



SOUTHERN ILLINOIS UNIVERSITY

April 26, 2013

Member of the Board Academic Matters Committee
Donna Manering

The Academic Matters Committee will meet at 9:00 a.m. on Thursday, May 9, 2013, in Ballroom B in the Student Center at Southern Illinois University Carbondale.

The following items are suggested for the agenda:

1. Approval of the Minutes of the December 13, 2012, Meeting (enclosure)
2. Information Report: *Success at Southern Illinois University / Fiscal Year 2012 Performance Report* (This report was mailed with the packet for the February 28, 2013, meeting. Please let me know if you need another copy.)
3. Endorsement of Pathways to Excellence: A Strategic Plan, SIUC (Board Agenda Item CCC)
4. Information Report: *Minority, Women, and Disabled Students, Faculty and Staff, Annual Report 2012* (enclosure)

Presenters: Paul Pitts, Assistant Chancellor for Institutional Compliance, SIUE
Wesley McNeese, Executive Assistant to the Dean for Diversity,
Multicultural, and Minority Affairs, SOM
Linda McCabe Smith, Associate Chancellor for Institutional Diversity,
SIUC

5. Presentation: *Engineers Without Borders: El Sauce, Honduras Water Supply Project*

Presenters: Bruce DeVantier, Faculty Advisor, Associate Professor, Civil and
Environmental Engineering, SIUC
Michael Godinho, Engineering Student
Daniel O'Dell, Engineering Student
Brad Wurl, Engineering Student

6. Other Business

Office of the President, Stone Center - Mail Code 6801, 1400 Douglas Drive, Carbondale, Illinois 62901

Member of the Board Academic Matters Committee

Page 2

April 26, 2013

I look forward to seeing you at the meeting.

Sincerely,



Paul D. Sarvela

Vice President for Academic Affairs

/am

Enclosures

cc: Jesse Cler
David Hamilton
Roger Herrin
Don Lowery

Marquita T. Wiley
Glenn Poshard
Rita Cheng
Julie Furst-Bowe

Constituency Heads
Other Interested Parties

BOARD OF TRUSTEES

SOUTHERN ILLINOIS UNIVERSITY

Minutes of the Academic Matters Committee Meeting

December 13, 2012

The Academic Matters Committee met at 9:02 a.m. on Thursday, December 13, 2012, in Ballroom B in the Student Center at Southern Illinois University Carbondale. Present were: Donna Manering, chair pro tem, Ed Hightower, and John Simmons. Other Board members present were: Jesse Cler, David Hamilton, Roger Herrin, Mark Hinrichs, Don Lowery, and Marquita Wiley. Executive Officers present were: President Glenn Poshard; Chancellor Rita Cheng, SIUC; Chancellor Julie Furst-Bowe, SIUE; Vice President Paul D. Sarvela; and Senior Vice President Duane Stucky.

Minutes

Motion was made by Trustee Ed Hightower to approve the minutes of the November 8, 2012, meeting. The motion was duly seconded by Trustee Donna Manering and passed by Committee.

Recommendation for University Distinguished Service Award, SIUC [Ella Phillips Lacey] (Board Agenda Item J)

Recommendation for University Distinguished Service Award, SIUC [Pamela Pfeffer] (Board Agenda Item K)

Recommendation for University Distinguished Service Award, SIUC [Philip Pfeffer] (Board Agenda Item L)

Recommendation for Honorary Degree, SIUC [Robert Murphy] (Board Agenda Item M)

Chancellor Rita Cheng commented on the accomplishments of Ella Phillips Lacey, Pamela Pfeffer, Philip Pfeffer, and Robert Murphy. She recommended that Distinguished Service Awards be granted to Dr. Lacey, Mrs. Pfeffer, and Mr. Pfeffer, and that an honorary Doctor of Humanities degree be awarded to Dr. Murphy.

Recommendation for University Distinguished Service Award, SIUE [Jerry and Mary Kane] (Board Agenda Item N)

Chancellor Julie Furst-Bowe commented on the accomplishments of Jerry and Mary Kane. She recommended that the Distinguished Service Award be granted to Mr. and Mrs. Kane.

