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SUSTAINING AND ENHANCING A COMMITMENT TO INCLUSIVENESS
A Report on Progress Toward and Challenges Confronting Achieving Greater Inclusiveness

February 1996

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**Office of the Chancellor
University of Illinois at Urbana-Champaign**

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INTRODUCTION

In May of 1995 Chancellor Michael Aiken and Provost Larry Faulkner issued "**A Framework for the Future**," which has come to be commonly referenced as *The Framework*. That document sets forth a strategic plan for the University. In the words of the Chancellor and the Provost:

"The plan is the product of many hours of thoughtful consideration by the Strategic Plan Committee, the Council of Deans, the Chancellor's Cabinet, and the many faculty and staff who served on the ten work groups. It also marks a launching of our efforts to change some of the ways we think of ourselves and, in turn, the way others think of us."

The Framework is constructed on seven principles that set forth the guiding directives in planning the future of the University. The first principle, ***We Shall Invest in People***, establishes the context for this report. Having stated the primacy of the highest quality *faculty*, excellent *students* and talented *staff and academic professional personnel*, *diversity* is discussed as an integral element of the first principle, investing in people. The passage on diversity makes the case for inclusiveness well:

Diversity. The people who constitute our campus community, at all levels, represent an increasingly diverse population, and this is a source of institutional vigor. This diversity is a consequence both of our determination to open our doors in the spirit of our land-grant heritage, and of the complex but obvious fact that the population of the state and the nation is in transition Preparing our students to live and work in such a society is an essential element of our responsibility to them. Beyond that, cultural diversity brings with it intellectual diversity, leading in turn to competition among ideas. Diversity may challenge accepted wisdom, and may lead to the reexamination of long-held values. Such debates are welcome on this campus, for they are valuable features of intellectual life. We are committed to conducting them in ways that promote and preserve freedom and civility of action and speech, and provide our students, faculty and staff with an optimal environment for work and study.

With *The Framework* as a backdrop, this report will:

- Provide an accounting of the current efforts to address *The Framework* goals;
- Describe the affirmative action structure intended to facilitate goal attainment;
- Provide an assessment of current progress and challenges.

This report, like its predecessor, Commitment to Inclusiveness, focuses on underrepresented minorities,¹ and women in fields where they are underrepresented, and is also mindful that even those who are proportionally present in the student body, faculty and staff may feel marginalized due, for example, to race, sexual orientation, or disability. We affirm as a campus our commitment to creating and sustaining an environment that enables all of our students, faculty, and staff to live and work at their full capacity, unencumbered by climate concerns.

¹ A note on terminology: For the purposes of this report, underrepresented minorities include those groups that are present in the relevant campus population in smaller proportion than in the general population in Illinois. We use the term "Hispanic" when referring to the statistics, goals, and programs of the State of Illinois, but use "Latino/a" to refer to campus programming efforts, in accordance with local practice. We use "Black" in tabular material and where it is part of an organization's designation, but otherwise use the term "African American."

Section I: Responses to the Vision of *The Framework*

The Framework offers four goals that give direction to campus efforts to sustain and enhance inclusiveness. The first goal listed below is taken from *The Framework* statement on diversity and is given special discussion as a directive regarding campus climate. The remaining three goals are among the nine that give structure to the first principle of *The Framework*: *We shall invest in people.*

- A. Provide students, faculty and staff with an optimal environment for work and study.
- B. Serve the increasingly diverse population of Illinois by recruiting promising undergraduate, graduate and professional students from underrepresented groups, and by significantly narrowing the gap in graduation rates by the year 2000.
- C. Diversify the disciplinary representation of graduate students from underrepresented minority groups.
- D. Build a faculty and administration that includes women and members of minority groups at all levels, making significant progress by the year 2000.

A. Provide students, faculty and staff with an optimal environment for work and study.

1. Promoting a safe working environment

a. The University of Illinois at Urbana-Champaign has had its campus climate severely damaged this past year due to the tragic attack on a woman academic professional resulting in her death and that of her assailant. The efforts of the Chancellor, the Cabinet, many campus administrators, and local administrators from the Urbana and Champaign communities have been outstanding in restoring a sense of order to the campus community. The Chancellor has led the campus response to assure the safety and welfare of students, staff, and faculty. Safety improvements include improved, new, or enhanced lighting throughout the campus community; increased number of campus security officers and practices; new, later, and additional transportation for students; new telephones in buildings and about campus; and new ways of communicating safety information, such as the WEB and an on-line library. The campus, also, has embraced a charge to improve the educational opportunities available that might help prevent acts that damage the lives of others. On November 27, 1995, in concluding his remarks to the University Senate meeting on campus safety and security, the Chancellor stated:

"We are taking these measures now to improve safety and security on this campus. If these measures prove to be insufficient, then we shall consider still other measures. We cannot have a positive learning and working environment at the University of Illinois at Urbana-Champaign if the members of the campus community do not feel safe"

In addition to the campus response to the tragic event of October 31, 1995, the campus has continued to pursue its ongoing efforts to address issues of campus climate. *The Framework* envisions a positive campus climate for a University that will achieve the goals articulated in the seven principles described in the strategic plan. The Chancellor has initiated and supported several actions that address different dimensions of campus climate. A campus climate survey funded by the Provost was completed in Fall 1995, and the tabulated results were distributed to the Cabinet in December. The Chancellor has directed that these results be examined for their policy implications.

b. A comprehensive campus climate survey focusing specifically on sexual harassment has been completed, and the preliminary results have been presented to the Cabinet. The Office for Affirmative Action is incorporating the findings of this study into its current planning for implementing sexual harassment seminars and educational workshops. Moreover, the Chancellor has enlisted the assistance of the Committee on the Status of Women and the Senate Committee on Equal Opportunity in a careful review of this and the previously mentioned study in order to inform further campus policy initiatives.

