The institutions in this group include Research I and II Universities, and Doctorate-Granting Universities I and II.

**US News lists UIC among top ten for diversity and only Midwestern university.**

UIC was one of eight Illinois recipients of the 1999 HUD Best Practices Awards. The UIC Neighborhoods Initiative seeks to form partnerships between the UIC and residents in Pilsen and Near West Side to improve the quality of life for residents in areas such as economic development, education, housing, and health. The results of the partnerships have led to more affordable housing, after school activities, improved physical and mental health services, improved educational resources, increased employment, and redevelopment of commercial areas.

**UIC Neighborhoods Initiative is recipient of 1999 HUD Best Practices Award.**

These positive indicators of past success buttress UIC's continuing commitment to diversity and accessibility. In support of this commitment, successful programs have been strengthened and new initiatives have been launched. These are detailed below.

**Underrepresented Staff**

**Improve Campus Environment – Faculty Recruitment/Retention/Development**

*The Minority Faculty Recruitment Program* continues to assist units in attracting outstanding minority faculty to the UIC campus. The major goal of the program is to increase the number of underrepresented minority faculty members at UIC by providing permanent salary supplements up to \$20,000 annually for each recruit and by providing research grant dollars. In FY99, 26 faculty members received grants and/or first-time salary supplements. Currently, a total of 71 faculty members are benefitting from \$1,396,225 in salary supplements. It is hoped that faculty recruited through this program will serve as role models and mentors for minority students.

Under the aegis of the Office of Academic Affairs, a *Mentoring Program for New Faculty* was initiated in FY98 for incoming women faculty. The program was so successful that in Fall, 1998 the program was expanded to include all incoming faculty. Volunteer mentors are tenured faculty. In Fall, 1998, a total of 24 new faculty participated in the program. Fifteen of these were women, one was Black and two were Hispanic.

The impact of such initiatives as the Minority Faculty Recruitment Program, New Faculty Orientation, New Faculty Workshops, Promotion and Tenure Workshops, and the Mentoring Program for New Faculty should be visible in faculty diversity numbers. These data will guide the development of future programs. Data in Table 1 indicate that UIC has a higher percentage of Hispanic tenured and tenure-track faculty than would

be expected based on the number of Hispanic U.S. citizens that earn PDs. The percentage of African American faculty is equal to the number of African American U.S. citizens that earn PhDs. Over the past decade, the number of Hispanic tenured and tenure-track faculty has shown a steady increase (Table 2). The data for African American faculty also show an upward trend but these figures show more fluctuations. The Minority Faculty Recruitment Program has been in place for 8 years. We believe the increased number of minority faculty indicates the success of this program. The total number of women tenured and tenure-track faculty continues to increase over this same time period (Table 3) with the number of women faculty reaching 403 in FY 1998. The trend toward women being a larger percentage of the tenured faculty (23% in FY 1998) is encouraging. The introduction of the Mentoring Program for New Faculty should bolster programs presently in place and result in continued increases in minority and female faculty. As the presence of women and minorities in the classroom becomes less novel some campus environment issues are minimized.

#### Improve Campus Environment – Staff Retention/Development

The Minority Concerns Subcommittee of the Chancellor's Committee on the Status of Women launched the *UIC Support Staff Mentoring Program* in Fall 1998. This mentoring program was designed to further personal and professional development of support staff, to develop and build relationships, to share experiences and problem-solving approaches, to facilitate an understanding of the university culture and values, and to be a catalyst for positive and proactive change. Any member of the support staff can be a mentee.

Mentoring programs for faculty, staff, and academic professions are in place at UIC.

At the end of the first year, assessment of the program showed positive outcomes. For example, several women have returned to school, accepted new positions, or received a perspective on long-term career planning and professional issues. Both mentors and mentees have indicated benefits they have gained from the experience and encourage the continuation and expansion of the UIC Support Staff Mentoring Program.

Another measure of the success of the Support Staff Mentoring Program is change in staff diversity. The proportion of the UIC support staff on the Chicago Campus in FY 1999 exceeds the proportion of both African Americans and Hispanics in the Chicago labor force and in the total population in Illinois (Table 4). Although some recent staff reductions in the Hospital have decreased the total number of support staff, the proportion that are African-American remains close to 40% and the proportion that are Hispanic continues to increase (Table 5). We expect the Mentoring Program to help UIC maintain the current positive trends in staff diversity.

#### Improve Campus Environment – Administrator and Academic Professional Retention/Development

As the mentoring program for support staff was being developed, a similar initiative was being pursued for academic professional and faculty women. The Development Subcommittee of the Chancellor's Committee on the Status of Women with the support of the Provost and the Office for Women's Affairs implemented the *Academic Professional Mentoring Program* in spring 1999.

The objective of this program is to promote professional and personal development for female academic professionals and faculty interested in administration. After the program has been in place for one year, feedback will be obtained from the participants and the program will be evaluated.

To enable us to evaluate the contribution of this program, we need to document the present levels of women and underrepresented minorities in the academic professional and administrative ranks.

The number of academic administrators and academic professions that are women or underrepresented minorities almost doubled from 1993 to 1998.

(The category academic administrator includes titles containing chancellor, vice-chancellor, dean, or director. Academic department heads are not counted as academic administrators.) Since October 1993, the number of academic administrators and academic professionals that are women has almost doubled (569 to 1,134); among vice chancellors, deans, and directors there has been a 68% increase from 121 to 203 (Table 6). The proportion of academic administrators hired during this period that were women was 54.5% and the proportion of academic professionals hired was 66% (Table 7).

The number of underrepresented minorities who are academic administrators and academic professionals almost doubled in the same time period (198 in 1993 to 386 in 1998). Among the executive ranks the increase in underrepresented minorities was 46%. Hispanics have more than doubled their representation, 11 to 28, in the same five year period (Table 6). Twenty-one percent of both the academic administrators and the academic professionals hired in this period were from underrepresented groups (Table 7). We are encouraged by these hires and expect the Mentoring Program to complement other campus efforts in retaining these individuals.

#### Improve Campus Environment – New Status Committee

A proposal to form the Chancellor's Committee on the Status of Asian Pacific Americans has been accepted for AY99-00. The mission of this committee is to provide leadership and information resources on Asian Pacific American issues to the UIC community. This group will join five other Chancellor's Committees that address the concerns of Blacks; Hispanics; women; the disabled; and gays, lesbians, and bisexuals.

### **Women**

#### Societal Need – National Center Designation

In September, 1998, the Office of Women's Health in the U.S. Public Health Service designated UIC as a National Center of Excellence in Women's Health (CoE). The UIC Center for Research on Women and Gender coordinates this multi-department effort which involves six colleges. The primary aims of the CoE include outreach to underserved patient populations; development of mentoring programs, especially for physicians; efforts to increase the number of minority women who become health care practitioners; development of medical curriculum that includes course work on women's health and women's health research. Finally, the Center of Excellence represents a major outreach effort into the neighborhoods around UIC.

UIC designated as National Center of Excellence in Women's Health.

#### Improve Campus Environment

The two major units responsible for support programs aimed at women students are the Office of Women's Affairs, and the Office of Access and Equity. (These units are reviewed in detail in the section on Formally Organized Units.) The success of these units in supporting women students can be assessed by reviewing data on the enrollment of women at UIC (Table 8). These data show that women as a proportion of the total student population has increased steadily to reach 54.4% in 1998. The proportion in graduate programs (Table 9) has reached 57% but the proportion in professional programs is less than 50% (46.5%). These figures indicate a need for initiatives that address the representation of women in professional programs.

The impact of efforts by the UIC Center for Research on Women and Gender in collaboration with the Committee on Institutional Cooperation Women in Science and Engineering (CICWISE) initiative which is designed to encourage more women to choose science careers and to provide support for women who have made such choices is documented by data on women in these fields. The

The undergraduate engineering enrollments of women reached a new high of 19.5% (386) in Fall 1998.

results are encouraging. The numbers of women in science and engineering degree programs continues to rise. In 1998, 58% of the science majors were women, up from 47.4% in 1989 (Table 10). Similarly, the engineering enrollments of women have increased from 16% in 1989 to 19.5% in 1998 (Table 11). There appears to be considerable variation in the number of women mathematics majors. In the past decade the number has been as low as 32.9% in 1991 and as high as 45.2% in 1997. The current lower percentage 36% is of a much larger number of majors in Mathematics in Fall 1998.

## **Minority Students**

### Improve Campus Environment

The success of the Office of Admission and Records (OAR) recruitment division, the African American Academic Network (AAAN), and the Latin American Recruitment and Educational Support program (LARES) is reflected in the data on enrollments at UIC. (The recruitment sections of these units are reviewed in detail in the section on Formally Organized Units.) Enrollments continue to show a larger proportion of Hispanic students (13%) than either in the Illinois population (8%) or in the Illinois ACT test takers (7%). These students are concentrated in the undergraduate degree programs (Table 12). Enrollments of African American students are not as strong (11%), less than the proportion of Illinois ACT test takers (12%) and the proportion of the Illinois population (15%) that are African American. Looking at the past decade (Table 13), the number of Hispanic students enrolled at UIC has shown a steady increase from 2,100 in 1989 to 3,301 in 1998. Although the number of African American students enrolled at UIC is greater in 1998 (2,382) than in 1989 (2,198), this is lower than in 1994. These data indicate that greater effort needs to be addressed to recruiting African Americans into undergraduate programs and underrepresented minority students into graduate and professional programs.

### New/Enhanced Support Programs – During College Career

*President's Award Program (PAP)* was established in 1985 to ensure that capable underrepresented minorities (African-American, Latino and Native American) with strong academic records (ACT Composite Scores of 22 or above) can study at the University. PAP not only provides tuition support, it also supports participants in the transition to college, acts as a liaison and advocate for program participants, and enhances cultural development through group activities. The PAP student organization provides opportunities for students to interact socially and to learn leadership and organizational skills. The administration of PAP has been reconfigured to link PAP students to critical minority support programs. Fall 1998 President's Award enrollments increased for the seventh consecutive year. For Fall 1998, a total of 814 continuing and new freshmen PAP students enrolled at UIC – compared to 769 for Fall 1997. The number of students with ACT composite scores of 28 or higher increased for the third year from 328 in 1997 to 379 in 1998.