Trustee Ed Hightower recommended approval of Board agenda items J through N and that they be placed on the Board's omnibus motion. The motion was duly seconded and was passed by the Academic Matters Committee.

Presentation: *The SIU Debate Team*

Todd Graham, Director of Debate, and student debaters Mike Selck, Sid Rehg, Ben Campbell, and Josh Rivera gave a presentation about the SIU Debate Team. Dr. Graham noted that over the holidays, SIU will take a team to Berlin to debate at the World Debating Championships, where 75 countries will be represented.

Other Business

Having no further business before it, the Academic Matters Committee adjourned at 9:50 a.m.

PDS/am

SUCCESS
AT
SOUTHERN ILLINOIS UNIVERSITY

FISCAL YEAR 2012
PERFORMANCE REPORT

SUBMITTED BY THE
OFFICE OF ACADEMIC AFFAIRS
TO THE
SOUTHERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES
FEBRUARY 2013

TABLE OF CONTENTS

SOUTHERN ILLINOIS UNIVERSITY	1
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE.....	5
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE.....	27
SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE.....	41

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY

In 2009, the Illinois Board of Higher Education adopted the *Illinois Public Agenda for College and Career Success*. The *Illinois Public Agenda* is the strategic plan for higher education in Illinois.

The plan, which was based on input from multiple stakeholder groups representative of the people of the state of Illinois, challenges public universities to:

- Increase educational attainment to match best-performing states.
- Ensure college affordability for students, families, and taxpayers.
- Increase the number of high-quality postsecondary credentials to meet the demands of the economy and an increasingly global society.
- Better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions.

In 2010, the Illinois Board of Higher Education reaffirmed the goals of the *Illinois Public Agenda* and outlined a communications plan and accountability reporting system used to share information regarding progress in attaining *Illinois Public Agenda* goals with stakeholders. In 2012, IBHE implemented for the first time a performance funding model to determine in part the allocation of funds to Illinois public universities. This process has increased the importance of the *Illinois Public Agenda*, because many of the variables in the performance funding model are related to *Illinois Public Agenda* goals. For these reasons, it is important for universities to share with stakeholders their achievements as they relate to the *Illinois Public Agenda* goals.

This report documents the efforts of Southern Illinois University faculty, staff, and students, and the University's regional and statewide partners, as they relate to the four goals outlined in the *Illinois Public Agenda*. Although only a sample of the work completed in FY 2012 can be presented in this report, the document provides an overview of the educational programs, research and scholarly activities, and community service that Southern Illinois University provides the people of Illinois.

GOAL 1: Increase Educational Attainment to Match Best-Performing U.S. States and World Countries

PUBLIC AGENDA FOR
COLLEGE AND CAREER SUCCESS
ILLINOIS BOARD OF HIGHER EDUCATION

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.

RECOMMENDATION 2: Increase the number of adults, including GED recipients, reentering education and completing a postsecondary credential.

RECOMMENDATION 3: Reduce geographic disparities in educational attainment.

STUDENT SUCCESS

RECOMMENDATION 1

- SIU served approximately 2,185 children in its Head Start programs in Jackson, Madison, St. Clair, and Williamson Counties in FY 2012.
- SIU served approximately 473 people at the East St. Louis Center in FY 2012.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY

- SIU reached 3.2 million people, including preschool through university students and their teachers, with free educational services through public media during FY 2012.
- SIU partnered with three school districts, the Boys and Girls Club, and Illinois Masonic Children's home in the Land of Lincoln AmeriCorps program. Ten students participated in the program and completed over 80 hours of training, conferences, and professional development. These 10 students assisted more than 500 children in our region and contributed over 8,000 hours in tutoring and mentoring.
- SIU operated one charter school and partnered with 308 teacher education partnerships in 197 schools in 74 districts in FY 2012. In FY 2012, SIU placed 1,493 teacher education students in these partnership schools.
- SIU has 298,539 living alumni who have benefited from an SIU education.
- Approximately 25 percent of the total SIU student population is minority (Black, 16 percent; Hispanic, 4 percent).
- Forty-nine percent of SIU's population is female students.
- SIU confers more than 8,236 degrees annually.

