



SOUTHERN ILLINOIS UNIVERSITY

April 27, 2012

Members of the Board Academic Matters Committee

Ed Hightower, Chair
Don Lowery
Donna Manering

The Academic Matters Committee will meet at 9:00 a.m. on Thursday, May 10, 2012, in the Conference Center on the Second Floor in the Delyte W. Morris University Center at Southern Illinois University Edwardsville.

The following items are suggested for the agenda:

1. Approval of the Minutes of the March 22, 2011, Meeting (enclosure)
2. Information Report: *Minority, Women, and Disabled Students, Faculty and Staff, Annual Report 2011* (enclosure)
Presenters: Jake Baggott, Assistant to the Chancellor, SIUC
Wesley McNeese, Executive Assistant to the Dean for Diversity, Multicultural and Minority Affairs, SOM
Paul Pitts, Assistant Chancellor for Institutional Compliance, SIUE
3. Presentation: *Quality Assurance Focused on Continuous Improvement*
Presenters: Victoria Scott, Assistant Provost for Academic Innovation and Effectiveness, Professor of Special Education, SIUE
Erin Timpe, Director, SIUE Drug Information and Wellness Center, Assistant Professor in Pharmacy Practice Department, SIUE
4. Other Business

I look forward to seeing you at the meeting.

Sincerely,



Paul D. Sarvela
Vice President for Academic Affairs

/am

Enclosures

| | | |
|----------------|-------------------|--------------------------|
| cc: Jesse Cler | John Simmons | Vaughn Vandegriff |
| Jeff Harrison | Marquita T. Wiley | Constituency Heads |
| Roger Herrin | Glenn Poshard | Other Interested Parties |
| Mark Hinrichs | Rita Cheng | |

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BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY

Minutes of the Academic Matters Committee Meeting

March 22, 2012

The Academic Matters Committee met at 9:05 a.m. on Thursday, March 22, 2012, in Ballroom B in the Student Center at Southern Illinois University Carbondale. Present were: Ed Hightower, chair, Don Lowery, and Donna Manering. Other Board members present were: Jeff Harrison, Roger Herrin, Mark Hinrichs, John Simmons, and Marquita Wiley. Executive Officers present were: President Glenn Poshard; Chancellor Rita Cheng, SIUC; Chancellor Vaughn Vandegrift, SIUE; Vice President Paul D. Sarvela; and Senior Vice President Duane Stucky.

Minutes

Motion was made by Trustee Don Lowery to approve the minutes of the December 8, 2011, meeting. The motion was duly seconded by Trustee Donna Manering and passed by Committee.

Information Report: *Success at Southern Illinois University / Fiscal Year 2011 Performance Report*

Vice President Sarvela presented this year's annual Performance Report and highlighted several examples of faculty, staff, and student achievements.

Committee Chair Ed Hightower requested comments regarding SIU Carbondale's most recent ranking in *U.S. News & World Report*. Chancellor Cheng commented that last fall, SIUC increased its ranking from 183 to 170 among national research universities. She noted that the 13-point increase was larger than any other institution in the state of Illinois.

Presentation: *SIUC Online: Reaching today's and tomorrow's students*

Gayla Stoner, Director of the Office of Distance Education and Off-Campus Programs, provided an update concerning SIU Carbondale's online courses and programs. She also talked about the campus' development efforts to improve the number of online registrations as well as activities to reach prospective students.

Associate Professor Suzanne Nasco presented information about online courses and programs offered by the College of Business, including ways the college is teaming up with local businesses to provide an opportunity for online students to apply what they learn in their courses and to connect with the local community.

Committee Chair Hightower asked Chancellor Cheng to talk about where SIUC was when she arrived on campus and where SIUC is now with respect to online program offerings and to explain how the campus will embrace online programming as part of the recruitment process.

Chancellor Cheng stated that when she arrived, the distance education programming was very weak and organizationally located in a continuing education department that was not connected to the academic units. Under her leadership, distance education programming was realigned to the academic affairs of the institution, the academic affairs area was restructured, and the Office of Distance Education and Off-Campus Programs was created. The restructuring has been an effort to ensure that distance education programming is of high quality, has academic oversight, and is responsive to assessment.

After Committee Chair Hightower thanked Chancellor Cheng and her staff for embracing the development of distance education and taking the lead in creating a strong foundation for growth, he requested that the campus report regularly to the Board of Trustees on the online education initiative.

Trustee Hinrichs asked what the campus' biggest limiting factors were to grow online programs.

Chancellor Cheng cited several factors: bandwidth, equipment, security issues, ability to put money into marketing and branding to get the word out.

Committee Chair Hightower stated that the Board would like a white paper that will answer in what directions the new technology person is going to emphasize, what impediments there are to taking the online initiative to the next level, and what is needed as far as infrastructure, upgrades, and staffing.

Chancellor Cheng responded that technology infuses everything they do—face-to-face classroom activity, distance education strategies, research, and everyday access to student and financial data. The impediments, she stated, are not having the right people with the technical skills, and not having faculty and staff dedicated to student learning.

Dr. Nasco stated that from a faculty perspective, one of the largest impediments would be in educating faculty on how to use the technology to deliver instruction via online courses.

Trustee Wiley commented that from an economic point of view, the increased use of online education defines the University's new business model in terms of cost to deliver courses and/or a degree versus how it had been done in the past in a physical environment facility. With online education, the University is no longer limited by buildings and space, and the increase in course delivery via online programming may

be one of the solutions to the financial issues the University faces. She also commented on the huge opportunities online programming presents to alumni in terms of staying current in their fields.

President Glenn Poshard expressed his appreciation for the presentation and for the leap forward that has taken place over the last couple of years. He noted, however, that SIU Carbondale as a whole has to embrace online education in order for the University to stay competitive and increase enrollment.

Carl Bloom, President of the Graduate and Professional Student Council, expressed concern that the shift to more online courses would result in a decline of students on campus, which in turn would result in increasingly higher student fees to maintain campus buildings, etc., for those students who do choose to come to campus.

Chancellor Cheng responded by stating that the University must adapt to the changing world around it. Distance education is a very important component for people who will not or cannot come to campus, and the University must develop its online education programming to reach out to that broader audience. At the same time, the University is developing other strategies to continue to recruit and retain traditional students.

President Poshard expressed his appreciation to Mr. Bloom for his comment and explained that the development of online programming versus face-to-face instruction is not an either/or situation. He said the success of the University depends on it finding balance to do both.

In response to Trustee Simmons asking what kind of fees online students pay, Ms. Stoner responded that they pay three of the same mandatory fees that on-campus students pay (Student-to-Student Support Grant Fee, Student Support Service Building Fee, and Information Technology Fee) as well as a Distance Education Fee per credit hour. She added that the online students pay regular on-campus tuition, which means they count within the campus' on-campus cost studies.

Other Business

Having no further business before it, the Academic Matters Committee adjourned at 9:44 a.m.

PDS/am



President
Reports

**Minority, Women and Disabled Students
Faculty and Staff**

Annual Report / FY 2011

*The Illinois Public Agenda for College
and Career Success: Goal 1*

Southern Illinois University

SOUTHERN ILLINOIS UNIVERSITY

TWENTY-FIFTH ANNUAL REPORT

ON GOALS AND PLANS

**TO IMPROVE THE PARTICIPATION AND SUCCESS
OF MINORITY, WOMEN AND DISABLED STUDENTS**

IN ACADEMIC PROGRAMS;

AND THE RECRUITMENT AND RETENTION

OF MINORITY, WOMEN AND DISABLED

FACULTY AND STAFF

Prepared by the Office of Academic Affairs

May 2012

TABLE OF CONTENTS

| | |
|---|-----------|
| Introduction | 1 |
| Southern Illinois University | 2 |
| All-University Highlights | 3 |
| Enrollment..... | 3 |
| Employment..... | 24 |
| New Hires | 42 |
| Southern Illinois University Carbondale | 61 |
| Goal and Mission | 61 |
| Institutional Profile | 62 |
| Accomplishments..... | 63 |
| Enrollment..... | 64 |
| Employment..... | 64 |
| University and College Programs | 65 |
| The Illinois Public Agenda for College and Career Success | 68 |
| Southern Illinois University Edwardsville | 71 |
| Goal and Mission | 71 |
| Institutional Profile | 72 |
| Accomplishments..... | 73 |
| Enrollment..... | 73 |
| Employment..... | 74 |
| Selected University Programs..... | 76 |
| The Illinois Public Agenda for College and Career Success | 82 |
| Southern Illinois University School of Medicine | 85 |
| Goal and Mission | 85 |
| Institutional Profile | 85 |
| Accomplishments..... | 87 |
| The Illinois Public Agenda for College and Career Success | 87 |
| Academic Environment | 90 |

INTRODUCTION

The *Illinois Public Agenda for College and Career Success* is the Illinois Board of Higher Education's strategic plan for higher education. One important recommendation found in the *Illinois Public Agenda* is to "Increase success of students at each stage of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability."

Each year since the *Illinois Public Agenda's* official endorsement in 2009, reports and projects have been presented to the board concerning activities related to the plan. For example, on April 10, 2011, Dr. Arthur Sutton, IBHE Deputy Director of Diversity and Outreach, provided an update concerning the activities his unit has focused on during the past year regarding the elimination of achievement gaps, with a special emphasis on re-enrolling students who had dropped out of college before completing their degree, and the identification of philanthropic organizations that could provide support for efforts related to the elimination of achievement gaps.

For many years, colleges and universities have also been involved in programs aimed at the elimination of achievement gaps. The *Minority, Women and Disabled Students, Faculty and Staff* report, which is submitted to the IBHE on an annual basis, provides a review of the efforts that have taken place at Southern Illinois University regarding its programs for minorities, women, and disabled students, faculty, and staff. In addition to providing a compendium of statistical information, progress regarding these populations as well as challenges are presented, for the system and for each campus: Southern Illinois University Carbondale, Southern Illinois University Edwardsville, the School of Medicine in Springfield. Special programs that have been developed to address the *Illinois Public Agenda* achievement gap recommendation are also highlighted.

I would like to thank Linda McCabe Smith, Associate Chancellor for Institutional Diversity at SIUC; Penny McCarty, Executive Director of Human Resources at the School of Medicine; Paul Pitts, Assistant Chancellor for Institutional Compliance at SIUE; and Tracey Jarrell and Antoinette Moyers, of the Office of the President. It is through their efforts that this report is made possible.

This is the 25th report that has been submitted to IBHE regarding minorities, women, and disabled students, faculty, and staff. The data used in the report help faculty and administrators better shape programs targeted to these groups of people, and, provide statewide policy makers with information, in addition to the information provided by the other universities, relating to statewide efforts to increase access and success in the achievement of college degrees among our underserved populations, as well as to create work environments that better reflect the population of the state of Illinois.

Paul D. Sarvela
Vice President for Academic Affairs

SOUTHERN ILLINOIS UNIVERSITY

Southern Illinois University. A place where learning comes first, where students are valued and encouraged to explore new ideas, and where progress is complemented by tradition.

SIU's influence can be felt far beyond the locations of its campuses. While it serves as an economic engine for southern Illinois, it more importantly is a quality institution of learning for the citizens of Illinois, the nation, and the world.

Chartered in 1869, Southern Illinois University first opened its doors for instruction in Carbondale in 1874 in a one-building teacher training institution known as Southern Illinois Normal University.

The two institutions that constitute Southern Illinois University today—Southern Illinois University Carbondale, with a School of Medicine in Springfield, and Southern Illinois University Edwardsville, with a School of Dental Medicine in Alton, a Center in East St. Louis, and a School of Pharmacy—reach from the Shawnee National Forest to the bluffs of the Mississippi River to the flatlands of central Illinois. With a total budget of more than \$885 million, the University serves approximately 34,000 students and offers 2 associate's, 147 bachelor's, 121 master's, and 38 doctoral and professional degree programs.

The University's commitment to excellence in education enriches the lives of people not only in Illinois, but nationally and internationally as well. SIU offers baccalaureate completion programs at locations around the state, including sites in the Chicago metropolitan area, and baccalaureate and master's programs at dozens of military bases across the United States. SIU students participate in overseas research and training exchanges and in worldwide student exchange programs such as Study Abroad. In the fall 2011 semester, 1,641 students from foreign countries were enrolled in SIU programs.

SIU recognizes the importance of research in undergraduate and graduate education and has developed centers and institutes that provide students with laboratories for hands-on experience. In the areas of agriculture, coal, broadcasting, health care, archaeology, education, and wildlife, instruction is not limited by classroom boundaries.

Equally important is SIU's public service mission for the improvement of society. The University's medical, dental, and nursing schools provide health and dental care to Illinois citizens at clinics throughout central and southern Illinois. The Public Policy Institute founded by the late U.S. Senator Paul Simon; the National Corn-to-Ethanol Research Center designed to advance the use of corn in ethanol production; and the Illinois Education Research Council established as the research arm of the state's Joint Education Committee represent but a few of the University's many research and service centers and institutes.

From its beginning as a small teachers college to its status today as a university generating \$129 million in grants and contracts, Southern Illinois University has remained rooted in the lives of the people it serves and dedicated to excellence in learning. SIU was established in response to the needs of the people. It was built on their successes. It is growing for their future.

ALL-UNIVERSITY HIGHLIGHTS

Total Minority Enrollment

Progress

In the past year:

- Minority undergraduate enrollment increased by 6.2%.
- Minority graduate enrollment increased by 10.7%.
- Total minority enrollment increased 6.4%.
- The percentage of total minority enrollment to total enrollment increased 1.4%.

In the past five years:

- Minority undergraduate enrollment increased by 21.8%.
- Minority graduate enrollment increased by 23.5%.
- Minority professional enrollment increased by 8.8%.
- Total minority enrollment increased 21.7%.
- The percentage of total minority enrollment to total enrollment increased 4.0%.

Challenges

In the past year:

- Minority professional enrollment decreased by 5.3%.

Minority Enrollment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | 5,136 | 5,375 | 5,668 | 5,890 | 6,255 |
| <i>Graduate</i> | 719 | 727 | 756 | 802 | 888 |
| <i>Professional</i> | 147 | 161 | 157 | 169 | 160 |
| <i>Total Minority</i> | 6,002 | 6,263 | 6,581 | 6,861 | 7,303 |
| <i>Total Enrollment</i> | 34,452 | 34,381 | 34,275 | 34,290 | 34,170 |
| <i>Percent of Total Minority Enrollment to Total Enrollment</i> | 17.42% | 18.22% | 19.20% | 20.01% | 21.37% |

SIUC Minority Enrollment

Progress

In the past year:

- Minority undergraduate enrollment increased by 4.0%.
- Minority graduate enrollment increased by 9.4%.
- Minority professional enrollment increased by 8.2%.
- Total minority enrollment increased 4.7%.
- The percentage of total minority enrollment to total enrollment increased 1.5%.

In the past five years:

- Minority undergraduate enrollment increased by 15.5%.
- Minority graduate enrollment increased by 17.5%.
- Minority professional enrollment increased by 15.2%.
- Total minority enrollment increased 15.7%.
- The percentage of total minority enrollment to total enrollment increased 4.4%.

Minority Enrollment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | 3,710 | 3,859 | 4,028 | 4,120 | 4,284 |
| <i>Graduate</i> | 526 | 546 | 541 | 565 | 618 |
| <i>Professional</i> | 92 | 104 | 105 | 98 | 106 |
| <i>Total Minority</i> | 4,328 | 4,509 | 4,674 | 4,783 | 5,008 |
| <i>Total Enrollment</i> | 21,003 | 20,983 | 20,673 | 20,350 | 20,037 |
| <i>Percent of Total Minority Enrollment to Total Enrollment</i> | 20.61% | 21.49% | 22.61% | 23.50% | 24.99% |

SIUE Minority Enrollment

Progress

In the past year:

- Minority undergraduate enrollment increased by 11.4%.
- Minority graduate enrollment increased by 13.9%.
- Total minority enrollment increased 10.4%.
- The percentage of total minority enrollment to total enrollment increased 1.3%.

In the past five years:

- Minority undergraduate enrollment increased by 38.2%.
- Minority graduate enrollment increased by 39.9%.
- Total minority enrollment increased 37.1%.
- The percentage of total minority enrollment to total enrollment increased 3.8%.

Challenges

In the past year:

- Minority professional enrollment decreased by 23.9%.

In the past five years:

- Minority professional enrollment decreased by 1.8%.

Minority Enrollment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | 1,426 | 1,516 | 1,640 | 1,770 | 1,971 |
| <i>Graduate</i> | 193 | 181 | 215 | 237 | 270 |
| <i>Professional</i> | 55 | 57 | 52 | 71 | 54 |
| <i>Total Minority</i> | 1,674 | 1,754 | 1,907 | 2,078 | 2,295 |
| <i>Total Enrollment</i> | 13,449 | 13,398 | 13,602 | 13,940 | 14,133 |
| <i>Percent of Total Minority Enrollment to Total Enrollment</i> | 12.45% | 13.09% | 14.02% | 14.91% | 16.24% |

Total Black Enrollment

Progress

In the past year:

- Black undergraduate enrollment increased by 6.0%.
- Black graduate enrollment increased by 2.6%.
- Total Black enrollment increased by 5.2%.
- The percentage of total Black enrollment to total enrollment increased 0.8%.

In the past five years:

- Black undergraduate enrollment increased by 20.9%.
- Black graduate enrollment increased by 15.7%.
- Total Black enrollment increased by 19.8%.
- The percentage of total Black enrollment to total enrollment increased 2.6%.

Challenges

In the past year:

- Black professional enrollment decreased by 19.1%.

In the past five years:

- Black professional enrollment decreased by 12.7%.

Black Enrollment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | 3,725 | 3,905 | 4,084 | 4,250 | 4,503 |
| <i>Graduate</i> | 508 | 517 | 532 | 573 | 588 |
| <i>Professional</i> | 63 | 70 | 61 | 68 | 55 |
| <i>Total Black</i> | 4,296 | 4,492 | 4,677 | 4,891 | 5,146 |
| <i>Total Enrollment</i> | 34,452 | 34,381 | 34,275 | 34,290 | 34,170 |
| <i>Percent of Total Black Enrollment to Total Enrollment</i> | 12.47% | 13.07% | 13.65% | 14.26% | 15.06% |

SIUC Black Enrollment

Progress

In the past year:

- Black undergraduate enrollment increased by 3.9%.
- Black graduate enrollment increased by 1.8%.
- Total Black enrollment increased by 3.4%.
- The percentage of total Black enrollment to total enrollment increased 0.9%.

In the past five years:

- Black undergraduate enrollment increased by 14.5%.
- Black graduate enrollment increased by 8.8%.
- Total Black enrollment increased by 13.6%.
- The percentage of total Black enrollment to total enrollment increased 2.8%.

Challenges

In the past year:

- Black professional enrollment decreased by 12.5%.

In the past five years:

- Black professional enrollment decreased by 2.3%.

Black Enrollment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | 2,715 | 2,844 | 2,949 | 2,993 | 3,109 |
| <i>Graduate</i> | 374 | 387 | 381 | 400 | 407 |
| <i>Professional</i> | 43 | 48 | 51 | 48 | 42 |
| <i>Total Black</i> | 3,132 | 3,279 | 3,381 | 3,441 | 3,558 |
| <i>Total Enrollment</i> | 21,003 | 20,983 | 20,673 | 20,350 | 20,037 |
| <i>Percent of Total Black Enrollment to Total Enrollment</i> | 14.91% | 15.63% | 16.35% | 16.91% | 17.76% |

SIUE Black Enrollment

Progress

In the past year:

- Black undergraduate enrollment increased by 10.9%.
- Black graduate enrollment increased by 4.6%.
- Total Black enrollment increased by 9.5%.
- The percentage of total Black enrollment to total enrollment increased 0.8%.

In the past five years:

- Black undergraduate enrollment increased by 38.0%.
- Black graduate enrollment increased by 35.1%.
- Total Black enrollment increased by 36.4%.
- The percentage of total Black enrollment to total enrollment increased 2.6%.

Challenges

In the past year:

- Black professional enrollment decreased by 35.0%.

In the past five years:

- Black professional enrollment decreased by 35.0%.

Black Enrollment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | 1,010 | 1,061 | 1,135 | 1,257 | 1,394 |
| <i>Graduate</i> | 134 | 130 | 151 | 173 | 181 |
| <i>Professional</i> | 20 | 22 | 10 | 20 | 13 |
| <i>Total Black</i> | 1,164 | 1,213 | 1,296 | 1,450 | 1,588 |
| <i>Total Enrollment</i> | 13,449 | 13,398 | 13,602 | 13,940 | 14,133 |
| <i>Percent of Total Black Enrollment to Total Enrollment</i> | 8.65% | 9.05% | 9.53% | 10.40% | 11.24% |

Total Hispanic Enrollment

Progress

In the past year:

- Hispanic undergraduate enrollment increased by 22.7%.
- Hispanic graduate enrollment increased by 43.1%.
- Hispanic professional enrollment increased by 38.7%.
- Total Hispanic enrollment increased by 25.3%.
- The percentage of total Hispanic enrollment to total enrollment increased 0.8%.

