

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

University of Illinois
At Springfield

Office of
Academic Affairs

Submitted to the Illinois Board of Higher Education
September 2000

Acknowledgments

The annual Underrepresented Groups Report can be produced only through the cooperation of many people. The Office of the Provost and Vice Chancellor for Academic Affairs would like to thank the following individuals for their contributions toward this year's report:

Marilyn Murphy, Associate Director, University Office of Academic Policy Analysis
Kemy Brown, Administrative Clerk, Projects MSS and STP
Karla Carwile, Director, Office of Disability Services
Horace Chapman, Institutional Studies Officer
Nancy Ford, Executive Director, Institute for Public Affairs
Dennis Frueh, Director, Admissions
Rassule Hadidi, Professor, Management Information Systems
Hugh Harris, Associate Professor, Labor Relations/Director, Whitney M. Young
Fellowship Program
Terri Jackson, Coordinator, Office of Minority Student Affairs
Lawrence Johnson, Associate Chancellor for Access and Equal Opportunity
Jeannie Jones, Administrative Clerk, Institutional Studies
Deborah Koua, Coordinator, Grants and Contracts
Marya Leatherwood, Interim Dean, College of Business and Management
Diane Long, Registrar
Loretta Meeks, Professor, Teacher Education
Joann Mumaw, Admissions/Records Officer II
Lynn Otterson, Director, Women's Center
Mark Shafer, Director, Student Life
Gia Simmons, Director, Graduate Intern Program
Anthony Sisneros, Associate Professor, Public Administration
Donna Tucker, Administrative Clerk
Rebecca Wilkin, Executive Assistant to the Provost/VC for Academic Affairs

University of Illinois at Springfield 2000 Underrepresented Groups Report

Table of Contents

Overview of Representation	1
Major Initiatives for FY00	1
Activities to Support Minorities at UIS	1
Activities to Support Women at UIS	3
Activities to Support Persons with Disabilities at UIS	4
Focus Topics	4
Work Force Experiences and Opportunities for Students from Underrepresented Groups	4
Meeting the Needs of All Students	5
Review of Formally Organized Units	6
Office of Disability Services	6
Women’s Center	7
Office of Minority Student Affairs	8
Minority Leadership in Public Service	9
Project Minority Student Support	9
 Appendix	
Enrollment of Students with Disabilities	
Dollars and Staff Years Budgeted to Programs Serving Underrepresented Students and Staff at Public Institutions, Fiscal Years 1999 and 2000	
Table A:	Summary of Enrollments by Ethnic Categories, Fall 1990 to Fall 1999
Table B:	Student Enrollment – Total, African American, Other Minority, and Total Minority, Fall 1990 to Fall 1999
Table C:	Undergraduate Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 1999
Table C-1:	Undergraduate Total Head Count Enrollment – Non-Resident Alien, Fall 1999
Table D:	Master’s and Doctoral Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 1999
Table D-1:	Graduate Total Head Count Enrollment – Non-Resident Alien, Fall 1999
Table E:	Student Head Count Enrollment by Gender and Level, Fall 1990 to Fall 1999
Table F:	Summary Report of Full-Time Employees (by Gender and Ethnicity), Fall 1999
Table G:	Summary Report of Full-Time Employees from Underrepresented Populations, Fall 1992 to Fall 1999

Overview of Representation

The University of Illinois at Springfield's enrollment of minority students as a percentage of all students increased from 10.5% in Fall 1998 to 10.9% in Fall 1999. African-American students numbered 311 (7.6% of total enrollments) in Fall 1999. The range of African-American enrollments during the 10-year period from 1990 to 1999 was 250 in 1990 (5.8%) to 343 (7.4%) in 1996. Hispanic students numbered 51 (1.3%) in Fall 1999, up from 49 (1.1%) in Fall 1998. Among undergraduate students in Fall 1999, 61.9% were women, as compared to 63.8% the year before. Among graduate students, 57.9% were women, down from the 59.5% reported in 1998. Women students represented 60.1% of total enrollments.

UIS had 154 tenured and tenure-track faculty for AY99-00. There were 47 full professors (38 men, 9 women), 70 associate professors (45 men, 25 women), and 37 assistant professors (16 men, 21 women). Women junior faculty outnumbered men in 1999 for the first time in UIS history. As these women advance in their careers, representation of women at the professor and associate professor level is expected to increase.

Of 20 new permanent faculty members hired for AY00-01, 10 are women and 10 are men. One male is Asian and one is African-American; all others are white. Considering non-returning faculty from AY99-00, the net result of this year's hiring was the addition of four women and one man with permanent faculty rank.

African-American enrollment in the doctor of public administration program continued to be strong, representing 30% of enrollments (N=30) in the program. The D.P.A. is UIS' first doctoral offering.

Tables A through G provide institutional data on students, staff, and faculty from underrepresented groups.

} }

P Minority enrollment at UIS increased as a percentage of overall enrollment, nearly reversing the set-back UIS experienced last year.

P Women junior faculty outnumbered men in 1999 for the first time in the history of the campus.

P African Americans comprised 30% of enrollments in the doctor of public administration program – UIS' only doctoral offering.

} }

Major Initiatives for FY00

As was the case in last year's report, the Illinois Board of Higher Education has asked institutions to consider policy themes when selecting items to appear in the report. This approach offers more detailed information on areas identified as having long-standing concern or as being particularly important for making improvements in student and staff representation.

Activities to Support Minorities at UIS

Policy themes for minority representation for which UIS has major initiatives to report are 1) to strengthen institutional planning, 2) to provide support programs early and throughout education, and 3) to improve the college environment.

Strengthen Institutional Planning. This year UIS has concentrated on planning for the introduction in Fall 2001 of the Capital Scholars Program, the campus' new lower-division general education curriculum. The request for approval of the program (July 1997) underscored the importance of diversity, stating that "the potential of the proposed lower division will be most fully realized through an ethnically and racially diverse student body. This richness in diversity is essential to the accomplishment of the values and leadership objectives of the curriculum." In addition to this emphasis on student diversity, multiculturalism has been built into the curriculum.

UIS extended its planning for solid representation of minorities in the Capital Scholars program by targeting schools with large minority populations for recruiting visits and mailings. Currently, about 25% of UIS' targeted schools fall into this category. In addition, UIS is using PSAT and ACT lists to recruit highly motivated students to the program. These lists have produced a large number of minority names for UIS to contact. Finally, Capital Scholars will be eligible for the University of Illinois President's Award Program, which provides financial support for promising minority students.

The Office of Affirmative Action was renamed the Office of Access and Equal Opportunity to more adequately reflect its mission to promote access to the campus community for both students and employees. At the same time, the responsibilities of the associate chancellor for access and equal opportunity were expanded to include active involvement in administrative planning to identify and recruit members of underrepresented groups.

The Office of Minority Student Affairs is working with the UIS Alumni Association to identify the campus' minority graduates. OMSA hopes to attract more of them back into active involvement with the UIS community through the promotion of targeted social events.