ADULTS REENTERING EDUCATION

RECOMMENDATION 2

- Through SIU in FY 2012, regional citizens earned 2,454 CEUs (Continuing Education Units) and 377 CPDUs (Continuing Professional Development Units); 1,498 students enrolled in 117 ILP (Individualized Learning Program) courses; and 5,432 students enrolled in 363 Web-based online semester courses.
- SIU offered 54 baccalaureate completion programs at Illinois community colleges, including two online nursing programs, an online information system technology program, and an online business administration program.
- SIU Student Services provided career services, counseling, disability support, and other services to assist adults reentering education.

GEOGRAPHIC DISPARITIES

RECOMMENDATION 3

- SIU offered approximately 27 capstone programs with community college partners in FY 2012.
- SIU participated actively with community colleges via the SICCM and SIHEC consortia.
- SIU provided degree programs and courses at 41 off-campus sites in Illinois in FY 2012.
- SIU is a charter member of the University Center of Lake County and provided eleven degree completion programs at the center, six degree completion programs online, and one certificate program online in FY 2012.
- Eighty-three percent of SIU's students come from Illinois.
- SIU enrolled 4,149 out-of-state students and 1,641 international students.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY

GOAL 2: Ensure College Affordability for Students, Families, and Taxpayers

PUBLIC AGENDA FOR
COLLEGE AND CAREER SUCCESS
ILLINOIS BOARD OF HIGHER EDUCATION

RECOMMENDATION: Make Illinois one of the five most affordable states in the country to get a college education.

- Federal, state, institutional, and private scholarships, loans, and employment provided more than 31,500 students, or 81 percent of the student population, with a total of \$448 million in support in FY 2011.
- SIU provided approximately \$162 million in grants, scholarships, and waivers to more than 20,206 students, or 64 percent of the financial aid-eligible student population, in FY 2011.
- SIU provided over \$46 million in wages to more than 6,680 students through student work programs in FY 2011.
- SIU has been traditionally an affordable university that provides a quality education at a reasonable price. FY 2012 new entering freshman tuition: SIUC – \$7,794; and SIUE – \$6,630. SIU’s medical school tuition and fees are comparable to other community-based medical schools.
- SIU provides housing at the national average cost.

GOAL 3: Increase the Number of High-Quality Postsecondary Credentials to Meet the Demands of the Economy and an Increasingly Global Society

PUBLIC AGENDA FOR
COLLEGE AND CAREER SUCCESS
ILLINOIS BOARD OF HIGHER EDUCATION

RECOMMENDATION 1: Increase the number of people with high-quality postsecondary credentials to ensure the state has an educated workforce and an engaged citizenry.

RECOMMENDATION 2: Improve transitions all along the education pipeline.

RECOMMENDATION 3: Increase the number of postsecondary degrees in fields of critical skills shortages.

HIGH-QUALITY POSTSECONDARY CREDENTIALS

RECOMMENDATION 1

- SIU has a graduate and professional enrollment of 7,624.
- SIU confers more than 2,200 graduate and professional degrees annually.
- SIU assures the quality of its education through 74 national and regional accrediting agencies.
- All degree programs are involved in multi-level (classroom, discipline, and program) assessment to ensure quality.
- SIU makes extensive use of external reviewers to evaluate academic programs.
- Faculty continually monitor and assess the critical thinking, written and oral communication, and computational skills of students in their core curriculum.
- At least 119 external advisory boards are utilized to identify internships, job opportunities, best practices, curriculum relevance, and development.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY

IMPROVE TRANSITIONS

RECOMMENDATION 2

- SIU offers preparatory programs for various professional careers.

FIELDS OF CRITICAL SHORTAGES

RECOMMENDATION 3

- SIU student performance on professional licensing exams was better on average than the state and national averages. Exam results are factored into program evaluation.
- Nursing enrollment has increased to 657 undergraduate and 238 graduate students.
- Pharmacy enrollment continues to increase, enrolling 322 students.
- Special education student enrollment is 228 undergraduates and 68 graduate students.