*The Abraham Lincoln Graduate Fellowship* program is designed to expand the diversity of the UIC graduate student body by providing support to individuals from U. S. minority groups that are historically underrepresented in graduate education. This year the stipend was increased to \$14,000 to make the award more competitive. In addition, the number of awards was raised to eight and the competition was opened to continuing students as well as new students.

### New/Enhanced Support Programs – Early Years

*ABLA Community Scholars Program* was instituted this year to serve 4<sup>th</sup> and 5<sup>th</sup> grade students who live in the ABLA Homes project in the UIC neighborhood. This Early Outreach program is designed to deliver an intervention that stresses instrumental enrichment and problem-based learning. The intended outcomes of this new program are to increase students' intrinsic motivation to learn, increase their ability to self-monitor and self-access, markedly increase their standardized test scores and establish a supportive and nurturing home environment and support system for participating students. Riis Elementary School, Thomas Jefferson Elementary School, and Whitney Young Magnet High School are UIC's partners in this initiative.



*Educational Talent Search* added two new schools, one elementary and one high school, to its program this year. Educational Talent Search is a program that identifies qualified youth with potential for education at the post-secondary level and encourages them to complete secondary school and pursue a post-secondary education.

*Spiral Workshop* is an initiative that attempts to develop artistic skills and cultural literacy in art among elementary age children. Building on past success, the number of children served doubled in the past year.

*Summer Residential Health/Science Enrichment Program* was launched this year to give African American and Hispanic 10<sup>th</sup> and 11<sup>th</sup> grade boys authentic experiences at the college and professional practitioner levels, as well as to expose participants to campus life at UIC. The students participated in biology, statistics, anatomy, research, and research writing classes at the college level, and made health and science-related field trips. During the program, the students lived in UIC student housing.

UIC summer program exposes Black and Hispanic 10<sup>th</sup> and 11<sup>th</sup> grade boys to science and health careers while living on campus.

*TRIO Programs - Project Upward Bound* provides a comprehensive summer and academic year program for low-income, potential first generation college students. This program attempts to instill the motivation necessary to complete a program of secondary education and to enter and succeed in a program of post-secondary education. Last year several new components were added to this program including a full day of workshops and activities for parents of Project Upward Bound students. Following on this successful initiative, new parent workshops have been added for this year. The workshops cover such topics as "Preparing Your Child for College," "Dealing with Stress," and "Adolescent Sexuality."

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#### **Public Act 87-581**

The Campus Advocacy Network, a program of the Office of Women's Affairs, trained peer educators to provide violence reduction and community building programs for College of Liberal Arts and Sciences freshmen enrolled in required LAS 100 classes. The new student orientation program provided a violence reduction program to almost 3,000 incoming freshman with an interactive theater Danger Ranger Skit. The 1999 Freshman Orientation incorporates a new module on sexual assault risk reduction.

## FOCUS TOPICS

### Workforce Preparation and Placement for Students with Disabilities

At UIC, the oversight of disabled students' concerns is handled by the Office of Disability Services (ODS). ODS is a unit within the Counseling Section of the Office of Student Affairs. Its primary focus is to assist disabled students in accessing academic programs. To that end, the Office of Disability Services concentrates its efforts on assisting students in documenting their disabilities and then assisting faculty and staff in arranging appropriate accommodations.

The Office of Disability Services refers students to the Office of Rehabilitation Services of the Illinois Department of Human Services for assistance with job placement as well as to the UIC Office of Career Services. ODS participates in a nationwide resume database (Resume Database for Persons with Disabilities) that allows students with disabilities to submit their resumes for possible positions. The Resume Database is hosted by The National Business and Disability Council which is the leading national resource on all issues related to the successful employment of persons with disabilities. The Resume Database allows persons with disabilities looking for employment who hold at least a two-year college degree to register their resume on an Internet database free of charge. Once these data are verified, the resume is posted and reviewed by a substantial number of Fortune 1000 companies. The Office of Disability Services also coaches students on how to approach future employers concerning needed accommodations and the legal requirements governing the timing of such discussions.

One of the services offered by the Office of Disability Services that is most likely to have a positive outcome on future job placement is help with obtaining internships. ODS staff use various lists of internships to find appropriate placements for students wishing this experience.

Over the past five years (Fall 1993 - Summer 1998), 137 students with documented disabilities were granted degrees from UIC. Eighty-eight students received bachelors degrees, 1 received a PharmD, 40 received masters, 6 received PhDs, and 2 were granted MDs. Reviewing the areas in which these students received degrees, it is apparent that the distribution of disabled students across degree categories differs from that of the total UIC population. At the baccalaureate-level, 16% were granted degrees by the College of Health and Human Development Sciences, 13% in Social Work, and 3% in Nursing. At the masters-level, almost a third (32.5%) of the degrees granted to disabled students were in Social Work. Disabled students are concentrated in the area of health and human services.

UIC does not track the careers of individual students. However units were asked to provide any information they had concerning the employment of graduates from their programs over the past decade. Although the data are incomplete, the reported employment outcomes were generally positive. For example, Medicine reports that of the two recent MD recipients with documented disabilities, both obtained residencies through the MATCH process. One of these new MDs achieved her first choice. As noted previously, a large number of students completed degrees in the College of Health and Human Development Sciences. Half received degrees in Occupational Therapy. All of these students passed their certification exam and all but one is employed as an occupational therapist. The one who is unemployed had to abandon employment due to increasing disability. The Jane Addams College of Social Work reported that of the sixteen individuals that received baccalaureate, masters, and PhD degrees in social work during this time period, all but one are employed. Four of the students in this group received both a BSW and an MSW from UIC. All but one of the employed degree recipients are working in the field of social work. Six are social workers in public child welfare agencies, and six are social workers in various school systems. One is employed in the UIC Department of Psychiatry. The remainder are employed by various public or private agencies or by municipalities. The one who is outside the field is a sales person for a pharmaceutical company. The School of Public Health reported that of the two students identified as

Disabled UIC social work graduates are employed in child welfare agencies, schools, municipal agencies, the pharmaceutical industry, and at UIC.

recent graduates with disabilities, both had employment in a permanent position prior to beginning the degree and returned to those positions upon completion. This concentration of disabled students in health-related or helping fields is even evident among the Liberal Arts and Sciences degree recipients. For example, a disabled student who completed a baccalaureate degree in classics has since graduated from medical school at another Illinois institution. One possible explanation for the success of disabled graduates in finding employment in professional positions in helping professions is that the employers are familiar with the issues related to disabilities and are prepared to provide accommodation.

## **Improving Representation in Teacher Education**

### Enrollment and Degree Completion

#### Elementary Education

Students entering UIC as freshmen or sophomores who wish to pursue a degree in elementary education must first complete a pre-elementary education curriculum in the College of Liberal Arts and Sciences before applying for admission to the elementary education degree program in the College of Education. For that reason, all elementary education figures are based on the

Hispanic representation is significantly higher in elementary education at UIC than in the undergraduate student body as a whole.

college of current enrollment or in the case of graduation rates, the college of last enrollment. The figures in Table 14 show the enrollments in elementary education for fall 1990 through fall 1998. The students in the elementary education program are predominantly female (88% in 1998). There has been some increase in male enrollments in the past four years reaching 14% in fall 1997. The number of African-American students in the elementary education program has been limited, ranging from a high of 17 in 1991 to a low of 8 in 1993, with 14 African American students in 1998. In contrast, the number of Hispanics has increased from a total of 24 in 1990 to 47 in 1998. In 1998, the enrollment of African American students in elementary education was a smaller percentage of the whole (7%) than that of total undergraduate African American enrollment at UIC (10.3%). In contrast, the enrollment of Hispanics in elementary education was a substantially higher percentage (23%) than that of the total undergraduate Hispanic population in 1998 (17%).

Table 15 presents data on the distribution by race/ethnicity and gender of elementary education degree recipients from FY90 through FY98. Due to the small numbers in each category, these data do not provide a clear pattern. Cohort data which track an entering class is more meaningful. As the figures in Table 16 and Table 17 indicate, the six-year graduation rate for the 1991 and 1992 cohort of freshmen in elementary education is quite high – 30 of 34 for the 1991 cohort and 36 of 41 in the 1992 cohort. In these two cohorts, 70-80% of the Hispanic students graduated in 6 years. However, the numbers are too small to warrant generalization.

#### Secondary Education

The enrollments of African American and Hispanic students in secondary education degree programs show a steady increase over the decade (Table 18). African American enrollments have increased from 16 in Fall 1990 to 37 in Fall 1998. Hispanic enrollments show an even larger increase from 37 in Fall 1990 to 100 in Fall 1998. The majority of secondary education students are women but the percentages are lower than for elementary education program. Although the number of degrees granted in secondary education is relatively low, we can still see that Hispanic students in particular are receiving a respectable number of these degrees – 15% in FY 1998 (Table 19). The small numbers of African American secondary education degree recipients make the percentages uninformative.

Hispanic representation in secondary education at UIC is on a par with the undergraduate population.

In Fall 1998, fifty percent or more of the students enrolled in math and science secondary education degree programs at UIC were women. Of the 51 degrees awarded in these fields from 1991 to 1998, 38 or 74% were earned by women. Interestingly, this pattern is also evident in the numbers of teaching of math graduate degrees awarded. UIC has conferred 145 masters degrees in the teaching of math from 1991 through 1998. Of these, 69% were to women.

#### Programs Targeting Minority and Female Students in Teacher Education

UIC mounts a number of initiatives that seek to increase the enrollment and success of minority and female students in teacher education. These programs include recruitment activities, continued support and advice from faculty, staff, and peers, and financial support. Of particular note are the following.