Provide Support Programs Early and Throughout Education. This fall the GEAR UP program will begin working with its second cohort of seventh-grade students (235 students) at Washington Middle School, while continuing to provide support for the first cohort (275 students) as it enters eight grade. In FY00, the program purchased computers for student use and offered technology workshops to teachers to enable them to deliver instruction via computers and the Internet. The Springfield Urban League provided more than 300 hours of tutoring after school, and UIS and Lincoln Land Community College conducted campus tours that included career and academic information. Funding will increase from \$279,963 in FY00 to \$470,401 in FY01. GEAR UP is a collaborative project of the Springfield Public Educational Partnership (UIS, Lincoln Land, and Springfield District #186) and the Springfield Urban League.

UIS has two precollegiate support programs: Minority Student Support for Teaching (MSS) and Project Students, Teachers, and Parents (STP). MSS is discussed later in the unit review section of this report. Project STP is a collaborative effort with Lincoln Land Community College and Springfield School District #186, designed to provide mathematics education for minority students in third through sixth grades. Seventy-seven students participated this year, with more than 1000 students being served to date. During FY00, the project director conducted a 10-year follow-up assessment with STP's major stakeholders. The results of the assessment provided feedback on each component of the project (student, teacher, parent, and curriculum) as well as on the overall partnership role. Results, which were primarily positive, indicated a need for more technology instruction and broader communication with parents. STP plans to incorporate the technology needs when it revises its curriculum in response to a reconfiguration of the district's schools. Broader communication with parents will result from more frequent publication of the STP newsletter, new project coverage in the school district's newsletter, and a planned link to STP's website on the school district's homepage.

The Whitney M. Young Fellowship Program continues to make a contribution to diversity by providing financial assistance for minority graduate students. The program has been revised to include a community service component and is in the process of establishing a tutorial program with Springfield District #186.

UIS is a participating institution in the Illinois Consortium for Educational Opportunity Program (ICEOP). This program is designed to increase access for minority students to graduate degree programs in Illinois public and private universities. The ultimate purpose of the program is to increase the number of minority faculty and staff in Illinois colleges and universities. Three African-American women from UIS will participate in the program in FY00-01.

Improve the College Environment. The Diversity Task Force is a voluntary organization of faculty, staff, and students working to create a climate on campus that is welcoming and inclusive of persons of diverse beliefs, experience, or conditions. This year the task force addressed the issue of race and health through the sponsorship of a conference on race and public health and a live interactive satellite downlink on race, class, and health. The task force also co-sponsored cultural events such as the International Festival, the Kwanzaa Celebration, and the Unity Day March and provided financial support for Women's Heritage Month and Cinco de Mayo activities. These events involved about 700 participants, including 390 women, 205 minorities, and 10 persons with disabilities.

Members of the Organization of Latin American Students attended the U.S. Hispanic Leadership Conference in Chicago, made presentations to the Illinois National Guard, Lincoln and Jacksonville Correctional Centers, and participated in the 22nd Annual International Festival during Hispanic Heritage Month. OLAS also sponsored KUBA, an international Latin dance orchestra and Renacer Boliviano Folkloric dance troupe for the annual UIS Cinco de Mayo celebration.

Activities to Support Women at UIS

Policy themes for women representation are 1) to emphasize opportunities in fields of high employer and societal need and 2) to improve the campus environment.

Emphasize Opportunities in Fields of High Employer and Societal Need. UIS has offered paid internships to baccalaureate students through Cooperative Work Study Grants for the past nine years. The program has an objective to emphasize math and science placements. UIS also includes a special objective to place minorities, women, and students with disabilities in the internships, affording these groups a special opportunity for experiential learning in the fields of math and science.

Improve the Campus Environment for Women. During 2000, the University of Illinois Board of Trustees asked its campuses to examine their climates for the professional development and advancement of women faculty and professional staff. The Board was also interested in the progress the campuses had made in the past five years in increasing the number of women faculty and their levels of responsibility. The result of this analysis was the *Gender Diversity Study* (June 2000). Highlights of the report are provided below.

- The results of a multiple regression analysis indicate that, when controlling for other variables, gender is not a significant predictor of UIS faculty salaries. Discipline, rank, and years in rank are the strongest predictors of faculty salaries.
- The data show remarkable similarity in the tenure outcomes of men and women at UIS. Of 54 faculty members hired in five cohorts from AY89-90 through AY93-94, women represented 50% of the total. Thirty-six of the 54 received tenure (18 women and 18 men). Nine received negative tenure decisions (four women and five men).
- UIS currently exhibits strong representation of women in the highest levels of administration. In addition to a woman chancellor, a woman serves as one of UIS’ three vice chancellors. Two of the campus’ six deans/executive directors are women.
- Of 54 total faculty hired between 1989 and 1993, five women and four men voluntarily resigned. Based on reports submitted to the Office of Access and Equal Employment, there is no indication that these resignations were attributable to problems with the campus climate. Among administrators, six women and eight men separated between 1995 and 2000, also with no indication of dissatisfaction.

The Central Illinois Women’s Action (CIWA) listserv has continued to grow and is operating increasingly as a statewide information medium for Illinois women’s news.

In honor of Women’s Heritage Month 2000, the Women’s Center sponsored Sacred Circles, a month-long celebration of women in the visual arts. Highlights included an opening reception, a six-site multimedia invitational art exhibit by nine women artists from several states, four presentations on topics of women and art, and an evening of award winning films and videos by women.

} }
<p>P Gender is not a significant predictor of UIS faculty salaries, as shown in a recent gender diversity study.</p> <p>P Data show remarkable similarity in the tenure outcomes of men and women at UIS. Of the cohorts studied, women represented both 50% of the total hired and 50% of the number awarded tenure.</p> <p>P Led by a woman chancellor, UIS also has strong representation of women in the highest levels of administration. A woman serves as one of its three vice chancellors, and two of its six deans/executive directors are women.</p>
} }

Activities to Support Persons with Disabilities at UIS

The policy theme for students with disabilities is to improve the planning, delivery, and evaluation of services. The Office of Disability Services is primarily responsible for these activities. A unit review of the office, which includes this year's activities, is provided later in this report.

Focus Topics

Work Force Experiences and Opportunities for Students from Underrepresented Groups

Partnerships with External Employers to Offer Internships for Students from Underrepresented Groups. Project Minority Student Support for Teaching (MSS) is designed to increase the pool of minorities who teach in the Springfield and Decatur school systems. It provides a teacher incentive program, including paid tuition at UIS and Lincoln Land or Richland Community College, for local students beginning at the junior year of high school and continuing through certification. Students receive exposure to the teaching profession through completion of an increasingly sophisticated internship at each phase of the project, culminating in a paid internship in the school districts as students prepare for certification. Although only one graduate has done so, students are encouraged to work in either the Decatur or the Springfield public schools upon graduation. The project had 12 students enrolled at UIS during AY98-99, the last year for which data are available. Two graduated, bringing the total number of UIS graduates to seven. Another 12 students are enrolled in junior college. (A unit review of MSS is included later in the report.)