GOAL 4: Better Integrate Illinois' Educational, Research, and Innovation Assets to Meet Economic Needs of the State and Its Regions

PUBLIC AGENDA FOR
COLLEGE AND CAREER SUCCESS
ILLINOIS BOARD OF HIGHER EDUCATION

RECOMMENDATION: Boost Illinois into the ranks of the five states with the fastest growing economies.

- SIU had an FY 2012 budgeted payroll of \$484 million, with employees generating approximately \$48 million to \$58 million in Illinois tax revenue each year.
- SIU's funding from grants and contracts passed \$138 million in FY 2012, with much of the dollars coming into Illinois from out of state.
- SIU provided jobs for more than 7,800 employees in Illinois in FY 2012.
- SIU provided medical, dental, and nursing care at clinics throughout southern Illinois. SIU physicians provided 532,700 patient visits in FY 2012.
- SIU provides southern Illinois with research, service, and training through its centers and institutes in diverse areas including agriculture, wildlife, coal, public policy, education, environment, archeology, broadcasting, and community services.
- More than 551 full-time-equivalent employees provided public service to individuals and organizations outside the University in FY 2012.
- SIU received approximately \$18 million in private giving in FY 2012.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

Mission Statement

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 and the United States and from a large number of foreign countries, SIU Carbondale actively promotes the intellectual and social benefits of cultural pluralism, encourages the participation of non-traditional groups, and intentionally provides a cosmopolitan and general education context which expands student horizons 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 directions are evolved from staff and faculty strengths and mature in keeping with long-term preparation and planning.

Even as SIU Carbondale 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. SIU Carbondale 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.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

GOAL 1: Increase Educational Attainment to Match Best-Performing U.S. States and World Countries

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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.

RECOMMENDATION 2: Increase the number of adults, including GED recipients, reentering education and completing a postsecondary credential.

RECOMMENDATION 3: Reduce geographic disparities in educational attainment.

Southern Illinois University Carbondale has made great strides in increasing its responsibility to sustainability over the past year. The physical environment, organizational structure, and fiscal health of the University are set to be in better shape for those who will follow. Renovation projects, modifications of energy usage, and even placement of more recycling bins have begun to solidify our dedication and commitment to a greener campus. Construction projects such as the new Student Services Building which broke ground this year, will offer improved services for our students. Most importantly, the new Transportation Education Center opened for operations this fall. The new geothermal facility will provide great opportunities for instruction, research, and recruitment. The TEC is SIU Carbondale's first LEED-certified building. LEED stands for Leadership in Energy and Environmental Design. LEED-certified buildings are designed to lower operating costs and increase asset value, reduce waste, conserve energy and water, be healthier and safer for occupants, and reduce harmful greenhouse gas emissions.



STUDENT SUCCESS

RECOMMENDATION 1

Initiatives are in place at SIU Carbondale for continued development and expansion of programs dedicated to student success. Practices to establish a foundation for new

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

students that will continue to have an impact throughout their educational career have been implemented through University College.

Student Success Courses

- Increased the delivery of student success courses from 20 to 95+ sections of UCOL 101 Foundations of Inquiry, now required of all first-year entering students.
- New Student Programs hired, trained, and empowered 100 continuing students as Saluki Peer Mentors (SPM) to support the overall transition and retention of new first-year students in an engaging, meaningful mentor relationship focused on the development of academic and personal skills essential for success during the first year at SIU Carbondale.
- To provide additional support for retention and persistence, an SPM was assigned to each of the 95+ sections, to attend classes and to meet with students outside of the class.
- The UCOL 101 curriculum and pedagogy were revised to follow a student developmental model incorporating student attitudes and stressors indicated by the Wellness Center.

Early Intervention System (EIS)

- To identify students experiencing difficulty, EIS continued to track attendance in freshman-heavy courses including English, speech communication, and University College 101.
- For fall 2012, entry-level courses in mathematics were added to the EIS, tracking progress in Math 107, 108, and 113.
- Students identified as having academic difficulty were contacted by their math graduate assistant (GA), their UCOL 101 Saluki Peer Mentor, and their Academic Advisor; those having attendance difficulty were contacted by their Saluki Peer Mentor and Learning Support Services.
- During AY 11-12, 5,700 students were contacted.