c. A third campus climate study, focusing mainly on issues of diversity, including race, disability, sexual orientation and sexual harassment, has been completed, and preliminary results have been shared with the Cabinet, but the final report is still in preparation. This report will further shape and inform the specific initiatives that the administration will pursue.

d. The campus is a member of a state-funded regional consortium, the Prairie Higher Education Consortium. The Consortium has three major goals:

- Cooperate on a regional basis in assessing and evaluating our educational communities for inclusivity for students of color;
- Offer professional development in gender-balanced, multicultural education for faculty and cultural diversity training for staff;
- Connect individual programs for minority students to comprehensive institutional plans for gender-balanced, multicultural education and inclusive educational communities.

An Associate Chancellor is the campus representative and serves on the steering committee. The Consortium had its first meeting in November 1995 and has met once since to initiate staff-training sessions. The Office for Instructional Resources has been invited to serve a key role in achieving the Consortium's goals, in order that the campus can build these diversity training competencies into its existing structures.

2. Fostering a climate for diversity

a. The undergraduate general education curriculum continues to grow in ways that reflect the campus's commitment to educating its students to live in a multicultural society. There is a continuing increase in the number of course offerings meeting the new general education requirement to expose students to non-western cultures or minority subcultures in the U.S.

Currently, 69 courses (56 non-western; 13 minority subculture) meet that requirement. The Office of the Provost continues to provide support to faculty who need assistance in developing new courses or refining existing courses that would satisfy this requirement.

b. In the fall of 1995, the Provost appointed an Acting Director of the Planning Committee for the Latino Studies Program. The Acting Director has been charged to assist in searches for new faculty, to initiate the establishment of the Office for Latino Studies, and to begin the development of a curriculum. The Office for the Latino Studies Program will be housed at 510 E. Chalmers, the old site of La Casa.

c. The campus has agreed with the Latino/a students who have presented the point that the mural at 510 E. Chalmers has cultural and historical significance, and is working to protect the mural. The decision to locate the Office for Latino Studies at 510 E. Chalmers reconfirmed the campus commitment to establishing and sustaining a climate of respect for cultural diversity.

d. The Office of the Vice Chancellor for Student Affairs is developing a comprehensive strategy for enhancing students' appreciation and understanding of positive intergroup relations. Student leaders participating in LEADERSHAPE rate the race relations experiences they have during this training program very highly. Additional efforts to address the building of positive intergroup relationships are planned for New Student Orientation.

e. The Office of Instructional Resources (OIR) continues to offer training in classroom climate and sexual harassment for teaching assistants and faculty. There are two campus-wide TA training sessions, one at the beginning of the fall semester and another at the beginning of the spring semester. The OIR, also, conducts customized training for both TAs and faculty.

B. Serve the increasingly diverse population of Illinois by recruiting promising undergraduate, graduate and professional students from underrepresented groups, and by significantly narrowing the gap in graduation rates by the year 2000.

The strategic plan calls for six steps to achieve this goal:

Address inclusiveness in development programs for faculty, teaching assistants, staff, and administrative officers.

The Office of Instructional Resources (OIR) currently conducts inclusiveness training for faculty and teaching assistants. Additional faculty, staff and academic professional training is provided by the Office of Human Resources and Development and the Affirmative Action Office.

Encourage units to model their recruitment practices and retention programs for minority students on those on the campus that have proven most successful.

Currently, campus and college level administrators responsible for recruitment practices and retention programs for minority students regularly meet to share expertise and to assist in

improving practice. The most notable example of this collaboration is the Presidential Awards Program Advisory Committee.

Provide academic counseling and support that meets the needs of minority students, at both campus and unit levels.

The campus currently employs multiple models of support services to students, with some students preferring to have a centralized site and others enjoying the feeling of developing an "academic home" by receiving such services at the unit level.

Utilize significant merit-based scholarship awards to help attract to the campus exceptionally talented students from underrepresented minority groups.

The campus is very aware that there is strong competition for capable students irrespective of race and ethnicity. In an effort to retain and enhance its high yield of top minority students, the University increased the scholarship proportion of the Presidential Award Program (PAP) award package. We will continue to monitor the effect of this policy change on our yield.

Implement a study of the factors that impede the academic progress of minority students, and take steps to address them.

The Chancellor directed that a study of minority student retention be conducted. That study began in April 1995. The study was designed as a qualitative research project in order that we might gain insight into how students who leave the university go about making their decision. The study is still in progress. The first transcripts of individual cases are being prepared.

Provide colleges with annual reports on progress in graduation rates and on programs designed to enhance it.

The University Office for Academic Policy Analysis annually provides each University of Illinois campus with a report of retention by college, student race and gender. This office also assists the Offices of Minority Student Affairs, Academic Affairs and LAS in preparing annual reports on the progress of students by admission status -- PAP, EOP, Bridge, and other scholarship and special admits. These reports are available to assess retention from year-to-year by GPA status and, subsequently, by graduation rate.

C. Diversify the disciplinary representation of graduate students from underrepresented minority groups.

The strategic plan calls for two steps to achieve this goal:

Utilize significant merit-based fellowship awards to help attract to graduate programs across the campus exceptionally talented students from underrepresented minority groups.

The campus currently supports the Minority Assistance Partnership Program (MAPP) and the Graduate College Fellowship Program. For the academic year 1995-96 these two programs support 96 students. (See the report of progress and challenges below for the individual program trends.)