Tech-Prep Programs. As an upper-level institution at this time, UIS does not offer tech-prep programs.

Programs or Activities for Placement of Students from Underrepresented Groups. UIS has no dedicated programs or activities that facilitate placement of students from underrepresented groups. The Women's Center and the Office of Minority Student Affairs, however, provide informal networking assistance to these students. In addition, the Office of Disability Services sends all interested students to the state's Office of Rehabilitation Services for placement. ORS has a staff member who places graduates in state jobs according to their ability levels.

Effective Work Force Experiences and Opportunities for Students from Under-represented Groups. Since its inception as Sangamon State University, the campus has placed high value on work force experiences – so much so that an applied study term (AST) was at one point a requirement for a baccalaureate degree from SSU. The AST remains one of three options today that students can choose to fulfill their upper-level general education requirements. Seminars that are a required component of the AST explore career education, cultural diversity, public affairs, the application of theory to practice, self-directed learning, and personal growth/skills. The applied study term program serves all students.

} }
UIS places high value on work force experiences – so much so that an applied study term was at one point a requirement for a baccalaureate degree. The applied study term remains one of three options that students today can choose to fulfill their upper-level requirements.
} }

Financial support is often an important concern for members of underrepresented groups. For nine consecutive years UIS has been able to offer paid internships to baccalaureate students through Cooperative Work Study Grants. Although this opportunity is available to all students, UIS includes a special objective in the grant to place minority students, women students, and students with disabilities in the internships. AST faculty recruit members of targeted groups to these opportunities by posting placement notices in the Office of Minority Student Affairs, the Office of Disability Services, and the Women's Center. AST faculty also address student groups, such as the Minority Leadership in Public Service Program and the Organization of Latin American Students, to increase awareness of the opportunities. These efforts are apparently successful since 75% of the interns in AY99-00 were women, compared to 60% of all undergraduate students, while 18% were minority (all ethnic classifications), compared to 11% of all undergraduate students. The grant award for AY00-01 is \$95,000 (approximately 80 placements), up from \$65,000 (58 placements) in AY99-00.

In addition, four UIS students participated in the Summer Research Opportunities Program at UIUC during the summer of 2000. This program invites minority undergraduates to apply for a summer program designed to prepare them for graduate study and faculty careers. Special educational enrichment activities are part of the program.

Effectiveness of Practices and Activities. UIS believes that its internship programs at both the baccalaureate level and the graduate level, available to all students, are among the finest of their kind in the state. Nonetheless, the campus continually works to improve the number, type, and depth of these experiences. Administrators, for example, are now negotiating to establish baccalaureate-level internships with the Illinois State Legislature.

Meeting the Needs of All Students

Social, Cultural, and Recreational Opportunities for Members of Underrepresented Groups. UIS had 43 registered student organizations in FY00. Seven (16%) of these organizations were dedicated to providing social, cultural, and recreational opportunities for women, African Americans, Hispanics, and students with disabilities:

- Women's Issues Caucus
- African-American Student Organization, African-American Studies Club, Black Writers Forum, Sankofa
- Organization of Latin American Students
- Delta Sigma Omicron (students with disabilities)

Asian and Asian-American students from China, Korea, and Thailand are served by an additional three organizations, and the International Students Organization serves the growing population of foreign students on campus.

In all, 11 of the campus' 43 (26%) organizations provided social, cultural, and recreational opportunities for members of underrepresented groups and other international students. This is nearly double the proportion of the student body (14%) represented by these groups. The activities of these 11 organizations, which are similar in scope to those of any college campus, bring to UIS a wealth of understanding of the diverse nature of the world's population.

One of the most significant barriers to successful social, cultural, and recreational opportunities for students from underrepresented groups (indeed, for all students at UIS) has been the nontraditional nature of UIS' clientele. Nontraditional students – generally older students who attend school part time due to family and/or career commitments – are not likely to participate in student- or campus-sponsored events. The trend at UIS over the past few years, however, has been toward an increase in the number of full-time residential students of a more traditional college age. In addition, the initiation of the Capital Scholars Program in Fall 2001 will bring a critical mass of traditional four-year college students to campus. Staff in the Division of Student Affairs and faculty have been working intensively to plan for strengthening the quality of student life to meet the needs of these students. For example, through the reallocation of funds to the Student Life Office this year, the campus realized a dramatic increase in the number of events sponsored by student organizations. The 240 student-organized events in FY00 represented a 57% increase from the FY99 level. The efforts to improve student life will continue through next year.

Curricular Modifications Made to Address the Educational Needs of Students from Underrepresented Groups. The development of the Capital Scholars Program, UIS' new lower-division curriculum, provided a unique opportunity to design a curriculum from the start that would take into consideration the learning styles of minority students. Curricular features of the program were designed to match research findings on the correlates of minority student achievement. These features include extensive student interaction with the teaching faculty; an emphasis on basic skills development in writing, computing, and critical thinking; widespread use of small-group collaborative learning activities; and involvement in a supportive learning community.

} }

Curricular features of the Capital Scholars Program were designed to match research findings on the correlates of minority student achievement. These features include extensive student interaction with the teaching faculty, widespread use of small-group collaborative learning activities, and involvement in a supportive learning community.

} }

Review of Formally Organized Units

Each year the Illinois Board of Higher Education requests that institutions provide reviews of formally organized support units serving underrepresented groups. Institutions were asked this year for reviews on units seeking to improve the retention of students from underrepresented groups. UIS has three major units in this category: the Office of Disability Services, the Women's Center, and the Office of Minority Student Affairs. Also included are reviews of the Minority Leadership in Public Service Program and Project Minority Student Support, which provide both mentoring and financial assistance to students.

Note: Because UIS has only a few organized units dedicated to serving members of underrepresented groups, these units serve multiple purposes (e.g., support for both undergraduate and graduate students) and, therefore, meet the criteria for review nearly every year. Because yearly reviews do not appear to be the IBHE's intent, some of the reviews provided this year have been reprinted from recent reports.

Office of Disability Services

Since the Office of Disability Services (ODS) was formally organized three years ago, staff have been occupied with developing policies, establishing agreements with other institutions, identifying the clientele, setting up an adaptive technology lab, meeting staffing needs, and creating initial awareness of the office's services. These tasks were well underway by the fall of 1999, so the office staff designated AY99-00 as a "year of building."

As part of these efforts, ODS has been working to further increase campus awareness of its services. With the support of the provost/vice chancellor for academic affairs, the director asked that all faculty members include a statement in their syllabi asking students with disabilities to request services through ODS during the first week of classes. The office has also been offering tours of its new adaptive technology lab. Among those touring the facility were 14 faculty members, 3 new admissions counselors, and 12 administrators. About half (20) of the campus' academic programs were represented by either students or faculty. Tours were also offered to external agencies, including Springfield College in Illinois, Hope School (a facility for students with multiple disabilities), Migrant Head Start, NAACP, and Springfield School District #186.