Learning Support Services

- Learning Support Services provided academic tutoring free of charge to accommodate students of all races, ethnicities, socioeconomic status, genders, and abilities/disabilities.
- Staffed three math labs.
- During AY 11-12, served 1,600 students through group study sessions.
- Tutoring and group study sessions (previously Supplemental Instruction) showed retention rates 20 percent higher than the institutional average (87-92 percent compared to 67-70 percent).
- Four-year graduation rates were typically 9 percent higher than the institutional average (29-38 percent compared to 20-26 percent).

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

- Six-year graduation rates were typically 20 percent higher than the institutional average (63–66 percent compared to 43–45 percent).

First Scholars Program

- Retained 18 of the 19 eligible scholars from fall 2011 to spring 2012.
- All scholars earned a 2.5 GPA or above for fall 2011, with 12 of the 18 returning scholars earning a 3.0 or above, and 4 of those 12 making it onto the Dean's List for their college.
- The scholars averaged higher fall 2011 GPAs and were retained at a higher rate than other self-identified first-generation freshmen at SIU, and higher than the overall freshman class, as displayed in the graphic below.
- Both cohorts were approximately 75 percent female, while our institution's overall undergraduate enrollment was approximately 34 percent female.
- The racial and ethnic representation of the two cohorts consisted of approximately 43 percent minority students, while our institution overall had an undergraduate minority enrollment rate at approximately 29 percent.
- The scholars averaged higher spring 2012 and cumulative SIU GPAs, and were in good academic standing with the University at a higher rate than the entire freshman class as well as the self-identified first-generation freshmen at SIU, as displayed in the graphic below.
- Retained 17 of 18 eligible scholars from spring 2012 to fall 2012 (continued retention rate of approximately 94 percent for the program, a striking improvement over the institution's retention rate from first to second year).

	Spring 2012 GPA	Cumulative SIU GPA	Retention from Fall to Spring	Probation Status after Spring 2012	Suspended after Spring 2012
SIU First Scholars	2.643	2.877	94.74%	5.56%	0.00%
First-Gen SIU Freshmen	2.276	2.208	83.05%	8.78%	20.50%
All SIU Freshmen	2.323	2.265	83.93%	8.48%	17.81%

Student Support Services

- Created to ease the financial burden of attending college, the TRiO SSS Program offers a textbook loan library that allows students to check out textbooks for the semester. During fall 2012, \$6,701.17 was appropriated to provide 56 students with textbooks. Students can use this service throughout their undergraduate career.

University Honors

- Three SIU Carbondale students are among just 60 nationwide named to the annual *USA Today* All-USA College Academic Team. Lee Stewart of Dowell, a political science major, and Jessica Stout of Taylorville, a physiology major, each

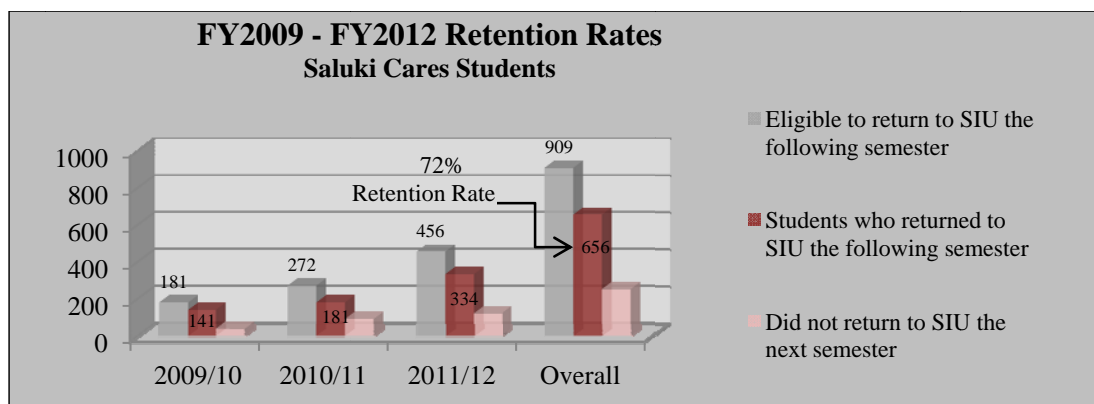
SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