Encourage the most talented minority students to consider graduate school, and provide them with experiences like the Summer Research Opportunity Program to help them make informed decisions.

The campus fully supports the Summer Research Opportunities Program (SROP) and the McNair Program both of which have the same goal of encouraging minority students to pursue graduate school. Approximately 550 students have been served by the SROP over the past ten years.

D. Build a faculty and administration that includes women and members of minority groups at all levels, making significant progress by the year 2000.

The Strategic Plan calls for six steps to achieve this goal:

Encourage units to model their recruitment practices and retention programs for women and minority faculty on those that have proven most successful campus-wide.

The Office of the Provost and the Office for Affirmative Action (OAA) each provide guidance to each college and department in their recruitment efforts targeting women and minorities. The Office for Affirmative Action (OAA) meets with search committees and provides additional guidance and assistance including the identification of special sources for position advertisements and assistance with arranging formal visits so that minority candidates have access to members of the campus minority community during their visits. Each of the above named offices, the Office of the Associate Dean for the Graduate College and the Office of the Committee on Institutional Cooperation, distribute listings of current doctoral recipients who have been funded Fellows in one of several programs sponsored by comparable institutions, the State of Illinois - Illinois Consortium for Equal Opportunity Program (ICEOP), or national programs.

The OAA is authorized to provide retention support in the form of supplementary salary and support for research. These funds are accessed by request from the academic unit.

The Office of the Provost administers the Target of Opportunity Program (TOP). The guidelines for this program require that the academic unit requesting the support make clear the fit of the minority candidate with its academic mission and be specific regarding the mentoring that will be provided when the minority candidate is at the junior level.

The Committee on the Status of Women (CSW) has implemented a mentoring program. That effort will receive special attention in the current year as one of the priorities of the CSW.

Assess departmental recruitment efforts, and assist departments in their efforts to take advantage of opportunities they may discover.

The Affirmative Action Office annually publishes the STATUS Report. This report details the departmental hiring practices by describing the utilization of available minority and women doctoral-degree holders by discipline. This report informs departments about the availability of minority and women candidates in relevant disciplines so that they can better target their efforts. The Office of the Provost supports the Target of Opportunity Program (TOP), which is specifically designed to allow departments to take advantage of unique opportunities to recruit minority faculty.

Increase opportunities for women and minority group members to advance through the ranks of mid-level management in both staff and academic professional positions.

The OAA has, for many years, compiled and analyzed the data on hiring and promotion by race/ethnicity and gender in all campus Civil Service positions. Each fall, OAA staff review the number of job openings that occurred in each classification during the past year, and the number of underrepresented employees who applied for the job and were fully qualified (called an "opportunity"). Also, quantified are the number of positions filled with candidates who are not underrepresented and underutilized. This annual review and evaluation of the hires and promotions in the past year is made in light of the voluntary hiring goals that unit representatives set during the previous spring. For those units that have problem areas (classifications for which the number of qualified underrepresented applicants is inadequate), there may be a discussion of efforts to correct these problems, such as the use of learner-trainee positions. OAA keeps informed of job openings and work-force change plans by means of an Affirmative Action Panel, which meets daily at the Staff Human Resources Office to review new position openings and potential candidates. This daily contact is critical in developing and recruiting additional minority applicants for position openings.

Explore options for providing convenient child care.

The provision of high quality, broadly available and accessible child care continues to be a central concern for the campus. A report identifying child-care options, requested by the Provost, was completed in December 1995. The issues are complex and include: facility location, facility size, local competition concerns, health and safety issues, and the respective costs as determined by the decisions made regarding the preceding issues. The cost associated with the optimal, child-care provisions are substantial and the options/alternatives are being evaluated.

Collaborate with the local community, other universities and the state in the development of dual-career opportunities.

The University operated a spousal-hire effort on an informal basis as early as 1980. In 1985, a formal policy was issued based on a recommendation of the Hay Committee. That policy has evolved into a program whereby spousal positions are funded on an equal-share basis between two cooperating units and the campus. More formal arrangements are continuing to evolve with local communities and other universities and colleges within commuting distance.

Recruit from the broadest possible base, including, where appropriate, non-traditional sources such as government, industry and service organizations.

The university is continuing its tradition of broad-based recruitment. The Office for Affirmative Action has maintained an active outreach effort. The most recent hire in that office is a woman hired as a Staff Associate who left city government to join the University.

The goals and steps set forth in *The Framework* are ambitious and challenging. The accompanying initial responses are an indication that this strategy for the year 2000 has already begun to shape our thinking and the on-going work of the University. Continued progress toward the achievement of these goals will depend on a broad based commitment to the vision articulated in *The Framework*, careful planning and strong cooperation.

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Section II: The Plan Implementation Process

In the May 1995, Chancellor Michael Aiken initiated the process of translating *The Framework* into a concrete set of internal workplans. Each member of the Chancellor's Cabinet was instructed to develop and submit a set of workplans that articulated the expected accomplishments for the 1995-96 academic year. These have been synthesized into a single, integrated set of workplans for the academic year that specify task assignments and a timetable of deliverables.

The Chancellor's initial directive stated that the workplans should be guided by *The Framework*. In doing so, the Chancellor has set the campus on a course for progress toward the achievement of the stated goals, including those addressing inclusiveness. Several of the specified tasks in the workplan are under way. This process will continue throughout the academic year with refinements and adjustments occurring as needed.

An important element in this process was the opportunity each cabinet member had to review the workplans of each of the other units. This allowed all members to assess the implications of the several tasks for their areas of responsibility. In particular, it provided the Associate Chancellor with primary responsibility for diversity with the occasion to have input early on. It is expected that this will prove valuable in facilitating inclusive practices.