- Golden Apple Scholars Program  
UIC participates in the Golden Apple Scholars program sponsored by the Golden Apple Foundation. Scholars are outstanding high schools students of color who have decided to study teaching. They are heavily recruited by colleges and universities across the state. Currently, UIC has 11 Golden Apple Scholars (nine in the elementary education program and two in the secondary program). These 11 students are at different stages of their professional development and are progressing well through their programs. The Council on Teacher Education meets with them regularly and has involved them extensively in the UIC Future Teachers Club.
- Orientation Sessions  
The Secondary Teacher Education Advisory Committee (STEAC) sponsors orientation sessions for potential teachers. STEAC is a university-wide committee that coordinates UIC's 11 secondary teacher education programs. Each Fall Semester, STEAC offers two orientations to UIC students who express interest in teaching in grades six through twelve. Each orientation provides an overview of the programs UIC offers, and allows prospective teachers the opportunity to hear about teaching from recent graduates, veteran teachers, and university teacher educators. The sessions are well attended (approximately 65 students at each).
- Future Teachers Club  
UIC sponsors a Future Teachers' Club for all students on campus who are in teacher education programs or who are considering teacher education as their major. This past year, FTC offered several sessions that focused on "Images of Teaching Through Film." These sessions were led by University faculty who are experts in teacher preparation. This coming academic year the focus will be on "Images of Learning." FTC works in close collaboration with the African American Academic Network (AAAN) and the Latin American Recruitment and Educational Support program (LARES) plans to establish even greater links this coming academic year.
- John Beck Scholarship Program  
Through the generosity of the John Beck family UIC has established a scholarship program with the City Colleges of Chicago. Recipients of the scholarship must be African American and they must be interested in studying elementary education.
- Minority Support Programs  
The campus-wide minority support programs play a key role in the recruitment and retention of minority students. For example, the African American Academic Network (AAAN), and the Latin American Recruitment and Educational Support program (LARES) implemented the first annual *Minority Teacher Mentor Program*. The goal of this program is to encourage minorities to consider the teaching profession by reinforcing their interests with experiences that introduce students to educational opportunities and support systems. Students are matched with teachers in schools and familiarized with the academic culture of the teaching environment.

LARES also helps support students in the teacher education program in the following ways:

- assisting students in the application and financial assistance processes
- distributing information on special scholarship opportunities for education majors
- providing academic advising for education majors
- acquainting students with UIC graduation and ISBE requirements
- working closely with the College of Education to assess the potential impact of curriculum and certification changes on Latino students (e.g., admissions criteria)
- co-sponsoring with the College of Education special cooperative outreach efforts to recruit Latinos into the teaching profession. This past year, LARES conducted an application review workshop for College applicants. This workshop addressed writing and analytical thinking skills.

### Early Outreach

UIC depends on a wide array of pre-collegiate programs to attract minority and female students to post-secondary programs, especially math and science. Descriptions of these programs appear in other sections of this report. Such preparation is necessary before specific career tracks, e.g., teacher education, can be considered by the student.

One example of early outreach programs that promote solid math preparation is a program called FAMILY MATH. UIC's Office of Math and Computer Education (OMCE) is an official national site for FAMILY MATH. The purpose of FAMILY MATH is to bring more girls, minority students, and other underrepresented groups (e.g., recent immigrants) into careers that use mathematics and science. There are about two million people around the world taking part in FAMILY MATH. As a national site, UIC provides leadership training so that schools, churches, neighborhood groups, libraries, museums, etc. can put on FAMILY MATH sessions. In addition to providing leadership training, OMCE is involved in developing new materials and curricula for these programs.

In another relevant outreach activity UIC's Early Outreach program has begun to partner with the Golden Apple Foundation to sponsor workshops to encourage students to pursue careers in education. The workshops involve former Early Outreach students who are currently Golden Apple Scholars. These Scholars speak to current Early Outreach students and serve as role models.

### Best Practices

Financial support is, without a doubt, the most effective practice with respect to recruiting and retaining the targeted group of students. Scholarships, University tuition and fee waivers, grants, and assistantships are all vehicles that have been successful in recruiting and retaining students of color and women.

Since preparation is essential for entry into education programs in math and science, programs that strengthen the math and science skills of K-12 students are essential. One example of such a program is the *Regional Math/Science Center at UIC*. The goal of the Center is to increase the number of students who enter and successfully complete undergraduate degrees in mathematics, science and engineering. The RMSC has a four state region from which it draws students. Through personal, academic and career counseling, RMSC has had tremendous success in improving the participants' achievement. On a quarterly basis, RMSC collects the grades of each student. Those data show that 90% of the participating students have shown improvement in their overall grade point averages. This program in concert with other outreach programs such as the *Hispanic Math-Science Education Initiative (HMSEI)* assist in the preparation of students for entry into education degree programs in math and science.

Programs that target minority undergraduate students are also helpful. The *Chicago Alliance for Minority Participation at UIC* attempts to increase the number of minorities in Science, Engineering and Mathematics majors (including education). To achieve this goal, this program supplements courses in entry level math and science classes with workshops throughout the semester, conducts a linked math and chemistry class

which is based on cooperative learning techniques, and offers participants research opportunities in math and science.

#### Obstacles to Success

There are four obstacles to the recruitment and retention of minorities and women into education degree programs, especially in math and science, that are judged to be the most intractable.

- Lack of finances to pay educational costs while supporting self and/or a family
- Personal life often intervenes -- e.g., parents or children who are ill and need care and assistance
- Poor preparation for university work in specific subject areas, e.g., mathematics, science, and composition
- Specific cultures that do not support women's involvement in educational experiences beyond high school

#### Plans for the Future

One planned program expansion is aimed specifically at recruitment into teacher education. This coming academic year, the College of Education plans to expand the Future Teachers Club to include high school students. One Chicago high school has expressed interest in participating in such a program.

Previous retention studies by the College of Education have demonstrated the importance of organizing students in cohorts and having them move through a teacher education program as a cohort. This has proved to be a very effective retention tool.

Building on this foundation, the College of Education has decided to pilot a program of "Advisories" in Fall, 1999. An advisory is a group of about 10 teacher education majors who meet regularly with a faculty member to discuss what they're studying in their courses and in their clinical work, to support each other in their efforts, and to receive academic advising. The model has been very effective at Bank Street College in New York. Two UIC faculty members visited Bank Street this past year and were trained in the method.

## REVIEW OF FORMALLY ORGANIZED UNITS

### Units Concerning Recruitment of Undergraduate Students from Underrepresented Groups

The recruitment process at UIC involves multiple strategies and campus units in a comprehensive effort to increase the awareness of potential students about the affordable quality education offered by UIC. In concert with the Office of Admissions and Records, two ethnic support programs (the African-American Academic Network and the Latin American Recruitment and Education Services) seek to encourage students to apply for admission and to maintain a high level of interest in UIC through the enrollment process.

#### Office of Admissions and Records

The Office of Admission and Records (OAR) at UIC is the backbone of all undergraduate recruitment and admission for the University of Illinois at Chicago. One of OAR's recruitment goals is to increase the ethnic diversity of the UIC student body. Pursuant to that goal, ethnic minority students are included in all UIC recruitment activities, and a number of activities are specifically directed toward them.

#### Recruitment Staff

The Recruitment Section of OAR has 12 staff members. All 12 are personally involved in recruiting. While a number of other support programs and colleges have recruitment personnel who target minority populations, OAR recruitment staff oversee and coordinate all campus recruitment efforts. The recruitment staffs of the African-American Academic Network (AAAN) and the Latin American Recruitment and Educational Services Program (LARES) focus their efforts. OAR has responsibility for reinforcing the recruitment efforts of these programs, processing applications, and providing assistance to increase the number of minority students who actually enroll in the university.

#### Recruitment Strategies

Multiple tactics are used by OAR to recruit minority students. Among these are:

- Database Searches – To support recruitment efforts of minority students, OAR obtains special lists of minority students who could qualify for the President's Award Program and the Guaranteed Professional Program Admissions initiative from the PSAT and the ACT. OAR contacts these students both via mail and personally.
- College Fairs – UIC participates in a number of special college fairs that attract a high number of minority students, for example the ICCA (Illinois Council for College Attendance) College Fair in Chicago. OAR recruiters attended 145 College Fairs in 98-99. Seventy-four of these targeted minority students.
- State Transfer Days – OAR recruiters attended 30 State Transfer Days at Illinois Community Colleges in 1998-99.
- Community Service – OARS hosts numerous special groups on campus for information sessions and campus tours. From October 1, 1998 to June 15, 1999, OAR hosted a total of 41 special groups. Eighteen (44%) of them were minority groups. In addition OAR has participated in information fairs held by groups such as the Chicago Police Department and the Chicago Boys and Girls Club. Special presentations are also made at elementary schools, middle schools, Expanding Horizons groups, and churches.
- School Visits – OAR regularly visits 370 high schools in Illinois. One hundred and thirty-three of them have predominately minority enrollments. OAR also makes regular visits to 52 community colleges in Illinois, of which 9 serve predominately minority students.
- Mailings – During the 1998-99 year, OAR sent application/prospective student packets to 42,963 students. Less than half (20,046) of that group provided information about their race ethnicity. Of those reporting, 3,379 were African American and 2,705 were Latino/Latina/Hispanic. This represents just over 30% of the students reporting race/ethnicity. If the distribution is similar among students not reporting, the total number of African American or Latino students would be approximately 13,039. In addition OAR supports a special mailing to counselors regarding the Chancellor's Award and the President's Award Programs for minority students.

- Counseling Appointments – During the 1998-99 year, OAR served 1,570 students in pre-admission counseling appointments in the Admissions Office. Of those, 595 self-reported ethnicity, and of those, 90 were African American and 83 were Latino/Latina/Hispanic.
- Special Events – Among the special recruitment activities, OAR annually sponsors Preview Days on Chicago Public School holidays, hosts admitted student receptions at schools sending large numbers of students to UIC, offers application workshops at Chicago schools with large numbers of students interested in UIC, and participates in the Salute to Academic Achievement and UIC's Dream Day for minority students.
- Telecounseling – OAR staff make phone calls to prospective and admitted students including approximately 1,000 minority students each academic year. Special calls are made to admitted African American and Hispanic students in the spring.
- Professional Association Participation – To increase awareness of staff and to make others in the state aware of UIC, OAR participates in the Illinois Council for College Attendance, the Illinois Committee on Black Concerns in Higher Education, and Professional Latinos for Recruitment in Higher Education.