In the past five years:

- Hispanic undergraduate enrollment increased by 56.9%.
- Hispanic graduate enrollment increased by 59.6%.
- Hispanic professional enrollment increased by 138.9%.
- Total Hispanic enrollment increased by 58.9%.
- The percentage of total Hispanic enrollment to total enrollment increased 1.5%.

Hispanic Enrollment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | 751 | 792 | 872 | 960 | 1178 |
| <i>Graduate</i> | 104 | 107 | 120 | 116 | 166 |
| <i>Professional</i> | 18 | 24 | 28 | 31 | 43 |
| <i>Total Hispanic</i> | 873 | 923 | 1020 | 1,107 | 1,387 |
| <i>Total Enrollment</i> | 34,452 | 34,381 | 34,275 | 34,290 | 34,170 |
| <i>Percent of Total Hispanic Enrollment to Total Enrollment</i> | 2.53% | 2.68% | 2.98% | 3.23% | 4.06% |

SIUC Hispanic Enrollment

Progress

In the past year:

- Hispanic undergraduate enrollment increased by 16.2%.
- Hispanic graduate enrollment increased by 42.4%.
- Hispanic professional enrollment increased by 31.3%.
- Total Hispanic enrollment increased by 19.3%.
- The percentage of total Hispanic enrollment to total enrollment increased 0.8%.

In the past five years:

- Hispanic undergraduate enrollment increased by 47.7%.
- Hispanic graduate enrollment increased by 42.4%.
- Hispanic professional enrollment increased by 110.0%.
- Total Hispanic enrollment increased by 47.9%.
- The percentage of total Hispanic enrollment to total enrollment increased 1.7%.

Hispanic Enrollment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | 558 | 585 | 637 | 709 | 824 |
| <i>Graduate</i> | 85 | 92 | 92 | 85 | 121 |
| <i>Professional</i> | 10 | 16 | 17 | 16 | 21 |
| <i>Total Hispanic</i> | 653 | 693 | 746 | 810 | 966 |
| <i>Total Enrollment</i> | 21,003 | 20,983 | 20,673 | 20,350 | 20,037 |
| <i>Percent of Total Hispanic Enrollment to Total Enrollment</i> | 3.11% | 3.30% | 3.61% | 3.98% | 4.82% |

SIUE Hispanic Enrollment

Progress

In the past year:

- Hispanic undergraduate enrollment increased by 41.0%.
- Hispanic graduate enrollment increased by 45.2%.
- Hispanic professional enrollment increased by 46.7%.
- Total Hispanic enrollment increased by 41.8%.
- The percentage of total Hispanic enrollment to total enrollment increased 0.9%.

In the past five years:

- Hispanic undergraduate enrollment increased by 83.4%.
- Hispanic graduate enrollment increased by 136.8%.
- Hispanic professional enrollment increased by 175.0%.
- Total Hispanic enrollment increased by 91.4%.
- The percentage of total Hispanic enrollment to total enrollment increased 1.3%.

Hispanic Enrollment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | 193 | 207 | 235 | 251 | 354 |
| <i>Graduate</i> | 19 | 15 | 28 | 31 | 45 |
| <i>Professional</i> | 8 | 8 | 11 | 15 | 22 |
| <i>Total Hispanic</i> | 220 | 230 | 274 | 297 | 421 |
| <i>Total Enrollment</i> | 13,449 | 13,398 | 13,602 | 13,940 | 14,133 |
| <i>Percent of Total Hispanic Enrollment to Total Enrollment</i> | 1.64% | 1.72% | 2.01% | 2.13% | 2.98% |

Total Native American Enrollment

Progress

In the past year:

- Native American undergraduate enrollment increased by 17.9%.
- Native American graduate enrollment increased by 18.8%.
- Total Native American enrollment increased by 17.2%.
- The percentage of total Native American enrollment to total enrollment increased by 0.1%.

In the past five years:

- Native American professional enrollment increased by 25.0%.

Challenges

In the past five years:

- Native American undergraduate enrollment decreased by 4.3%.
- Native American graduate enrollment decreased by 29.6%.
- Total Native American enrollment decreased by 8.1%.

Native American Enrollment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | 117 | 102 | 97 | 95 | 112 |
| <i>Graduate</i> | 27 | 23 | 13 | 16 | 19 |
| <i>Professional</i> | 4 | 4 | 6 | 5 | 5 |
| <i>Total Native American</i> | 148 | 129 | 116 | 116 | 136 |
| <i>Total Enrollment</i> | 34,452 | 34,381 | 34,275 | 34,290 | 34,170 |
| <i>Percent of Total Native American Enrollment to Total Enrollment</i> | 0.43% | 0.38% | 0.34% | 0.34% | 0.40% |

SIUC Native American Enrollment

Progress

In the past year:

- Native American undergraduate enrollment increased by 5.9%.
- Native American graduate enrollment increased by 27.3%.
- Total Native American enrollment increased by 8.4%.

In the past five years:

- Native American professional enrollment increased by 33.3%.

Challenges

In the past five years:

- Native American undergraduate enrollment decreased by 20.0%.
- Native American graduate enrollment decreased by 22.2%.
- Total Native American enrollment decreased by 18.9%.
- The percentage of total Native American enrollment to total enrollment decreased by 0.1%.

Native American Enrollment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | 90 | 78 | 70 | 68 | 72 |
| <i>Graduate</i> | 18 | 16 | 8 | 11 | 14 |
| <i>Professional</i> | 3 | 4 | 4 | 4 | 4 |
| <i>Total Native American</i> | 111 | 98 | 82 | 83 | 90 |
| <i>Total Enrollment</i> | 21,003 | 20,983 | 20,673 | 20,350 | 20,037 |
| <i>Percent of Total Native American Enrollment to Total Enrollment</i> | 0.53% | 0.47% | 0.40% | 0.41% | 0.45% |

SIUE Native American Enrollment

Progress

In the past year:

- Native American undergraduate enrollment increased by 48.1%.
- Total Native American enrollment increased by 39.4%.
- The percentage of total Native American enrollment to total enrollment increased by 0.1%.

In the past five years:

- Native American undergraduate enrollment increased by 48.1%.
- Total Native American enrollment increased by 24.3%.
- The percentage of total Native American enrollment to total enrollment increased by 0.1%.

Challenges

In the past five years:

- Native American graduate enrollment decreased by 44.4%.

Native American Enrollment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | 27 | 24 | 27 | 27 | 40 |
| <i>Graduate</i> | 9 | 7 | 5 | 5 | 5 |
| <i>Professional</i> | 1 | 0 | 2 | 1 | 1 |
| <i>Total Native American</i> | 37 | 31 | 34 | 33 | 46 |
| <i>Total Enrollment</i> | 13,449 | 13,398 | 13,602 | 13,940 | 14,133 |
| <i>Percent of Total Native American Enrollment to Total Enrollment</i> | 0.28% | 0.23% | 0.25% | 0.24% | 0.33% |

Total Asian Enrollment

Progress

In the past year:

- Asian graduate enrollment increased by 18.6%.

In the past five years:

- Asian graduate enrollment increased by 43.8%.

Challenges

In the past year:

- Asian undergraduate enrollment decreased by 21.0%.
- Asian professional enrollment decreased by 12.3%.
- Total Asian enrollment decreased by 15.1%.
- The percentage of total Asian enrollment to total enrollment decreased by 0.3%.

In the past five years:

- Asian undergraduate enrollment decreased by 14.9%.
- Asian professional enrollment decreased by 8.1%.
- Total Asian enrollment decreased by 7.4%.
- The percentage of total Asian enrollment to total enrollment decreased by 0.1%.

Asian Enrollment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | 543 | 576 | 615 | 585 | 462 |
| <i>Graduate</i> | 80 | 80 | 91 | 97 | 115 |
| <i>Professional</i> | 62 | 63 | 62 | 65 | 57 |
| <i>Total Asian</i> | 685 | 719 | 768 | 747 | 634 |
| <i>Total Enrollment</i> | 34,452 | 34,381 | 34,275 | 34,290 | 34,170 |
| <i>Percent of Total Asian Enrollment to Total Enrollment</i> | 1.99% | 2.09% | 2.24% | 2.18% | 1.86% |

SIUC Asian Enrollment

Progress

In the past year:

- Asian graduate enrollment increased by 10.1%.
- Asian professional enrollment increased by 30.0%.

In the past five years:

- Asian graduate enrollment increased by 55.1%.
- Asian professional enrollment increased by 8.3%.

Challenges

In the past year:

- Asian undergraduate enrollment decreased by 20.3%.
- Total Asian enrollment decreased by 12.2%.
- The percentage of total Asian enrollment to total enrollment decreased by 0.2%.

In the past five years:

- Asian undergraduate enrollment decreased by 19.6%.
- Total Asian enrollment decreased by 8.8%.
- The percentage of total Asian enrollment to total enrollment decreased by 0.1%.

Asian Enrollment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | 347 | 352 | 372 | 350 | 279 |
| <i>Graduate</i> | 49 | 51 | 60 | 69 | 76 |
| <i>Professional</i> | 36 | 36 | 33 | 30 | 39 |
| <i>Total Asian</i> | 432 | 439 | 465 | 449 | 394 |
| <i>Total Enrollment</i> | 21,003 | 20,983 | 20,673 | 20,350 | 20,037 |
| <i>Percent of Total Asian Enrollment to Total Enrollment</i> | 2.06% | 2.09% | 2.25% | 2.21% | 1.97% |

SIUE Asian Enrollment

Progress

In the past year:

- Asian graduate enrollment increased by 39.3%.

In the past five years:

- Asian graduate enrollment increased by 25.8%.

Challenges

In the past year:

- Asian undergraduate enrollment decreased by 22.1%.
- Asian professional enrollment decreased by 48.6%.
- Total Asian enrollment decreased by 19.5%.
- The percentage of total Asian enrollment to total enrollment decreased by 0.4%.

In the past five years:

- Asian undergraduate enrollment decreased by 6.6%.
- Asian professional enrollment decreased by 30.8%.
- Total Asian enrollment decreased by 5.1%.
- The percentage of total Asian enrollment to total enrollment decreased by 0.2%.

Asian Enrollment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | 196 | 224 | 243 | 235 | 183 |
| <i>Graduate</i> | 31 | 29 | 31 | 28 | 39 |
| <i>Professional</i> | 26 | 27 | 29 | 35 | 18 |
| <i>Total Asian</i> | 253 | 280 | 303 | 298 | 240 |
| <i>Total Enrollment</i> | 13,449 | 13,398 | 13,602 | 13,940 | 14,133 |
| <i>Percent of Total Asian Enrollment to Total Enrollment</i> | 1.88% | 2.09% | 2.23% | 2.14% | 1.70% |

Total Female Enrollment

Progress

In the past year:

- Female graduate enrollment increased by 0.1%.

In the past five years:

- Female graduate enrollment increased by 3.8%.
- Female professional enrollment increased by 12.3%.
- The percentage of total female enrollment to total enrollment increased by 0.3%.

Challenges

In the past year:

- Female undergraduate enrollment decreased by 0.7%.
- Female professional enrollment decreased by 0.7%.
- Total female enrollment decreased by 0.5%.
- The percentage of total female enrollment to total enrollment decreased by 0.1%.

In the past five years:

- Female undergraduate enrollment decreased by 1.8%.
- Total female enrollment decreased by 0.3%.

Female Enrollment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | 12,921 | 12,836 | 12,853 | 12,769 | 12,685 |
| <i>Graduate</i> | 3,519 | 3,484 | 3,496 | 3,649 | 3,652 |
| <i>Professional</i> | 487 | 517 | 556 | 551 | 547 |
| <i>Total Female</i> | 16,927 | 16,837 | 16,905 | 16,969 | 16,884 |
| <i>Total Enrollment</i> | 34,452 | 34,381 | 34,275 | 34,290 | 34,170 |
| <i>Percent of Total Female Enrollment to Total Enrollment</i> | 49.13% | 48.97% | 49.32% | 49.49% | 49.41% |

SIUC Female Enrollment

Progress

In the past year:

- Female graduate enrollment increased by 1.4%.
- The percentage of total female enrollment to total enrollment increased by 0.3%.

In the past five years:

- Female graduate enrollment increased by 3.1%.
- The percentage of total female enrollment to total enrollment increased by 1.0%.

Challenges

In the past year:

- Female undergraduate enrollment decreased by 1.6%.
- Total female professional enrollment decreased by 2.7%.
- Total female enrollment decreased by 1.0%.

In the past five years:

- Female undergraduate enrollment decreased by 3.9%.
- Total female professional enrollment decreased by 6.9%.
- Total female enrollment decreased by 2.4%.

Female Enrollment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | 6,926 | 6,944 | 6,901 | 6,769 | 6,658 |
| <i>Graduate</i> | 2,163 | 2,209 | 2,171 | 2,199 | 2,229 |
| <i>Professional</i> | 304 | 293 | 287 | 291 | 283 |
| <i>Total Female</i> | 9,393 | 9,446 | 9,359 | 9,259 | 9,170 |
| <i>Total Enrollment</i> | 21,003 | 20,983 | 20,673 | 20,350 | 20,037 |
| <i>Percent of Total Female Enrollment to Total Enrollment</i> | 44.72% | 45.02% | 45.27% | 45.50% | 45.77% |

SIUE Female Enrollment

Progress

In the past year:

- Female undergraduate enrollment increased by 0.5%.
- Female professional enrollment increased by 1.5%.
- Female total enrollment increased by 0.1%.

In the past five years:

- Female undergraduate enrollment increased by 0.5%.
- Female graduate enrollment increased by 4.9%.
- Female professional enrollment increased by 44.3%.
- Female total enrollment increased by 2.4%.

Challenges

In the past year:

- Female graduate enrollment decreased by 1.9%.
- The percentage of total female enrollment to total enrollment decreased by 0.7%.

In the past five years:

- The percentage of total female enrollment to total enrollment decreased by 1.4%.

Female Enrollment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | 5,995 | 5,892 | 5,952 | 6,000 | 6,027 |
| <i>Graduate</i> | 1,356 | 1,275 | 1,325 | 1,450 | 1,423 |
| <i>Professional</i> | 183 | 224 | 269 | 260 | 264 |
| <i>Total Female</i> | 7,534 | 7,391 | 7,546 | 7,710 | 7,714 |
| <i>Total Enrollment</i> | 13,449 | 13,398 | 13,602 | 13,940 | 14,133 |
| <i>Percent of Total Female Enrollment to Total Enrollment</i> | 56.02% | 55.16% | 55.48% | 55.31% | 54.58% |

Total Disabled Enrollment

Progress

In the past year:

- Disabled undergraduate enrollment increased by 4.1%.
- Disabled graduate enrollment increased by 2.7%.
- Total disabled enrollment increased by 3.1%.
- The percentage of total disabled enrollment to total enrollment increased by 0.1%.

In the past five years:

- Disabled undergraduate enrollment increased by 31.9%.
- Total disabled enrollment increased by 24.7%.
- The percentage of total disabled enrollment to total enrollment increased by 0.6%.

Challenges

In the past year:

- Disabled professional enrollment decreased by 58.3%.

In the past five years:

- Disabled graduate enrollment decreased by 8.9%.
- Disabled professional enrollment decreased by 37.5%.

Disabled Enrollment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | 642 | 682 | 657 | 814 | 847 |
| <i>Graduate</i> | 124 | 99 | 113 | 110 | 113 |
| <i>Professional</i> | 8 | 5 | 4 | 12 | 5 |
| <i>Total Disabled</i> | 774 | 786 | 774 | 936 | 965 |
| <i>Total Enrollment</i> | 34,452 | 34,381 | 34,275 | 34,290 | 34,170 |
| <i>Percent of Total Disabled Enrollment to Total Enrollment</i> | 2.25% | 2.29% | 2.26% | 2.73% | 2.82% |

SIUC Disabled Enrollment

Progress

In the past year:

- Disabled graduate enrollment increased by 7.4%.

In the past five years:

- Disabled undergraduate enrollment increased by 16.5%.
- Total disabled enrollment increased by 11.0%.
- The percentage of total disabled enrollment to total enrollment increased by 0.4%.

Challenges

In the past year:

- Disabled undergraduate enrollment decreased by 11.4%.
- Disabled professional enrollment decreased by 58.3%.
- Total disabled enrollment decreased by 9.5%.
- The percentage of total disabled enrollment to total enrollment decreased by 0.3%.

In the past five years:

- Disabled graduate enrollment decreased by 5.6%.
- Disabled professional enrollment decreased by 37.5%.

Disabled Enrollment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | 394 | 389 | 378 | 518 | 459 |
| <i>Graduate</i> | 107 | 98 | 95 | 94 | 101 |
| <i>Professional</i> | 8 | 5 | 4 | 12 | 5 |
| <i>Total Disabled</i> | 509 | 492 | 477 | 624 | 565 |
| <i>Total Enrollment</i> | 21,003 | 20,983 | 20,673 | 20,350 | 20,037 |
| <i>Percent of Total Disabled Enrollment to Total Enrollment</i> | 2.42% | 2.34% | 2.31% | 3.07% | 2.82% |

SIUE Disabled Enrollment

Progress

In the past year:

- Disabled undergraduate enrollment increased by 31.1%.
- Total disabled enrollment increased by 28.2%.
- The percentage of total disabled enrollment to total enrollment increased by 0.6%.

In the past five years:

- Disabled undergraduate enrollment increased by 56.5%.
- Total disabled enrollment increased by 50.9%.
- The percentage of total disabled enrollment to total enrollment increased by 0.9%.

Challenges

In the past year:

- Disabled graduate enrollment decreased by 25.0%.

In the past five years:

- Disabled graduate enrollment decreased by 29.4%.

Disabled Enrollment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | 248 | 293 | 279 | 296 | 388 |
| <i>Graduate</i> | 17 | 1 | 18 | 16 | 12 |
| <i>Professional</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Total Disabled</i> | 265 | 294 | 297 | 312 | 400 |
| <i>Total Enrollment</i> | 13,449 | 13,398 | 13,602 | 13,940 | 14,133 |
| <i>Percent of Total Disabled Enrollment to Total Enrollment</i> | 1.97% | 2.19% | 2.18% | 2.24% | 2.83% |

Total SIU Full-Time Minority Employment

Progress

In the past year:

- The number of minority employees increased in two categories: faculty, 2.6%; and technical/paraprofessional, 10.7%.
- Total minority employment increased by 0.2%.
- The percentage of total minority employment to total employment increased by 0.6%.

In the past five years:

- The number of minority employees increased in four categories: faculty, 20.3%; secretarial/clerical, 1.1%; technical/paraprofessional, 9.8%; and skilled craft, 10.0%.
- Total minority employment increased by 3.0%.

Challenges

In the past year:

- The number of minority employees decreased in four categories: executive/administrative/managerial, 6.3%; professional non-faculty, 4.0%; skilled craft, 15.4%; and service/maintenance, 6.3%.

In the past five years:

- The number of minority employees decreased in two categories: executive/administrative/managerial, 10.0%; and service/maintenance, 31.8%.
- The percentage of total minority employment to total employment decreased by 0.5%.

Minority Employment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 50 | 50 | 47 | 48 | 45 |
| <i>Faculty</i> | 300 | 297 | 335 | 352 | 361 |
| <i>Professional Non-Faculty</i> | 238 | 246 | 254 | 248 | 238 |
| <i>Secretarial/Clerical</i> | 90 | 94 | 98 | 91 | 91 |
| <i>Technical/Paraprofessional</i> | 132 | 128 | 135 | 131 | 145 |
| <i>Skilled Craft</i> | 10 | 10 | 11 | 13 | 11 |
| <i>Service/Maintenance</i> | 132 | 104 | 98 | 96 | 90 |
| Total Minority | 952 | 929 | 978 | 979 | 981 |
| <i>Total Employees</i> | 6,756 | 7,327 | 7,342 | 7,490 | 7,169 |
| Percent of Total Minority Employees to Total Employees | 14.09% | 12.68% | 13.32% | 13.07% | 13.68% |

Source: SIUC Factbook 2010-2011, SIUE EE06 employment tables.

SIUC Full-Time Minority Employment

Progress

In the past year:

- The number of minority employees increased in five categories: faculty, 3.1%; professional nonfaculty, 3.9%; secretarial/clerical, 3.8%; technical/paraprofessional, 7.5%; and skilled craft, 11.1%.
- Total minority employment increased by 2.7%.
- The percentage of total minority employment to total employment increased by 0.2%.