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Section III: The Office of Affirmative Action

The Office of Affirmative Action (OAA) reports directly to the Office of the Chancellor and is charged with the day-to-day implementation of affirmative action policies and procedures. Major responsibilities of the OAA include educating the University community about affirmative action and equal employment opportunity laws, and ensuring compliance with statutory and regulatory requirements.

An important function of OAA is to educate and inform deans, directors, department heads and managers about the equal-opportunity representation levels of employees in individual units and job classifications. The purpose of continually providing this information is so that the campus units can self-monitor their performance in recruiting, hiring, and maintaining a full and diverse range of available and qualified employees.

In the fall of 1993, an analysis was performed to assess the availability of qualified candidates for faculty positions for each academic discipline on campus. This was done by identifying, by race and gender, the number of graduates in the United States with applicable, qualifying graduate or professional degrees granted over the last few years. While having a degree, alone, does not guarantee that all in the pool are equally qualified for a faculty position, a degree was an accurate enough indicator to allow OAA to use it as a comparison for the actual hiring rates of faculty in each department. That analysis is now published annually as the *STATUS Report*.

The *STATUS Report* shows that the availability levels of women and underrepresented minorities varied widely by department. Departments are now actively responsible for seeing that their faculty grows with a healthy diversity. The availability data are provided to all departments and units on the campus in late winter; the data are meant to inform and guide them in their faculty recruitment and hiring processes.

In an effort to increase employment opportunities for diverse populations, OAA has increased the number of presentations it makes to search committees. It, also, plans to increase its consultation role for departments undertaking searches by committing additional staff time to this function. OAA staff are, also, meeting with other units to design retention plans and efforts for minority faculty. Some of these efforts include increasing and coordinating contacts with local minority service providers, enhancing contact with candidates and new hires, and coordinating service provisions among units.

Presentations to units regarding accommodating students with disabilities, preparing and conducting equitable search and selection procedures, diversifying recruitment strategies, and avoiding discrimination in employment management practices are a major activity of the Office. Most of these presentations are made upon the request of the unit; some, however, have been made at the direction of the Chancellor.

The OAA works closely with the Division of Rehabilitation Services on questions of providing service to students with disabilities, both in and out of the classroom, and with the Office of

Facilities and Planning to review and ensure compliance with accessibility factors. Together with the Office of Student Services, OAA investigates, coordinates, and mediates student complaints on campus.

A library of current materials and information on a full range of campus and other affirmative action programs and topics is maintained by the OAA. This library is available to faculty, staff and students. Advisory staff consultation on other campus resources for students is also available.

The Office of Affirmative Action is preparing to take on broader responsibilities for generating an institutional culture that gives high priority to diversity on the UIUC campus. Success in these new roles will depend on the support of University leadership and on financial resources adequate for accomplishing existing tasks as well as additional challenges in the future.

Section IV: Current Progress and Challenges

A. University Employees

Like all public institutions of higher education in Illinois, the University of Illinois has an institutional plan to improve the participation and success of minorities, women and the disabled on the faculty and staff, and in the student body. The campus submits an annual update to the Illinois Board of Higher Education that reviews goals and objectives, and documents progress.

The campus's goals and objectives with regard to underrepresented faculty and staff include:

- Add 40 to 45 tenured/tenure-track African American and Hispanic faculty, taking into account those areas where they are most underrepresented in relation to their availability. This goal would include 25 to 28 African American and 15 to 17 Hispanic faculty. (Base Year, Fall 1989; Target Year, Fall 1997).
- Improve the representation of African Americans and Hispanics in academic administrative and professional positions.
- Improve the representation of African Americans and Hispanics in staff administrative/managerial positions and in those job groups in which they are underrepresented.
- Increase the number of women tenured/tenure-track faculty members in areas where they are underrepresented.
- Improve the representation of women in academic administrative positions.
- Improve women's representation in the skilled crafts and service/maintenance occupational categories and in those job groups where they are underrepresented.

The campus has made considerable strides towards meeting these goals and objectives.

1. Cabinet

Since his appointment on July 1, 1993, the Chancellor has had the opportunity to fill eight Cabinet-level positions. He has appointed two white women, two African American men, and four white men:

- White women to Associate Chancellor and Vice Chancellor for Student Affairs (succeeding two white men)
- African American men to Vice Chancellor for Administration and Human Resources (succeeding white man) and Associate Chancellor

- White men to Provost, Vice Chancellor for Research, Associate Chancellor for Public Affairs and Associate Chancellor for Development (succeeding two white men and two white women in interim appointments).

2. Administration

Among the administrative appointments made since August 1995 an African American woman was named Dean of the College of Education, succeeding a white man, and an African man has been named to head the Center for African Studies, succeeding a white man.

In other senior positions, an African American woman has been named Director of the Office for Affirmative Action, succeeding an African American man.

3. Faculty

The representation of African American and Hispanic faculty shows a continuing pattern of slow, but steady, increases. The Office of Affirmative Action analysis comparing new faculty hires over the previous 10 years to the availability of recent Ph.D. graduates shows that, for these groups, 72 of 80 departments compared favorably with national availability data for tenured or tenure-track faculty in terms of past hires, current workforce or both.

In its six years of existence, the Target of Opportunity Program has added 50 faculty members from underrepresented groups to the professoriate. Current campus-wide expenditures on TOP appointments total more than \$2 million.

Since 1989, the percentage of African American tenured and tenure-track faculty has nearly doubled, from 1.4% to 2.7%. The size of the faculty overall has been reduced during these years, yet the number of African American faculty members has increased from 32 to 53 individuals in 1995, representing significant progress toward the campus's goal for 1997 of 57 individuals (Table 1).