In addition to increasing awareness of its services, UIS' office has been developing a strong relationship with the state Office of Rehabilitation Services (ORS). All students requesting services are directed to ORS to determine how the state can support them in their efforts to attend college (e.g., financial assistance with tuition and books, personal maintenance). ORS also pays for half of the high maintenance accommodations, such as interpreters and CART reporters that UIS is required to provide, reducing campus expenses by about \$6000 last year. UIS' director works with ORS counselors each semester to review and, if necessary, revise student academic plans to improve the chances of academic success for students with disabilities. The possibility of placing a full-time ORS counselor on campus is being investigated by both the UIS and ORS administrations. In the meanwhile, ORS continues to be a primary recruiting resource for students with disabilities for the campus.

The number of students requesting service in FY00 increased to 117, up 43% from 82 in FY99 and 95% from 60 in

FY97. Students with learning disabilities represented the majority of the new clients. ODS attributes these increases to improved awareness of the unit and its services, the additional services offered through the new adaptive technology lab, and better involvement with the Illinois Department of Rehabilitation Services. ODS has responded to the increase by extending its lab hours to include four evenings a week and by expanding the scope of the unit's website to include resource information and downloadable documents that free staff time for other duties. The office is also using new e-text capability to eliminate the time-consuming need to prepare audio versions of textbooks.

Since the Office of Disability Services opened just three years ago, development of methods to evaluate the unit's services is in the preliminary stages. Until a formal plan can be developed, staff are gaining valuable information from end-of-semester client evaluations.

The unit is staffed by a director, who was promoted from coordinator this year, and several student workers. FTE staff increased from 1.85 in FY99 to 2.8 in FY00. The budget rose 19.5% from \$49,200 to \$58,800. The Office of Disability Services is part of the Student Life Office in the Division of Student Affairs.

Women's Center [Reprinted from UIS' 1999 *Underrepresented Groups Report*]

The Women's Center at UIS promotes women collectively and individually while providing a catalyst for growth. Seeking to be a resource for support, the center serves to increase the spirit of community by promoting acceptance and diversity. Activities that reflect this belief are shared with groups of similar interest. The center provides a forum in which any woman – student, faculty, staff, or concerned citizen – may address her issues of interest through advocacy and education.

During its four years of operation, the Women's Center has become one of the most visible service units on campus. It uses fliers, a newsletter, graphic and metaphorical displays, and word-of-mouth to encourage women to use its facilities and to increase overall awareness of women's issues. In addition, the center and Computing Services sponsor the Central Illinois Women's Action (CIWA) listserv, which now has about 200 readers, with informative messages being posted from dozens of organizations in six Illinois cities. Besides building community, CIWA helps publicize news and information for and about women to the area. Organizations using the listserv to publicize events have included Planned Parenthood, the Seventh Judicial Circuit's Family Violence Prevention Coordinating Council, the Junior League, and the Springfield AIDS Resource Center. Feedback from subscribers is enthusiastic.

Administratively, the center is part of the Chancellor's Office with oversight from the Women's Center Coordinating Council. It is staffed by a director, a graduate assistant during the academic year, and 500 student worker hours a year. Center staff recruit a corps of volunteers who make additional initiatives possible.

The center has developed a valuable network of ties to other units committed to women's issues. Included are the Office of Minority Student Affairs, the Diversity Task Force, the Women's Studies Program, and the Campus Police. Events and presentations sponsored or co-sponsored by the center during FY99 include the following:

- The WhistleSTOP campus safety program was inaugurated during the Week Without Violence. A Women's Safety Resource Fair, the Clothesline Project, and the Illinois Silent Witness figures were also displayed in the cafeteria during the week.
- Brown-bag lunch forums were held throughout the year on topics such as women world leaders, working globally to support international feminism, and writing about women's health and medicine.
- An art exhibit, *God the Mother*, and reception took place in November 1998.
- UIS was a viewing site for the UNIFEM global videoconference, *A World Free of Violence Against Women*.
- For sexual assault awareness month in April the center created and distributed 200 table tents on date rape drugs.
- The center created publicity and networks for the Campus Police's presentation of Rape Aggression Defense (RAD) training.

The center received \$55,036 in funding during FY99, up \$6,627 from \$48,409 in FY98. The majority of this increase

was to upgrade the director's position to full time. Appropriated funding is augmented by contributions of usable items to the center and by fund-raising activities.

Office of Minority Student Affairs [Reprinted from *UIS' 1999 Underrepresented Groups Report*]

The Office of Minority Student Affairs was created in response to the needs of minority students for advocacy and support on campus. Viewed as the most viable way to assist minority students in all facets of campus life, the center is an integral part of the Division of Student Affairs. Center staff (consisting of one FTE staff, one graduate assistant, and one student worker) provide services to various campus units and seek services requested by students. Any minority student enrolled is an eligible candidate for the support, advising, and other types of assistance available at the Office of Minority Student Affairs. Staff report that office contacts increased during AY98-99, a change that can be attributed to the use of email to keep students informed of events and opportunities of interest. The center also sends out a newsletter, welcome letters and information, and personal letters of congratulation to students who achieve recognition.

One of the important functions of the Office of Minority Student Affairs is to monitor the progress students are making toward their goals. Center staff accomplish this through personal mentorship.

Center staff also sponsor and participate in activities that help establish and support a more favorable climate on campus for minority students. For example, UIS hosted UIUC's Multicultural Student Leaders Institute this year. The institute is designed to bring together potential and current student leaders from campuses in the Midwest to share their leadership expertise and experiences. One of the ultimate goals of the conference is to improve student leadership. Other examples or activities included:

- a welcome-back reception, which provided an opportunity for returning students to meet with faculty, staff, and administrators in a social setting;
- support services for the Tenth Annual Unity Day March; and
- a Kwanzaa celebration.

In addition to their regular duties, center staff are committed to the types of campus and community activities that result in a solid, supportive network for minority students at UIS. For example, the center director serves on the Diversity Task Force and the Black Caucus.

The center received \$52,449 in funding for FY99, up \$3,255 from \$49,194 in FY98. The increase in funds provided for raises in salary and additional student help.

Minority Leadership in Public Service [Reprinted from *UIS' 1999 Underrepresented Groups Report, with update*]

The Minority Leadership in Public Service Program (MLPS) provides access to higher education for minority students who wish to pursue a program of study leading to a career in public service. In support of UIS' special emphasis on public affairs, one of the criteria for acceptance into the program is "demonstrated interest in public service through leadership experience with extracurricular activities and/or contributions to volunteer service in nonprofit and civic organizations." The award package combines federal and state grants with institutional funds to pay the cost of attendance (i.e., tuition, fees, housing, insurance). In addition, participants receive a \$3,000 stipend each academic year. A thorough review of the MLPS program was conducted for last year's report. Significant findings from that review are provided below. Data provided are as of the spring semester of 1998.

- The program has had 87 participants since its inception in 1985. Data collected from transcripts indicate that 48 of the 87 students had graduated from UIS as of Spring 1998 and 12 were still enrolled.