In the past five years:

- The number of minority employees increased in four categories: faculty, 19.7%; professional non-faculty, 0.8%; technical/paraprofessional, 10.3%; and skilled craft, 25.0%.
- Total minority employment increased by 7.5%.
- The percentage of total minority employment to total employment increased by 0.1%.

Challenges

In the past year:

- The number of minority employees decreased in two categories: executive/administrative/managerial, 3.1%; and service/maintenance, 2.5%.

In the past five years:

- The number of minority employees decreased in two categories: secretarial/clerical, 5.2%; and service/maintenance, 6.1%.

Minority Employment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 31 | 32 | 31 | 32 | 31 |
| <i>Faculty</i> | 223 | 227 | 246 | 259 | 267 |
| <i>Professional Non-Faculty</i> | 133 | 139 | 140 | 129 | 134 |
| <i>Secretarial/Clerical</i> | 58 | 57 | 57 | 53 | 55 |
| <i>Technical/Paraprofessional</i> | 39 | 36 | 41 | 40 | 43 |
| <i>Skilled Craft</i> | 8 | 8 | 9 | 9 | 10 |
| <i>Service/Maintenance</i> | 82 | 84 | 81 | 79 | 77 |
| <i>Total Minority</i> | 574 | 583 | 605 | 601 | 617 |
| <i>Total Employees</i> | 4,774 | 4,907 | 4,922 | 5,039 | 5,103 |
| <i>Percent of Total Minority Employees to Total Employees</i> | 12.02% | 11.88% | 12.29% | 11.93% | 12.09% |

Source: SIUC Factbook 2010-2011.

SIUE Full-Time Minority Employment

Progress

In the past year:

- The number of minority employees increased in two categories: faculty, 1.1%; and technical/paraprofessional, 12.1%.
- The percentage of total minority employment to total employment increased by 2.2%.

In the past five years:

- The number of minority employees increased in three categories: faculty, 22.1%; secretarial/clerical, 12.5%; and technical/paraprofessional, 9.7%.

Challenges

In the past year:

- The number of minority employees decreased in five categories: executive/administrative/managerial, 12.5%; professional non-faculty, 12.6%; secretarial/clerical, 5.3%; skilled craft, 75.0%; and service/maintenance, 23.5%.
- Total minority employment decreased by 3.7%.

In the past five years:

- The number of minority employees decreased in four categories: executive/administrative/managerial, 26.3%; professional non-faculty, 1.0%; skilled craft, 50.0%; and service/maintenance, 74.0%.
- Total minority employment decreased by 3.7%.
- The percentage of total minority employment to total employment decreased by 1.5%.

Minority Employment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 19 | 18 | 16 | 16 | 14 |
| <i>Faculty</i> | 77 | 70 | 89 | 93 | 94 |
| <i>Professional Non-Faculty</i> | 105 | 107 | 114 | 119 | 104 |
| <i>Secretarial/Clerical</i> | 32 | 37 | 41 | 38 | 36 |
| <i>Technical/Paraprofessional</i> | 93 | 92 | 94 | 91 | 102 |
| <i>Skilled Craft</i> | 2 | 2 | 2 | 4 | 1 |
| <i>Service/Maintenance</i> | 50 | 20 | 17 | 17 | 13 |
| <i>Total Minority</i> | 378 | 346 | 373 | 378 | 364 |
| <i>Total Employees</i> | 1,982 | 2,420 | 2,420 | 2,451 | 2,066 |
| <i>Percent of Total Minority Employees to Total Employees</i> | 19.07% | 14.30% | 15.41% | 15.42% | 17.62% |

Source: SIUE Factbook 2010-2011.

Total SIU Full-Time Black Employment

Progress

In the past year:

- The number of Black employees increased in technical/paraprofessionals, 8.7%.
- The percentage of total Black employment to total employment increased by 0.1%.

In the past five years:

- The number of Black employees increased in three categories: faculty, 0.9%; secretarial/clerical, 2.9%; and technical/paraprofessional, 2.5%.

Challenges

In the past year:

- The number of Black employees decreased in six categories: executive/administrative/managerial, 11.1%; faculty, 3.4%; professional non-faculty, 5.3%; secretarial/clerical, 2.7%; skilled craft, 11.1%; and service/maintenance, 12.8%.
- Total Black employment decreased by 3.2%.

In the past five years:

- The number of Black employees decreased in three categories: executive/administrative/managerial, 25.0%; professional non-faculty, 5.8%; and service/maintenance, 38.7%.
- Total Black employment decreased by 8.8%.
- The percentage of total Black employment to total employment decreased by 1.3%.

Black Employment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 32 | 29 | 28 | 27 | 24 |
| <i>Faculty</i> | 112 | 102 | 109 | 117 | 113 |
| <i>Professional Non-Faculty</i> | 172 | 174 | 174 | 171 | 162 |
| <i>Secretarial/Clerical</i> | 69 | 75 | 78 | 73 | 71 |
| <i>Technical/Paraprofessional</i> | 122 | 116 | 121 | 115 | 125 |
| <i>Skilled Craft</i> | 8 | 8 | 8 | 9 | 8 |
| <i>Service/Maintenance</i> | 111 | 84 | 78 | 78 | 68 |
| Total Black | 626 | 588 | 596 | 590 | 571 |
| <i>Total Employees</i> | 6,756 | 7,327 | 7,342 | 7,490 | 7,169 |
| Percent of Total Black Employees to Total Employees | 9.27% | 8.03% | 8.12% | 7.88% | 7.96% |

Source: SIUC Factbook 2009-2010, SIUE EE06 employment tables.

SIUC Full-Time Black Employment

Progress

In the past year:

- The number of Black employees increased in four categories: professional non-faculty, 4.3%; secretarial/clerical, 5.1%; technical/paraprofessional, 10.3%; and skilled/craft, 16.7%.
- Total Black employment increased by 0.7%.
- The percentage of total Black employment to total employment increased by 0.1%.

In the past five years:

- The number of Black employees increased in two categories: faculty, 5.1%; and secretarial/clerical, 5.1%.

Challenges

In the past year:

- The number of Black employees decreased in three categories: executive/administrative/managerial, 7.1%; faculty, 1.2%; and service/maintenance, 8.1%.

In the past five years:

- The number of Black employees decreased in three categories: executive/administrative/managerial, 18.8%; professional non-faculty, 11.0%; and service/maintenance, 9.5%.
- Total Black employment decreased by 3.8%.
- The percentage of total Black employment to total employment decreased by 0.5%.

Black Employment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 16 | 14 | 14 | 14 | 13 |
| <i>Faculty</i> | 78 | 72 | 77 | 83 | 82 |
| <i>Professional Non-Faculty</i> | 82 | 82 | 78 | 70 | 73 |
| <i>Secretarial/Clerical</i> | 39 | 41 | 41 | 39 | 41 |
| <i>Technical/Paraprofessional</i> | 32 | 29 | 32 | 29 | 32 |
| <i>Skilled Craft</i> | 7 | 7 | 7 | 6 | 7 |
| <i>Service/Maintenance</i> | 63 | 66 | 64 | 62 | 57 |
| <i>Total Black</i> | 317 | 311 | 313 | 303 | 305 |
| <i>Total Employees</i> | 4,774 | 4,907 | 4,922 | 5,039 | 5,001 |
| <i>Percent of Total Black Employees to Total Employees</i> | 6.64% | 6.34% | 6.36% | 6.01% | 6.10% |

Source: SIUC Factbook 2010-2011.

SIUE Full-Time Black Employment

Progress

In the past year:

- The number of Black employees increased in technical/paraprofessional, 8.1%.
- The percentage of total Black employment to total employment increased by 1.2%.

In the past five years:

- The number of Black employees increased in technical/paraprofessional, 3.3%.

Challenges

In the past year:

- The number of Black employees decreased in six categories: executive/administrative/managerial, 15.4%; faculty, 8.8%; professional non-faculty, 11.9%; secretarial/clerical, 11.8%; skilled craft, 66.7%; and service/maintenance, 31.3%.
- Total Black employment decreased by 7.3%.

In the past five years:

- The number of Black employees decreased in four categories: executive/administrative/managerial, 31.3%; faculty, 8.8%; professional non-faculty, 1.1%; and service/maintenance, 77.1%.
- Total Black employment decreased by 13.9%.
- The percentage of total Black employment to total employment decreased by 2.7%.

Black Employment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 16 | 15 | 14 | 13 | 11 |
| <i>Faculty</i> | 34 | 30 | 32 | 34 | 31 |
| <i>Professional Non-Faculty</i> | 90 | 92 | 96 | 101 | 89 |
| <i>Secretarial/Clerical</i> | 30 | 34 | 37 | 34 | 30 |
| <i>Technical/Paraprofessional</i> | 90 | 87 | 89 | 86 | 93 |
| <i>Skilled Craft</i> | 1 | 1 | 1 | 3 | 1 |
| <i>Service/Maintenance</i> | 48 | 18 | 14 | 16 | 11 |
| Total Black | 309 | 277 | 283 | 287 | 266 |
| <i>Total Employees</i> | 1,982 | 2,420 | 2,420 | 2,451 | 2,066 |
| Percent of Total Black Employees to Total Employees | 15.59% | 11.45% | 11.69% | 11.71% | 12.88% |

Source: SIUE Factbook 2010-2011.

Total SIU Full-Time Hispanic Employment

Progress

In the past year:

- The number of Hispanic employees increased in five categories: faculty, 12.2%; professional/non-faculty, 21.1%; secretarial/clerkal, 28.6%; technical/paraprofessional, 20.0%; and service/maintenance, 22.2%.
- Total Hispanic employment increased by 14.4%.
- The percentage of total Hispanic employment to total employment increased by 0.3%.

In the past five years:

- The number of Hispanic employees increased in four categories: executive/administrative/managerial, 25.0%; faculty, 52.8%; professional non-faculty, 21.1%; and technical/paraprofessional, 100.0%.
- Total Hispanic employment increased by 29.1%.
- The percentage of total Hispanic employment to total employment increased by 0.3%.

Challenges

In the past year:

- The number of Hispanic employees decreased in skilled craft, 33.3%.

In the past five years:

- The number of Hispanic employees decreased in secretarial/clerkal, 18.2%.

Hispanic Employment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 4 | 6 | 6 | 5 | 5 |
| <i>Faculty</i> | 36 | 42 | 45 | 49 | 55 |
| <i>Professional Non-Faculty</i> | 19 | 16 | 23 | 19 | 23 |
| <i>Secretarial/Clerical</i> | 11 | 8 | 9 | 7 | 9 |
| <i>Technical/Paraprofessional</i> | 3 | 4 | 4 | 5 | 6 |
| <i>Skilled Craft</i> | 2 | 2 | 2 | 3 | 2 |
| <i>Service/Maintenance</i> | 11 | 10 | 9 | 9 | 11 |
| <i>Total Hispanic</i> | 86 | 88 | 98 | 97 | 111 |
| <i>Total Employees</i> | 6,756 | 7,327 | 7,342 | 7,490 | 7,067 |
| <i>Percent of Total Hispanic Employees to Total Employees</i> | 1.27% | 1.20% | 1.33% | 1.30% | 1.57% |

Source: SIUC Factbook 2009-2010, SIUE EE06 employment tables.

SIUC Full-Time Hispanic Employment

Progress

In the past year:

- The number of Hispanic employees increased in four categories: faculty, 2.6%; professional non-faculty, 25.0%; secretarial/clerical, 14.3%; and service/maintenance, 25.0%.
- Total Hispanic employment increased by 9.5%.
- The percentage of total Hispanic employment to total employment increased by 0.2%.

In the past five years:

- The number of Hispanic employees increased in five categories: faculty, 39.3%; professional non-faculty, 25.0%; technical/paraprofessional, 50.0%; skilled craft, 100.0%; and service/maintenance, 11.1%.
- Total Hispanic employment increased by 20.9%.
- The percentage of total Hispanic employment to total employment increased by 0.2%.

Challenges

In the past five years:

- The number of Hispanic employees decreased in secretarial/clerical, 27.3%.

Hispanic Employment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 4 | 6 | 6 | 4 | 4 |
| <i>Faculty</i> | 28 | 32 | 34 | 38 | 39 |
| <i>Professional Non-Faculty</i> | 12 | 11 | 15 | 12 | 15 |
| <i>Secretarial/Clerical</i> | 11 | 8 | 9 | 7 | 8 |
| <i>Technical/Paraprofessional</i> | 2 | 2 | 2 | 3 | 3 |
| <i>Skilled Craft</i> | 1 | 1 | 1 | 2 | 2 |
| <i>Service/Maintenance</i> | 9 | 8 | 7 | 8 | 10 |
| <i>Total Hispanic</i> | 67 | 68 | 74 | 74 | 81 |
| <i>Total Employees</i> | 4,774 | 4,907 | 4,922 | 5,039 | 5,001 |
| <i>Percent of Total Hispanic Employees to Total Employees</i> | 1.40% | 1.39% | 1.50% | 1.47% | 1.62% |

Source: SIUC Factbook 2009-2010.

SIUE Full-Time Hispanic Employment

Progress

In the past year:

- The number of Hispanic employees increased in four categories: executive/administrative/managerial, 100.0%; faculty, 45.5%; professional non-faculty, 14.3%; and technical/paraprofessional, 50.0%.
- Total Hispanic employment increased by 30.4%.
- The percentage of total Hispanic employment to total employment increased by 0.5%.

In the past five years:

- The number of Hispanic employees increased in four categories: executive/administrative/managerial, 100.0%; faculty, 100.0%; professional non-faculty, 14.3%; and technical/paraprofessional, 200.0%.
- Total Hispanic employment increased by 57.9%.
- The percentage of total Hispanic employment to total employment increased by 0.5%.

Challenges

In the past year:

- The number of Hispanic employees decreased in skilled craft, 100.0%.

In the past five years:

- The number of Hispanic employees decreased in two categories: skilled/craft, 100.0%; and service/maintenance, 50.0%.

Hispanic Employment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 0 | 0 | 0 | 1 | 1 |
| <i>Faculty</i> | 8 | 10 | 11 | 11 | 16 |
| <i>Professional Non-Faculty</i> | 7 | 5 | 8 | 7 | 8 |
| <i>Secretarial/Clerical</i> | 0 | 0 | 0 | 0 | 1 |
| <i>Technical/Paraprofessional</i> | 1 | 2 | 2 | 2 | 3 |
| <i>Skilled Craft</i> | 1 | 1 | 1 | 1 | 0 |
| <i>Service/Maintenance</i> | 2 | 2 | 2 | 1 | 1 |
| <i>Total Hispanic</i> | 19 | 20 | 24 | 23 | 30 |
| <i>Total Employees</i> | 1,982 | 2,420 | 2,420 | 2,451 | 2,066 |
| <i>Percent of Total Hispanic Employees to Total Employees</i> | 0.96% | 0.83% | 0.99% | 0.94% | 1.45% |

Source: SIUE Factbook 2009-2010.

Total SIU Full-Time Native American Employment

Progress

In the past year:

- The number of Native American employees increased in three categories: secretarial clerical, 33.3%; technical/paraprofessional, 50.0%; and service/maintenance, 50.0%.
- Total Native American employment increased by 21.1%.
- The percentage of total Native American employment increased by 0.1%.

In the past five years:

- The number of Native American employees increased in three categories: technical/paraprofessional, 100.0%; skilled craft, 100.0%; and service/maintenance, 50.0%.
- Total Native American employment increased by 27.8%.
- The percentage of total Native American employment increased by 0.1%.

Challenges

In the past five years:

- The number of Native American employees decreased in executive/administrative/managerial, 50.0%.

Native American Employment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 2 | 2 | 1 | 1 | 1 |
| <i>Faculty</i> | 3 | 3 | 3 | 3 | 3 |
| <i>Professional Non-Faculty</i> | 5 | 5 | 4 | 5 | 5 |
| <i>Secretarial/Clerical</i> | 4 | 5 | 3 | 3 | 4 |
| <i>Technical/Paraprofessional</i> | 0 | 1 | 2 | 2 | 3 |
| <i>Skilled Craft</i> | 0 | 0 | 1 | 1 | 1 |
| <i>Service/Maintenance</i> | 4 | 4 | 5 | 4 | 6 |
| <i>Total Native American</i> | 18 | 20 | 19 | 19 | 23 |
| <i>Total Employees</i> | 6,889 | 7,327 | 7,342 | 7,490 | 7,067 |
| <i>Percent of Total Native American Employees to Total Employees</i> | 0.26% | 0.27% | 0.26% | 0.25% | 0.33% |

Source: SIUC Factbook 2010-2011, SIUE EE06 employment tables.

SIUC Full-Time Native American Employment

Progress

In the past year:

- The number of Native American employees increased in service/maintenance, 25.0%.

In the past five years:

- The number of Native American employees increased in three categories: technical/paraprofessional, 100.0%; skilled craft, 100.0%; and service/maintenance, 25.0%.
- Total Native American employment increased by 6.3%.

Challenges

In the past year:

- The number of Native American employees decreased in faculty, 66.7%.
- Total Native American employment decreased by 5.6%.

In the past five years:

- The number of Native American employees decreased in two categories: faculty, 66.7%; and secretarial/clerical, 25.0%.

Native American Employment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 1 | 1 | 1 | 1 | 1 |
| <i>Faculty</i> | 3 | 3 | 3 | 3 | 1 |
| <i>Professional Non-Faculty</i> | 4 | 4 | 3 | 4 | 4 |
| <i>Secretarial/Clerical</i> | 4 | 5 | 3 | 3 | 3 |
| <i>Technical/Paraprofessional</i> | 0 | 1 | 2 | 2 | 2 |
| <i>Skilled Craft</i> | 0 | 0 | 1 | 1 | 1 |
| <i>Service/Maintenance</i> | 4 | 4 | 5 | 4 | 5 |
| <i>Total Native American</i> | 16 | 18 | 18 | 18 | 17 |
| <i>Total Employees</i> | 4,907 | 4,907 | 4,922 | 5,039 | 5,001 |
| <i>Percent of Total Native American Employees to Total Employees</i> | 0.33% | 0.37% | 0.37% | 0.36% | 0.34% |

Source: SIUC Factbook 2010-2011.

SIUE Full-Time Native American Employment

Progress

In the past year:

- The number of Native American employees increased in four categories: faculty, 100.0%; secretarial/clerical, 100.0%; technical/paraprofessional, 100.0%; and service/maintenance, 100.0%.
- Total Native American employment increased by 500.0%.
- The percentage of total Native American employment increased by 0.3%.

In the past five years:

- The number of Native American employees increased in four categories: faculty, 100.0%; secretarial clerical, 100.0%; technical/paraprofessional, 100.0%; and service/maintenance, 100.0%.
- Total Native American employment increased by 200.0%.
- The percentage of total Native American employment increased by 0.2%.

Challenges

In the past five years:

- The number of Native American employees decreased in executive/administrative/managerial, 100.0%.

Native American Employment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 1 | 1 | 0 | 0 | 0 |
| <i>Faculty</i> | 0 | 0 | 0 | 0 | 2 |
| <i>Professional Non-Faculty</i> | 1 | 1 | 1 | 1 | 1 |
| <i>Secretarial/Clerical</i> | 0 | 0 | 0 | 0 | 1 |
| <i>Technical/Paraprofessional</i> | 0 | 0 | 0 | 0 | 1 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Service/Maintenance</i> | 0 | 0 | 0 | 0 | 1 |
| <i>Total Native American</i> | 2 | 2 | 1 | 1 | 6 |
| <i>Total Employees</i> | 1,982 | 2,420 | 2,420 | 2,451 | 2,066 |
| <i>Percent of Total Native American Employees to Total Employees</i> | 0.10% | 0.08% | 0.04% | 0.04% | 0.29% |

Source: SIUE Factbook 2010-2011.

Total SIU Full-Time Asian Employment

Progress

In the past year:

- The number of Asian employees increased in two categories: faculty, 3.8%; and technical/paraprofessional, 22.2%.
- Total Asian employment increased by 1.1%.
- The percentage of total Asian employment to total employment increased by 0.3%.

In the past five years:

- The number of Asian employees increased in five categories: executive/administrative/managerial, 25.0%; faculty, 27.5%; professional non-faculty, 14.3%; secretarial/clerical, 16.7%; and technical/paraprofessional, 57.1%.
- Total Asian employment increased by 24.3%.
- The percentage of total Asian employment to total employment increased by 0.7%.

Challenges

In the past year:

- The number of Asian employees decreased in two categories: professional non-faculty, 9.4%; and secretarial/clerical, 12.5%.