The corresponding percentage of Hispanic tenured/tenure-track faculty also has grown, from 1.3% to 2.1%. The increase from 27 to 44 individuals brings the campus above its goal of 42 Hispanic faculty, a target originally scheduled to be reached by 1997 (Table 1). Overall minority representation increased from 216 to 253 individuals (10.0% to 12.8%), with the largest increase from Asian and Pacific Islanders faculty.

Table 1. Tenured/Tenure-Track Minority Faculty

Year	Black		Hispanic		Total
	Number	%	Number	%	
1989	32	1.4	27	1.3	2,152
1990	30	1.4	33	1.6	2,125
1991	35	1.6	38	1.8	2,106
1992	42	2.0	38	1.8	2,055
1993	47	2.3	38	1.9	2,024
1994	52	2.6	44	2.3	1,986
1995	53	2.7	44	2.1	1,968
Target for 1997	57		42		

Representation of women on the faculty, also, continues to increase (21.1% in 1995) but lags behind national availability in 38 of 80 departments. Improving representation will clearly involve different strategies for minority vs. women faculty. Since 1989, the campus has registered continued increases in tenured and tenure-track women faculty members while the campus has experienced a decline in total faculty size. The percentage of tenured and tenure-track women faculty increased by 4 points from 1989 to 1995 (Table 2). Women currently hold 415 faculty positions or 21.1% of the total. It is important to note that the relatively small but continuing increase in the number of women faculty between 1989 and 1994, a net increase of 51, occurred during a time when the total faculty decreased by 166 (from 2,152 in 1988 to 1,986 in 1994). By contrast, women shared in the 1994-1995 decline and accounted for about 22% (4) of the decline in faculty (18) from 1994 to 1995.

Table 2. Tenured/Tenure-Track Women Faculty

	Females	Percent FTE Female	Total
1989	368	17.1	2,152
1990	377	17.7	2,125
1991	399	19.1	2,106
1992	396	19.3	2,055
1993	406	20.0	2,024
1994	419	21.1	1,986
1995	415	21.1	1,968

4. Academic Professional Employees

The number of African American academic professionals increased from 3.8% to 4.5% from 1989 to 1995, an increase of 20 individuals. Hispanic representation has increased from 1.2% to 1.5%, an increase of 7 individuals over the same time period (see Table 3).

Table 3. Minority Academic and Administrative Professionals

Year	Black		Hispanic		Total
	Number	%	Number	%	
1989	73	3.8	24	1.2	2,007
1990	83	4.2	28	1.3	2,048
1991	81	4.1	26	1.3	2,040
1992	80	4.1	31	1.5	2,021
1993	90	4.4	31	1.5	2,037
1994	99	4.8	29	1.4	2,082
1995	93	4.5	31	1.5	2,048

A continuing challenge is the number of women among senior academic professional positions. Among academic professionals the percentage of women has increased gradually from 42.6% in 1989 to 47.2% in 1995 representing an increase of 120 academic professional women. This increase is more tangible since the net change for academic professionals from 1989 to 1995 was 41 (Table 4). Women now hold a greater share of the available positions but continue to be underrepresented at the most senior levels.

Table 4. Academic Professional Women

	Females	Percent FTE Female	Total
1989	864	42.6	2,007
1990	913	44.0	2,048
1991	908	44.0	2,040
1992	924	45.4	2,021
1993	962	46.7	2,037
1994	986	47.1	2,082
1995	984	47.2	2,048

5. Civil Service Staff

In Champaign County, African Americans constitute the largest minority group, representing 9.6% of the population and 8.6% of the civilian labor force (both employed and unemployed). The percentage of African American support staff at the campus (11.8%) compares favorably with average local availability for major EEO job categories. The county's Hispanic population and labor force are 1.9% and 1.6%, respectively. Hispanics represent 0.6% of staff, a substantially

lower rate than average local availability. Tables 5 and 6 below present the distribution of African Americans and Hispanics, respectively across staff positions. Each table covers the period 1989 to 1995.

Table 5. Black Staff Employment

	Adm/Man		Prof		Cler/Sec		Tech/Para		Sk Crafts		Ser/Main	
	#	%	#	%	#	%	#	%	#	%	#	%
1989	8	6.7	34	5.9	215	9.2	66	11.3	51	7.6	313	23.2
1990	10	7.5	35	6.1	226	9.7	70	11.6	52	7.7	298	22.0
1991	10	7.1	37	6.5	208	9.4	65	11.4	52	8.0	296	22.1
1992	10	7.0	37	6.6	203	9.5	60	10.8	49	7.7	270	20.7
1993	11	8.0	34	6.4	199	9.7	54	10.2	47	7.4	262	20.5
1994	11	8.5	34	5.9	203	10.1	51	9.5	49	8.0	253	19.8
1995	10	7.9	36	6.8	260	10.3	47	9.0	50	8.2	257	20.1
Average Availability ²		6.6		6.4		9.4		7.1		4.5		10.3

Table 6. Hispanic Staff Employment

	Adm/Man		Prof		Cler/Sec		Tech/Para		Sk Crafts		Ser/Main	
	#	%	#	%	#	%	#	%	#	%	#	%
1989	0	.0	3	.5	14	.6	3	.5	2	.3	3	.2
1990	1	.7	2	.3	16	.7	3	.5	2	.3	5	.4
1991	1	.7	3	.5	14	.6	3	.5	2	.3	6	.4
1992	1	.7	3	.5	17	.8	3	.5	2	.3	5	.4
1993	2	1.4	2	.4	17	.8	3	.6	2	.3	5	.4
1994	2	1.4	2	.4	18	.9	3	.5	3	.5	5	.4
1995	2	1.6	2	.4	18	.9	2	.4	5	.8	5	.4
Average Availability ²		2.8		2.4		1.2		1.3		1.4		1.0

In staff positions, women currently represent 40.9% of administrative, 61.3% of professional, 91% of clerical, and 47.5% of technical/paraprofessional job categories, all of which exceed average local availability. Representation in the service/maintenance category also exceeds average local availability. In skilled crafts, representation of women (4.9%) is slightly below the local availability average (6.4%) for the category (Table 7).