### Recruitment Outcomes

Over time comparisons of new freshmen and transfer student figures in Table 20 show relative stability in the racial/ethnic mix. Looking at Freshmen we see that the percent of African American new freshmen has decreased (13.1 to 11.1) from 1994 to 1998. However, the actual number of African American new freshmen has varied from 336 in 1994 to 356 in 1997 to 327 in 1998. The representation of new Hispanic students has decreased as well from 22.2% in 1994 to 17.9% in 1998.

New transfer student figures for the same period show a similar dip in African American students from 11.1% in 1994 to 9.5% in 1998. However, the percent of new transfer students who are Hispanic has grown from 10.7 in 1994 to 12.6 in 1998.

Perhaps indicative of greater retention are the figures for all undergraduates for the same time period (Table 21). While enrollment of new students fell, the percent of all undergraduates who were African American remained relatively constant from 1994 to 1998. In 1994, the figure was 10.6 and 10.3 in 1998. Similarly, the percent of undergraduates who were Hispanic was also fairly stable. In 1994, 16.5% of the undergraduates at UIC were Hispanic. In 1998, the figure for Hispanics had increased to 17.0%.

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

#### Mission

The African American Academic Network's (AAAN) charge is to recruit and enroll African American students and to provide academic and developmental support from admission to graduation. AAAN offers a broad range of services including: admissions assistance, personal growth and development, academic advisement, academic support and co-curricular activities which enhance the cultural, academic and social experiences of African American students. The program encourages students to bond with UIC by providing a supportive, welcoming environment that helps them to remain at UIC through graduation.

#### Recruitment Outcomes

One measure of the success of AAAN recruitment efforts is the number of new and transfer students enrolling at UIC each year. The Fall 1998 enrollment of 327 African American new freshmen was down from the high of 356 in Fall 1997 (Table 20). However this enrollment figure is higher than in 1995 or 1996. One explanation for the decrease in African American enrollment is the overall trend in the number of 18-24 year old Black high school graduates in the Midwest. According to the Bureau of the Census, the number of 18-24 year old Black high school graduates was 536 thousand in 1995 but dropped to 486 thousand in 1996 and to 441 thousand in 1997. The number increased some in 1998 to 460 thousand. This is still 14% below the number in 1995. This is a greater decrease than seen in freshman enrollments.

The number of African American transfer students has declined over the past five years from a high of 230 in Fall 1994 to 171 in Fall 1998. Despite the decline in new freshmen and transfer students, the number of



African American undergraduate students has been fairly stable. As the figures in Table 21 indicate, there was a decline from 1,721 in Fall 1994 to a low of 1,680 in Fall 1996. Fall 1997 and Fall 1998 enrollment figures show a recovery. This pattern indicates improved retention which is in part due to AAAN support programs. In 1998, 8.1% of the baccalaureate degrees awarded were to African American students (Table 22).

#### Recruitment Staff and Strategies

The AAAN goal for 1998-99 specific to recruitment was to maintain focus on recruitment in the Chicago area and to continuously implement more "non-traditional" recruitment approaches to build a pool of younger African Americans who are interested in attending UIC.

AAAN has a staff 20 of whom 3 are assigned totally to the recruitment of African American students. To this end, in 1998-99 the recruitment staff visited 45 high schools and 10 community colleges in the Chicago area that have substantial African American enrollments. They also developed contacts with 36 community groups or agencies, and 4 elementary schools. They continued to participate actively in UIC's Freshman and Transfer Preview Days, and the U of I's Salute to Academic Achievement.

In an attempt to reach younger students, AAAN strove to increase the quantity and quality of college awareness workshops and course pattern seminars with students from grades 8-10. In this effort AAAN collaborated closely with three elementary schools. To assure the quality of these workshops, recruitment team members completed a Program Planning guide prior to each event. This process addresses issues related to group composition, goals, and program content and activity.

AAAN continued its collaboration with UIC's outreach and pre-college programs (Early Outreach, TRIO). Together with Early Outreach, AAAN sponsored a Campus Experience program for Early Outreach participants. Collaboration with these groups allowed AAAN to build a pool of 60 admissible students. Of these, connections were developed with 32.

For students in high school, AAAN collaborated with colleagues and community representatives to offer a pre-college workshop for 50 9<sup>th</sup> and 10<sup>th</sup> grade students. AAAN also sponsored 9 tours of UIC for students. In addition to the visits of students from area high schools, AAAN also offered tours for students through such groups as the Cabrini Connection, Early Outreach, and Youth Net Jobs for Illinois Grads.

AAAN has increased collaboration with five African American student groups at UIC to increase the recruitment of African American students. Seven students drawn from these organizations participated in various campus visits, tours, programs, and student panels targeting African American student recruitment.

To increase awareness of UIC's commitment to African American students, to enhance UIC's reputation in the African American community, and to reach admissible students, AAAN increased its links with community groups. The number of organizations and programs with which AAAN collaborates rose from 21 in 1997-98 to 25 in 1998-99. AAAN also wrote 21 other community organizations to explore future collaborations.

In pursuit of the 1998-99 goal of recruiting more African American students as transfers, AAAN led three transfer initiatives that targeted students of color and addressed their transition issues. Specifically, AAAN staff developed and coordinated a series of transition symposia; they facilitated a minority students' transfer conference; and AAAN staff led the initiative to develop a handbook for transfer students.

AAAN continued to work with community college placement organizations to build a pool of students who meet UIC's admissions criteria. From these sources, 140 prospective students were identified and contacted.

Following the philosophy that financial issues should not hinder access, AAAN's recruitment/admission staff have included financial aid information in their presentations and continue to offer FastWeb scholarship search service sessions for individuals and groups. Approximately 54 students were assisted in using this service in 1998-99.

### Assessment/Reorganization

In response to a recent organizational review, there was some restructuring of AAAN. This restructuring did not affect the recruitment section. Under the new structure, one counselor is identified as the liaison for African American students participating in the President's Award Program (PAP). This staff member contacted all students and arranged appointments and events that are designed to support and assure the success of students in this program.

### Other Goals

Recruitment is only part of the mission of AAAN. The other parts of the mission are academic advising and student development and academic growth. The Academic Advising and Student Development group attempts to increase the retention and graduation rates of African Americans. The primary goal of the Academic Growth component is to provide services which will enhance the academic performance of AAAN program participants. These aspects of the unit are not covered in this report.

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

The Latin American Recruitment and Educational Services (LARES) is a comprehensive program involved in recruitment, retention, and special opportunity initiatives. This review will focus on the recruitment aspect of the program.

### Mission

The stated mission of LARES is "to empower students by providing personal growth and educational opportunities to prepare leaders who will make individual and collective contributions toward the cultural and social advancement of the Latino community." The first step toward this goal is to recruit Latino students to UIC.

### Recruitment Outcomes

LARES' success at recruiting students has been unparalleled. This is demonstrated by the steady stream of new freshmen, approximately 500, admitted to its program each fall (Table 20). The sizeable Latino student representation at UIC gives further evidence of LARES' success. Almost one of every three Latino students who attends a four-year public institution in Illinois attends UIC (1998 IBHE Underrepresented Report). In 1998, Latinos comprised 17.9 percent of all UIC freshmen, 12.6 percent of all undergraduate transfers, and 13.4 percent of all UIC students (Tables 20 and 21).

UIC awards more bachelor's degrees to Latinos than any other major university in the Midwest and 35<sup>th</sup> in the nation (Hispanic Outlook, 4/23/99). In 1998, Latino students received 14.7 percent of the baccalaureate degrees awarded by UIC (Table 22). In 1995, the percent was 10.8 and it has increased in each subsequent year.

UIC awards more baccalaureate degrees to Latinos than any other major university in the Midwest and is 35<sup>th</sup> in the Nation (Hispanic Outlook, 4/23/99). Almost one in every three Latino students who attends a four-year public institution in Illinois attends UIC (1998 IBHE Underrepresented Report).

### Recruitment Staff and Strategies

LARES has a staff of twelve, of which eleven counselor/recruiters devote the equivalent of 3.55 FTE to recruitment. Similar to other recruiters, these LARES staff members devote considerable time to high school visits. LARES recruiters regularly visit all Chicago area high schools with significant Latino populations. Recruiters visited 71 high schools in the 1998-99 academic year. Recruiters have developed strong relationships with these high schools and are viewed as resources for the high schools as well as recruiters. LARES also recruits at regional community colleges and through community agencies. LARES recruiters visited seven community colleges during the 1998-99 academic year.

By making visits and classroom presentations, LARES staff provide students with valuable information about UIC's admission requirements and application process. LARES also works with counselors to provide

students with up-to-date information on academic programs and the many services available at UIC. LARES works closely with educational agencies such as ASPIRA, LULAC, Instituto del Progreso Latino, and others to facilitate access to UIC. Through the LARES referral system, the staff are able to help many students who otherwise would not have the necessary information to pursue higher education at UIC.

LARES staff believe that one key to their recruiting success is the focus on the family rather than individual students. To this end, much attention is paid to parents and siblings in LARES' recruitment activities. For example, LARES organizes two bilingual family orientations and one financial aid workshop each academic year. Approximately 100 persons attend each event. Recruitment of one child in a family often results in siblings, parents, and other relatives applying to UIC. Parental involvement has been encouraged throughout the student's career at UIC and spawned the Association of Latino Parents.

Financial support available through the President's Award Program (PAP) is viewed as critical to LARES' recruitment efforts. The PAP was established in 1985 under the leadership of the President of the University of Illinois. The purpose of this program is to ensure that capable underrepresented minorities with outstanding academic records can study at the University. As the figures in Table 23 show, this undergraduate program has attracted many Latino and other minority students to study at UIC.

LARES also stresses early contact with prospective students. For example, a recent project brought 26 Gallistel Language Academy eighth grade students to campus. These students shadowed UIC undergraduate students throughout the day. For most students this was their first exposure to a university.

Eighth graders shadow UIC students in what is often their first exposure to a university.

Connections with Latino groups are also viewed as essential to success. To enhance the program's presence in the community, LARES staff members participate in various events and conferences. In May 1997 and November 1998, LARES coordinated workshops for the Mexican Consulate around topics ranging from organizational development to the sociology of the Mexican immigrant. Approximately one hundred leaders of Latino community organizations participated. LARES has served as a meeting site for the UIC Association of Latino Alumni, the Society of Hispanic Professional Engineers, the Society of Hispanic Professional Architects, Society of Social Workers, the Illinois Latino Council on Higher Education (ILACHE), and other professional organizations. These events have an indirect impact on recruitment since members of the community organizations and professional groups refer students to UIC. In addition to these events, staff have conducted workshops on topics such as scholarships, financial aid, selecting a college, skills assessment and study skills. The members of these groups are also a source of students.