In the past five years:

- The number of Asian employees decreased in service/maintenance by 16.7%.

Asian Employment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 12 | 13 | 12 | 15 | 15 |
| <i>Faculty</i> | 149 | 150 | 178 | 183 | 190 |
| <i>Professional Non-Faculty</i> | 42 | 51 | 53 | 53 | 48 |
| <i>Secretarial/Clerical</i> | 6 | 6 | 8 | 8 | 7 |
| <i>Technical/Paraprofessional</i> | 7 | 7 | 8 | 9 | 11 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Service/Maintenance</i> | 6 | 6 | 6 | 5 | 5 |
| <i>Total Asian</i> | 222 | 233 | 265 | 273 | 276 |
| <i>Total Employees</i> | 6,889 | 7,327 | 7,342 | 7,490 | 7,067 |
| <i>Percent of Total Asian Employees to Total Employees</i> | 3.22% | 3.18% | 3.61% | 3.64% | 3.91% |

Source: SIUC Factbook 2010-2011, SIUE EE06 employment tables.

SIUC Full-Time Asian Employment

Progress

In the past year:

- The number of Asian employees increased in faculty, 7.4%.
- Total Asian employment increased by 3.9%.
- The percentage of total Asian employment to total employment increased by 0.2%.

In the past five years:

- The number of Asian employees increased in four categories: executive/administrative/managerial, 30.0%; faculty, 27.2%; professional non-faculty, 20.0%; and technical/paraprofessional, 20.0%.
- Total Asian employment increased by 23.0%.
- The percentage of total Asian employment to total employment increased by 0.7%.

Challenges

In the past year:

- The number of Asian employees decreased in two categories: professional non-faculty, 2.3%; and secretarial/clerical, 25.0%.

In the past five years:

- The number of Asian employees decreased in two categories: secretarial/clerical, 25.0%; and service/maintenance, 16.7%.

Asian Employment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 10 | 11 | 10 | 13 | 13 |
| <i>Faculty</i> | 114 | 120 | 132 | 135 | 145 |
| <i>Professional Non-Faculty</i> | 35 | 42 | 44 | 43 | 42 |
| <i>Secretarial/Clerical</i> | 4 | 3 | 4 | 4 | 3 |
| <i>Technical/Paraprofessional</i> | 5 | 4 | 5 | 6 | 6 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Service/Maintenance</i> | 6 | 6 | 5 | 5 | 5 |
| <i>Total Asian</i> | 174 | 186 | 200 | 206 | 214 |
| <i>Total Employees</i> | 4,907 | 4,907 | 4,922 | 5,039 | 5,001 |
| <i>Percent of Total Asian Employees to Total Employees</i> | 3.55% | 3.79% | 4.06% | 4.09% | 4.28% |

Source: SIUC Factbook 2010-2011.

SIUE Full-Time Asian Employment

Progress

In the past year:

- The number of Asian employees increased in technical/paraprofessional, 66.7%.
- The percentage of total Asian employment to total employment increased by 0.3%.

In the past five years:

- The number of Asian employees increased in three categories: faculty, 28.6%; secretarial/clerical, 100.0%; and technical/paraprofessional, 150.0%.
- Total Asian employment increased by 29.2%.
- The percentage of total Asian employment to total employment increased by 0.6%.

Challenges

In the past year:

- The number of Asian employees decreased in two categories: faculty, 6.3%; and professional non-faculty, 40.0%.
- Total Asian employment decreased by 7.5%.

In the past five years:

- The number of Asian employees decreased in professional non-faculty, 14.3%.

Asian Employment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 2 | 2 | 2 | 2 | 2 |
| <i>Faculty</i> | 35 | 30 | 46 | 48 | 45 |
| <i>Professional Non-Faculty</i> | 7 | 9 | 9 | 10 | 6 |
| <i>Secretarial/Clerical</i> | 2 | 3 | 4 | 4 | 4 |
| <i>Technical/Paraprofessional</i> | 2 | 3 | 3 | 3 | 5 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Service/Maintenance</i> | 0 | 0 | 1 | 0 | 0 |
| <i>Total Asian</i> | 48 | 47 | 65 | 67 | 62 |
| <i>Total Employees</i> | 1,982 | 2,420 | 2,420 | 2,451 | 2,066 |
| <i>Percent of Total Asian Employees to Total Employees</i> | 2.42% | 1.94% | 2.69% | 2.73% | 3.00% |

Source: SIUE Factbook 2009-2010.

Total SIU Full-Time Female Employment

Progress

In the past year:

- The number of female employees increased in three categories: faculty, 0.5%; technical/paraprofessional, 9.1%; and skilled craft, 11.1%.
- The percentage of total female employment to total employment increased by 2.7%.

In the past five years:

- The number of female employees increased in six categories: executive/administrative/managerial, 9.0%; faculty, 5.9%; professional non-faculty, 10.2%; technical/paraprofessional, 16.8%; skilled craft, 42.9%; and service/maintenance, 2.9%.
- Total female employment increased by 5.6%.
- The percentage of total female employment to total employment increased by 1.7%.

Challenges

In the past year:

- The number of female employees decreased in four categories: executive/administrative/managerial, 2.5%; professional non-faculty, 2.7%; secretarial/clerical, 4.3%; and service/maintenance, 0.5%.
- Total female employment decreased by 1.1%.

In the past five years:

- The number of female employees decreased in secretarial/clerical, 3.1%.

Female Employment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 145 | 147 | 157 | 162 | 158 |
| <i>Faculty</i> | 833 | 843 | 861 | 878 | 882 |
| <i>Professional Non-Faculty</i> | 1137 | 1174 | 1242 | 1288 | 1253 |
| <i>Secretarial/Clerical</i> | 1189 | 1180 | 1203 | 1204 | 1152 |
| <i>Technical/Paraprofessional</i> | 423 | 444 | 454 | 453 | 494 |
| <i>Skilled Craft</i> | 7 | 7 | 9 | 9 | 10 |
| <i>Service/Maintenance</i> | 208 | 203 | 210 | 215 | 214 |
| <i>Total Female</i> | 3,942 | 3,998 | 4,136 | 4,209 | 4,163 |
| <i>Total Employees</i> | 6,889 | 7,327 | 7,342 | 7,490 | 7,067 |
| <i>Percent of Total Female Employees to Total Employees</i> | 57.22% | 54.57% | 56.33% | 56.19% | 58.91% |

Source: SIUC Factbook 2010-2011, SIUE EE06 employment tables.

SIUC Full-Time Female Employment

Progress

In the past year:

- The number of female employees increased in two categories: technical/paraprofessional, 7.0%; and skilled craft, 11.1%.

In the past five years:

- The number of female employees increased in six categories: executive/administrative/managerial, 10.7%; faculty, 0.4%; professional non-faculty, 9.2%; technical/paraprofessional, 25.8%; skilled craft, 42.9%; and service/maintenance, 5.2%.
- Total female employment increased by 4.8%.
- The percentage of total female employment to total employment increased by 1.6%.

Challenges

In the past year:

- The number of female employees decreased in five categories: executive/administrative/managerial, 2.6%; faculty, 0.5%; professional non-faculty, 2.4%; secretarial/clerical, 3.3%; and service/maintenance, 0.7%.
- Total female employment decreased by 1.3%.
- The percentage of total female employment to total employment decreased by 0.3%.

In the past five years:

- The number of female employees decreased in secretarial/clerical, 3.7%.

Female Employment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 103 | 105 | 111 | 117 | 114 |
| <i>Faculty</i> | 570 | 569 | 572 | 575 | 572 |
| <i>Professional Non-Faculty</i> | 857 | 891 | 942 | 959 | 936 |
| <i>Secretarial/Clerical</i> | 858 | 840 | 860 | 854 | 826 |
| <i>Technical/Paraprofessional</i> | 244 | 261 | 268 | 287 | 307 |
| <i>Skilled Craft</i> | 7 | 7 | 9 | 9 | 10 |
| <i>Service/Maintenance</i> | 135 | 140 | 144 | 143 | 142 |
| <i>Total Female</i> | 2,774 | 2,813 | 2,906 | 2,944 | 2,907 |
| <i>Total Employees</i> | 4,907 | 4,907 | 4,922 | 5,039 | 5,001 |
| <i>Percent of Total Female Employees to Total Employees</i> | 56.53% | 57.33% | 59.04% | 58.42% | 58.13% |

Source: SIUC Factbook 2010-2011.

SIUE Full-Time Female Employment

Progress

In the past year:

- The number of female employees increased in a two categories: faculty, 2.3%; technical/paraprofessional, 12.7%.
- The percentage of total female employment to total employment increased by 9.2%.

In the past five years:

- The number of female employees increased in four categories: executive/administrative/managerial, 4.8%; faculty, 17.9%; professional non-faculty, 13.2%; and technical/paraprofessional, 4.5%.
- Total female employment increased by 7.5%.
- The percentage of total female employment to total employment increased by 1.9%.

Challenges

In the past year:

- The number of female employees decreased in three categories: executive/administrative/managerial, 2.2%; professional non-faculty, 3.6%; and secretarial/clerical, 6.9%.
- Total female employment decreased by 0.7%.

In the past five years:

- The number of female employees decreased in two categories: secretarial/clerical, 1.5%; and service/maintenance, 1.4%.

Female Employment

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 42 | 42 | 46 | 45 | 44 |
| <i>Faculty</i> | 263 | 274 | 289 | 303 | 310 |
| <i>Professional Non-Faculty</i> | 280 | 283 | 300 | 329 | 317 |
| <i>Secretarial/Clerical</i> | 331 | 340 | 343 | 350 | 326 |
| <i>Technical/Paraprofessional</i> | 179 | 183 | 186 | 166 | 187 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Service/Maintenance</i> | 73 | 63 | 66 | 72 | 72 |
| <i>Total Female</i> | 1,168 | 1,185 | 1,230 | 1,265 | 1,256 |
| <i>Total Employees</i> | 1,982 | 2,420 | 2,420 | 2,451 | 2,066 |
| <i>Percent of Total Female Employees to Total Employees</i> | 58.93% | 48.97% | 50.83% | 51.61% | 60.79% |

Source: SIUE Factbook 2010-2011.

Total SIU Full-Time Minority New Hires

Progress

In the past year:

- The number of minority new hires increased in two categories: faculty, 7.7%; and professional non-faculty, 80.0%.
- Total minority new hires increased by 10.9%.
- The percentage of total minority new hires to total new hires increased by 8.9%.

In the past five years:

- The number of minority new hires increased in professional non-faculty, 28.6%.
- The percentage of total minority new hires to total new hires increased by 1.3%.

Challenges

In the past year:

- The number of minority new hires decreased in four categories: secretarial/clerical, 100.0%; technical/paraprofessional, 20.0%; skilled craft, 100.0%; and service/maintenance, 100.0%.

In the past five years:

- The number of minority new hires decreased in three categories: faculty, 3.4%; secretarial/clerical, 100.0%; and service/maintenance, 100.0%.
- Total minority new hires decreased by 38.6%.

Minority New Hires

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 1 | 3 | 1 | 1 | 1 |
| <i>Faculty</i> | 29 | 28 | 41 | 26 | 28 |
| <i>Professional Non-Faculty</i> | 14 | 20 | 20 | 10 | 18 |
| <i>Secretarial/Clerical</i> | 8 | 3 | 4 | 1 | 0 |
| <i>Technical/Paraprofessional</i> | 4 | 8 | 5 | 5 | 4 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 1 | 0 |
| <i>Service/Maintenance</i> | 27 | 2 | 1 | 2 | 0 |
| <i>Total Minority New Hires</i> | 83 | 64 | 72 | 46 | 51 |
| <i>Total New Hires</i> | 361 | 349 | 317 | 298 | 210 |
| <i>Percent of Total Minority New Hires to Total New Hires</i> | 22.99% | 18.34% | 22.71% | 15.44% | 24.29% |

Note: Total does not include the SOM. Fall 2006 totals have been revised.

Source: SIUC and SIUE IPEDS 2010-2011.

SIUC Full-Time Minority New Hires

Progress

In the past year:

- The number of minority new hires increased in four categories: executive/administrative/managerial, 100.0%; faculty, 27.8%; professional non-faculty, 100.0%; and technical/paraprofessional, 50.0%.
- Total minority new hires increased by 48.3%.
- The percentage of total minority new hires to total new hires increased by 12.6%.

In the past five years:

- The number of minority new hires increased in two categories: faculty, 4.5%; and professional non-faculty, 45.5%.
- The percentage of total minority new hires to total new hires increased by 6.3%.

Challenges

In the past year:

- The number of minority new hires decreased in secretarial/clerical, 100.0%.

In the past five years:

- The number of minority new hires decreased in three categories: secretarial/clerical, 100.0%; technical/paraprofessional, 25.0%; and service/maintenance, 100.0%.
- Total minority new hires decreased by 4.4%.

Minority New Hires

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 1 | 3 | 1 | 0 | 1 |
| <i>Faculty</i> | 22 | 22 | 32 | 18 | 23 |
| <i>Professional Non-Faculty</i> | 11 | 11 | 14 | 8 | 16 |
| <i>Secretarial/Clerical</i> | 6 | 2 | 3 | 1 | 0 |
| <i>Technical/Paraprofessional</i> | 4 | 3 | 5 | 2 | 3 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Service/Maintenance</i> | 1 | 2 | 1 | 0 | 0 |
| <i>Total Minority New Hires</i> | 45 | 43 | 56 | 29 | 43 |
| <i>Total New Hires</i> | 226 | 240 | 230 | 213 | 164 |
| <i>Percent of Total Minority New Hires to Total New Hires</i> | 19.91% | 17.92% | 24.35% | 13.62% | 26.22% |

Note: Total does not include the SOM. Fall 2006 totals have been revised.

Source: SIUC Factbook 2010-2011.

SIUE Full-Time Minority New Hires

Challenges

In the past year:

- The number of minority new hires decreased in five categories: executive/administrative/managerial, 100.0%; faculty, 37.5%; technical/paraprofessional, 66.7%; skilled craft, 100.0%; and service/maintenance, 100.0%.
- Total minority new hires decreased by 52.9%.
- The percentage of total minority new hires to total new hires decreased by 2.6%.

In the past five years:

- The number of minority new hires decreased in four categories: faculty, 28.6%; professional non-faculty, 33.3%; secretarial/clerical, 100.0%; and service/maintenance, 100.0%.
- Total minority new hires decreased by 78.9%.
- The percentage of total minority new hires to total new hires decreased by 10.8%.

Minority New Hires

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 0 | 0 | 0 | 1 | 0 |
| <i>Faculty</i> | 7 | 6 | 9 | 8 | 5 |
| <i>Professional Non-Faculty</i> | 3 | 9 | 6 | 2 | 2 |
| <i>Secretarial/Clerical</i> | 2 | 1 | 1 | 0 | 0 |
| <i>Technical/Paraprofessional</i> | 0 | 5 | 0 | 3 | 1 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 1 | 0 |
| <i>Service/Maintenance</i> | 26 | 0 | 0 | 2 | 0 |
| <i>Total Minority New Hires</i> | 38 | 21 | 16 | 17 | 8 |
| <i>Total New Hires</i> | 135 | 109 | 87 | 85 | 46 |
| <i>Percent of Total Minority New Hires to Total New Hires</i> | 28.15% | 19.27% | 18.39% | 20.00% | 17.39% |

Source: SIUE IPEDS.

Total SIU Full-Time Black New Hires

Progress

In the past year:

- The number of Black new hires increased in three categories: executive/administrative/managerial, 100.0%; faculty, 14.3%; and professional non-faculty, 300.0%.
- Total Black new hires increased by 11.8%.
- The percentage of total Black new hires to total new hires increased by 2.2%.

In the past five years:

- The number of Black new hires increased in executive/administrative/managerial, 100.0%.

Challenges

In the past year:

- The number of Black new hires decreased in three categories: technical/paraprofessional, 60.0%; skilled craft, 100.0%; and service/maintenance, 100.0%.

In the past five years:

- The number of Black new hires decreased in four categories: professional non-faculty, 11.1%; secretarial/clerical, 100.0%; technical/paraprofessional, 50.0%; and service/maintenance, 100.0%.
- Total Black new hires decreased by 64.8%.
- The percentage of total Black new hires to total new hires decreased by 5.9%.

Black New Hires

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 0 | 2 | 1 | 0 | 1 |
| <i>Faculty</i> | 8 | 8 | 9 | 7 | 8 |
| <i>Professional Non-Faculty</i> | 9 | 9 | 8 | 2 | 8 |
| <i>Secretarial/Clerical</i> | 7 | 3 | 1 | 0 | 0 |
| <i>Technical/Paraprofessional</i> | 4 | 7 | 4 | 5 | 2 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 1 | 0 |
| <i>Service/Maintenance</i> | 26 | 2 | 1 | 2 | 0 |
| <i>Total Black New Hires</i> | 54 | 31 | 24 | 17 | 19 |
| <i>Total New Hires</i> | 361 | 332 | 300 | 249 | 210 |
| <i>Percent of Total Black New Hires to Total New Hires</i> | 14.96% | 9.34% | 8.00% | 6.83% | 9.05% |

Note: Total does not include the SOM. Fall 2006 totals have been revised.

Source: SIUC and SIUE IPEDS 2006-2010.

SIUC Full-Time Black New Hires

Progress

In the past year:

- The number of Black new hires increased in three categories: executive/administrative/managerial, 100.0%; faculty, 20.0%; and professional non-faculty, 600.0%.
- Total Black new hires increased by 87.5%.
- The percentage of total Black new hires to total new hires increased by 4.3%.

In the past five years:

- The number of Black new hires increased in executive/administrative/managerial, 100.0%.

Challenges

In the past year:

- The number of Black new hires decreased in technical/paraprofessional, 50.0%.

In the past five years:

- The number of Black new hires decreased in five categories: faculty, 14.3%; professional non-faculty, 12.5%; secretarial/clerical, 100.0%; technical/paraprofessional, 75.0%; and service/maintenance, 100.0%.
- Total Black new hires decreased by 40.0%.
- The percentage of total Black new hires to total new hires decreased by 1.9%.

Black New Hires

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 0 | 2 | 1 | 0 | 1 |
| <i>Faculty</i> | 7 | 4 | 7 | 5 | 6 |
| <i>Professional Non-Faculty</i> | 8 | 3 | 3 | 1 | 7 |
| <i>Secretarial/Clerical</i> | 5 | 2 | 1 | 0 | 0 |
| <i>Technical/Paraprofessional</i> | 4 | 2 | 4 | 2 | 1 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Service/Maintenance</i> | 1 | 2 | 1 | 0 | 0 |
| Total Black New Hires | 25 | 15 | 17 | 8 | 15 |
| <i>Total New Hires</i> | 226 | 230 | 213 | 164 | 164 |
| Percent of Total Black New Hires to Total New Hires | 11.06% | 6.52% | 7.98% | 4.88% | 9.15% |

Note: Total does not include the SOM. Fall 2006 totals have been revised.

Source: SIUC IPEDS.

SIUE Full-Time Black New Hires

Progress

In the past five years:

- The number of Black new hires increased in faculty, 100.0%.

Challenges

In the past year:

- The number of Black new hires decreased in three categories: technical/paraprofessional, 66.7%; skilled craft, 100.0%; and service/maintenance, 100.0%.
- Total Black new hires decreased by 55.6%.
- The percentage of total Black new hires to total new hires decreased by 1.9%.

In the past five years:

- The number of Black new hires decreased in two categories: secretarial/clerical, 100.0%; and service/maintenance, 100.0%.
- Total Black new hires decreased by 86.2%.
- The percentage of total Black new hires to total new hires decreased by 12.8%.

Black New Hires

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Faculty</i> | 1 | 4 | 2 | 2 | 2 |
| <i>Professional Non-Faculty</i> | 1 | 6 | 5 | 1 | 1 |
| <i>Secretarial/Clerical</i> | 2 | 1 | 0 | 0 | 0 |
| <i>Technical/Paraprofessional</i> | 0 | 5 | 0 | 3 | 1 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 1 | 0 |
| <i>Service/Maintenance</i> | 25 | 0 | 0 | 2 | 0 |
| <i>Total Black New Hires</i> | 29 | 16 | 7 | 9 | 4 |
| <i>Total New Hires</i> | 135 | 102 | 87 | 85 | 46 |
| <i>Percent of Total Black New Hires to Total New Hires</i> | 21.48% | 15.69% | 8.05% | 10.59% | 8.70% |

Source: SIUE IPEDS.

Total SIU Full-Time Hispanic New Hires

Progress

In the past year:

- The number of Hispanic new hires increased in professional non-faculty, 100.0%.

In the past five years:

- The number of Hispanic new hires increased in professional non-faculty, 300.0%.
- The percentage of total Hispanic new hires to total new hires increased by 1.2%.