² Actual 8 Factor availability percent using Fall 1995 data.

Table 7. Female Staff Employment

	Adm/Man		Prof		Cler/Sec		Tech/Para		Sk Crafts		Ser/Main	
	#	%	#	%	#	%	#	%	#	%	#	%
1989	43	36.1	333	57.6	2,102	90.1	279	47.9	27	4.0	395	29.3
1990	54	40.3	338	58.5	2,084	89.7	291	48.2	33	4.9	401	29.6
1991	58	41.4	335	59.3	1,996	90.3	271	47.4	31	4.7	405	30.2
1992	59	41.3	342	60.7	1,937	90.3	267	48.2	29	4.6	386	29.6
1993	57	41.6	321	60.3	1,851	90.4	260	49.1	33	5.2	376	29.7
1994	56	43.1	316	60.2	1,722	91.0	260	48.4	32	5.2	386	30.2
1995	52	40.9	326	61.3	1,820	91.0	248	47.5	30	4.9	389	30.5

B. Goals and Objectives - Minority Students

- Maintain and, if possible, increase African American and Hispanic undergraduate enrollment. Continue working to improve African American and Hispanic undergraduate retention and graduation rates.
- Continue working with the Chicago city colleges to increase the transfer rates of students from those institutions, with the intention of increasing African American and Hispanic transfer enrollment.
- Increase Hispanic graduate representation by 100% over the next eight years (Base Year, Fall 1989; Target Year, Fall 1997). Continue to work toward increased African American graduate representation.
- Increase minority enrollment in Veterinary Medicine.

1. Progress in Meeting Minority Student Goals

UIUC continues to improve the participation of underrepresented minority students. Enrollment of African American and Latino/a undergraduates has increased over the past decade, as have graduation rates and enrollment at the graduate/professional level.

Among the campus's strategies for further progress in enrollment are an active program to facilitate community college transfers and increased fellowship funding for minority students. Table 8 shows the progress the University has made with respect to transfer students. For African American students, 1990 and 1993 were years in which significant numbers of transfer students enrolled, as was true for Latino students and overall. The rate of progress in this area needs to be maintained, particularly in light of the numbers of Latino students who continue to enroll at the two-year college level at substantial rates.

Table 8. Beginning Transfer Enrollment

	Black		Hispanic		Total
	Number	%	Number	%	
Fall 1989	19	1.7	18	1.6	1,105
Fall 1990	40	2.6	29	1.9	1,552
Fall 1991	24	2.0	20	1.6	1,213
Fall 1992	18	1.6	24	2.2	1,109
Fall 1993	54	4.2	31	2.4	1,285
Fall 1994	27	2.0	40	3.0	1,336

2. Retention and Graduation Rates

Retention of underrepresented students is also a top campus priority (Table 9). An extensive support system, directed at both academic and social needs, is in place and provides tutorial services, peer counseling, cultural centers and opportunities for summer research projects with faculty. Integrating the offerings with the university's academic mission and students' needs presents a continuing resource management challenge. Nonetheless, retention of African American and Hispanic students based on five-year enrollment and graduation figures has generally exceeded 60 and 70%, respectively. The 1990 class of entering African American and Latino/a students each show five-year rates that approach 70%.

Table 9. Retention Rate of Beginning Freshmen After 5 Years

Freshman Class	Percent Graduated or Still Enrolled		
	Black	Hispanic	All Other
Fall 1980	60.7	57.4	80.6
Fall 1981	58.6	69.2	81.2
Fall 1982	59.9	73.0	81.1
Fall 1983	64.0	62.4	82.2
Fall 1984	61.5	70.8	82.5
Fall 1985	64.8	74.6	82.2
Fall 1986	69.0	69.8	82.9
Fall 1987	64.9	75.6	84.6
Fall 1988	63.5	70.5	84.9
Fall 1989	59.4	66.6	84.2
Fall 1990	68.9	69.1	85.2

3. Graduation Trends - Undergraduate Minorities

Graduation data are presented here in two tables: for 4-year completion rates for the entering Freshmen in 1980 and 1991, and 8-year completion rates for the entering freshmen from 1980 and 1987 (Table 10); for 5- and 6-year graduation rates for the entering freshmen from 1980 through

1990 (Table 11). (In the discussion below, the entering class of 1980 is referred to as "the 1980 class," the entering class of 1985 as "the 1985 class," etc.)

Table 10, below, provides an overview of the 4- and 8-year graduation rates for African American students, Hispanic students, and for all students.

The graduation rates for the underrepresented minorities at UIUC have improved slightly in the last decade. For the 1980 class, the 4-year rate for African American undergraduates was 13.2%. For the 1991 class, the most recent year for which data are available, the rate rose to 21.4%. The 8-year graduation rate for the 1980 class was 47.9%, and for 1987, the most recent year for which data are available, it was 57.5%.

For Hispanic undergraduates, the 4-year graduation rate of the 1980 class was 21.7%; and for 1991, 27.0%. A larger increase is seen with 8-year data, from 48.1% to 67.7%, an improvement between the 1980 and 1987 classes.