have a place on the “First Team” as defined by *USA Today*, and Jordan Kabat of Waltonville, a 2011 mechanical engineering graduate, is on the third team. All three are University Honors students and Presidential Scholars. SIU is the only university in the nation to place two students on the First Team. Other students on the First Team hail from such universities as Rice, Cornell, the Naval Academy, Northwestern, and the University of California at Berkeley.

Saluki Cares

By working closely with faculty, staff, students, and their families, SIU Carbondale displays a culture of caring by demonstrating to our students and families that they are an important part of the community. Saluki Cares is an early alert initiative composed of professionals from different areas of campus life who work with students on a regular basis. Referrals are made from faculty, staff, parents, or other students, or by the student him/herself. The Saluki Cares team supports students with issues surrounding, but not limited to: adjustment issues, academic performance concerns, homesickness, financial stress, deaths, (student/family), extended illnesses, general welfare concerns, and other signs of stress.

- Represents a radical, cultural shift that starts to redefine the way SIU Carbondale engages with students.
- Saluki Cares Tuition Waiver Awards in FY12 = \$17,900; Saluki Cares Book Stipends Total Awarded FY12 = \$4,300. *Special thanks to the Alumni Association.
- Saluki Cares served 456 students during the 2011-2012 academic year.



Disability Support Services

SIU Carbondale has a long history of excellence in serving the needs of students with disabilities. Disability Support Services (DSS) is responsible for providing academic support services, including but not limited to test proctors, note takers, lab assistants, interpreters, and adapted textbooks and course materials. Overall, services offered through DSS reach virtually every aspect of the University, most noticeably classroom

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

settings, and are directly tied to retention and degree attainment for students with disabilities. In the past year, DSS has:

- Served 545 students with permanent and temporary disabilities.
- Administered and proctored 1,735 academic exams.
- Converted 319 textbooks into electronic or alternative format.

Additional Student Success efforts by college include:

College of Applied Sciences and Arts

- The Federal Aviation Administration selected SIUC as an affiliate institution in the new General Aviation Center of Excellence.
- SIUC Flying Salukis Intercollegiate Flight Team placed third in the nation at the National Intercollegiate Flying Association national championships in May 2012 (28 teams competed).

College of Business

- In order to improve the success of incoming students, the College of Business provided instructors for seven sections of UCOL 101B, serving approximately 165 new freshmen.

College of Education and Human Services

- Collaborated through a formal Professional Development School (PDS) model with four area school districts, in part to help local schools improve student academic success.
- Department of Educational Administration and Higher Education hosted two annual professional development conferences for school administrators in the bottom 33 counties. These conferences impacted over 300 local administrators.
- Collaborated with Egyptian School District with professional development workshops, a master's degree cohort in Teacher Leadership and a summer program for high school youth in an effort to improve student achievement and teacher performance.

College of Liberal Arts

- English Chair Michael Molino and faculty created a new pilot program that focused on a small group of at-risk students in English 101 composition courses. The new hybrid approach achieved remarkable results. The normal success rate in English 101 among Center for Academic Success students was 70 percent. The pilot success rate was 95 percent. The results led to the implementation of the teaching approach into all 107 sections of English 101.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

- A collaboration between the English department and Curriculum and Instruction used software to complement teaching and learning. Offering readings in both courses can possibly promote student success in writing courses and help students see the connection between the two subjects.

College of Mass Communication and Media Arts

- Radio-Television developed a new specialization in Broadcast Sports and the School of Journalism developed a specialization in Sports Journalism in response to growing workforce needs, the many sports cable networks, and students' interests. Radio-TV students are already involved in sports-related production on campus, including managing all visual productions for the Scoring Board during home-games.
- The School of Journalism instituted a detailed assessment plan to ensure that students achieve important competencies that the school and its accreditors consider important. The competencies are writing, grammar, law, and ethics. Their assessments show steady improvements. Every student is creating an online portfolio that will be assessed at the student's halfway point and upon graduation. This will help them assess the student learning outcomes and also give the student a portfolio with which to get a job or internship.