Challenges

In the past year:

- The number of Hispanic new hires decreased in two categories: executive/administrative/managerial, 100.0%; and faculty, 71.4%.
- Total Hispanic new hires decreased by 40.0%.
- The percentage of total Hispanic new hires to total new hires decreased by 1.2%.

In the past five years:

- The number of Hispanic new hires decreased in three categories: executive/administrative/managerial, 100.0%; faculty, 33.3%; and service/maintenance, 100.0%.

Hispanic New Hires

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 1 | 1 | 0 | 1 | 0 |
| <i>Faculty</i> | 3 | 4 | 6 | 7 | 2 |
| <i>Professional Non-Faculty</i> | 1 | 0 | 3 | 2 | 4 |
| <i>Secretarial/Clerical</i> | 0 | 0 | 1 | 0 | 0 |
| <i>Technical/Paraprofessional</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Service/Maintenance</i> | 1 | 0 | 0 | 0 | 0 |
| <i>Total Hispanic New Hires</i> | 6 | 5 | 10 | 10 | 6 |
| <i>Total New Hires</i> | 361 | 332 | 300 | 249 | 210 |
| <i>Percent of Total Hispanic New Hires to Total New Hires</i> | 1.66% | 1.51% | 3.33% | 4.02% | 2.86% |

Note: Total does not include the SOM. Fall 2006 totals have been revised.

Source: SIUC and SIUE IPEDS 2006-2010.

SIUC Full-Time Hispanic New Hires

Progress

In the past year:

- The number of Hispanic new hires increased in professional non-faculty, 200.0%.

In the past five years:

- The number of Hispanic new hires increased in two categories: faculty, 100.0%; and professional non-faculty, 100.0%.
- Total Hispanic new hires increased by 150.0%.
- The percentage of total Hispanic new hires to total new hires increased by 2.2%.

Challenges

In the past year:

- The number of Hispanic new hires decreased in faculty, 50.0%.

In the past five years:

- The number of Hispanic new hires decreased in executive/administrative/managerial, 100.0%.

Hispanic New Hires

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 1 | 1 | 0 | 0 | 0 |
| <i>Faculty</i> | 1 | 3 | 5 | 4 | 2 |
| <i>Professional Non-Faculty</i> | 0 | 0 | 2 | 1 | 3 |
| <i>Secretarial/Clerical</i> | 0 | 0 | 1 | 0 | 0 |
| <i>Technical/Paraprofessional</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Service/Maintenance</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Total Hispanic New Hires</i> | 2 | 4 | 8 | 5 | 5 |
| <i>Total New Hires</i> | 226 | 230 | 213 | 164 | 164 |
| <i>Percent of Total Hispanic New Hires to Total New Hires</i> | 0.88% | 1.74% | 3.76% | 3.05% | 3.05% |

Note: Total does not include the SOM. Fall 2006 totals have been revised.

Source: SIUC IPEDS.

SIUE Full-Time Hispanic New Hires

Challenges

In the past year:

- The number of Hispanic new hires decreased in two categories: executive/administrative/managerial, 100.0%; and faculty, 100.0%.
- Total Hispanic new hires decreased by 80.0%.
- The percentage of total Hispanic new hires to total new hires decreased by 3.7%.

In the past five years:

- The number of Hispanic new hires decreased in faculty, 100.0%.
- Total Hispanic new hires decreased by 75.0%.
- The percentage of total Hispanic new hires to total new hires decreased by 0.8%.

Hispanic New Hires

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 0 | 0 | 0 | 1 | 0 |
| <i>Faculty</i> | 2 | 1 | 1 | 3 | 0 |
| <i>Professional Non-Faculty</i> | 1 | 0 | 1 | 1 | 1 |
| <i>Secretarial/Clerical</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Technical/Paraprofessional</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Service/Maintenance</i> | 1 | 0 | 0 | 0 | 0 |
| <i>Total Hispanic New Hires</i> | 4 | 1 | 2 | 5 | 1 |
| <i>Total New Hires</i> | 135 | 102 | 87 | 85 | 46 |
| <i>Percent of Total Hispanic New Hires to Total New Hires</i> | 2.96% | 0.98% | 2.30% | 5.88% | 2.17% |

Source: SIUE IPEDS.

Total SIU Full-Time Native American New Hires

Progress

In the past year:

- The number of Native American new hires increased in faculty, 100.0%.
- Total Native American new hires increased by 100.0%.
- The percentage of total Native American new hires to total new hires increased by 0.5%.

In the past five years:

- The number of Native American new hires increased in faculty, 100.0%.
- Total Native American new hires increased by 100.0%.
- The percentage of total Native American new hires to total new hires increased by 0.5%.

Native American New Hires

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Faculty</i> | 0 | 0 | 0 | 0 | 1 |
| <i>Professional Non-Faculty</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Secretarial/Clerical</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Technical/Paraprofessional</i> | 0 | 1 | 0 | 0 | 0 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Service/Maintenance</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Total Native American New Hires</i> | 0 | 1 | 0 | 0 | 1 |
| <i>Total New Hires</i> | 361 | 332 | 300 | 249 | 210 |
| <i>Percent of Total Native American New Hires to Total New Hires</i> | 0.00% | 0.30% | 0.00% | 0.00% | 0.48% |

Note: Total does not include the SOM. Fall 2006 totals have been revised.

Source: SIUC and SIUE IPEDS 2006-2010.

SIUC Full-Time Native American New Hires

Native American New Hires

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Faculty</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Professional Non-Faculty</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Secretarial/Clerical</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Technical/Paraprofessional</i> | 0 | 1 | 0 | 0 | 0 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Service/Maintenance</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Total Native American New Hires</i> | 0 | 1 | 0 | 0 | 0 |
| <i>Total New Hires</i> | 226 | 230 | 213 | 164 | 164 |
| <i>Percent of Total Native American New Hires to Total New Hires</i> | 0.00% | 0.43% | 0.00% | 0.00% | 0.00% |

Note: Total does not include the SOM. Fall 2006 totals have been revised.

Source: SIUC IPEDS.

SIUE Full-Time Native American New Hires

Progress

In the past year:

- The number of Native American new hires increased in faculty, 100.0%.
- Total Native American new hires increased by 100.0%.
- The percentage of total Native American new hires to total new hires increased by 2.2%.

In the past five years:

- The number of Native American new hires increased in faculty, 100.0%.
- Total Native American new hires increased by 100.0%.
- The percentage of total Native American new hires to total new hires increased by 2.2%.

Native American New Hires

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Faculty</i> | 0 | 0 | 0 | 0 | 1 |
| <i>Professional Non-Faculty</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Secretarial/Clerical</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Technical/Paraprofessional</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Service/Maintenance</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Total Native American New Hires</i> | 0 | 0 | 0 | 0 | 1 |
| <i>Total New Hires</i> | 135 | 102 | 87 | 85 | 46 |
| <i>Percent of Total Native American New Hires to Total New Hires</i> | 0.00% | 0.00% | 0.00% | 0.00% | 2.17% |

Source: SIUE IPEDS.

Total SIU Full-Time Asian New Hires

Progress

In the past year:

- The number of Asian new hires increased in two categories: faculty, 41.7%; technical/paraprofessional, 100.0%.
- Total Asian new hires increased by 31.6%.
- The percentage of total Asian new hires to total new hires increased by 4.3%.

In the past five years:

- The number of Asian new hires increased in two categories: professional non-faculty, 50.0%; and technical/paraprofessional, 100.0%.
- Total Asian new hires increased by 8.7%.
- The percentage of total Asian new hires to total new hires increased by 5.5%.

Challenges

In the past year:

- The number of Asian new hires decreased in secretarial/clerical, 100.0%.

In the past five years:

- The number of Asian new hires decreased in two categories: faculty, 5.6%; and secretarial/clerical, 100.0%.

Asian New Hires

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Faculty</i> | 18 | 16 | 26 | 12 | 17 |
| <i>Professional Non-Faculty</i> | 4 | 11 | 9 | 6 | 6 |
| <i>Secretarial/Clerical</i> | 1 | 0 | 2 | 1 | 0 |
| <i>Technical/Paraprofessional</i> | 0 | 0 | 1 | 0 | 2 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Service/Maintenance</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Total Asian New Hires</i> | 23 | 27 | 38 | 19 | 25 |
| <i>Total New Hires</i> | 361 | 332 | 300 | 249 | 210 |
| <i>Percent of Total Asian New Hires to Total New Hires</i> | 6.37% | 8.13% | 12.67% | 7.63% | 11.90% |

Note: Total does not include the SOM. Fall 2006 totals have been revised.

Source: SIUC and SIUE IPEDS 2006-2010.

SIUC Full-Time Asian New Hires

Progress

In the past year:

- The number of Asian new hires increased in two categories: faculty, 66.7%; technical/paraprofessional, 100.0%.
- Total Asian new hires increased by 43.8%.
- The percentage of total Asian new hires to total new hires increased by 4.3%.

In the past five years:

- The number of Asian new hires increased in three categories: faculty, 7.1%; professional non-faculty, 100.0%; and technical/paraprofessional, 100.0%.
- Total Asian new hires increased by 27.8%.
- The percentage of total Asian new hires to total new hires increased by 6.1%.

Challenges

In the past year:

- The number of Asian new hires decreased in secretarial/clerical, 100.0%.

In the past five years:

- The number of Asian new hires decreased in secretarial/clerical, 100.0%.

Asian New Hires

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Faculty</i> | 14 | 15 | 20 | 9 | 15 |
| <i>Professional Non-Faculty</i> | 3 | 8 | 9 | 6 | 6 |
| <i>Secretarial/Clerical</i> | 1 | 0 | 1 | 1 | 0 |
| <i>Technical/Paraprofessional</i> | 0 | 0 | 1 | 0 | 2 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Service/Maintenance</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Total Asian New Hires</i> | 18 | 23 | 31 | 16 | 23 |
| <i>Total New Hires</i> | 226 | 230 | 213 | 164 | 164 |
| <i>Percent of Total Asian New Hires to Total New Hires</i> | 7.96% | 10.00% | 14.55% | 9.76% | 14.02% |

Note: Total does not include the SOM. Fall 2006 totals have been revised.

Source: SIUC IPEDS.

SIUE Full-Time Asian New Hires

Progress

In the past year:

- The percentage of total Asian new hires to total new hires increased by 0.8%.

In the past five years:

- The percentage of total Asian new hires to total new hires increased by 0.6%.

Challenges

In the past year:

- The number of Asian new hires decreased in faculty, 33.3%.
- Total Asian new hires decreased by 33.3%.

In the past five years:

- The number of Asian new hires decreased in two categories: faculty, 50.0%; and professional non-faculty, 100.0%.
- Total Asian new hires decreased by 60.0%.

Asian New Hires

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Faculty</i> | 4 | 1 | 6 | 3 | 2 |
| <i>Professional Non-Faculty</i> | 1 | 3 | 0 | 0 | 0 |
| <i>Secretarial/Clerical</i> | 0 | 0 | 1 | 0 | 0 |
| <i>Technical/Paraprofessional</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Service/Maintenance</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Total Asian New Hires</i> | 5 | 4 | 7 | 3 | 2 |
| <i>Total New Hires</i> | 135 | 102 | 87 | 85 | 46 |
| <i>Percent of Total Asian New Hires to Total New Hires</i> | 3.70% | 3.92% | 8.05% | 3.53% | 4.35% |

Source: SIUE IPEDS.

Total SIU Full-Time Female New Hires

Progress

In the past year:

- The number of female new hires increased in three categories: executive/administrative/managerial; 100.0%; technical/paraprofessional, 56.3%; and service/maintenance, 100.0%.
- The percentage of total female new hires to total new hires increased by 3.9%.

In the past five years:

- The number of female new hires increased in two categories: executive/administrative/managerial, 50.0%; and secretarial/clerical, 108.3%.
- The percentage of total female new hires to total new hires increased by 1.0%.

Challenges

In the past year:

- The number of female new hires decreased in three categories: faculty, 30.6%; professional non-faculty, 4.9%; and secretarial/clerical, 33.3%.
- Total female new hires decreased by 9.9%.
- The percentage of total female new hires to total new hires decreased by 3.9%.

In the past five years:

- The number of female new hires decreased in four categories: faculty, 36.8%; professional non-faculty, 23.5%; secretarial/clerical, 69.6%; and service/maintenance, 81.8%.
- Total female new hires decreased by 36.3%.

Female New Hires

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 2 | 5 | 2 | 0 | 3 |
| <i>Faculty</i> | 68 | 61 | 54 | 62 | 43 |
| <i>Professional Non-Faculty</i> | 51 | 63 | 59 | 41 | 39 |
| <i>Secretarial/Clerical</i> | 46 | 36 | 30 | 21 | 14 |
| <i>Technical/Paraprofessional</i> | 12 | 29 | 20 | 16 | 25 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Service/Maintenance</i> | 22 | 7 | 8 | 2 | 4 |
| Total Female New Hires | 201 | 201 | 173 | 142 | 128 |
| <i>Total New Hires</i> | 335 | 332 | 300 | 249 | 210 |
| Percent of Total Female New Hires to Total New Hires | 60.00% | 60.54% | 57.67% | 57.03% | 60.95% |

Note: Total does not include the SOM. Fall 2006 totals have been revised.

Source: SIUC and SIUE IPEDS 2010-2011.

SIUC Full-Time Female New Hires

Progress

In the past year:

- The number of female new hires increased in three categories: executive/administrative/managerial, 100.0%; technical/paraprofessional, 76.9%; and service/maintenance, 200.0%.
- Total female new hires increased by 6.5%.
- The percentage of total female new hires to total new hires increased by 3.7%.

In the past five years:

- The number of female new hires increased in two categories: executive/administrative/managerial, 50.0%; and technical/paraprofessional, 109.1%.

Challenges

In the past year:

- The number of female new hires decreased in two categories: faculty, 16.1%; and professional non-faculty, 12.1%.

In the past five years:

- The number of female new hires decreased in three categories: faculty, 31.6%; professional non-faculty, 37.0%; and secretarial/clerical, 66.7%.
- Total female new hires decreased by 31.0%.
- The percentage of total female new hires to total new hires decreased by 3.1%.

Female New Hires

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 2 | 4 | 1 | 0 | 3 |
| <i>Faculty</i> | 38 | 37 | 32 | 31 | 26 |
| <i>Professional Non-Faculty</i> | 46 | 46 | 45 | 33 | 29 |
| <i>Secretarial/Clerical</i> | 42 | 31 | 24 | 14 | 14 |
| <i>Technical/Paraprofessional</i> | 11 | 17 | 13 | 13 | 23 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Service/Maintenance</i> | 3 | 4 | 4 | 1 | 3 |
| <i>Total Female New Hires</i> | 142 | 139 | 119 | 92 | 98 |
| <i>Total New Hires</i> | 226 | 230 | 213 | 164 | 164 |
| <i>Percent of Total Female New Hires to Total New Hires</i> | 62.83% | 60.43% | 55.87% | 56.10% | 59.76% |

Note: Total does not include the SOM. Fall 2006 totals have been revised.

Source: SIUC IPEDS 2010-2011.

SIUE Full-Time Female New Hires

Progress

In the past year:

- The number of female new hires increased in professional non-faculty, 25.0%.
- The percentage of total female new hires to total new hires increased by 6.4%.

In the past five years:

- The number of female new hires increased in two categories: professional non-faculty, 100.0%; and technical/paraprofessional, 100.0%.
- The percentage of total female new hires to total new hires increased by 11.1%.

Challenges

In the past year:

- The number of female new hires decreased in three categories: faculty, 45.2%; secretarial/clerical, 100.0%; and technical/paraprofessional, 33.3%.
- Total female new hires decreased by 40.0%.

In the past five years:

- The number of female new hires decreased in three categories: faculty, 43.3%; secretarial/clerical, 100.0%; and service/maintenance, 94.7%.
- Total female new hires decreased by 49.2%.

Female New Hires

| | <i>Fall 2006</i> | <i>Fall 2007</i> | <i>Fall 2008</i> | <i>Fall 2009</i> | <i>Fall 2010</i> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| <i>Executive/Administrative/Managerial</i> | 0 | 1 | 1 | 0 | 0 |
| <i>Faculty</i> | 30 | 24 | 22 | 31 | 17 |
| <i>Professional Non-Faculty</i> | 5 | 17 | 14 | 8 | 10 |
| <i>Secretarial/Clerical</i> | 4 | 5 | 6 | 7 | 0 |
| <i>Technical/Paraprofessional</i> | 1 | 12 | 7 | 3 | 2 |
| <i>Skilled Craft</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Service/Maintenance</i> | 19 | 3 | 4 | 1 | 1 |
| <i>Total Female New Hires</i> | 59 | 62 | 54 | 50 | 30 |
| <i>Total New Hires</i> | 109 | 102 | 87 | 85 | 46 |
| <i>Percent of Total Female New Hires to Total New Hires</i> | 54.13% | 60.78% | 62.07% | 58.82% | 65.22% |

Source: SIUE Factbook 2010-2011.

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

– GOAL AND MISSION –

Southern Illinois University Carbondale, now in its second century, is a major public higher education institution dedicated to quality academic endeavors in teaching and research, to supportive programming for student needs and development, to effective social and economic initiatives in community, regional, and statewide contexts, and to affirmative action and equal opportunity.

Enrolling students throughout Illinois, across the United States and internationally, SIU Carbondale actively promotes the intellectual and social benefits of cultural pluralism, encourages the participation of nontraditional groups, and intentionally provides a cosmopolitan and general education context that expands students' cultural competencies and leads to superior undergraduate education.

Seeking to meet the educational, vocational, social, and personal needs of its diverse population of students and helping them fully realize their potential is a central purpose of the University. Emphasis on accessibility and regional service which creates distinctive instructional, research, and public service programs also gives SIU Carbondale its special character among the nation's research universities and underlies other academic developments such as its extensive doctoral programs and the Schools of Medicine and Law.

Committed to the concept that research and creative activity are inherently valuable, the University supports intellectual exploration at advanced levels in traditional disciplines and in numerous specialized research undertakings, some of which are related directly to the southern Illinois region. Research evolves from staff and faculty strengths and is conducted in keeping with long-term preparation and planning.

Even as the University constantly strives to perpetuate high quality in both instruction and research, it continues a long tradition of service to its community and region. Its unusual strengths in the creative and performing arts provide wide-ranging educational, entertainment, and cultural opportunities for its students, faculty, staff, and the public at large. Its programs of public service and its involvement in the civic and social development of the region are manifestations of a general commitment to enhance the quality of life through the exercise of academic skills and application of problem-solving techniques. The University seeks to help solve social, economic, educational, scientific, and technological problems and thereby to improve the well-being of those whose lives come into contact with it.

– INSTITUTIONAL PROFILE –

Southern Illinois University Carbondale, a Carnegie classification Research University (high research activity), offers a full range of baccalaureate programs, is committed to graduate education through the doctoral degree, and gives a high priority to research. SIU Carbondale receives substantial federal support for research and development and annually awards a significant number of doctoral degrees balanced among selected liberal arts and science disciplines and professional programs.

In addition to pursuing statewide goals and priorities, SIU Carbondale strives to develop the professional, social, and leadership skills expected of college students and improve student retention and achievement; supports the economic, social, and cultural development of southern Illinois through appropriate undergraduate, graduate, and professional education and research; develops partnerships with communities, businesses, and other colleges and universities and develops utilization of telecommunications technologies; cultivates and sustains a commitment in research and instruction to problems and policy issues related to the region and the state's natural resources and environment; strives to meet the health care needs of central and southern Illinois through appropriate health-related programs, services, and public health policy; and cultivates and sustains diversity through a commitment to multiculturalism, including international programming.

SIU Carbondale's fall 2010 total enrollment was 20,037; specific populations are as follows:

- 5,446 (27.2%) minority students
- 3,558 (17.8%) Black students
- 966 (4.8%) Hispanic students
- 90 (0.4%) Native American students
- 394 (2.0%) Asian students
- 42 (0.2%) Native Hawaiian or Other Pacific Islander students
- 396 (2.0%) two or more ethnic group students
- 9,170 (45.8%) female students
- 564 (2.8%) disabled students

SIU Carbondale's fall 2010 total number of full-time employees was 5,001; specific populations are as follows:

- 641 (12.8%) minority employees
- 305 (6.1%) Black employees
- 81 (1.6%) Hispanic employees
- 17 (0.3%) Native American employees
- 214 (4.3%) Asian employees
- 3 (0.1%) Native Hawaiian or Other Pacific Islander employees
- 21 (0.4%) two or more ethnic group employees
- 2,907 (58.1%) female employees

– ACCOMPLISHMENTS –

SIU Carbondale continues to be recognized nationally by *Diverse: Issues in Higher Education* for the following:

- In the past year, SIU Carbondale was ranked 49th in the total number of baccalaureate degrees awarded to African Americans in all disciplines.
- SIU Carbondale was ranked 99th in total number of baccalaureate degrees awarded to minorities in all disciplines.
- SIU Carbondale was ranked 4th in the nation for the number of baccalaureate degrees in education awarded to minority students and 23rd in the nation for the number of baccalaureate degrees in education awarded to Native American students.