For all students, the 4-year graduation rate for the 1980 class was 53.6%, compared with 53.8% for the 1991 class. The 8-year rate for all students for 1980 was 77.1%, and for 1987, 83.4%, an increase of 6.3%.

Table 10. UIUC Undergraduate Graduation Rates

	Black	Hispanic	All Other Students
4-year rates			
1980 class	13.2	21.7	53.6
1991 class	21.4	27.0	53.8
Increased by:	8.2	5.3	0.2
8-year rates			
1980 class	47.9	48.1	77.1
1987 class	57.5	67.7	83.4
Increased by:	9.6	19.6	6.3

Table 11 provides a look at the graduation rates for students after 5 and 6 years.

Table 11. Graduation Rates of Beginning Freshmen After 5 and 6 Years

Freshman Class	Black		Hispanic		All Others	
	After 5 years	After 6 years	After 5 years	After 6 years	After 5 years	After 6 years
Fall 1980	33.3	43.9	34.9	44.2	72.3	75.5
Fall 1981	35.1	41.4	48.6	54.2	73.7	77.1
Fall 1982	34.2	44.4	56.5	64.3	75.0	78.5
Fall 1983	40.4	54.0	46.2	53.0	76.1	79.7
Fall 1984	41.6	48.6	59.4	61.3	76.6	80.1
Fall 1985	40.5	49.7	62.0	65.5	76.3	79.7
Fall 1986	43.8	54.3	56.6	60.4	77.0	80.2
Fall 1987	44.2	53.6	58.1	64.5	78.6	82.0
Fall 1988	49.5	55.6	61.6	66.4	79.3	82.6
Fall 1989	43.7	52.0	57.1	63.3	79.4	82.9
Fall 1990	49.8	N/A	54.0	N/A	77.0	N/A

The trends in graduation rates presented in the Tables 10 and 11 provide clear evidence of the progress being made in improving retention, yet a considerable gap remains between graduation rates of African American/Hispanic students versus other students. Research on African American and Hispanic leavers, requested by the Chancellor, will help identify reasons for leaving and will provide guidance in the development of additional retention practices and policies.

4. Graduate and Professional Students Enrolled

Exact correlations between undergraduate programs and graduate enrollments are difficult to make, but the campus seems to be benefiting from several years of intensive recruitment, programs to interest minority students in research, and programs that provide financial support for the transition to graduate school. The campus goal of increasing African American graduate representation by 100%, to 262 students, was articulated in the 1989 report to IBHE and achieved in 1992-93, several years before the target year of 1997. Since 1989, African American representation in graduate programs has increased from 1.6% to 4.0% in 1995, and from 131 to 349 individuals (Table 12).

Table 12. Graduate Programs Enrollment

	Black		Hispanic	
	Number	%	Number	%
Fall 1989	131	1.6	114	1.4
Fall 1990	182	2.2	109	1.3
Fall 1991	218	2.5	127	1.4
Fall 1992	269	3.0	126	1.4
Fall 1993	277	3.0	150	1.6
Fall 1994	299	3.4	178	2.0
Fall 1995	349	4.0	189	2.1
Target for 1997	262		228	

Progress towards the corresponding goal of a 100% increase in Hispanic graduate representation, or a target of 228 individuals by 1997, has been slower. Hispanic representation rose last year from 178 to 189 individuals, a small change from 2.0% to 2.1% (Table 12).

5. Female Students in Sciences, Engineering and Mathematics

The representation of women students presents a different situation. Programmatic support for women tends to be based in a college or in a committee or private group. For example, the College of Engineering is exploring longterm funding options for its Women in Engineering Program, which the campus currently funds. As another example, the Chancellor's Committee on the Status of Women developed a mentoring program for graduate students in the past year. Campus enrollment of women at undergraduate, graduate and professional levels is at least 40% and, in most cases, rising. However, women are still underrepresented in particular disciplines, specifically in engineering, chemistry, physics and mathematics. Increasing the participation of women students in these areas should be a focal point for campus planning. Tables 13 and 14 present women enrollment in selected fields from 1989 to 1994 for undergraduate and graduate women, respectively.

Table 13. Female Undergraduate Enrollments in Sciences, Engineering and Mathematics

	1989		1990		1991		1992		1993		1994	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Engineering	792	16.0	771	15.6	782	15.9	823	16.7	860	16.9	900	17.4
Computer Science	64	15.3	69	17.7	58	15.1	51	13.1	67	14.5	64	11.8
Mathematics	62	36.7	59	37.3	54	36.5	60	42.3	43	36.1	44	36.1
Math & Comp Sci	65	26.3	52	24.8	42	21.5	26	17.3	26	17.4	39	20.9
Chemistry	121	38.7	136	39.7	109	32.8	108	32.6	141	34.2	154	38.7
Physics	22	15.7	22	15.6	23	17.3	16	12.3	16	12.6	17	16.2
Total	1126	18.0	1109	17.9	1068	17.5	1084	17.8	1153	18.1	1218	18.7

Table 14. Female Graduate Enrollments in Engineering, Mathematics & Physical Sciences

	1989		1990		1991		1992		1993		1994	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Engineering	159	10.8	158	10.9	178	11.7	199	12.7	216	13.8	213	13.7
Computer Science	52	12.8	44	11.5	44	11.7	36	10.0	53	13.7	55	14.1
Mathematics	48	23.0	44	21.4	47	22.9	46	23.6	45	23.3	42	22.3
Chemistry	74	27.5	67	24.3	56	22.6	69	25.9	63	23.9	65	24.6
Physics	32	11.0	27	9.0	29	9.7	23	7.9	24	8.2	16	6.5
Total	365	13.8	340	13.0	354	13.4	373	13.9	401	14.8	391	14.8

The data in these tables show a pattern of relative stability with approximately 1% growth in women's enrollment in these disciplines over the six-year period from 1989 to 1994. Nonetheless, these data continue to show that the proportion of women in these fields, at both the undergraduate and graduate levels, is substantially below their overall representation in the campus enrollment -- about 45% and 41% at the undergraduate and graduate levels respectively.