College of Science

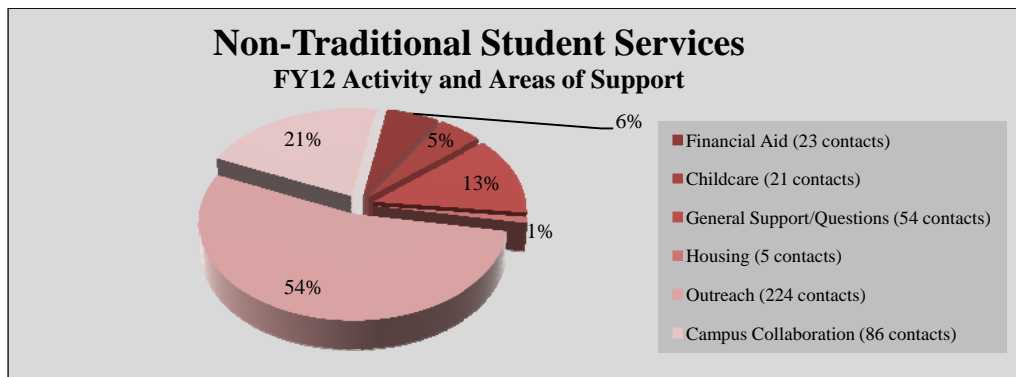
- Developed grants both from the State of Illinois and from the federal government to establish partnerships with K-12 schools and community colleges to improve science teaching pedagogy and the quality of science content provided in K-12 curricula by our partner teachers. Over \$4 million in science and education and training grants were active in 2011-2102, including IGERT (NSF), NOYCE (NSF), Southern Illinois Partnership for Achievement in Math and Science (IBHE), Partnership for Improved Science Instruction and Achievement through Computational Science (ISBE), SIU Carbondale Elementary SMART (ISBE), A Community of Problem-Solvers (NSF), and a renewed McNair Scholars Program.
- Internally, the Departments of Chemistry and Mathematics have instituted assistive technology-based learning laboratories for introductory courses in their respective programs, with great success in terms of improving student learning outcomes and overall educational attainment in these courses by a full letter grade in Math 107 and 108, and in Chem 200A and 210, major gateway courses to students in STEM fields.

ADULTS REENTERING EDUCATION RECOMMENDATION 2

SIU Carbondale established the office of Non-Traditional Student Services/Single Parent Programs to serve SIU's adult student population through guidance, support, and resource referral to enhance educational experiences from the point of entry to degree completion.

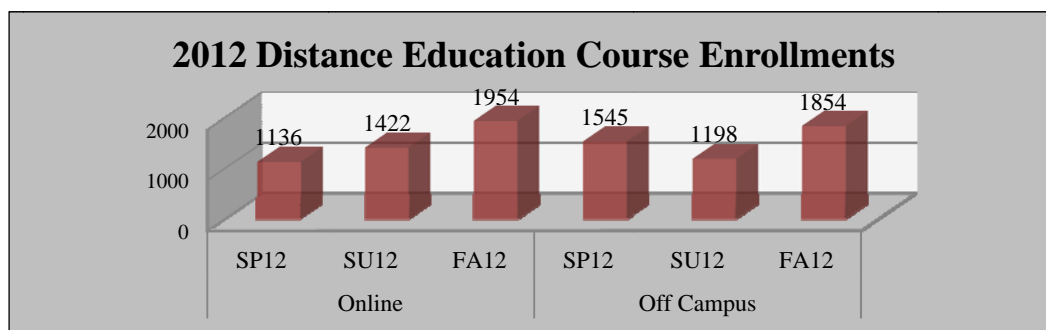
SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

- Provided two scholarships for SIU’s non-traditional students:
 - Non-traditional Student Services Activity Scholarship for a non-traditional exhibiting need, academic progress, and campus involvement.
 - Piper McMahan Endowed Scholarship for a current non-traditional, non-freshman undergraduate enrolled full time with a high school degree from Jackson County, Illinois.
- Implemented strategies to connect with students:
 - Established a student-led organization, Association of Non-Traditional Students, dedicated to building a sense of community among and increasing scholarship opportunities for SIU’s adult student population.
 - Developed electronic news communication sent monthly to nearly 5,000 students.
 - Provided general support, outreach, and resource referral pertaining to childcare, financial aid, and housing through over 400 individual student and campus contacts (see graphic, below).