UIC students, faculty, and staff are also seen as partners in recruitment and LARES has supported their creative initiatives that may result in recruitment. For example, a Ph.D. student in mathematics who is a teacher in the public schools was the prime mover in a recruitment project that brought 58 calculus students to UIC mathematics classes and a special lecture on the history of mathematics by a UIC Mathematics Professor, the Director of the Rafael Cintron Ortiz Cultural Center.

#### Efficiency

As the numbers of Latino students burgeoned (increasing by 16% from '94 to '97), the staff size and budget increased but not dramatically. Funds devoted to LARES on a temporary basis were made permanent in the mid-1990's. Currently, the program cost per student is approximately \$166. Compared with similar programs, LARES is low in cost.

#### Innovation

LARES has been an innovator, initiating or participating in many recruitment programs that have later been adopted by other support groups and colleges. These include the two-day freshman orientation, parent organizations, and block scheduling.

### Assessment

Recent evaluations of recruitment and admissions procedures by the Office of Academic Affairs, the minority support units, and the Office of Admission and Records have resulted in the current collaborative arrangement among units. This collaboration results in effective and coordinated recruitment arrangements for covering more territory and schools. This, in turn, allows for increased student contacts and beneficial support to schools, agencies and prospective students and parents.

### Other Goals

This review has focused on the recruitment activities of LARES. Any such focused review is incomplete without mention of a few of the major activities that are targeted at retention and support of Latino students and community outreach. These include a successful Summer Bridge Program, block scheduling, and academic tutoring.

## **Units Serving Female Students and Staff**

There are several units at UIC that serve to support women students and staff. Two of these are campus-wide units: the Office of Access and Equity and the Office of Women's Affairs. The primary purpose of the Office of Women's Affairs is the support of women students and staff whereas the Office of Access and Equity is concerned with all underrepresented groups. A short description of the role of the Office of Access and Equity as related to supporting female students and staff follows. Another major aspect of the Office of Access and Equity is reviewed in the section on improving faculty and staff representation.

In addition to these two units, there are two units that are primarily academic: the Center for Research on Women and Gender and the Women's Studies Program. The primary mission of both units is teaching and researching women's issues. Since the Center will receive a full program review in the next IBHE program review cycle, and the Women's Studies Program is primarily academic, they will not be reviewed in this report.

## **Office of Access and Equity**

### Mission

The Office for Access and Equity (OAE), as part of the Office of the Chancellor, strives to increase access to employment, programs, and services in an environment free of unlawful discrimination and harassment.

The major objectives of the Office for Access and Equity are:

- To represent the campus to federal and state agencies as well as to the higher education community on issues related to affirmative action, equal opportunity, harassment, discrimination, and diversity.
- To collaborate in the development of the campus' Affirmative Action Plan.
- To assist in the recruitment and retention of women, men and women of color, persons with disabilities, and other under-represented groups.
- To offer training in sexual harassment awareness, Affirmation Action/Equal Opportunity, the Americans with Disabilities Act, and other related topics as needed.
- To provide administrative support to the Chancellor's Status Committees.
- To extend technical advice to faculty, students, staff, and administrators on diversity issues as well as on problems regarding discrimination and harassment.
- To counsel faculty, staff, and students who believe they may have been subjected to harassment or discrimination.
- To investigate complaints of unlawful discrimination in admission, employment, and access to as well as treatment in UIC-sponsored programs and activities; also investigate claims of sexual harassment where a formal complaint is filed; make recommendations to responsible University representatives as appropriate.

### Continuing Initiatives

The following list details OAE's continuing programs that address these objectives as related to women students and staff.

- assists in the recruitment and retention of women, as well as men and women of color, persons with disabilities, and other underrepresented groups in the academic hiring process.
- investigates claims of harassment and discrimination,
- offers training on issues relating to or about academic hiring, accessibility, disability, discrimination, dispute resolution, diversity, harassment, and sensitivity.
- provides administrative oversight to five Chancellor's Status Committees: including the Chancellor's Committee on the Status of Women.

The major area in which OAE provides considerable support to women faculty, staff and students is counseling and investigation of complaints. Six full-time staff handle counseling and investigation of complaints. This year, a total of 176 persons were served of whom 115 or 65% were female.

#### New Initiatives

OAE has assisted the Chancellor's Committee on the Status of Women (CCSW) in developing mentoring programs for women support staff and for women academic professionals and faculty.

The *UIC Support Staff Mentoring Program* started in fall '98 and was implemented by the Minority Concerns Subcommittee of the Chancellor's Committee on the Status of Women. This program was designed to:

- further personal and professional development of support staff
- develop and build relationships
- share experiences and problem-solving approaches
- facilitate an understanding of the university culture and values
- be a catalyst for positive and proactive change.

Since the development of this program, several women have returned to school, accepted new positions, or received a perspective on long-term career planning and professional issues. Any support staff member can be a mentee. Both mentors and mentees have praised the benefits they have gained from the experience and have encouraged the continuation and expansion of the UIC Support Staff Mentoring Program.

In 1997 and 1998, the Development Subcommittee of the Chancellor's Committee on the Status of Women conducted informal surveys among academic professionals on campus which identified the need for a mentoring program for academic professionals. The resulting mentoring program, with support from the Provost and the Office for Women's Affairs, was initiated and implemented in Spring 1999.

The objective of the mentoring program is to promote professional and personal development for female academic professionals and faculty interested in administration. The role of the Subcommittee and the participating administrative units is to identify and match senior administrators and others who can advise, coach, and offer guidance as well as help in understanding the culture and context in which they are operating. The response to the mentorship program has been overwhelming with over 50 matches and notifications made of mentors and mentees.

After the program is in place for one year, feedback will be obtained from the participants and the program will be evaluated. It is the hope of the committee that if the program proves successful it will become a permanent program at the University.

### **Office of Women's Affairs**

#### Mission

The mission of the Office of Women's Affairs (OWA) is to work proactively to ensure the institutional commitment to equity for all women at UIC. This broad mission is articulated in the following objectives:

- To help create a campus climate that is equitable, culturally pluralistic, and safe through education, programs, special projects, and institutional interventions
- To be a proactive force in creating an ongoing institutional commitment to equity and justice for all University women through advocacy, programs and services.

- To assess the impact existing policies, regulations and practices on women at UIC and help set policy priorities, define problems, collect and analyze data, identify programmatic needs, and develop policy and program recommendations for the Chancellor, CCSW and other campus groups.
- To educate the University community on issues that affect women, in particular women at UIC.
- Collaborate, network and build coalitions with campus units for the benefit of women at UIC.
- To create a University community wherein violence is not acceptable so that ultimately all persons at UIC can live, work, pursue their educational goals in an environment free of violence.
- To create policies and procedures to assure that offenders are dealt with in a swift and appropriate manner through grievance and student judicial processes.
- To educate the University community about issues relating to violence to assist in the effective treatment of victims as well as increase awareness of risk reducing strategies.
- To provide effective interventions, crisis support, information, referral, consultation, and advocacy for victims of crime.

#### Continuing Initiatives

To meet these objectives, OWA offers three cornerstone events during the year: the Women's Leadership Symposium, Women's Heritage Month, and UIC Daughters @ Work Day. In addition, OWA through its Campus Advocacy Network (CAN) provides anti-violence programs in many campus venues. OWA and CAN staff contribute towards the organization of other major campus programs such as Alcohol Awareness Week, Wellness Jam, Unity Month, and Escucha Mi Grito. In addition to these programs OWA and CAN provide workshops, consultation, support, advocacy, information and referral on a variety of issues relating to women and minorities.

This year's *Women's Leadership Symposium* was attended by 232 women. The participants were 64% support staff, 30% academic professionals, 6% faculty, and 1% student. The racial and ethnic breakdown of the participants was 47% African/Black American, 29% Caucasian, 18% Latina, and 6% Asian. To meet the needs of women in upper administration and faculty members, workshops were offered that addressed strategic management and moving into administration. Participants consistently rated the symposium and workshops highly.

The 1999 *Women's Heritage Month* was the most successful to date as indicated by a 25% increase in attendance at the programs, an increase in student participation in the planning committee, an increase in collaborative programming with academic departments, and an increase in co-sponsorship. A total of 1,730 students, faculty, and staff attended the programs. The month-long series of programs also featured an essay contest about a notable woman for three Chicago Public School fifth and sixth grade classes. The school children watched a one-woman performance, received UIC T-shirts, and the winners of the essay contest received books.

*UIC Daughters @ Work Day* was inspired by the national program founded by the Ms Foundation to help combat the precipitous drop in self-esteem and career aspirations that occur in girls ages 9-15 due to the impact of stereotypical gender expectations. There were approximately two hundred participants. This successful program sparked the inception of a UIC Sons to Work Day that hosted 145 boys. Given the goal of Daughters @ Work it was important not to reduce the impact of the intervention by having a program for both boys and girls on the same day. However, OWA was very supportive of a separate program that served many boys of color and that could highlight the contributions mothers, grandmothers, and aunts make to the University.

#### New Initiatives

The contributions of the Office of Women's Affairs were vital to the new Academic Profession Mentoring Program described in the previous section on the Office of Access and Equity.

#### Reorganization

The Campus Advocacy Network became a part of the Office of Women's Affairs. CAN is an on-campus program that provides a comprehensive crisis response, referral, support and legal advocacy for victims of sexual assault, domestic violence, stalking and hate crime. CAN is committed to educating the larger

campus community about issues of violence as well as training key members of the university staff on how to respond more effectively to victims of these crimes. Since the inception of this program there has been a 250 percent increase in the client load. The project coordinator typically sees 45-50 individuals a year who have been victims of sexual assault, domestic violence, stalking or hate crime. Each client requires between 6-20 hours and extensive time consulting, coordinating, and referring to other agencies. OWA's objectives also have been enlarged to reflect the additional focus on safety education and violence risk reduction.