The retention of women students until graduation continues a trend, begun in the 1980's, which shows women graduating at a higher rate than their male counterpart, for both 4-year and 8-year graduation rates. The campus continues its initiatives to address the underrepresentation of women in the fields of engineering, mathematics and the physical sciences.

a. **Women-in-Engineering Program.** The new Women-in-Engineering Program, funded last year, builds relationships with high schools to increase awareness of the UIUC College of Engineering among all students, with a primary focus on recruiting undergraduate women. It complements the recruitment of women graduate students now occurring through the Support for Undergraduate Groups in Engineering Fellowship Program (SURGE), a cooperative program among the National Science Foundation (NSF), the campus, and the College of Engineering to recruit graduate students from underrepresented groups.

Retention efforts involve interaction with faculty members, the Society of Women Engineers (SWE), and the Women's Studies Program. The Women-in-Engineering Steering Committee met to refine the goals and the budgetary allotments for the first year, working with the Interim Director of the program, appointed in the Fall of 1995.

b. **Mathematics and the Sciences.** The departments that encompass mathematics and science vary, depending upon definitions. The Office of Admissions and Records annually reports the women student enrollment figures by department. That information is shown in Tables 13 and 14. For the purpose of the following discussion in this section, any course offering in the disciplines of mathematics or sciences is included, regardless of the department that offers it.

The Discovery Program, the newest campus curriculum program, was designed to provide smaller instructional units and greater instructor-student contact for courses designed primarily for first-year undergraduates. A majority of those courses have been offered as general education credit courses in the College of Liberal Arts and Sciences (LAS) for the last two semesters. They

are evenly divided among the LAS disciplines, with a substantial number being offered in the sciences and mathematics. Some of the courses represent fieldwork in the sciences.

Prime beneficiaries of the Discovery Program courses are undergraduate women in the sciences and mathematics classes. In both the Fall 1994 and Spring 1995 semesters, women represented more than 60% of the total first-year course enrollees, including courses in mechanical engineering, nuclear engineering, mathematics, astronomy, economics, geology, biology, chemistry, and environmental science. The upper-class course enrollees showed similar distribution based on gender.

The format for these courses limits enrollment to twenty students, thus allowing more contact with tenured faculty, and is ideal for work that requires intensive homework problems, more faculty-student interaction, and greater discussion of the application of concepts. If the level of student interest is an indication, the Discovery Program has been a successful introduction to science and mathematics courses for women undergraduates.

c. Supplemental Tutoring. Supplemental tutoring is available upon request, based on availability, for women (and any other student) in science and mathematics courses through the Office of Minority Student Affairs (OMSA). OMSA has the most comprehensive array of course offerings for undergraduate tutoring. In addition, the Department of Mathematics runs its own tutoring sessions under the auspices of the College of LAS. These programs are used proportionately by men and women students. Several other LAS programs offer tutoring to the students in their program. In addition, other science departments offer tutoring services through their pool of graduate students.

d. The Continuing Need. National demographic studies predict rapid changes in the characteristics of students graduating from high school. In the past decade, the percentage of women in full-time employment has rapidly grown. By the year 2010, it is predicted that the percentage of women and minorities who will be entering the work force will increase dramatically and, therefore, will continue to be a significant portion of the recruitable pool.

Those two trends, coupled with the studies that show a declining interest among high school graduates in careers in science, indicate the need to focus efforts on attracting a larger number of women into engineering. In fact, most colleges of engineering have established recruitment and retention programs for underrepresented student groups. Many institutions of higher education have programs specifically designed for women, who have traditionally been substantially underrepresented in science and the technologies.

The College of Engineering at UIUC is recognized as one of the top three or four engineering colleges in the nation. Currently, only 17.4% of the undergraduates are women; that percentage compares unfavorably with national figures and with top state universities that have strong Women-in-Engineering Programs. The College continues to work on recruitment and retention of women students by using the methods outlined in last year's report. These initiatives are clearly needed to maintain and enhance UIUC's engineering programs.

Section V: Conclusion

The University of Illinois at Urbana-Champaign is deeply committed to achieving a thoroughly diverse community characterized by a climate of full inclusion and nurtured participation. The goals and steps set forth in *The Framework* establish the vision for such a campus community. Among the initial steps taken is the appointment of an Associate Chancellor to provide leadership in this area.

The next steps, currently under way and planned, include:

- Develop a comprehensive diversity plan for UIUC which includes:
 - continuing the appointment of a diverse administration in key leadership positions in all sectors of the University,
 - intensifying the recruitment of minority and women faculty,
 - intensifying the recruitment of minority and women undergraduate and graduate students;
- strengthening effective linkages between the Chancellor's Office and the several campus communities whose members continue to be underrepresented;
- establishing an ongoing program of education and training focused on sexual harassment and gender inequalities through workshops and seminars;
- pursuing the goal of increased success for minorities and women in those disciplines where underrepresentation persists;
- improving the current retention and graduation rates through improved service delivery and an enhanced campus climate;
- increasing access of the faculty to high quality assistance in developing and conducting fully accessible courses.

Our aspirations are ambitious because they reflect both what we see as the needs and our conception of our proper role as a leading land-grant University in an increasingly diverse state.

Acknowledgement:

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