The Chronicle of Higher Education (<http://chronicle.com/article/BestWorst-College-Web/125642/>) ranked SIU Carbondale's Web pages for accessibility for the blind 19th out of 183 other institutions' Web pages.

In the past year, progress was made in the following areas:

Enrollment

- Minority enrollment increased 13.9%
- Black enrollment increased 3.4%
- Hispanic enrollment increased 19.3%
- Native enrollment increased 8.4%
- Disabled enrollment increased 5.6%

Employment

- Minority employees in all areas increased 6.7%
- Minority faculty increased 6.6%
- Black employees in all areas increased 0.7%
- Hispanic employees in all areas increased 9.5%
- Hispanic faculty increased 2.6%
- Asian employees in all areas increased 3.9%
- Asian faculty increased 7.4%

– ENROLLMENT –

Enrollment Trends

The overall enrollment at SIU Carbondale has been consistently decreasing since fall 2007. In these four years, total enrollment has decreased by 946 or 4.5%. The enrollment of female students has followed this trend and decreased by 276 students or 2.9%. Unlike the overall enrollment, the racial and ethnic student population has increased by 937 students or 20.8%. Among these underrepresented groups, African-American enrollment increased 279 students or 8.5%; Hispanic/Latino enrollment increased 273 students or 39.4%; and Asian enrollment decreased by 45 students or 10.3%. Native American enrollment decreased by 8 students or 8.2%. The overall disabled student population also increased by 73 students or 14.9%. Fall 2010 is the first semester to allow for the racial and ethnic groups Native Hawaiian or Other Pacific Islander and Two or More.

Tracking the enrollment trends of students entering the University as new freshmen or transfer students provides more statistical information of the SIU Carbondale enrollment trends. The number of entering freshmen has decreased since fall 2007 by 254 new students or 10.1%. The number of transfer students has decreased by 203 students or 9.2% during this same time period.

An analysis of the underrepresented new freshmen groups shows an increase in all racial and ethnic minority students of 135 or 15.1%. African-American freshmen increased by 50 or 7.0%; Hispanic/Latino freshmen increased by 56 students or 53.8%; Native American freshmen decreased by 6 students or 46.2%; Asian freshmen decreased by 19 students or 32.8%; and female freshmen decreased by 9 students or 0.8%.

The analysis of new transfer students shows an increase of 22 students or 5.9% for all racial and ethnic minority transfers. African-American transfers decreased 16 students or 6.8%; Hispanic/Latino transfers increased by 20 students or 26.3%; the number of Native American transfers decreased 1 student or 12.5%; Asian transfers increased by 19 students or 35.2%; and female transfers decreased by 78 students or 8.4%.

– EMPLOYMENT –

Employment and Hires Trends

In fall 2010, the total full-time employment increased to 5,001. This was an increase of 79 employees or 1.6% from fall 2007. The number of full-time, female employees increased by 94 or 3.3%. The number of all racial and ethnic underrepresented employees increased by 58 or 9.9%. The analysis of this underrepresented population of full-time employees shows a decrease of 6 African-American employees or 1.9%; Hispanic/Latino employees increased by 13 or 19.1%; Native Americans decreased by 1 or 5.6%; and Asians had the largest increase with 28 full-time employees or 15.1%. As with student enrollment, fall 2010 is the first year to allow for the racial and ethnic groups Native Hawaiian or Other Pacific Islander and Two or More.

The total number of hires decreased by 77 or 33.5% in the past four years. There was an increase of 1 or a 2.3% increase of racial and ethnic underrepresented hires, and a decrease of 41 or 29.5% in female hires. A more detailed analysis of the racial and ethnic underrepresented hires shows the number of African-American hires was unchanged; Hispanic/Latino hires decreased by 1 or 25.0%; Native American hires decreased from 1 hire to none; and there was no change in the number Asian hires.

Faculty and Staff Recruitment

SIU system and campus chief administrators continue to express the need and importance of a diverse faculty and staff population, particularly underrepresented African-American, Hispanic/Latino faculty and females in administrative positions. It should be noted that racial, ethnic and females currently occupy the following, not all inclusive, administrative positions: Chancellor; Special Assistant to the Chancellor; Associate Vice Chancellor for Student Affairs and Dean of Students; Vice Chancellor for Institutional Advancement; Executive Director of Administration; SIU Carbondale Budget Director; Vice Chancellor for Enrollment Management; Associate Provost for Academic Administration; Associate Chancellor for Institutional Diversity; Associate Vice Chancellor for Alumni Services; Director of Housing; Director of Student Center; Director of Human Resources; and Associate Vice Chancellor for Research and Director of the Office of Research, Development and Administration.

The information above suggests that although racial, ethnic and females are employed in key administrative positions, all of these positions, with three exceptions, are in non-academic areas. Efforts to employ racial, ethnic and females in administrative positions must continue; however, the above data suggests that focused and strategic efforts should be enhanced in Academic Affairs and Central Administrative areas.

– UNIVERSITY AND COLLEGE PROGRAMS –

SIU Carbondale continues to sponsor a myriad of programs and services designed to improve college readiness and ease the transition from high school to college for underrepresented students. SIU Carbondale also sponsors programs that are designed to assist students in general but also include a significant number of underrepresented students. Following is a brief description of each of these programs.

University Programs

Southern Illinois Career Preparation Program (Coordinator, Anna Jackson, reports to Provost). This program is designed to reach promising underrepresented students in grades 6 through 9. Participants meet at monthly sessions on the SIU Carbondale campus during the school year and in a skill-oriented two-week summer session which is also held on the SIU Carbondale campus. The program includes activities that are designed to increase the students' academic life skills and social skills. The program serves approximately 25 students each year.

Project Upward Bound (Director, Antyne Lester, reports to Provost). Project Upward Bound is an educational assistance program funded by the U.S. Department of Education. The program is designed to assist 80 qualifying junior and senior high school students develop the skills and motivation necessary for successful completion of postsecondary education or training. It offers year-round services. Services provided by the program include but are not limited to enrichment workshops, counseling, tutoring, and a six-week residential program held on the SIU Carbondale campus during the summer. In the summer program, students receive specialized instruction in English, mathematics, science, and study skills. Information on financial aid opportunities, college admission requirements, and career development are also provided.

Future Scholars (Coordinator, Josette Bradford, reports to Provost). This program provides opportunities for a select group of scholastically promising racial and ethnic minority high school students to experience a four-week summer enrichment program. Entering freshmen are able to earn up to six hours of college credit while living on the SIU Carbondale campus and studying college-level courses in literature, mathematics, or speech. Students also participate in workshops and seminars, career development, and personal development. Students are also offered support services until they graduate. Financial assistance including tuition, books, housing, and meals for all participants is provided by SIU Carbondale. Participants are generally from Illinois high schools and represent a diverse geographical, racial, ethnic, and educational background. Approximately 20 students are selected to participate.

Center for Academic Success (Director, Dr. Yvonne Williams, reports to Provost). The Center for Academic Success is offered to a select group of freshmen. The program targets high school students who have demonstrated the potential to succeed at SIU Carbondale but did not meet the University's normal admission requirements. Support services available yearlong include but are not limited to advisement, peer mentoring, academic counseling, and learning assistance such as individual and group tutorial. The students are also required to enroll in a three-hour orientation course. One of the major features of this program is the cooperation that the staff maintains with families. Students who participate in this program are required to provide a release of information which allows the University to have continuous contact with parents regarding students' performance, including mid-semester grades.

Student Support Services (Director, Renada Greer, reports to Provost). This program, funded by the U.S. Department of Education, provides comprehensive, academic, social, and cultural support service for 150 first-generation and low-income students. Services include but are not limited to academic coaching, focus workshops, professional development, social and cultural enrichment opportunities, and leadership development. Students are eligible to receive services until they graduate.

Project Achieve Program (Director, Dr. Brenda Gilbert, reports to Provost). This program, offered by SIU Carbondale's Clinical Center, is a comprehensive fee-for-service academic support program for students with learning disabilities and/or attention deficit disorders. The goal of the program is to provide the appropriate accommodations to students, or if the accommodation cannot be immediately implemented, to provide one or more alternatives until the accommodation can be provided. Services include individually assigned tutors for classes, note takers, test proctoring, private rooms for tutoring or studying, access to adaptive

technology, and a computer lab. Among the services available to students are adapted texts, tapes that are electronic formatted, access to current libraries, textbooks on tape, career and personal coaching, a restrictive section of University 100, campus familiarization, and intervention for any campus-related issue whether academic, social, or personal.

Disability Support Services (Director, Kathleen Plesko, reports to Associate Vice Chancellor and Dean of Students). Disability Support Services (DSS) coordinates physical and academic support services for SIU Carbondale students with disabilities. DSS serves approximately 500 students each year. Disabilities included among the populations served are learning disabled, blind or visually impaired, deaf or hard of hearing, mobility impairment, brain injuries, chronic health conditions, or psychological disabilities. Services specifically provided for learning disabled students include tutor referrals, test proctoring, extra time, readers, quiet setting, computers, note takers, access to adaptive technology, campus familiarization, adapted tests and course materials, tapes, large Braille or electronic format, equipment loans (i.e., tape recorders), listening devices, and consultation with instructors and general guidance and counseling.

Black Resource Center (Coordinator, Dr. Dexter Wakefield, reports to Associate Chancellor for Institutional Diversity). The mission of the Black Resource Center (BRC) is to support and assist African-American students on the SIU Carbondale campus. The BRC is centrally located to provide information regarding programs and services available to students, guidance in the form of referrals, and support in the form of advocacy for programs for the underrepresented.

GLBT Resource Center (Coordinator, Virginia Dicken, reports to Associate Chancellor for Institutional Diversity). The GLBT Resource Center opened in January 2007 and serves as a centrally located, safe campus space that provides educational outreach, referral information and advocacy services, which will add to an inclusive and diverse environment for GLBT students, faculty, staff, families, friends, alumni, and the greater southern Illinois community.

Hispanic Resource Center (Coordinator reports to Associate Chancellor for Institutional Diversity). The mission of the Hispanic Resource Center (HRC) is to support and assist Hispanic/Latino students on the SIU Carbondale campus. The HRC provides information regarding programs and services available to students, referral information, and advocacy service.

College Programs

College of Agricultural Sciences

The College of Agricultural Sciences developed and implemented an orientation course for freshmen and transfer students, initiated plans for a living/learning community residence hall, and initiated a series of personal/professional leadership seminars and workshops. The college also implemented several activities designed to help the transition and performance of underrepresented students. A chapter of Minorities in Agriculture, Natural Resources and Related Sciences has been in existence for five years and has been very active in the community

and on a regional and national level. In its short time of existence, it has had three national officers (including the 2009-2010 national president) and two national award winners. The chapter promotes and implements initiatives which foster inclusion and advancement of underrepresented racial and ethnic students in agriculture, natural resources, and related fields through real-life preparation. The students thought the group gave them a sense of belonging in a profession that has a critically low enrollment of underrepresented populations.

Dexter Wakefield, an associate professor in the College of Agricultural Sciences, and Adrienne Jackson Gulley and Lionel Grant, graduate students, visited and presented at numerous urban schools. Based on their efforts, representatives from the Illinois State Board of Education and Facilitating Coordination in Agriculture Education (FCAE) met to discuss the possibility of creating an urban agricultural specialist position in the East St. Louis area. A proposal for this position was presented to representatives from Southern Illinois University Carbondale, Illinois State University, Western Illinois University, and the University of Illinois; each of the institutions was proactive in the need for creation of such a position. Kim Haywood, a graduate of SIU Carbondale, was hired to fill this role, but due to the budget shortfall, the position was eliminated. His office was located in Belleville, Illinois, and he worked closely with urban schools throughout Illinois to recruit minority students. He is currently an agricultural education teacher at Lovejoy High School in Brooklyn, Illinois.

– THE ILLINOIS PUBLIC AGENDA FOR COLLEGE AND CAREER SUCCESS –

GOAL 1: INCREASE EDUCATIONAL ATTAINMENT TO MATCH BEST-PERFORMING STATES.

RECOMMENDATION 1: Increase success of students at each stage of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability.

SIU Carbondale has in place two programs that focus on improving college readiness for local middle school and high school students. The Southern Illinois Regional Career Preparation Program is geared toward the underrepresented students in grades 6 through 9 and is designed to encourage career exploration and continued enrollment in school. The focus is on increasing reading ability and developing social skills needed to be successful in life. The program coordinator and SIU student assistants mentor and tutor these students at the monthly meetings and during a two-week program in the summer.

The Upward Bound Program is grant funded and serves area students in junior and senior high school who are from low-income families or families where neither parent has a bachelor's degree. The goal of this program is to increase the graduation rate of high school students and to provide assistance that will create a bridge to post-secondary education. This program conducts meetings throughout the academic year, one Saturday per month as well as a six-week residential program on campus during the summer. Student participants receive mentoring, counseling, tutoring, and specialized instruction in English, mathematics, science, and study skills.

The Future Scholars Program is truly a bridge program for freshman students entering SIU Carbondale. These students are from targeted high schools who are members of a group

traditionally underrepresented in higher education. More specifically, it is designed for students who have experienced significant academic, social, cultural, or economic barriers and have a desire to attend and excel in college. Not only do the students have the opportunity to earn six hours of college credit, they also attend workshops and seminars that help bridge the gap between high school and college. These students are mentored and tutored by SIU Carbondale faculty and staff and become familiar with the campus and campus resources, all of which give these students a tremendous advantage when the fall semester begins.

The Center for Academic Success (CAS) provides services to a select group of freshmen who do not meet the University's normal admission requirements. One such service is the mentoring program which provides general assistance in academic and non-academic areas related to student development. This program is designed to improve the retention rate of CAS students by providing problem-solving assistance, emotional support, and case management support to those students in need. The CAS program requires all participants to enroll in the University 100 class. This class is a key component in the success of the students, as it helps them transition from high school to college through class instruction and hands-on activities that provide skills and knowledge needed for first-year success.

The Student Support Services (SSS) Program is a federally funded grant designed to provide the bridge from high school to college for first-generation and low-income students. The SSS Program provides tutoring, mentoring, cultural enrichment, social networking, study skills and multiple academic development workshops, all of which are designed to motivate students towards the successful completion of their post-secondary education. The purpose of the program is to increase graduation and retention rates among the population served.

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

– GOAL AND MISSION –

Mission

Southern Illinois University Edwardsville is a public comprehensive university dedicated to the communication, expansion, and integration of knowledge through excellent undergraduate education as its first priority and complementary excellent graduate and professional academic programs; through the scholarly, creative, and research activity of its faculty, staff, and students; and through public service and cultural and arts programming in its region.

Vision

Southern Illinois University Edwardsville, as a premier metropolitan university, will be recognized nationally for the excellence of its programs and development of professional and community leaders.

Values

Recognizing public education as the cornerstone of a democracy, SIUE carries out its mission based on certain fundamental, shared values. We value:

Citizenship

- Social, civic, and political responsibility, globally, nationally, locally, and within the University
- Active partnerships and a climate of collaboration and cooperation among faculty, staff, students, and the larger community
- Environmental stewardship

Excellence

- High-quality student learning
- Continuous improvement and innovation
- Outstanding scholarship and public service
- Standards consonant with the premier status to which we aspire

Integrity

- Accountability to those we serve and from whom we receive support
- Honesty in our communications and in our actions

Openness

- Inclusion of the rich diversity of humankind in all aspects of university life
- Respect for individual differences
- Intellectual freedom and diversity of thought
- Access for all who can benefit from our programs

Wisdom

- Creation, preservation, and sharing of knowledge
- Application of knowledge in a manner that promotes the common good
- Life-long learning

– INSTITUTIONAL PROFILE –

Southern Illinois University Edwardsville provides outstanding undergraduate and graduate education as well as employment opportunities for citizens in southwestern Illinois and the region it serves. SIUE is a fully accredited public institution offering students a broad choice of undergraduate and graduate degrees and programs ranging from liberal arts to professional studies. The campus offers a balance of instruction, research, and public service programs consistent with its role as the only public university in southwestern Illinois. Southern Illinois University Edwardsville also administers the School of Dental Medicine in Alton, Illinois, and operates the East St. Louis Higher Education Center in East St. Louis, Illinois. Over 14,000 students choose SIUE for the enlightening programs, engaging faculty, and convenient location, just 25 miles east of St. Louis.

- SIUE's enrollment reached another all-time high in fall 2011.
- The University enrolled 11,430 undergraduate students, of which 53% were female, 20% minority, 12% African American, and 3% Hispanic.
- In fall 2011, there were 2,810 graduate and professional students, of which 60% were female and 16% were minority.
- The University employed 2,065 full-time employees in faculty, administrative, professional, and civil service positions in fall 2011, of which 60% were female, 20% minority, including 14% African American, 4% Asian, and 2% Hispanic.
- Women represented 48% of total full-time instructional faculty; women held 26% of full professor positions, 45% of associate professor positions, and 55% of assistant professor positions. All rates are close to or above their respective national averages.
- African Americans represented 6% of full-time faculty. This rate is slightly higher than the national average; national data shows African Americans represent 5.3% of all full-time faculty at predominantly White four-year institutions.
- Asian/Pacific Islanders are 8% of full-time faculty.

– ACCOMPLISHMENTS –

- For the 3rd consecutive year, SIUE has been cited by its peers and reported in *U.S. News & World Report* as one of 46 “up-and-coming schools.”
- For the second consecutive year, *Washington Monthly*, a national magazine, has ranked SIUE among the Top 50 of the 553 master’s universities in the nation; SIUE ranked 13th among public institutions.
- For the second consecutive year, SIUE has been named to the annual *President’s Higher Education Community Service Honor Roll* for demonstrating a commitment to volunteering, service-learning, and civic engagement—this is the first time the University has been named to the Distinction category.
- Enrollment at SIUE reached an all-time high for fall 2011. Total enrollment climbed to 14,235, and record undergraduate enrollment was supported by a record freshman class. This marks the fourth consecutive year of overall enrollment growth at SIUE.
- In fall 2011, SIUE enrolled the largest number of African-American students (1,590, or 11%) since 1993 (1,550).
- Women continue to hold key academic and administrative positions university-wide, including the Interim Provost and Vice Chancellor for Academic Affairs, Associate General Counsel, Associate Provost for Institutional Diversity and Inclusion, Executive Director of East St. Louis Center, Director of Human Resources, and Director of Police Services.
- Key academic, administrative, and professional positions held by minorities university-wide include Vice Chancellor for Student Affairs, Dean of the School of Pharmacy, Director of General Education (Office of the Provost), Director of University Advancement and Foundation Operations, Chair of Foreign Languages and Literature, and Assistant Director of Human Resources and Compliance.
- Disability Support Services (DSS) coordinates physical and academic support services for SIUE students with disabilities. DSS serves over 450 students during the year.
- School of Engineering minority student enrollment, excluding Asian, has reached a record high of 70 students in fall 2011.
- As the second largest employer in southwestern Illinois, SIUE had a total economic impact of \$471 million on the region.

– ENROLLMENT –

Southern Illinois University Edwardsville enrolls over 14,000 students from all 102 Illinois counties, 43 other U.S. states or possessions, and 46 nations. The University provides on-campus housing for approximately 3,500 students in either residence hall or apartment-style housing, and the rest live and work in communities within a 60-mile radius of campus and commute to classes.

Enrollment profile for fall 2011 is as follows:

- 11,430 undergraduate students enrolled
 - 53% female
 - 20% minority
 - 12% African American

- 2,613 minority students enrolled
 - 68% African American
 - 18% Hispanic
 - 14 % other minorities¹

– EMPLOYMENT –

The University employed 2,060 full-time employees in fall 2011, representing a slight decrease from the fall 2010 level of 2,070. Although SIUE’s level of total employment has held steady over the past few years, the University’s workforce continues to reflect the diversity of the region it serves.

The University employed 1,230 women in fall 2011, representing 60% of the University’s full-time workforce. Of that total, 275, or 22%, were women of color, representing 13% of the total full-time workforce and almost 67% of the total full-time minority workforce in fall 2011.