- Analysis suggests that MLPS students graduate at a higher rate than their peers (66% five-year aggregated data for MLPS students as opposed to the 43% to 51% five-year graduation rate for all UIS students). The methods of this analysis are described in greater detail in last year's report.
- Graduates of the MLPS program most often choose programs of study related to public affairs, thereby fulfilling an important goal of the program.
- MLPS students are making a valuable contribution to the campus through their involvement in student governance. Nine program participants had been elected during at-large elections to the following positions in the Student Governance Association: student body president (3), vice president (2), treasurer (2), and secretary (2). In addition, eight others were elected as student senators. (These are unduplicated counts; MLPS students tend to serve in more than one position during their time at UIS.) In addition, one participant was elected as the student representative to the Board of Regents, and one was serving as the student representative to the Board of Trustees. (Note: The student trustee for AY99-00 is also an MLPS participant.)

As one of two programs providing major financial assistance to minority students, the Minority Leadership in Public Service Program is a vital component of the campus' efforts to attract these students. Recruiting for the program for AY98-99, however, was largely unsuccessful. The campus is assessing its approach to the administration of the program and, although participation is expected to be low again for AY99-00, it is expected to improve thereafter.

FY00 Update. The leadership of the program was transferred to the coordinator of the Office of Minority Student Affairs in November 1999. All recruitment and application materials have been revised and updated, and planning is currently being completed on sessions and activities for the upcoming academic year. A goal is to increase participation from five students to the maximum participation level of 20 over a two-year period. Thirteen students have been selected for AY00-01. The focus will be on participant-designed projects to enhance campus/community life.

Project Minority Student Support [Summarized from the UIS' 1998 *Underrepresented Groups Report*]

Project Minority Student Support for Teaching (MSS) is designed to increase the pool of minorities who teach in the Springfield and Decatur school systems. It provides a teacher incentive program for local students beginning at the junior year and continuing through certification. Students receive support to enroll in college preparatory courses and to complete high school. Upon graduation, these students enter the community college phase of the program and receive tuition waivers from Lincoln Land Community College or Richland Community College. They then enroll in the teacher education sequence at UIS to prepare for certification. UIS also provides tuition waivers. This is the seventh year of the program, which is supported in part by a Higher Education Cooperation Agreement (HECA) grant. Project MSS was recently singled out for "best practices" by the Illinois Board of Higher Education.

Effectiveness in Identifying and Serving Its Clientele. With the help of its high school partners and their guidance counselors, Project MSS identifies potential African-American teachers during their junior or senior years of high school. To include all potential African-American teachers, MSS also allows students to enter the project at the community college and certification phases. African American males, who are especially underrepresented in the teaching profession, comprise more than half of the high school participants in the program.

Success in Improving Student Participation and Achievement. Providing a support system to increase the number of African-American students finishing high school must be a major priority for the project since achievement of all other goals is contingent on success here. Although students entering the program must have a minimum grade-point average of C+, project staff note major gaps in students' academic preparedness. This is particularly evident during the ACT preparation workshop when students are given a mock exam. This assessment suggests that tutoring in areas such as mathematics, English, and science is warranted. Referrals are made to appropriate resources for assistance.

Various checkpoints have been established at UIS to monitor student progress. For instance, all students complete baccalaureate skills assessment upon entry. Project staff analyze the results and identify resources to address any areas of weakness. Another checkpoint is the review period for the Preprofessional Skills Test and the Basic Skills Test of

the Teacher Certification System. All students participate in three sessions designed to review skills in mathematics, reading, and writing. The final checkpoint occurs when students submit required midterm reports documenting successful performance.

Students receive exposure to the teaching profession through completion of an increasingly sophisticated internship at each phase of the project. Students at the high school level participate as volunteers for small group tutoring at community agencies. Students at the community college phase participate as volunteer tutors at local educational agencies, providing 1) small group instruction in content areas and 2) assistance in designing and developing instructional materials and implementing a lesson planned by the master teacher. Community college students also participate in the first level of Project MSS Seminar – Teaching Skills. Students in the certification phase at UIS participate in an internship funded by the participating school districts and community colleges.

One student has completed certification as a result of Project MSS; 10 additional students will be entering the certification phase of the project in the fall of 1997. Three students are expected to complete certification during the 1997-98 academic year. Although students were originally expected to graduate after four semesters in the certification phase, project staff have determined that a more realistic expectation is six semesters. This difference is primarily related to the certification process at UIS, which requires students to complete requirements for graduation from a discipline area in addition to the requirements for teacher education certification.

The high school graduation record for participating seniors is 95%. Participant satisfaction has been very positive.

Effectiveness in the Use of Resources. During its six years of operation the project has provided services for approximately 600 students in the Springfield and Decatur school systems. Seventy percent of those students are pursuing (or have pursued) degrees from higher education institutions. Approximately 30% are pursuing degrees in teacher education at UIS and other institutions of higher education.

Project MSS is governed by an advisory board that has developed instruments to evaluate each of the five components of the high school phase (participation measures, attendance reports from each scheduled event, correlation of student achievement on pretest/post-test instruments, and student selection of and retention in advanced courses). In addition, three focus groups will be held for high school students and facilitated by members of the project staff, advisory board committee, and staff from UIS' Institute for Public Affairs.

Changes in the Policies and Operations Resulting from Evaluations. In addition to the focus groups discussed above, a new component will be added to the program as a result of input from community college participants – students will be assigned a peer tutor to help them adjust to college life. This component will be developed, monitored, and evaluated by the community college liaison in conjunction with the project director.

Appendix

Dollars and Staff Years Budgeted to Programs Serving Underrepresented Students and Staff at Public Institutions, Fiscal Years 1999 and 2000

Enrollment of Students with Disabilities

Table A: Summary of Enrollments by Ethnic Categories, Fall 1990 to Fall 1999

Table B: Student Enrollment – Total, African American, Other Minority, and Total Minority, Fall 1990 to Fall 1999

Table C: Undergraduate Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 1999

Table C-1: Undergraduate Total Head Count Enrollment – Non-Resident Alien (by College, Degree Program, Racial/Ethnic Category, and Gender), Fall 1999

Table D: Master's and Doctoral Total Head Count Enrollment by College, Degree Program, Racial/Ethnic Category, and Gender, Fall 1999

Table D-1: Graduate Total Head Count Enrollment – Non-Resident Alien (by College, Degree Program, Racial/Ethnic Category, and Gender), Fall 1999

Table E: Student Head Count Enrollment by Gender and Level, Fall 1990 to Fall 1999

Table F: Summary Report of Full-Time Employees (by Gender and Ethnicity), Fall 1999

Table G: Summary Report of Full-Time Employees from Underrepresented Populations, Fall 1992 to Fall 1999

Enrollment of Students with Disabilities

State legislation, which requires the Board of Higher Education to monitor the participation of specific groups of individuals in public colleges and universities, identifies "handicapped" students as one of the groups to be monitored. Rehabilitation professionals now more commonly use the term "disabled" in place of "handicapped."