#### Efficiency

The Office of Women's Affairs has a staff of 2.57 FTE. Through their many programs, the OWA staff has had contact with 11,601 students and staff in FY99.

### **Units Seeking to Improve Faculty and Staff Representation**

The Office of Access and Equity is the formally organized unit the charge of which includes improving the faculty and staff representation of underrepresented minorities and women. This section will focus on issues of faculty/staff representation. Other aspects of the Office of Access and Equity are treated in the section on units charged with serving female students and staff.

### **Office of Access and Equity**

#### Mission

The Office for Access and Equity (OAE), as part of the Office of the Chancellor, strives to increase access to employment, programs, and services in an environment free of unlawful discrimination and harassment.

As stated in the section on support for women students and staff, one of the major objectives of the Office for Access and Equity is to assist in the recruitment and retention of women, men and women of color, persons with disabilities, and other underrepresented groups. The OAE also collaborates in the development of the campus' Affirmative Action Plan.

#### Continuing Initiatives

Specific to these objectives, OAE assists in the recruitment and retention of women, men and women of color, persons with disabilities, and other under-represented groups in the academic hiring process. OAE offers training for issues relating to or about academic hiring, accessibility, disability, discrimination, dispute resolution, diversity, harassment, and sensitivity.

#### *Academic Hiring Process--Recruitment*

Once a hiring unit determines the need for a position to be filled, a request to search a position is forwarded to OAE for review and approval. As part of the review for the academic hiring process, OAE assesses the position and the hiring unit to determine whether the hiring unit is measurably underrepresented by women, African Americans, or Latinos. If so, targeted recruitment efforts are strongly urged and recruitment resources are identified through OAE's recruitment database in addition to the hiring unit's proposed publication for advertisement.

#### *Training--Academic Hiring, Accessibility, Disability, Discrimination, Diversity, Harassment, and Sensitivity*

Seven OAE staff members conducted 82 presentations for 2,341 participants (74% female; 26% male) in FY 1999. A core group of OAE staff meet regularly to develop new programs and form new training initiatives. OAE identifies major campus units to which it extends offers to present training programs; presents programs upon a unit's request; has a relationship with the campus' office for Human Resources Development to provide regular sessions to the campus at large; and recommends training to units in which complaints of a hostile environment or climate have arisen. In the upcoming year, OAE will focus on training supervisors in the ADA and responding to requests for accommodations based on disability, and further developing programs on sensitivity to diversity.

**Table 1**  
**UIC Faculty Profile for 1998**  
**Compared to Illinois Population and Ph D's Earned**  
**Racial/Ethnic Summary by Percentage Representation**

	Caucasian	Asian American	African American	Hispanic	Native American	Foreign and/ or Unknown*
<b>% Population in Illinois</b>	75%	2%	15%	8%	**	n/a
<b>PhD's Earned by US Citizens</b>	88%	3%	4%	3%	**	1%
<b>Tenured and Tenure Track 1513</b>	80%	13%	4%	4%	0	n/a
<b>Tenured Faculty 1131</b>	83%	11%	3%	3%	0	n/a
<b>Tenure-Track Faculty 382</b>	69%	17%	7%	7%	0.1%	n/a

Data sources: 1990 Census - State of Illinois; The Summary Report 1993 Doctorate Recipients from United States Universities, National Research Council; UIC Office of the Chancellor, Affirmative Action Programs; Office of Data Resources and Institutional Analysis

\*The 1% US Ph.D. earners are all representative of the "unknown" category. Foreign faculty represent less than one percent of the faculty in all categories at UIC. UIC does not employ faculty who are in visa status.

\*\*Percentages have been rounded. In all categories Native American representation is below .5%.



**Table 2**  
**UIC Campus Summary**  
**Minority Tenured and Tenure-Track Faculty**  
**Racial/Ethnic Distribution**  
**Fall 1989-1998**

<b>Racial/Ethnic Group</b>		<b>1989</b>	<b>1990</b>	<b>1991</b>	<b>1992</b>	<b>1993</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>
<b>Native American</b>	<b>%</b>	<b>0.2</b>	<b>0.2</b>	<b>0.3</b>	<b>0.3</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>	<b>0.1</b>
	<b>N</b>	<b>(3)</b>	<b>(3)</b>	<b>(5)</b>	<b>(4)</b>	<b>(2)</b>	<b>(2)</b>	<b>(1)</b>	<b>(2)</b>	<b>(1)</b>	<b>(2)</b>
<b>African-American</b>	<b>%</b>	<b>2.6</b>	<b>3.1</b>	<b>2.5</b>	<b>2.8</b>	<b>2.7</b>	<b>2.8</b>	<b>3.5</b>	<b>3.7</b>	<b>3.6</b>	<b>3.5</b>
	<b>N</b>	<b>(34)</b>	<b>(46)</b>	<b>(38)</b>	<b>(43)</b>	<b>(42)</b>	<b>(43)</b>	<b>(54)</b>	<b>(57)</b>	<b>(54)</b>	<b>(53)</b>
<b>Asian</b>	<b>%</b>	<b>9.8</b>	<b>9.4</b>	<b>10.2</b>	<b>10.6</b>	<b>10.9</b>	<b>11.6</b>	<b>11.2</b>	<b>11.7</b>	<b>12.3</b>	<b>13.0</b>
	<b>N</b>	<b>(131)</b>	<b>(137)</b>	<b>(155)</b>	<b>(164)</b>	<b>(169)</b>	<b>(181)</b>	<b>(173)</b>	<b>(182)</b>	<b>(185)</b>	<b>(193)</b>
<b>Hispanic</b>	<b>%</b>	<b>2.3</b>	<b>3.2</b>	<b>3.2</b>	<b>3.3</b>	<b>3.1</b>	<b>3.2</b>	<b>3.3</b>	<b>3.6</b>	<b>3.8</b>	<b>4.0</b>
	<b>N</b>	<b>(30)</b>	<b>(47)</b>	<b>(48)</b>	<b>(50)</b>	<b>(48)</b>	<b>(50)</b>	<b>(51)</b>	<b>(56)</b>	<b>(57)</b>	<b>(59)</b>
<b>Total Minority</b>	<b>%</b>	<b>14.9</b>	<b>15.9</b>	<b>16.2</b>	<b>17.0</b>	<b>16.8</b>	<b>17.7</b>	<b>18.1</b>	<b>19.1</b>	<b>19.6</b>	<b>20.6</b>
	<b>N</b>	<b>(198)</b>	<b>(233)</b>	<b>(246)</b>	<b>(261)</b>	<b>(261)</b>	<b>(276)</b>	<b>(279)</b>	<b>(297)</b>	<b>(297)</b>	<b>(307)</b>

**Data Source:** UIC, Office of the Chancellor, Affirmative Action Programs, Office of Data Resources and Institutional Analysis

**Table 3**  
**Tenured and Tenure-Track Female Faculty**  
**As a Percent of Total**

<b>Fall Term</b>		<b>1989</b>	<b>1990</b>	<b>1991</b>	<b>1992</b>	<b>1993</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>
<b>Tenured</b>	<b>%</b>	<b>19.4</b>	<b>18.6</b>	<b>19.4</b>	<b>20.0</b>	<b>20.3</b>	<b>20.8</b>	<b>20.6</b>	<b>21.4</b>	<b>21.8</b>	<b>23.1</b>
	<b>N</b>	<b>(225)</b>	<b>(213)</b>	<b>(222)</b>	<b>(227)</b>	<b>(232)</b>	<b>(231)</b>	<b>(227)</b>	<b>(244)</b>	<b>(247)</b>	<b>(267)</b>
<b>Tenure-Track</b>	<b>%</b>	<b>40.8</b>	<b>39.5</b>	<b>39.1</b>	<b>37.8</b>	<b>38.4</b>	<b>38.8</b>	<b>42.8</b>	<b>42.4</b>	<b>39.5</b>	<b>38.9</b>
	<b>N</b>	<b>(153)</b>	<b>(147)</b>	<b>(144)</b>	<b>(132)</b>	<b>(152)</b>	<b>(162)</b>	<b>(172)</b>	<b>(163)</b>	<b>(151)</b>	<b>(136)</b>

**Data Source:** Office of Data Resource and Institutional Analysis

**Table 4**  
**UIC Academic Professional and Support Staff Profile for 1998**  
**Compared to Illinois Population and the Labor Force**  
**in the Chicago Metropolitan Statistical Area**  
Racial/Ethnic Summary by Percentage Representation

	Caucasian	Asian American	African American	Hispanic	Native American
<b>% Population in Illinois</b>	75%	2%	15%	8%	**
<b>% in Labor Force In Chicago MSA*</b>	75%	4%	16%	10%	**
<b>% UIC Academic Professional Admin. *** 1745</b>	68%	10%	15%	7%	1%
<b>% UIC Support Staff *** 5420</b>	34%	9%	43%	13%	.3%

Data sources: 1990 Census: State of Illinois; 1994 Illinois Department of Employment Security Estimates; Office of Data Resources and Institutional Analysis

\* The racial/ethnic categories for the Chicago Metropolitan Statistical Area are not mutually exclusive.