Women comprised almost half (48%) of all full-time instructional faculty in fall 2011, including 25% of full professorships, 45% of associate professors, and 54% of assistant professor positions. Women continued impressive representation in administrative/managerial and professional positions, comprising 47% and 66%, respectively, of employees in those job groups. Both figures are close to or greater than the national average of 50% for women employed in those job groups throughout higher education nationwide. Women remain underrepresented in some faculty and skilled crafts job groups. The University will continue to focus efforts and develop action steps to address such underutilizations. Selected placement goals for women occurred in:

- School of Dental Medicine – faculty
- Department of English Language and Literature – faculty
- Office of the Provost – Director of General Education – professional staff
- The Gardens at SIUE – Director of The Gardens – professional staff

Minority employees are represented at all levels in the University’s workforce, most notably comprising 17% of full-time faculty, 11% of administrative/managerial positions, and

¹ Other minorities include Asian Pacific Islanders/Native Americans and individuals of two or more races.

25% of the professional staff; all figures are similar to the national rates of 17%, 18%, and 20%, respectively.

African Americans represented 14% of the University's total full-time workforce. Equally important, the 6% participation rate for African-American faculty remained at or near the national average, which shows that African Americans represent 5.3% of all full-time faculty at predominantly White institutions.²

In fall 2011, Asian/Pacific Islanders represented 8% of full-time faculty and 4% of the total workforce.

In fall 2011, the University employed 35 full-time Hispanic employees, up from 30 employees in fall 2010. This increase marks a continuing trend in efforts to increase SIUE's Hispanic workforce over the past few years.

The University experienced limited progress in attracting and hiring American Indian/Alaskan Native faculty and staff. American Indians/Alaskan Natives represented less than 1% of the University's full-time workforce during this period. The University will continue to develop strategies to reach out, recruit, and hire members of the American Indian/Alaskan Native community. Placement goals for minorities include:

- College of Arts and Sciences, Department of Chemistry – faculty
- School of Education, Curriculum and Instruction – faculty
- University Housing – civil service
- School of Business, Department of Management & Marketing – faculty
- Human Resources – civil service
- Financial Affairs – professional staff

While this period's report shows progress, the results also challenge the University to continue to develop initiatives and strategies to attract, hire, and retain women, minorities, and employees with disabilities.

² Sources include: SIUE IPEDS Human Resources Survey Fall 2011; American Council on Education: Minorities in Higher Education 2010, Twenty-Third Status Report; U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics 2010.

– SELECTED UNIVERSITY PROGRAMS –

School of Engineering

The minority and female undergraduate student enrollment at the School of Engineering has been steadily increasing over the last five years. Female students are considered underrepresented in the School of Engineering. As seen in Figure 1, minority student enrollment, excluding Asian, has reached a record high of 68 students in fall 2011, constituting 6.8% of the undergraduate population. Similarly, the female enrollment reached a record high in fall 2010, but slightly decreased in fall 2011, constituting 11.1% of the undergraduate population. The increase in minority student enrollment is reflective of the overall increase in minority student enrollment at SIUE as a result of an effective recruitment campaign by the University during the last few years.

Female and Minority Undergraduate Enrollment at SoE

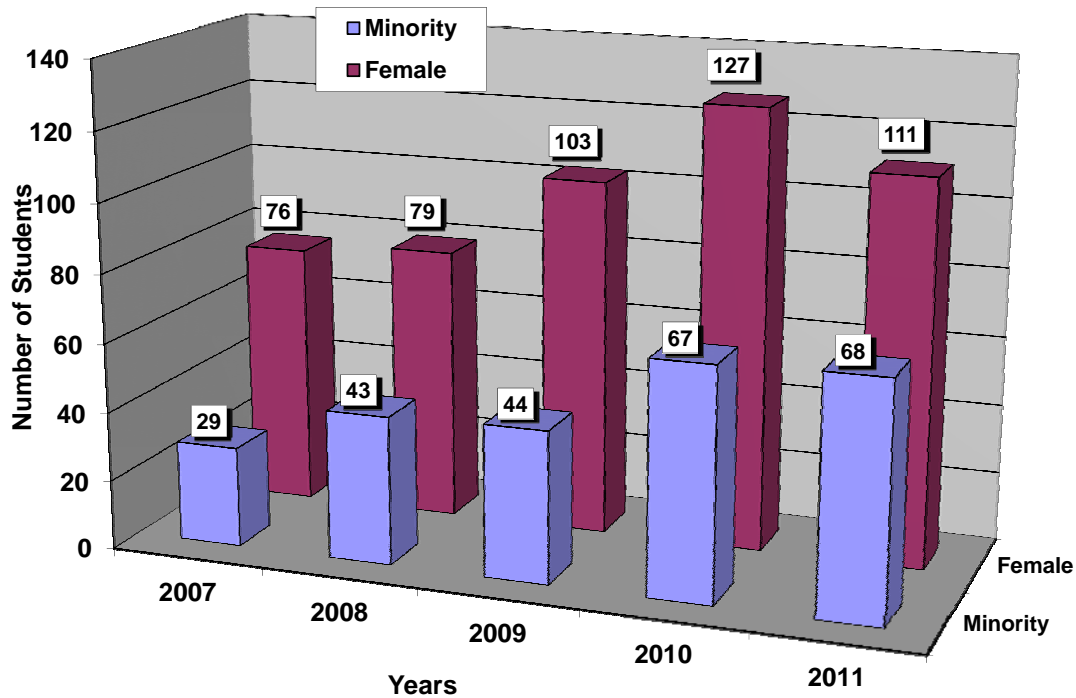


Figure 1. Female and minority undergraduate student enrollment at the School of Engineering

The School of Engineering complements the University’s efforts in recruiting minority and underrepresented women in a number of ways:

1. Nurturing the Student Chapter of the National Society of Black Engineers (NSBE)

The school’s administration encourages new African-American students to join the NSBE Student Chapter. There is an African-American faculty member as an advisor

to the group. The school provides partial funds for the members to attend the annual NSBE conference each year. The members are encouraged to form study groups to improve retention.

A group of NSBE students, under the leadership of an African-American graduate student, is currently mentoring the East St. Louis Charter High School robotics team. This group will participate in April 2012 in a collegiate contest called the Botball tournament. The same group, under the mentorship of NSBE, finished fifth place nationally in the 2011 tournament. The School of Engineering provided graduate assistantships to two African-American graduate students to help the 2011 team and partially funded the trip for the team to participate in the national competition. The school also provided a graduate assistantship to an African-American student to help the 2012 team, along with the registration fee for the team. This and similar activities help students develop leadership skills, which in turn aids in the retention and recruitment of minority students.

2. Nurturing the Student Chapter of the Society of Women Engineers (SWE)

The activities of the Student Chapter of SWE are continuously supported by the school. Funds are provided to the chapter officers to attend annual SWE meetings. A female faculty member serves as the faculty advisor. This group is getting ready to host a meeting at the SIUE campus for the local chapters of SWE in April. Prominent female engineers from the region will address the student members and share their experiences in professional development. Again, it is these kinds of activities and experiences that help retention and recruitment.

3. Introduction to Engineering Program for High School Students

The school has conducted an "Introduction to Engineering" program for high school students the first two weeks of June, for the last five years. This is a five-day residential program whereby high school students are introduced to engineering, computer science, and construction disciplines with hand-on projects. The objective of the program is to attract students to the field of engineering. In 2011, a total of 50 students participated in two sessions. The selection committee paid particular attention to recruit minority and female students into the program. Of the 50 students, 15 were minority male, 5 were minority female, and 12 were white female. In other words, 64% of the participants were minority and female students.

Altogether, 11 needy students were given scholarships to offset the cost of the camp, 9 to minorities and 2 to students of low-income families.

4. National Science Foundation (NSF) Scholarship Program

A group of faculty members in the School of Engineering received \$600,000 scholarship funding for undergraduate students from the NSF for the period of 2008-

2013. As part of the grant, the Partnership with Industry for Engineering Cooperative Experiences and Scholarships (PIECES) Program for Southern Illinois University Edwardsville's School of Engineering was developed. The PIECES Program targets new freshmen and new undergraduate transfer students interested in any of the eight majors in the School of Engineering. It provides scholarship support for two years and works with the SIUE Career Development Center and local employers of School of Engineering graduates to provide opportunities for work experience, particularly after scholarship funding ends. Over three years, PIECES has attracted 127 applicants and supported 32 students; 10 of the supported students have been an ethnic minority or female.

Department of Foreign Languages and Literature

The Department of Foreign Languages and Literature has several on-campus programs and community outreach initiatives under way that pertain directly to its ability and willingness to serve underrepresented segments of the population. Specifically, in order to reach out to the Latino community locally and to take the department's students to these communities as change agents and users of the target language (Spanish), the department currently is involved in the following programs and initiatives.

1. The department is actively working with SIUE's Office of Marketing & Admissions in reaching out to the Latino community and other ethnic enclaves in Illinois. With the assistance of SIUE's Office of Marketing, the FLL Department Chair has developed recruitment materials geared specifically to Latino and other ethnically diverse students. A video featuring the FLL Department Chair was also produced for the same office.
2. The department is working with the Caseyville School District on a joint venture to help its kindergarten Latino students whose sole language is Spanish. FLL students will assist Caseyville teachers in orienting these students during their first days at school, and in return FLL students will have the unique opportunity to put their Spanish to work in a very real and socially constructive context.
3. The department also has a campus outreach initiative involving the following departments: (1) Construction; (2) Sociology and Criminal Justice; (3) Pharmacy; and (4) Business. The objective of this campus outreach initiative is to get these departments more involved with the Spanish language and the Latino community.
4. As part of the department's International Outreach Initiative, the Chair traveled to South America in December 2011 to establish contacts with faculty and students at the Federal University of Department of Foreign Languages and Literature, Pernambuco, in Recife, Brazil. This trip was taken at the request of Dean Romero and Vice Chancellor Emmanuel. In addition to discussing a possible student and faculty exchange program, the Chair also engaged in talks involving issues of pedagogical interest to professors of foreign languages. The objective of this international

outreach initiative is to get SIUE as a whole, along with specific departments on campus, more involved with the Portuguese language as well as with the Latino community in a global context.

5. The department also developed a marketing campaign for Yoruba. It contacted all programs and professors who might have an interest in Yoruba, African languages, and cultures. As a result, enrollment increased for Yoruba from zero (fall 2011) to 22 (spring 2012). The purpose of this campus outreach initiative is to get SIUE as a whole more involved with an African language and a major African culture and civilization (i.e., Nigeria).

School of Education

Two School of Education student groups actively address Illinois Public Agenda Goal 1 (increase educational attainment to match best-performing states) and the related Recommendation 1 (increase success of students at each state of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability).

The first group, PRIME (Promoting, Recruiting, Increasing Minority Educators), is a School of Education student organization sponsored through faculty in the Department of Special Education and Communication Disorders. PRIME is dedicated to increasing the number of minority students in the various fields of education as well as providing and promoting diversity education for teacher educators. Members serve as tutors, advocates, and mentors to high school and college students pursuing a career in the education field. Members also host workshops and other educational opportunities for those interested in pursuing a career in education. The goals of PRIME include:

- Recruit, support, and retain minority students
- Develop a student organization for high school minority students
- Initiate a mentoring program with focus on providing learning opportunities that enhance educational experiences
- Design and implement a recruitment plan for minority students in the School of Education
- Encourage the continued growth and development of students in School of Education programs

PRIME includes approximately 18 active undergraduate minority members. During the fall 2011 semester, members met weekly beginning in October. PRIME set up a minority recruitment table one day during fall semester in a high-traffic area of campus. PRIME members talked with undecided students about a career in education and distributed their brochure.

PRIME continues to meet regularly and aims to schedule recruitment and mentoring visits to high-need high schools in the Metro area during spring 2012.

The second group, Association for School and Community Careers (ASCC), provides undergraduate students (from freshman to senior) with information about School of Education Programs, career exploration opportunities, and advice about programs. During the past year, approximately 15 to 20 active ASCC members met regularly and helped in sponsoring a spring dance at the SIUE East St. Louis Charter High School. This activity involved working directly with minority high school students and faculty in organization, set-up, and monitoring during the dance.

Future activities include mentoring activities with students who have disabilities at Special Olympics.

Student Nurse Achievement Program (SNAP)

The purpose of the Student Nurse Achievement Program (SNAP) is to expand enrollment of underrepresented students in the baccalaureate nursing program at Southern Illinois University Edwardsville. This program will recruit and retain qualified students from backgrounds that are racially, ethnically, and culturally diverse and address the critical need to increase the numbers of diverse professional nurses in the workforce. SNAP is designed to prepare baccalaureate nurses from these communities and return graduates from this program back to their communities. To date there are 61 SNAP students (37 pre-nursing; 24 in the nursing program: 9 sophomores, 8 juniors, 7 seniors). See Tables 1 and 2.

Table 1. Total SNAP Students

| <i>Academic Status</i> | <i>Number of Students</i> |
|------------------------|---------------------------|
| Freshman (pre-nursing) | 37 |
| Sophomore | 9 |
| Junior | 8 |
| Senior | 7 |
| Total | 61 |

Table 2. SNAP Students Admitted Into the SON as of FY 2011

| <i>Year of Acceptance</i> | <i>Number of Students</i> |
|---------------------------|---------------------------|
| 2008 | 2 |
| 2009 | 10 |
| 2010 | 6 |
| 2011 | 6 |
| Total | 24 |

There were many accomplishments in the SNAP program during FY 2011. The first area addresses diversity. The program exceeded its objective to provide one faculty development

session for mentoring disadvantaged minority students yearly. The Diversity Coordinator provided three faculty development sessions for mentoring disadvantaged minority students. The SNAP Diversity Coordinator has initiated a new electronic forum for open communication among nursing faculty and staff regarding diversity issues in higher education. The number of participants increases daily and continues to enhance faculty's thirst for knowledge regarding diversity.

The next area focuses on academic success. There is a new peer mentoring program, under the guidance of the Diversity Coordinator, for all SNAP students. Junior- and senior-level nursing students provide social and academic mentoring and informal support to students at the freshman level. This peer networking system prepares the pre-nursing student to achieve success when admitted to the rigors of the nursing program as sophomores. Ninety percent of the SNAP sophomore students passed required courses and progressed to the junior level. Last, as of this report, 5 SNAP students graduated from the program; 3 have taken and passed the NCLEX licensing exam on first try.

In compliance with the HRSA grant, the following funding activities were conducted for FY 2011.

- Second cohort of grant-supported students was admitted to the program. All the students are African American from socially, economically, and educationally depressed communities in Illinois.
 - 28 new freshmen
 - 4 new sophomores
 - 2 new juniors

- Continuing SNAP students admitted prior to HRSA funding
 - 1 junior
 - 3 seniors

- All qualified SNAP sophomores received pre-clinical stipends as stipulated by the grant. Qualified SNAP juniors and seniors receive scholarships as stipulated by the grant.
 - SNAP juniors and seniors who were admitted prior to the HRSA funding were not included in the HRSA grant and received federal financial aid and School of Nursing scholarships.

– THE ILLINOIS PUBLIC AGENDA FOR COLLEGE AND CAREER SUCCESS –

GOAL 1: INCREASE EDUCATIONAL ATTAINMENT TO MATCH BEST-PERFORMING STATES.

RECOMMENDATION 1: Increase success of students at each stage of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability.

Program Overview

The SIUE Center for Science, Technology, Engineering, and Mathematics (STEM) Research, Education, and Outreach at Southern Illinois University Edwardsville is a regional hub for excellence in STEM. The center's mission is to improve and promote STEM education in the eastern Metro region through innovative programming for students, teachers, and the public. The center offers professional development and enrichment activities for the region's teachers and pre-college students and conducts research on STEM teaching and learning at all levels, preschool through graduate, to support educational practice. The center also promotes STEM through public outreach activities that raise awareness and increase public understanding of STEM issues of relevance to society. Through its programs, the center helps regional educators convey the excitement of STEM, ultimately contributing to the development of a scientifically and technically literate citizenry.

At SIUE the center facilitates the STEM research, education, and outreach of individual SIUE units. One of its key roles is to help coordinate the development of programs and funding proposals that span multiple disciplines; for example, a biologist working with a mathematician, or an engineer partnering with a teacher educator. By bringing together SIUE faculty, staff, and students who share a common interest in STEM, the center is creating a community of scholars who can collectively achieve STEM education goals that would not be possible for an individual working alone. The center is also the first point of contact for external organizations seeking STEM education partnerships, including the region's universities, community colleges, non-profit organizations, schools, government, and the private sector.

Program Results

The center's pre-college programs reach over 1,000 students each year to extend their science and math learning beyond the classroom. These programs include Science Olympiad, Southern Illinois Science and Engineering Research Challenge, Science Odyssey Camps, and MOSAIC (Minds-On Science Activities in the Community). MOSAIC specifically targets communities with a high population of minority students (e.g., East Alton) and provides an opportunity for SIUE pre-service teachers to try out innovative lessons in an informal learning environment before they begin their student teaching. By working with future teachers, this program is helping to improve STEM education in the region both for current K-12 students and for those in the future.

Table 1. Participation in Outreach Programs, 2009-2011, by Gender

| | Science & Engineering Research Challenge | | | Odyssey Science Camp | | | Science Olympiad |
|------|--|-----|-------|----------------------|----|-------|------------------|
| | F | M | Total | F | M | Total | |
| 2011 | 193 | 171 | 364 | 30 | 39 | 69 | 300 |
| 2010 | 214 | 173 | 387 | 43 | 70 | 113 | 300 |
| 2009 | 226 | 155 | 381 | 44 | 62 | 108 | 315 |

The STEM Resource Center, located in the Science Building, is a lending library that supports educators from under-resourced schools by loaning STEM curriculum materials and supplies that teachers can use. Through external grants from Scott Air Force Base and Vernier, Inc., the center acquired \$70,000 in scientific probeware to loan to educators. The probeware allows students to collect, graph, and analyze environmental, physical, chemical, and biological data, thus increasing their understanding of fundamental scientific concepts. The acquisition of this equipment means that schools in high-poverty districts will be able to borrow expensive materials and tools for hands-on science teaching at no cost to them.

The center also responds to direct requests from the community for STEM education programming. Through a long-standing relationship with the Girl Scouts, the center has provided materials, demonstrations, and space for their STEM programs, which show young girls that science and engineering careers are exciting and rewarding. These outreach events reach a diverse group, including young people in rural areas, schools with high numbers of low SES (socioeconomic status) students, and predominantly African-American communities.

Partnership with East St. Louis Higher Education Center

In 2011 the STEM Center partnered with the East St. Louis Charter High School and Upward Bound programs to improve STEM educational outcomes, including college and career readiness, for minority students. The STEM Center led the coordination of the design team that created, built, and implemented the William Frederick Graebe Sr. STEM Learning Center at the Charter High School. This classroom, the result of a major donation to SIUE, will offer approximately 100 African-American high school students in East St. Louis each year the opportunity to learn STEM using cutting-edge technology, including iPads, laptops, videoconferencing, robotics, and engineering design equipment. The STEM Center is conducting a longitudinal research study of the impact of the classroom on the teachers, students, and community, which will contribute to the knowledge base of how to best support the academic success of young people in urban, high-poverty communities. The STEM Center also partnered with the Upward Bound Math and Science program in summer 2011 to provide rich STEM learning experiences to 40 African-American high school students from East St. Louis, Madison, and Cahokia. During the program, each student had the opportunity to spend three weeks with SIUE biology faculty working on scientific research projects, to participate in STEM career exploration activities, and to learn new skills in computing technology and video design.

SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

– GOAL AND MISSION –

SIU School of Medicine is a state-supported medical school established in 1970. The school's mission is "to assist the people of central and southern Illinois in meeting their health care needs through education, patient care, research, and service to the community." This mission drives the school's development as the focus of a university medical center for downstate Illinois. Integral to this mission is the need to reflect the region's socio-economic, ethnic and cultural diversity as a means of maintaining the vitality and relevance of the school's academic and service programs.

Unlike the University, or other public medical schools in Illinois, SIU School of Medicine is limited to accepting only Illinois residents into its undergraduate medical education program. Further, the school's mission emphasizes the health care needs of the central and southern Illinois region, and programs must reflect the region's population, both as a comparison and as a characteristic of its diversity in the composition of its student, staff and faculty populations. Overall, SIU School of Medicine endeavors to reflect a diverse mix of students, faculty and staff that will mirror the population for the central and southern Illinois counties served by the school.

– INSTITUTIONAL PROFILE –

The school encompasses a complete sequence of medical education programs beginning with undergraduate medical education leading to the M.D. degree, and progressing through clinical residency and fellowship training, and continuing medical education for practicing physicians. Graduate science programs in pharmacology, physiology, molecular biology, microbiology, immunology, and cell biology are offered at the master and doctoral levels. Post-baccalaureate medical science education is also provided to educationally disadvantaged and minority students tracking towards health professions through the school's nationally recognized MEDPREP (Medical/Dental Education Preparatory Program).