State legislation does not provide a definition of students with disabilities. For this purpose, a frequently cited source is Section 706(8)(A) of Title 29 of the United States Code, which defines a disabled person as "any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment." This section specifically excludes individuals with problems of alcohol and/or drug abuse from this definition.

In collecting information for the institutional plan, it will be necessary to expand further upon this federal definition in order to allow for identification of the range of disabilities existing on campus. Include within the count of disabled students those individuals who are functionally quadriplegic (that is, use power wheelchairs), functionally paraplegic (use manual wheelchairs), blind/visually impaired, and deaf/hearing impaired. Also, include individuals with other mobility impairments (for instance, those requiring the use of braces or other prosthetic devices); individuals with chronic health problems, such as cardiac or respiratory diseases, and/or head injuries; individuals who have documented, diagnosed learning disabilities, and those other individuals whose disabilities require special institutional assistance.

Using the above definition, indicate in the lines below the undergraduate and graduate/professional enrollment of students with disabilities for the fiscal year preceding the date for submission of the report. Also, indicate how the enrollment count was derived, that is, whether it is an estimate of the institution's disabled student enrollment or a count of the number of students with disabilities receiving services from the institution.

FY2000 Undergraduate Enrollment of Students with Disabilities 81

FY2000 Graduate/Professional Enrollment of Students with Disabilities 36

The above enrollment count is: (please check one)

- a) estimate of the number of disabled students at the institution ____
- b) count of the number of students receiving services at the institution X

TABLE A
Summary of Enrollments by Ethnic Categories
Fall 1990 to Fall 1999

Year	American Indian		Hispanic		African American		White		Asian		Non-Resident Alien		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1990	8	0.2	33	0.8	250	5.8	3,932	90.5	42	1.0	82	1.9	4,347	100
1991	2	0.0	45	1.0	251	5.6	4,069	90.1	47	1.0	100	2.2	4,514	100
1992	5	0.1	35	0.8	266	5.9	4,080	89.9	56	1.2	94	2.1	4,536	100
1993	8	0.2	34	0.8	304	6.8	3,983	89.5	49	1.1	73	1.6	4,451	100
1994	8	0.2	33	0.8	335	7.6	3,884	88.6	54	1.2	70	1.6	4,384	100
1995	15	0.3	43	0.9	338	7.2	4,149	88.2	77	1.6	80	1.7	4,702	100
1996	11	0.2	51	1.1	343	7.4	4,055	87.9	71	1.5	80	1.7	4,611	100
1997	18	0.4	58	1.3	339	7.6	3,882	87.0	76	1.7	90	2.0	4,463	100
1998	14	0.3	49	1.1	320	7.4	3,779	87.2	71	1.6	101	2.3	4,334	100
1999	15	0.4	51	1.3	311	7.6	3,521	86.3	68	1.7	113	2.8	4,079	100

TABLE B**Student Enrollment - Total, African American, Other Minority and Total Minority
Fall 1990 to Fall 1999**

Year	Total Enrollment	African American Enrollment		Other Minority Enrollment ¹		Total Minority Enrollment	
		N	% of Total	N	% of Total	N	% of Total
1990	4,347	250	5.75	83	1.91	333	7.66
1991	4,514	251	5.56	94	2.08	345	7.64
1992	4,536	266	5.86	96	2.12	362	7.98
1993	4,451	304	6.83	91	2.04	395	8.87
1994	4,384	335	7.64	95	2.17	430	9.81
1995	4,702	338	7.19	135	2.87	473	10.06
1996	4,611	343	7.44	133	2.88	476	10.32
1997	4,463	339	7.60	152	3.41	491	11.00
1998	4,334	320	7.38	134	3.09	454	10.48
1999	4,079	311	7.62	134	3.29	445	10.91

¹ Does not include non-resident aliens.

TABLE C
Undergraduate Total Head Count Enrollment by College
Degree Program, Racial/Ethnic Category, and Gender
Fall 1999

College/Degree Program	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/Alaskan Native		Asian Pacific Islander		Hispanic		White Non-Hispanic		Total		TOTAL
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
Business and Management															
Accountancy	0	0	4	8	0	0	2	3	0	0	41	88	47	99	146
Business Administration	8	3	3	6	0	1	2	0	2	3	59	91	74	104	178
Economics	0	0	0	0	0	0	0	0	0	0	7	4	7	4	11
Management	0	0	6	19	1	1	0	3	3	2	159	201	169	226	395
Subtotal	8	3	13	33	1	2	4	6	5	5	266	384	297	433	730
Education & Human Services															
Social Work	0	0	0	12	0	0	0	0	0	0	6	49	6	61	67
Child, Family and Community Services ¹	0	0	0	0	0	0	0	0	0	0	0	3	0	3	3
Health Services Administration *	0	0	1	2	0	0	1	0	0	0	3	18	5	20	25
Nursing *	0	0	0	0	0	0	0	0	0	0	1	14	1	14	15
Subtotal	0	0	1	14	0	0	1	0	0	0	10	84	12	98	110
Liberal Arts & Sciences															
Biology	1	0	1	5	0	2	0	2	0	1	42	61	44	71	115
Chemistry	0	0	0	0	0	0	0	0	0	0	11	11	11	11	22
Clinical Laboratory Science	0	0	2	0	0	0	0	0	0	0	3	15	5	15	20
Communication	0	1	6	11	0	0	0	0	1	0	40	77	47	89	136
Computer Science	4	1	3	7	1	0	3	1	2	1	65	27	78	37	115
English	0	0	2	2	0	0	0	0	0	1	20	55	22	58	80
History	0	0	5	1	1	0	1	0	1	0	47	30	55	31	86
Liberal Studies	0	0	2	3	0	0	0	0	1	0	12	25	15	28	43
Mathematical Sciences	1	0	1	0	0	0	0	0	0	0	10	10	12	10	22
Psychology	1	1	2	14	0	0	1	2	1	1	35	171	40	189	229
Sociology/Anthropology	0	0	0	4	1	1	0	0	1	0	6	21	8	26	34
Visual Arts	0	0	1	0	0	0	0	0	0	0	10	19	11	19	30
Subtotal	7	3	25	47	3	3	5	5	7	4	301	522	348	584	932
Public Affairs & Administration															
Criminal Justice	0	0	3	7	0	0	1	0	1	1	47	42	52	50	102
Labor Relations *	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1
Legal Studies	0	0	0	4	0	0	0	2	0	0	10	33	10	39	49
Political Studies	0	0	0	7	0	0	0	0	0	2	31	24	31	33	64
Subtotal	0	0	3	18	0	0	1	2	1	3	89	99	94	122	216
Undeclared/Unclassified Undergraduates	2	0	5	5	0	0	1	2	2	1	70	107	80	115	195
TOTAL	17	6	47	117	4	5	12	15	15	13	736	1196	831	1352	2183

¹ These programs are on phase-down status.