\*\* Data not available

\*\*\* Chicago Staff Only

**Table 5**  
**African-American and Hispanic Support Staff**  
**As a Percent of Total**

<b>Fall Term</b>		<b>1989</b>	<b>1990</b>	<b>1991</b>	<b>1992</b>	<b>1993</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>
<b>African-American</b>	<b>% N</b>	<b>43.5 (2297)</b>	<b>42.9 (2452)</b>	<b>42.3 (2475)</b>	<b>42.0 (2424)</b>	<b>41.2 (2322)</b>	<b>41.4 (2441)</b>	<b>41.1 (2473)</b>	<b>40.4 (2385)</b>	<b>39.8 (2408)</b>	<b>39.7 (2293)</b>
<b>Hispanic</b>	<b>% N</b>	<b>8.1 (429)</b>	<b>8.7 (499)</b>	<b>9.1 (533)</b>	<b>9.2 (538)</b>	<b>9.5 (543)</b>	<b>9.4 (554)</b>	<b>9.7 (588)</b>	<b>10.5 (624)</b>	<b>11.5 (694)</b>	<b>12.0 (693)</b>

**Date Source: UIC Office of Data Resources and Institutional Analysis**

**Table 6**  
**Comparative Academic Staff Counts**  
**October 1998 (October 1993)**

	Academic Administration		Academic Professional		TOTAL		%	%
Black	56	(40)	197	(88)	253	(128)	13.9%	(13.1%)
Asian/Pacific Islander	12	(9)	165	(70)	177	(79)	9.8%	(8.1%)
Hispanic	28	(11)	92	(55)	120	(66)	6.6%	(6.8%)
American Indian/Alaska Native	2	(1)	11	(3)	13	(4)	0.7%	(0.4%)
All Minorities	98	(61)	465	(216)	563	(277)	31.0%	(28.4%)
White	315	(211)	936	(487)	1251	(698)	69.0%	(71.6%)
Men	210	(151)	470	(255)	680	(406)	37.5%	(41.6%)
Women	203	(121)	931	(448)	1134	(569)	62.5%	(58.4%)
Total	413	(272)	1401	(703)	1814	(975)	100.0%	(100.0%)

Data Source: UIC Office of Data Resource and Institutional Analysis

**Table 7**  
**Academic Staff Hires from Fall 94 through Fall 98**

	Academic Administrators	Academic Professionals	TOTAL	%
Black	23	219	242	14.6%
Asian/Pacific Islander	5	213	218	13.2%
Hispanic	11	95	106	6.4%
American Indian/Alaska Native	1	0	1	0.1%
All Minorities	40	527	567	34.3%
White	127	949	1076	65.1%
Men	76	499	575	34.8%
Women	91	987	1078	65.2%
TOTAL	167	1486	1653	100.0%

Data Source: UIC Office of Data Resource and Institutional Analysis

**Table 8**  
**UIC Women Student Enrollments**  
**Total and Undergraduate**  
**Fall 1989-1998**

<b>Fall Term</b>		<b>1989</b>	<b>1990</b>	<b>1991</b>	<b>1992</b>	<b>1993</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>
<b>Total Women</b>	<b>%</b>	<b>47.8</b>	<b>49.0</b>	<b>49.9</b>	<b>50.5</b>	<b>51.9</b>	<b>52.7</b>	<b>53.2</b>	<b>53.7</b>	<b>53.9</b>	<b>54.4</b>
	<b>N</b>	<b>(11574)</b>	<b>(12020)</b>	<b>(12069)</b>	<b>(12610)</b>	<b>(13067)</b>	<b>(13099)</b>	<b>(13076)</b>	<b>(13189)</b>	<b>(13249)</b>	<b>(13406)</b>
<b>Under-Graduate Women</b>	<b>%</b>	<b>48.6</b>	<b>48.8</b>	<b>49.2</b>	<b>49.8</b>	<b>51.1</b>	<b>51.9</b>	<b>52.8</b>	<b>53.6</b>	<b>53.8</b>	<b>54.5</b>
	<b>N</b>	<b>(7753)</b>	<b>(8035)</b>	<b>(7797)</b>	<b>(8104)</b>	<b>(8396)</b>	<b>(8417)</b>	<b>(8516)</b>	<b>(8677)</b>	<b>(8766)</b>	<b>(8928)</b>

**Date source: UIC Office of Data Resources and Institutional Analysis**

**Table 9**  
**UIC Women Student Enrollments**  
**Graduate and Professional**  
**Fall 1989-1998**

<b>Fall Term</b>		<b>1989</b>	<b>1990</b>	<b>1991</b>	<b>1992</b>	<b>1993</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>
<b>Graduate</b>	<b>%</b>	<b>51.2</b>	<b>52.2</b>	<b>54.0</b>	<b>54.8</b>	<b>56.8</b>	<b>57.6</b>	<b>57.8</b>	<b>57.0</b>	<b>56.8</b>	<b>57.0</b>
	<b>N</b>	<b>(12695)</b>	<b>(3047)</b>	<b>(3302)</b>	<b>(3535)</b>	<b>(3675)</b>	<b>(3654)</b>	<b>(3533)</b>	<b>(3459)</b>	<b>(3417)</b>	<b>(3408)</b>
<b>Professional</b>	<b>%</b>	<b>41.0</b>	<b>42.5</b>	<b>43.0</b>	<b>42.8</b>	<b>43.9</b>	<b>44.4</b>	<b>44.0</b>	<b>45.3</b>	<b>46.7</b>	<b>46.5</b>
	<b>N</b>	<b>(919)</b>	<b>(938)</b>	<b>(970)</b>	<b>(971)</b>	<b>(996)</b>	<b>(1028)</b>	<b>(1027)</b>	<b>(1053)</b>	<b>(1066)</b>	<b>(1070)</b>

**Date source: UIC Office of Data Resources and Institutional Analysis**



**Table 10**  
**UIC Undergraduate Women**  
**Percent Majors in the Sciences and Math**  
**Fall 1989-1998**

<b>Acad. Year</b>	<b>1989</b>	<b>1990</b>	<b>1991</b>	<b>1992</b>	<b>1993</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>
<b>Sciences</b>	<b>47.4%</b>	<b>47.8%</b>	<b>49.3%</b>	<b>46.3%</b>	<b>48.3%</b>	<b>50.5%</b>	<b>51.8%</b>	<b>55.4%</b>	<b>56.6%</b>	<b>58.0%</b>
<b>Math</b>	<b>44.4%</b>	<b>39.2%</b>	<b>32.9%</b>	<b>38.0%</b>	<b>40.1%</b>	<b>39.4%</b>	<b>44.8%</b>	<b>44.1%</b>	<b>45.2%</b>	<b>36.0%</b>

Data source: UIC Office of Data Resources and Institutional Analysis

**Table 11**  
**UIC Undergraduate Women**  
**Engineering Student Enrollment**  
**Fall 1989-1998**

<b>Fall Term</b>	<b>1989</b>	<b>1990</b>	<b>1991</b>	<b>1992</b>	<b>1993</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>
	<b>16.0%</b>	<b>16.8%</b>	<b>17.2%</b>	<b>18.8%</b>	<b>18.2%</b>	<b>19.4%</b>	<b>19.6%</b>	<b>18.8%</b>	<b>18.8%</b>	<b>19.5</b>
	<b>(332)</b>	<b>(337)</b>	<b>(350)</b>	<b>(381)</b>	<b>(360)</b>	<b>(365)</b>	<b>(371)</b>	<b>(370)</b>	<b>(380)</b>	<b>(386)</b>

Data Source: UIC Office of Data Resources and Institutional Analysis

**Table 12**  
**UIC Enrollment for Fall 1998**  
**Compared to Illinois Population and ACT Test Takers**  
Racial/Ethnic Summary by Percentage Representation

	Caucasian	Asian American	African American	Hispanic	Native American	Foreign and Unknown*
<b>% Population in Illinois</b>	75%	2%	15%	8%	n/a	n/a
<b>% ACT Test Takers in Illinois</b>	67%	5%	12%	7%	.3%	9%
<b>UIC Total Enrolled 24,652</b>	47%	19%	10%	13%	.3%	10%
<b>UIC Freshmen Fall 1998 2,947</b>	40%	27%	11%	18%	.2%	4%
<b>All Undergrad Students 16,374</b>	45%	22%	10%	17%	.2%	5%
<b>Graduate Students 5,979</b>	52%	8%	8%	6%	.3%	26%
<b>Professional Students 2,299</b>	49%	31%	8%	8%	.4%	3%

Data sources: 1990 Census - State of Illinois; The 1998 ACT High School Report of Normative Data - Composite for Illinois;  
UIC Office of Data Resources and Institutional Analysis

\*Foreign student data and racial/ethnic status "unknown" have been combined.

**Table 13**  
**UIC Campus Summary**  
**Minority Student Racial/Ethnic Distribution**  
**Fall 1989-1998**

<b>Racial/Ethnic Group</b>		<b>1989</b>	<b>1990</b>	<b>1991</b>	<b>1992</b>	<b>1993</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>
Native American	%	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
	N	(60)	(67)	(69)	(77)	(78)	(82)	(83)	(74)	(72)	(68)
African American	%	8.9	9.7	9.4	9.6	9.7	10.0	10.0	9.8	9.8	9.7
	N	(2198)	(2374)	(2283)	(2389)	(2452)	(2486)	(2459)	(2422)	(2419)	(2382)
Asian	%	13.5	13.8	14.3	14.7	15.4	16.2	16.6	17.3	18.6	19.4
	N	(3258)	(3381)	(3466)	(3663)	(3876)	(4040)	(4076)	(4264)	(4565)	(4788)
Hispanic	%	8.7	9.3	10.1	10.9	11.9	12.7	13.3	13.2	13.4	13.4
	N	(2100)	(2277)	(2456)	(2732)	(2984)	(3155)	(3272)	(3252)	(3296)	(3301)
Total Minority	%	31.3	33.1	34.1	35.5	37.3	39.2	40.2	40.6	42.1	42.8
	N	(7616)	(8099)	(8274)	(8861)	(9390)	(9763)	(9890)	(10012)	(10352)	(10539)

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

**Table 14**  
**Enrollments in Elementary Education**  
**Fall 1990 through Fall 1998**

	Native American		African American		Asian		Hispanic		Caucasian		Other		Total			
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>Men</i>		<i>Women</i>	
Fall 1990	1	1%	16	10%	15	9%	24	14%	108	68%	4	23%	17	10%	151	90%
Fall 1991	2	1%	17	11%	11	7%	23	14%	100	63%	7	4%	16	10%	144	90%
Fall 1992	2	1%	12	8%	21	7%	24	16%	98	64%	5	3%	14	9%	138	91%
Fall 1993	0	0%	8	5%	11	8%	28	18%	106	68%	4	3%	14	9%	143	91%
Fall 1994	2	1%	13	7%	12	7%	29	16%	119	65%	7	4%	18	10%	164	90%
Fall 1995	2	1%	13	8%	10	6%	27	16%	108	65%	5	3%	21	13%	144	87%
Fall 1996	1	0.5%	15	8%	18	9%	33	17%	128	65%	1	0.5%	26	13%	170	87%
Fall 1997	0	0%	13	6%	33	15%	36	17%	129	60%	4	2%	30	14%	185	86%
Fall 1998	0	0%	14	7%	26	13%	47	23%	114	55%	7	3%	24	12%	184	88%