Using existing University and community resources in Carbondale, Springfield, and throughout the region and state, the school continues to grow and mature in its mission. Affiliation agreements signed between the school and Memorial Medical Center and St. John's Hospital provided the valuable physical base for the clinical and residency/fellowship programs in Springfield during the early years of the school's development. Currently facilities supporting the school's programs include University-owned and leased structures; the previously mentioned affiliated community hospitals in Springfield as well as affiliated hospitals in Carbondale, Decatur, and Quincy; and a number of additional outreach sites. Additionally, approximately 900 Illinois physicians, most from central and southern Illinois, serve as volunteer or part-time medical school faculty.

The school has an excellent record in the training of caring, competent physicians, and developing new models for rural health care delivery, particularly in medically underserved areas of the state. The school is internationally recognized for its innovative teaching and student assessment techniques, including a competency-based curriculum, the development and use of simulated patients and problem-based learning in medical education, and coursework in medical humanities and doctoring. Survey results document that SIU School of Medicine students' satisfaction with their education is among the highest in the nation.

As members of the school's physician group medical practice, SIU HealthCare (formerly SIU Physicians & Surgeons), the over 300 full-time physicians who are affiliated with the school offer a full range of primary and tertiary care services reflecting a broad variety of specialized diagnostic and treatment services, many of which are not available elsewhere in central and southern Illinois. As a result, SIU HealthCare provides a rich environment for the training of students, clinical residents, and fellows. SIU HealthCare annually delivers clinical services to approximately 115,000 patients through over 495,000 inpatient visits and outpatient encounters; more than 364,000 of the outpatient visits are made to physicians in the SIU clinics sites.

The quality of health care provided by the school, or any other academic medical center, cannot continue without an investment in medical research. The school's research effort is providing the engine for continued growth in biomedical-related economic development and technology transfer activities as well as clinical care. The faculty has over 244 externally funded research projects under way in over 100 laboratories located on the Springfield and Carbondale campuses.

The Simmons Cancer Institute at SIU was established in 2001 to provide opportunities for leading-edge cancer research, advanced comprehensive cancer treatment and clinical outreach to the community, and advanced training for students, clinical residents and fellows, and practicing physicians regarding cancer. The Simmons Cancer Institute at SIU is committed to research as well as clinical services and continues to attract National Institutes of Health (NIH)-funded researchers to the school.

SIU School of Medicine is accredited by the Liaison Committee on Medical Education (LCME). In June 2007, the school received notification that it received full unconditional accreditation of its undergraduate medical education program (leading to the M.D. degree) for an additional eight years; this is the highest number of years for which a medical school can be accredited. The school's Graduate Medical Education program (i.e. clinical residencies and fellowships) is accredited by the Accreditation Council for Graduate Medical Education (ACGME); the most recent reaccreditation by ACGME was in 2008. The medical school's continuing medical education program is accredited by the Accreditation Council for Continuing Medical Education (ACCME), with reaccreditation being granted most recently in 2011. Both ACGME and ACCME accreditations were for their maximum allowed periods when they were renewed by the accrediting agencies. In sum, the SIU School of Medicine is fully accredited for medical education programs.

– ACCOMPLISHMENTS –

- Continual improvement in diversity of student minority population from 19% minority in the 2001/2002 student body to 29.2% for all classes in the current 2010/2011 student body; for the class matriculating in the current 2010/2011 year, the statistics in 2001/2002 were 17.1% compared to the current 28.2%.
- Improved recruitment focus resulted in increased diversity of the total workforce from 14.9% minority hires for all faculty and staff combined in 2001 to 21.3% of new hires in 2010.
- Continued outreach and educational programs that celebrate the ethnic and cultural diversity of the central and southern Illinois region. Programs include a Diversity Week held annually in October, featuring speakers on such topics as “Racism, Globalization and the Changing Face of America” and “Diversity: Everything Starts with Leadership”. In addition, informal ethnic celebrations are held monthly allowing students, residents, faculty, staff, and the general community to gain information about different cultural traditions.

– THE ILLINOIS PUBLIC AGENDA FOR COLLEGE AND CAREER SUCCESS –

GOAL 1: INCREASE EDUCATIONAL ATTAINMENT TO MATCH BEST-PERFORMING STATES.

In order to reflect the diversity of the community served by SIU School of Medicine, educational programs supporting the academic success of diverse student populations is imperative. The focus of “Illinois Public Agenda Goal I: increasing success and educational attainment at each stage of the P-20 educational pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender and disability” is being embraced by the SIU School of Medicine.

Evidence of this strategy is found in four distinct campus programs. The first is the Physician Pipeline Preparatory Program (P4), a joint program of the SIU School of Medicine and Springfield District 186 Public School system. P4 partners faculty and staff of the school with local high school students interested in becoming physicians. The second is the Medical/Dental Education Preparatory Program (MEDPREP), which provides assistance to economically and educationally disadvantaged college-age students to prepare them for entrance into health professional school. The third is the American Medical Women’s Association (AMWA), and the fourth highlighted program is the Student National Medical Association (SNMA).

P4 (Physician Pipeline Preparatory Program)

The first initiative, P4, was introduced in the fall of 2009 as a partnership between SIU School of Medicine and the Springfield District 186 Public School system. The goal of the program is to offer an educational experience designed to encourage highly motivated high school students with an interest in becoming physicians. The P4 program is a multi-year, after-school program of special lectures, skill-training, job shadowing, and mentoring activities modeled after medical school education programs and presented by SIU physician and scientist faculty as well as medical students. Twenty-four high school freshmen were selected to begin

the program in 2009; of this group, 58% of the P4 students were minority students and a majority of the participants were young women. Selection for participation was based on superior academic performance, a demonstrated level of personal motivation, and a sincere interest in the field of medicine. Another goal of the program was to ensure participation of high school students from across Springfield. In the inaugural group, P4 students came from every public high school in the city as well as several private high schools.

For three years, P4 sessions have occurred in two-week module formats during the fall and spring of each academic year, and one-week summer sessions, with courses taking place after school for three hours at SIU School of Medicine and on Saturdays at a Springfield high school. The program itself models the School of Medicine curriculum, including an introduction to problem-based learning, laboratory training, and research. Students also participate in tours and job shadowing while interacting with both SIU School of Medicine students and members of the faculty.

The variety of activities offered thus far exemplifies the breadth of the P4 curriculum. These include the study of problem-based learning cases; an introduction to research and laboratory training; a tour of Prairie Heart Institute with full observation of active surgeries; various presentations by SIU School of Medicine faculty, providing information on the variety of specialties offered within a medical school; observation and debriefing of a standardized patient session; library tour; student mentoring and career counseling; CPR training; lung exams; and hospital tours. Broad-based learning activities during the after-school program are complemented by weekend training conducted at local high school locations. These feature sessions in mathematics, science, written/oral communication, test-taking, and verbal reasoning. By pairing classroom and experiential training, students gain a full complement of learning that prepares them for formalized education upon entrance into college.

Currently in its third year, the program has maintained all but four original participants and has offered students eight modules of study. In 2011, a second cohort of ten freshman students was added to the program, bringing the total number of current students to thirty, and the diversity of the group has been maintained. At the close of each academic year, P4 students complete the longitudinal assessment that is completed by medical students at the end of each year of medical school, giving the P4 students a unique insight into a significant milestone in medical education they would experience as medical students.

In discussions with P4 participants, initial indications provide evidence that the goals of the program are being fulfilled. For example, a student at Springfield Southeast High School has an interest in becoming a cardiac surgeon one day. She has expressed appreciation for her interactions with physicians as a part of the program, recognizing that she otherwise may not have that opportunity during her preparation for medical school. She says, "I had always wanted to meet with medical students and discuss cardiology or neurology cases specifically. [The P4 program] is helping me to gain knowledge and get an idea of what I need to look over before my years in medical school begin."

Another participant, a student at Sacred Heart Griffin High School, said, "I've always been intrigued by and interested in medicine, in helping people, in logic and the sciences." He

added, “The simulated patient experience has been really cool. It’s the real thing. You get to examine [the patients], talk to them, and get feedback from the medical students.” He said he is definitely interested in the medical field, following in his grandfather’s footsteps.

Medical/Dental Education Preparatory Program (MEDPREP)

The second initiative, MEDPREP, was established in 1972 by SIU School of Medicine to provide assistance to educationally and economically disadvantaged students in preparing for and achieving success in the health professions. The MEDPREP program has achieved national recognition for its program design and offerings as well as the success rate of its graduates. An average of 60 to 65 students participate annually in this year-round program open to post - baccalaureate students throughout the United States.

The program was developed to assist students in confronting behaviors and attitudes that have impeded the academic and personal growth requisite for successful matriculation and retention in a professional school. Students are expected to work on developing science knowledge augmented by efficient and effective learning skills. Each student receives assistance in developing an academic plan tailored to his/her specific needs. Faculty members provide individual consultation and tutoring while small group interaction and group study are encouraged.

Current program statistics indicate that there are 1,296 MEDPREP alumni, of which 85% are underrepresented minorities (URM) and 58% are female. Since 1972, an estimated 87% of MEDPREP graduates went on to find placement in and graduate from health professions schools. Since its inception, the MEDPREP program has served a diverse population represented by 75% who were Black (non-Hispanic), 5% Mexican American, 2% mainland Puerto Rican, 2% Other Hispanic, and 1% Native American.

MEDPREP is a program that fulfills the mission of the SIU School of Medicine in preparing physicians and other health care providers who are not only competent and capable but who also encompass the school’s guiding principles of respect, integrity, and compassion. In the March 2010 *MEDPREP Newsletter*, Lauren Moore, M.D., a current resident at Massachusetts General Hospital Department of Medicine, Harvard Medical School and former MEDPREP student, reflected on her experience in the program by saying:

“...MEDPREP was the best thing that ever happened to me. After a less than stellar freshman year my undergraduate advisors said I should give up on the idea of pursuing medical school. In addition, I had no idea how to go about getting into medical school. When should I take the MCAT? What was an acceptable score? Who should I ask for letters? Did I need clinical experience? I was totally lost. Luckily while doing a summer program at Case Western Reserve University (CWRU), I met a young lady who had completed the MEDPREP program. She reassured me that even with my less than stellar GPA and weak practice MCAT scores I could easily turn this around in the MEDPREP program and matriculate into medical school...I felt very prepared after my time in MEDPREP to tackle the rigors of medical school.”

The school continues to nurture its nationally acclaimed MEDPREP program, in part, as a pipeline for recruitment to its medical education program. Efforts are continuously being made to encourage students who are or will become Illinois residents, to select SIU School of Medicine as their medical school of choice. Those who have chosen to continue their education elsewhere, however, have been accepted at nearly 60 health professions schools nationwide. Included in that number are Case Western Reserve, Emory, Georgetown, Harvard, Meharry, Morehouse, Washington University, and Yale, which gives credence to the level of education received by participants in this program.

American Medical Women's Association

As far as supporting female students in the medical school is concerned, SIU School of Medicine has a chapter of the American Medical Women's Association (AMWA). AMWA is a multi-specialty organization dedicated to advancing women in medicine and improving women's health. This supported student organization has a chapter at SIU School of Medicine as well as a faculty sponsor and numerous female faculty members at the school. As a national association, AMWA has been addressing issues of women physicians since 1915. The organization, through its meetings, helps develop leadership, advocacy, and expertise and provides mentoring and strategic alliances.

Student National Medical Association

The Student National Medical Association (SNMA) is the oldest and largest student-run organization focused on the needs and concerns of medical students of color—a group decidedly underrepresented in medicine. Membership includes more than 6,000 medical students, pre-medical students, residents, and physicians nationwide. Established in 1964, the SNMA boasts over 40 years of advocacy and service to underserved communities and medical students.

An SIU School of Medicine chapter of the SNMA has been in existence for more than thirty years. A supported organization with a faculty sponsor, SNMA assists the school with recruitment efforts. Its faculty advisor mentors students within the organization, coordinating where necessary, resources aimed at tutoring, academic support, and remediation. Students in the SNMA chapter at SIU School of Medicine routinely sponsor activities on campus to inform and educate about issues relevant to students and physicians who are underrepresented in medicine.

– ACADEMIC ENVIRONMENT –

The school graduated its 2,399th medical student during its May 2011 commencement. Of the graduates who have completed their clinical residencies and are currently practicing physicians, 43.1% are practicing in Illinois and 17.7% are practicing in the contiguous states of Wisconsin, Iowa, Missouri, Kentucky, and Indiana. Of those practicing in Illinois, 24% are located in rural locations.

In the 2010-2011 admissions cycle, the school received 1,075 applications. Of the 72 incoming students who accepted invitations to enroll in the class, 20 were minority students; 10 were underrepresented minority students. Compared to the national average of 52% males and 48% females, the SIU School of Medicine’s enrollment is 53% males and 47% females.

Overview of Accomplishments

As shown in the following table, the majority of SIU School of Medicine students come from rural communities of 25,000 or less in population. These data confirm, in keeping with its mission, that the school continues to draw individuals from rural communities into the medical profession.

Table I: Demographics of Current SIU School of Medicine Medical Students

| Class | % From Towns of 25,000 or Less | Males | Females | Mean Age | Age Range | Children of Physicians |
|-------|--------------------------------|-------|---------|----------|-----------|------------------------|
| 2011 | 68% | 34 | 38 | 23.6 | 20-43 | 9 |
| 2012 | 53% | 40 | 32 | 23.2 | 20-34 | 12 |
| 2013 | 54% | 39 | 33 | 24.0 | 21-46 | 12 |
| 2014 | 53% | 39 | 33 | 23.2 | 20-45 | 12 |

SIU School of Medicine is currently approved to accept 72 students in each class for a total of 288 students. As noted earlier, all students must be Illinois residents, and the school focuses on acceptance of students from rural areas of central and southern Illinois. The following chart compares 2005 U.S. census data for the central/southern Illinois region with data reflecting the school’s medical student population.

Table II: SIU School of Medicine Medical Students and Regional Comparatives

| Description | Black Non-Hisp. | Hispanic | White Non-Hisp. | Am. Indian Alaskan Nat. | Asian/Pacific Islander | Two or More Races | Total Minority |
|--------------------------|-----------------|-------------|-----------------|-------------------------|------------------------|-------------------|----------------|
| Census Data | 7.8% | 3.0% | 87.6% | 0.0% | 1.6% | 0.0% | 12.4% |
| New Enrollees | 9.9% | 4.2% | 71.8% | 0.0% | 14.1% | 0.0% | 28.2% |
| Total 2010/11 Enrollment | 12.1% | 3.4% | 70.8% | 1.0% | 12.7% | 0.0% | 29.2% |

Census data – 2010 U.S. population census data estimate for 86 central and southern Illinois counties served by the School of Medicine
 Census data is not available for two or more races category.

New enrollees – 2010 *new* enrollees/matriculants to SIU School of Medicine

Total 2010/11 enrollment – Fall 2010 enrollment for all four medical school classes (MSI-MSIV)

It is noted that the population estimates prepared by the U.S. Census Bureau (2010), with data available this year, indicate that the total racial minorities for central/southern Illinois counties served by the SIU School of Medicine is 12.4%. The medical school’s minority enrollment reached an all-time high of 29.2% this year. The school continues to meet its goal of reflecting a diverse mix of students who will mirror the minority population for the counties it serves.

This year the school was successful in attracting 5 students from the MEDPREP program into its entering class, with 19 from MEDPREP represented in the total student population.

Report on Faculty

For the calendar year January 1 through December 31, 2010, there were 51 new faculty members recruited to the School of Medicine.

The percentages for this category follow:

Table III: SIU School of Medicine Medical Faculty and Regional Comparatives

| Description | Black Non-Hisp. | Hispanic | White Non-Hisp. | Am. Indian Alaskan Nat. | Asian/Pacific Islander | Two or More Races | Total Minority |
|---------------|-----------------|----------|-----------------|-------------------------|------------------------|-------------------|----------------|
| Census Data | 7.8% | 3.0% | 87.6% | 0.0% | 1.6% | 0.0% | 12.4% |
| New Faculty | 25.5% | 3.9% | 54.9% | 0.0% | 13.7% | 2.0% | 45.1% |
| Total Faculty | 2.7% | 3.0% | 72.5% | 0.0% | 21.0% | 0.8% | 27.5% |

Census data – 2010 U.S. population census data estimate for 86 central and southern Illinois counties served by the School of Medicine

Census data is not available for two or more races category.

New faculty – *new* tenure and alternate track faculty hired from January 1-December 31, 2010

Total faculty – tenure and alternate faculty on staff as of December 31, 2010

Of the total faculty population in 2010, 41.5% were females on the tenure and alternate track, and 37.3% of the new faculty hires were female.

The school’s faculty shows a steady growth in overall minority representation from 18.4% in 2001 to 27.5% in the current year for total faculty population.

Report on Staff

Principal Administrative Appointment Staff

A total of 48 new principal administrative appointment staff were hired this past year. It should be noted that principal administrative appointments also include those for researcher positions at the school. Of the 48 new principal administrative appointment staff hired, 18 were researchers.

The percentages for this category follow:

Table IV: SIU School of Medicine Principal Administrative Staff and Regional Comparatives

| Description | Black Non-Hisp. | Hispanic | White Non-Hisp. | Am. Indian Alaskan Nat. | Asian/Pacific Islander | Two or More Races | Total Minority |
|-------------|-----------------|----------|-----------------|-------------------------|------------------------|-------------------|----------------|
| Census Data | 7.8% | 3.0% | 87.6% | 0.0% | 1.6% | 0.0% | 12.4% |
| New PAA | 2.1% | 2.1% | 72.9% | 2.1% | 20.8% | 0.0% | 27.1% |
| Total PAA | 1.2% | 1.6% | 88.8% | 0.3% | 8.1% | 0.0% | 11.2% |

Census data – 2010 U.S. population census data estimate for 86 central and southern Illinois counties served by the School of Medicine

Census data is not available for two or more races category.

New PAA – *new* principal administrative appointment staff hired from January 1-December 31, 2010

Total PAA – principal administrative appointments on staff as of December 31, 2010

Once again, the commitment to mirroring the diverse population for the area served has been a focus. Since the fall 2007 report, the total PAA minority population has grown from 9.8% to 11.2%.

Civil Service Staff

A total of 136 civil service employees were hired this past year.

The percentages for this category follow:

Table V: SIU School of Medicine Civil Service Staff and Regional Comparatives

| Description | Black Non-Hisp. | Hispanic | White Non-Hisp. | Am. Indian Alaskan Nat. | Asian/Pacific Islander | Two or More Races | Total Minority |
|----------------|-----------------|----------|-----------------|-------------------------|------------------------|-------------------|----------------|
| Census Data | 7.8% | 3.0% | 87.6% | 0.0% | 1.6% | 0.0% | 12.4% |
| New CS Staff | 7.4% | 0.0% | 89.7% | 0.7% | 2.2% | 0.0% | 10.3% |
| Total CS Staff | 4.4% | 0.2% | 94.4% | 0.2% | 0.4% | 0.4% | 5.6% |

Census data – 2010 U.S. population census data estimate for 86 central and southern Illinois counties served by the School of Medicine

Census data is not available for two or more races category.

New CS staff – *new* civil service staff hired from January 1-December 31, 2010

Total CS staff – civil service staff as of December 31, 2010

Although diversity among civil service staff since the recruitment report in fall 2007 has decreased from 6.8% to 5.6%, this year's efforts to diversify continued to increase. The School of Medicine continues to support targeted in-house job fairs, participation in high school career days, and improved communications with local training schools such as Lincoln Land Community College, Capital Area Career Center, Capital Area School of Practical Nursing, and Midwest Technical Institute, which have had a positive contribution towards the effort to increase in minority representation. The school has also increased its participation with many of these organizations as a training site for practical experience and on-site training programs. This past year, Human Resources has assisted job seekers at Illinois Work.net in Springfield by presenting information and answering questions about the application, testing, and hiring process at SIU School of Medicine. Also, in order to further expand recruitment, the School of Medicine coordinated the mailing of over 2,700 postcards in November 2010, soliciting licensed practical nurses to apply with the School of Medicine. The goal of the mailing is to increase the applicant pool and reach a diverse population of qualified nursing candidates.

SUMMARY

A consistent and measured approach has been applied to improving the diversity of the SIU School of Medicine population over the past decade. The results of the steady effort and focus on this area are shown in this report. While the school is justifiably pleased in its progress, it recognizes the continuation of its efforts are a must to assure continued improvement to meet its goal of reflecting the region's socioeconomic, ethnic, and cultural diversity.