* These programs have been eliminated

TABLE C-1

**Undergraduate Total Head Count Enrollment - Non-Resident Alien
(By College, Degree Program, Racial/Ethnic Category, and Gender) 1
Fall 1999**

College/Degree Program	Asian Pacific Islander		Hispanic		Black Non-Hispanic		White Non-Hispanic		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Business and Management										
Business Administration	1	3	2	0	0	0	5	0	8	3
Subtotal	1	3	2	0	0	0	5	0	8	3
Education & Human Services										
Subtotal	0	0	0	0	0	0	0	0	0	0
Liberal Arts & Sciences										
Biology	0	0	0	0	0	0	1	0	1	0
Communication	0	0	0	1	0	0	0	0	0	1
Computer Science	1	1	1	0	0	0	2	0	4	1
Mathematical Sciences	0	0	1	0	0	0	0	0	1	0
Psychology	0	1	1	0	0	0	0	0	1	1
Subtotal	1	2	3	1	0	0	3	0	7	3
Public Affairs & Administration										
Subtotal	0	0	0	0	0	0	0	0	0	0
Undeclared/Unclassified Undergraduates	1	0	1	0	0	0	0	0	2	0
Total	3	5	6	1	0	0	8	0	17	6

¹ Only programs with enrollments of non-resident aliens are displayed.

TABLE D
Master's and Doctoral Total Head Count Enrollment by College,
Degree Program, Racial/Ethnic Category, and Gender
Fall 1999

GRADUATE College/Degree Program	Non-Resident Alien		Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian Pacific Islander		Hispanic		White Non-Hispanic		Total		TOTAL
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
Business and Management															
Accountancy	0	2	1	2	0	0	0	2	1	1	18	16	20	23	43
Business Administration	2	1	1	1	0	0	2	2	0	0	63	48	68	52	120
Economics ¹	3	0	1	3	0	0	1	0	0	0	13	8	18	11	29
Management Information Systems	18	15	13	9	0	0	5	5	0	1	77	42	113	72	185
Subtotal	23	18	16	15	0	0	8	9	1	2	171	114	219	158	377
Education & Human Services															
Child, Family and Community Services	0	0	1	11	0	2	0	0	0	0	14	47	15	60	75
Educational Administration	0	0	0	6	0	0	0	0	0	0	41	86	41	92	133
Human Services	0	0	1	7	0	0	0	0	0	0	6	30	7	37	44
Human Development Counseling	0	1	2	7	0	1	0	0	1	1	9	70	12	80	92
Subtotal	0	1	4	31	0	3	0	0	1	1	70	233	75	269	344
Liberal Arts & Sciences															
Biology	1	0	0	2	0	0	1	0	0	0	19	17	21	19	40
Communication	2	0	1	4	0	0	0	1	1	1	28	67	32	73	105
Computer Science	22	5	4	0	0	0	6	6	1	0	34	13	67	24	91
English	0	0	0	2	0	0	0	0	0	0	10	26	10	28	38
History	0	0	2	2	0	1	1	0	0	0	30	29	33	32	65
Individual Option	0	1	4	2	0	0	0	1	0	0	12	53	16	57	73
Mathematical Sciences ¹	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1
Psychology ¹	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
Subtotal	25	6	12	12	0	1	8	8	2	1	134	205	181	233	414
Public Affairs & Administration															
Community Arts Management ¹	2	2	1	0	0	0	0	0	0	0	2	17	5	19	24
Environmental Studies	0	3	0	1	0	0	0	2	1	1	27	26	28	33	61
Gerontology ¹	0	2	1	2	0	0	0	0	0	0	4	20	5	24	29
Health Services Administration	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1
Legal Studies	0	0	0	2	0	0	0	0	0	0	8	16	8	18	26
Political Studies	2	0	0	2	0	0	0	2	3	0	30	16	35	20	55
Public Administration, MPA	1	0	4	12	0	0	0	0	0	2	40	38	45	52	97
Public Affairs Reporting	0	0	0	1	0	0	0	0	0	0	4	13	4	14	18
Public Health	0	2	2	7	0	0	0	0	0	1	13	44	15	54	69
Subtotal	5	9	8	27	0	0	0	4	4	4	129	190	146	234	380
Undeclared/Unclassified Graduates	2	0	7	9	1	1	2	2	4	3	147	183	163	198	361
Subtotal Master's	55	34	47	94	1	5	18	23	12	11	651	925	784	1092	1876
Public Administration, DPA	1	0	3	3	0	0	0	0	0	0	10	3	14	6	20
Total Master's and Doctoral	56	34	50	97	1	5	18	23	12	11	661	928	798	1098	1896

¹ These programs are on phase-down status.

TABLE D-1

Master's Total Head Count Enrollment - Non-Resident Alien

(By College, Degree Program, Racial/Ethnic Category, and Gender) ¹

Fall 1999

College/Degree Program	Black Non-Hispanic		Amer. Indian/ Alaskan Native		Asian Pacific Islander		Hispanic		White Non-Hispanic		Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Business and Management												
Accountancy	0	1	0	0	0	1	0	0	0	0	0	2
Business Administration	0	0	0	0	1	1	0	0	1	0	2	1
Economics ²	1	0	0	0	1	0	0	0	1	0	3	0
Management Information Systems	1	0	0	0	11	13	0	0	6	2	18	15
Subtotal	2	1	0	0	13	15	0	0	8	2	23	18
Education & Human Services												
Human Development Counseling	0	1	0	0	0	0	0	0	0	0	0	1
Subtotal	0	1	0	0	0	0	0	0	0	0	0	1
Liberal Arts & Sciences												
Biology	0	0	0	0	0	0	0	0	1	0	1	0
Communication	0	0	0	0	2	0	0	0	0	0	2	0
Computer Science	0	5	0	0	19	0	0	0	3	0	22	5
Individual Option	0	0	0	0	0	1	0	0	0	0	0	1
Subtotal	0	5	0	0	21	1	0	0	4	0	25	6
Public Affairs & Administration												
Community Arts Management ²	0	0	0	0	2	1	0	1	0	0	2	2
Environmental Studies	0	1	0	0	0	1	0	0	0	1	0	3
Gerontology ²	0	0	0	0	0	2	0	0	0	0	0	2
Political Studies	1	0	0	0	0	0	0	0	1	0	2	0
Public Administration	1	0	0	0	0	0	0	0	0	0	1	0
Masters of Public Health	0	0	0	0	0	2	0	0	0	0	0	2
Subtotal	2	1	0	0	2	6	0	1	1	1	5	9
Subtotal Master's	4	8	0	0	36	22	0	1	13	3	53	34
Undeclared/Unclassified Graduates	0	0	0	0	1	0	0	0	1	0	2	0
Total	4	8	0	0	37	22	0	1	14	3	55	34

¹ Only programs with enrollments of non-resident aliens are displayed.