Data Source: Office of Data Resource and Institutional Analysis

**Table 15**  
**Degrees in Elementary Education**  
**Fiscal Year 1990 through 1998**

	<b>Native American</b>		<b>African American</b>		<b>Asian</b>		<b>Hispanic</b>		<b>Caucasian</b>		<b>Other</b>		<b>Total</b>			
	<i>Men</i>	<i>Women</i>	<i>Men</i>	<i>Women</i>	<i>Men</i>	<i>Women</i>	<i>Men</i>	<i>Women</i>	<i>Men</i>	<i>Women</i>	<i>Men</i>	<i>Women</i>	<i>Men</i>	<i>Women</i>	<i>Men</i>	<i>Women</i>
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
FY 1990	0	0%	3	4%	3	4%	7	9%	63	78%	5	6%	6	7%	75	93%
FY 1991	1	1%	7	8%	10	11%	8	9%	63	71%	0	0%	5	6%	84	94%
FY 1992	0	0%	14	12%	8	7%	20	17%	74	62%	4	3%	11	9%	109	91%
FY 1993	2	3%	11	15%	5	7%	9	13%	41	57%	4	6%	5	7%	67	93%
FY 1994	0	0%	2	3%	4	7%	7	12%	46	78%	0	0%	2	3%	57	97%
FY 1995	1	1%	5	5%	6	6%	18	19%	62	66%	2	2%	6	6%	88	94%
FY 1996	0	0%	9	11%	9	9%	14	16%	49	58%	5	6%	9	11%	76	89%
FY 1997	1	2%	5	8%	2	3%	11	17%	47	71%	0	0%	10	15%	56	85%
FY 1998	1	1%	3	3%	15	14%	15	14%	74	68%	1	1%	11	10%	98	90%

Data Source: Office of Data Resource and Institutional Analysis

**Table 16**  
**Six Year Graduation and Retention Rates**  
**Fall 1991 New Freshmen in Elementary Education**

Race/Ethnicity	Graduated	Still Enrolled	Dropped Out	Total
Native American	100% (1)			100% (1)
African American	100% (2)			100% (2)
Asian	100% (2)			100% (2)
Caucasian	89.5% (17)	5.3% (1)	5.3% (1)	100% (19)
Hispanic	80% (8)	20% (2)		100% (10)

Data Source: UIC Office of Data Resources and Institutional Analysis

**Table 17**  
**Six Year Graduation and Retention Rates**  
**Fall 1992 New Freshmen in Elementary Education**

Race/Ethnicity	Graduated	Still Enrolled	Dropped Out	Total
Native American				(0)
African American		100% (1)		100% (1)
Asian	75% (3)	25% (1)		100% (4)
Caucasian	96% (24)		4.0% (1)	100% (25)
Hispanic	81.8% (9)	9.1% (1)	9.1% (1)	100% (11)

Data Source: UIC Office of Data Resources and Institutional Analysis

**Table 18**  
**Enrollments in Secondary Education**  
**Fall 1990 through Fall 1998**

	Native American		African American		Asian		Hispanic		Caucasian		Other		Total			
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	Men <i>N</i> %		Women <i>N</i> %	
<b>Fall 1990</b>	4	2%	16	6%	14	6%	27	11%	180	72%	11	4%	116	46%	136	54%
<b>Fall 1991</b>	1	1%	16	7%	18	8%	35	15%	177	74%	6	3%	100	42%	138	58%
<b>Fall 1992</b>	0	0	19	7%	2	1%	47	17%	209	74%	7	2%	118	42%	166	58%
<b>Fall 1993</b>	0	0	15	5%	5	2%	57	18%	125	71%	15	5%	124	40%	189	60%
<b>Fall 1994</b>	2	1%	22	7%	9	3%	50	16%	214	68%	17	5%	117	38%	197	62%
<b>Fall 1995</b>	2	1%	27	8%	13	4%	64	18%	227	65%	17	5%	152	43%	198	57%
<b>Fall 1996</b>	1	1%	33	8%	21	5%	95	22%	265	60%	24	5%	184	42%	255	58%
<b>Fall 1997</b>	2	1%	36	8%	28	7%	83	20%	253	60%	21	5%	165	39%	259	61%
<b>Fall 1998</b>	4	1%	37	8%	33	7%	100	22%	268	58%	22	5%	195	42%	269	58%

Data Source: UIC Office of Data Resources and Institutional Analysis



**Table 19**  
**Degrees in Secondary Education**  
**Fiscal Year 1990 through Fiscal Year 1998**

	Native American		African American		Asian		Hispanic		Caucasian		Other		Total			
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	Men		Women	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
<b>FY 1990</b>	0	0	1	3%	1	3%	4	10%	33	83%	1	3%	20	50%	20	50%
<b>FY 1991</b>	0	0	3	5%	1	2%	3	5%	48	86%	1	2%	27	48%	29	52%
<b>FY1992</b>	1	3%	1	3%	0	0	1	3%	25	86%	1	3%	11	38%	18	62%
<b>FY 1993</b>	0	0	1	3%	0	0	6	16%	28	76%	2	5%	14	38%	23	62%
<b>FY1994</b>	0	0	0	0	3	6%	8	16%	40	78%	2	4%	21	41%	30	59%
<b>FY 1995</b>	0	0	2	4%	1	2%	20	11%	41	77%	3	6%	19	36%	34	64%
<b>FY 1996</b>	0	0	1	2%	1	2%	5	12%	33	80%	1	2%	14	34%	27	66%
<b>FY 1997</b>	0	0	3	6%	2	4%	9	17%	36	69%	2	4%	21	40%	31	60%
<b>FY 1998</b>	0	0	3	4%	3	4%	12	15%	60	75%	2	3%	30	37%	50	63%

Data Source: UIC Office of Data Resources and Institutional Analysis

**Table 20**  
**Race/Ethnic Distribution of**  
**New Freshmen/New Transfers**  
**1994-1998**

New Freshmen

	1994		1995		1996		1997		1998	
Race/Ethnicity	N	%	N	%	N	%	N	%	N	%
Native American	8	0.3	3	0.1	10	0.4	10	0.3	5	0.2
African American	336	13.1	304	12.9	321	11.4	356	12.3	327	11.1
Asian	615	23.9	565	22.3	663	23.6	746	25.8	784	26.6
Hispanic	570	22.2	516	20.4	496	17.7	531	18.4	528	17.9
Caucasian	963	37.4	1,048	41.4	1,208	43.0	1,134	39.2	1,178	40.0
Foreign	43	0.9	26	1.0	19	0.7	19	0.7	25	0.8
Not Known	57	2.2	71	2.8	90	3.2	94	3.3	100	3.4
	2,572		2,533		2,807		2,890		2,947	

New Transfer

	1994		1995		1996		1997		1998	
Race/Ethnicity	N	%	N	%	N	%	N	%	N	%
Native American	12	0.6	16	0.8	4	0.2	5	0.3	7	0.4
African American	230	11.1	203	10.4	181	10.0	173	9.9	171	9.5
Asian	265	12.7	230	11.8	254	14.0	259	14.8	285	15.8
Hispanic	223	10.7	206	10.5	199	11.0	214	12.2	227	12.6
Caucasian	1,199	57.7	1,148	58.8	1,034	57.0	972	55.5	979	54.2
Foreign	74	3.6	57	2.9	57	3.1	52	3.0	49	2.7
Not Known	76	3.7	93	4.8	84	4.6	76	4.3	88	4.9
	2,079		1,953		1,818		1,751		1,806	

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

**Table 21**  
**Race/Ethnic Distribution of**  
**UIC Undergraduates**  
**1994-1998**

Racial/Ethnic Category		Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Native American	N	54	52	48	50	41
	%	0.3%	0.3%	0.3%	0.3%	0.2%
African American	N	1,721	1,698	1,680	1,686	1,694
	%	10.6%	10.5%	10.4%	10.4%	10.3%
Asian	N	3,054	3,026	3,172	3,421	3,637
	%	18.8%	18.7%	19.6%	21.0%	22.2%
Latino	N	2,674	2,755	2,725	2,765	2,776
	%	16.5%	17.1%	16.8%	17.0%	17.0%
Caucasian	N	7,856	7,771	7,722	7,537	7,398
	%	48.5%	48.1%	47.7%	46.3%	45.2%
Foreign	N	357	324	302	268	254
	%	2.2%	2.0%	1.9%	1.6%	1.6%
Unknown	N	490	516	541	556	574
	%	3.0%	3.2%	3.3%	3.4%	3.5%
Total	N	16,206	16,142	16,190	16,283	16,374
	%	100%	100%	100%	100%	100%

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

**Table 22**  
**DISTRIBUTION OF DEGREES CONFERRED**  
**BY RACE/ETHNICITY**  
**FISCAL YEAR 1998**  
**(Source 1994-1998 Student Data Book)**

	BACHELOR		MASTER		DOCTORATE		PROFESSIONAL		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Native American	11	0.4	5	0.3	0	0.0	0	0.0	16	0.3
African American	241	8.1	138	9.1	13	5.8	42	7.5	434	8.2
Asian	514	17.3	92	6.1	14	6.3	161	28.9	781	14.8
Hispanic	437	14.7	90	5.9	7	3.2	41	7.3	575	10.9
Caucasian	1,587	53.5	811	53.5	92	41.4	297	53.2	2,787	53.0
Foreign	67	2.3	330	21.7	93	41.9	8	1.4	498	9.5
Unknown	107	3.6	51	3.4	3	1.4	9	1.6	170	3.2
Total	2,964	100.0	1,517	100.0	222	100.0	558	100.0	5,261	100.0

**Table 23**  
**RACE/ETHNIC DISTRIBUTION**  
**ENROLLMENTS IN SPECIAL PROGRAMS**  
**FALL 1998**  
**(Source: 1994-1998 Student Data Book)**

	AAAN	LARES	PRESIDENT'S AWARD
Native American	0	0	5
African American	1,694	7	247
Asian	0	55	0
Hispanic	0	2,516	562
Caucasian	0	30	0
Foreign	0	5	0
Unknown	0	68	0
Total	1,694	2,681	814