² This program is on phase-down status

TABLE E
Student Headcount Enrollment by Gender and Level
Fall 1990 to Fall 1999

Year	Undergraduate Enrollment					Master's Enrollment					Doctoral Enrollment ¹					Total Enrollment				Total Enrollment
	Female		Male		Total	Female		Male		Total	Female		Male		Total	Female		Male		
	N	% of Total	N	% of Total		N	% of Total	N	% of Total		N	% of Total	N	% of Total		N	% of Total	N	% of Total	
1990	1,577	61.8	974	38.2	2,551	976	54.3	820	45.7	1,796						2,553	58.7	1,794	41.3	4,347
1991	1,574	59.5	1,071	40.5	2,645	1,060	56.7	809	43.3	1,869						2,634	58.3	1,880	41.6	4,514
1992	1,621	59.2	1,119	40.8	2,740	1,023	57.0	773	43.0	1,796						2,644	58.2	1,892	41.7	4,536
1993	1,561	59.9	1,047	40.2	2,608	1,062	57.6	781	42.4	1,843						2,623	58.9	1,828	41.1	4,451
1994	1,552	62.0	950	38.0	2,502	1,107	58.8	775	41.2	1,882						2,659	60.7	1,725	39.4	4,384
1995	1,612	63.5	928	36.5	2,540	1,239	57.3	923	42.7	2,162						2,851	60.6	1,851	39.4	4,702
1996	1,602	64.6	876	35.4	2,478	1,229	57.6	904	42.4	2,133						2,831	61.4	1,780	38.6	4,611
1997	1,540	63.9	871	36.1	2,411	1,208	58.9	844	41.1	2,052						2,748	61.6	1,715	38.4	4,463
1998	1,513	63.8	860	36.2	2,373	1,157	59.7	781	40.3	1,938	9	39.1	14	60.9	23	2,679	61.8	1,655	38.2	4,334
1999	1,352	61.9	831	38.1	2,183	1,092	58.2	784	41.8	1,876	6	30.0	14	70.0	20	2,450	60.1	1,629	39.9	4,079

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

TABLE F
Summary Report of Full-Time Employees (by Gender and Ethnicity)
Fall 1999

Category	Male		Female		Total	
	N	% of Category	N	% of Category	N	% of Category
Faculty						
Other	0		0		0	0.0
Black	5	55.6	4	44.4	9	5.6
Asian/PL	7	87.5	1	12.5	8	5.0
Hispanic	2	100.0	0	0.0	2	1.2
White	87	61.3	55	38.7	142	88.2
Native American	0	0.0	0	0.0	0	0.0
Subtotal	101	62.7	60	37.3	161	100.0
Acad. Professional						
Other	0	0.0	0	0.0	0	0.0
Black	3	50.0	3	50.0	6	5.3
Asian/PL	2	0.0	0	0.0	2	0.0
Hispanic	1	50.0	1	50.0	2	1.8
White	43	41.7	60	58.3	103	91.2
Native American	0	0.0	0	0.0	0	0.0
Subtotal	49	43.4	64	56.6	113	100.0
Civil Service						
Other	0	0.0	1	0.0	1	0.4
Black	8	44.4	10	55.6	18	6.9
Asian/PL	0	0.0	0	0.0	0	0.0
Hispanic	0	0.0	0	0.0	0	0.0
White	94	39.2	146	60.8	240	92.3
Native American	1	100.0	0	0.0	1	0.4
Subtotal	103	39.6	157	60.4	260	100.0
All Employees						
Other	0	0.0	1	100.0	1	0.2
Black	16	48.5	17	51.5	33	6.2
Asian/PL	9	90.0	1	10.0	10	1.9
Hispanic	3	75.0	1	25.0	4	0.7
White	224	46.2	261	53.8	485	90.8
Native American	1	100.0	0	0.0	1	0.2
Total	253	47.4	281	52.6	534	100.0

TABLE G
Summary Report of Full-Time Employees for Underrepresented Populations
Fall 1992 to Fall 1999

Employee Category/Year	Black		Asian		Hispanic		Disabled *		Female		Employment Category Total		Campus Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Faculty													
1992	5	3.1	3	1.9	2	1.2			53	32.9	161	29.6	544
1993	8	4.8	6	3.6	3	1.8			55	33.3	165	30.2	546
1994	8	5.0	6	3.8	3	1.9			52	32.5	160	28.8	555
1995	9	5.7	6	3.8	3	1.9			51	32.5	157	30.0	524
1996	11	6.8	7	4.3	4	2.5	3	1.9	53	32.7	162	31.2	519
1997	10	6.2	7	4.3	4	2.5	2	1.2	55	34.2	161	28.0	574
1998	10	6.1	7	4.2	3	1.8	3	1.8	59	35.8	165	31.3	527
1999	9	5.6	8	5.0	2	1.2	4	2.5	60	37.3	161	30.2	533
Acad. Prof.													
1992	9	11.1	0	0.0	1	1.2			45	55.6	81	14.9	544
1993	10	11.5	0	0.0	1	1.1			49	56.3	87	15.9	546
1994	7	7.4	0	0.0	1	1.1			50	53.2	94	16.9	555
1995	8	8.2	0	0.0	2	2.0			55	56.1	98	18.7	524
1996	7	7.4	0	0.0	2	2.1	2	2.1	49	52.1	94	18.1	519
1997	6	5.7	0	0.0	2	1.9	1	0.9	57	53.8	106	18.5	574
1998	5	4.7	1	0.9	1	0.9	0	0.0	62	58.5	106	20.1	527
1999	6	5.3	2	1.8	2	1.8	0	0.0	64	56.6	113	21.2	534
Civil Service													
1992	20	6.6	0	0.0	3	1.0			186	61.6	302	55.5	544
1993	18	6.1	0	0.0	3	1.0			178	60.5	294	53.8	546
1994	20	6.6	0	0.0	1	0.3			180	59.8	301	54.2	555
1995	20	7.4	0	0.0	0	0.0			157	58.4	269	51.3	524
1996	19	7.2	0	0.0	0	0.0	6	2.3	150	57.0	263	50.7	519
1997	21	6.8	0	0.0	1	0.3	5	1.6	179	58.3	307	53.5	574
1998	18	7.0	0	0.0	0	0.0	3	1.2	150	58.6	256	48.6	527
1999	18	6.9	0	0.0	0	0.0	3	1.2	157	60.4	260	48.7	534
All Employees													
1992	34	6.3	3	0.6	6	1.1			284	52.2	N/A	N/A	544
1993	36	6.6	6	1.1	7	1.3			282	51.6	N/A	N/A	546
1994	35	6.3	6	1.1	5	0.9			282	50.8	N/A	N/A	555
1995	36	6.9	6	1.1	5	1.0			263	50.2	N/A	N/A	524
1996	37	7.1	7	1.3	6	1.2	11	2.1	252	48.6	N/A	N/A	519
1997	37	6.4	7	1.2	7	1.2	8	1.4	291	50.7	N/A	N/A	574
1998	33	6.3	8	1.5	4	0.8	6	1.1	271	51.4	N/A	N/A	527
1999	33	6.2	10	1.9	4	0.7	7	1.3	281	52.6	N/A	N/A	534

* Data not available from 1992 - 1995