It is the intention of Distance Education and Off-Campus Programs to provide high-quality programs to a culturally diverse student population through distance education systems. Outcomes of campus reorganization to expand online courses and programs are listed below.

- Offered 119 online courses and 149 off-campus courses during fall 2012.
- Offered undergraduate and graduate degree programs on 24 military bases and multiple civilian sites focused on adult learners and military students.



SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

College of Business

- The online BS degree in Business Administration completed its first full year of operation, doubling its enrollment. This program allows students with an AA degree to complete a BS degree without relocating and incurring all of the associated costs.
- The online MBA program enrolled its fourth cohort and doubled in size. The average age of online MBA students is 37, ranging from 24–58 years old, with an average of 14 years of business experience.

College of Education and Human Services

- Conducted a Grow Your Own (GYO) undergraduate degree program for “non-traditional” special education students in conjunction with Shawnee Community College. The program continues and now has 13 candidates enrolled at SIU Carbondale; five additional candidates are enrolled at Shawnee Community College. In 2009 there were three enrolled at SIU Carbondale.
- Offered a Workforce Education and Development undergraduate degree program on 13 military installations and one civilian site, focused on non-traditional students (adults) who return to school to complete their bachelor’s degree.
- Department of Workforce Education and Development began delivery of a master’s degree program, with a human resource development focus, in Southern California (Riverside) to help non-traditional students in that state complete a graduate degree for promotion and career advancement purposes.
- Off-campus cohorts in the Elementary Education department are particularly geared to re-entering adults, by offering many of the courses in the evening and on weekends.

College of Mass Communication and Media Arts

- The college provides a veteran-friendly atmosphere that supports returning veterans in the classroom and beyond. The School of Journalism is providing additional education and training for newsroom professionals returning to upgrade their skills and to get a deeper knowledge of media ethics and law. This year a retired Air Force colonel wrote a series of published stories on the mental health problems of returning vets.

GEOGRAPHIC DISPARITIES RECOMMENDATION 3

Emphasis continues upon the importance of serving the place-bound adult learner as part of the distance education strategic plan for the University. The University recently applied for and received an American Council of Education award to target place-bound adult learners attending academic military and civilian programs. This award will promote distance education and coordinate supporting place-bound adult learners

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

through a single point of contact, including an online academic advisement tool to complement efforts to grant degree credit for prior training or military experience. Initiated in 2012, New Online Program Development Funding awarded to develop five online certificates and one online master's degree.

Fall 2011 Distance Education Enrollments and Course Transitions		
Online and Off-Campus Courses Transferred to Academic Units	Off-Campus Student Enrollment	Online Student Enrollment
31	2002	405

Undergraduate Admissions

- SIU partners with local high schools and the Illinois Association for College Admission Counseling (IACAC) to host a regional Illinois College Exposition, serving students of far southern Illinois. Grants from IACAC reimburse regional high schools for busing their students to the event, and outreach by the Undergraduate Admissions Office promotes preparation among attending high school students through college-readiness presentations at the high schools in the weeks prior to the program.

College of Agricultural Sciences

- Over the last few years the SIU College of Agricultural Sciences has significantly increased online offerings in Animal Science, Agricultural Systems Technology, Biotechnology, and Hospitality and Tourism Administration. This includes new online certificate programs in Events Planning and Management, Companion Animal Nutrition, Food and Beverage Management, and Urban Ecological Landscape Design. The Events Planning and Management Certificate is also now offered at the University Center of Lake County north of Chicago. Efforts are under way to expand these online offerings.

College of Business

- Summer 2012 College of Business courses were made available online to residential students. Online course offerings allowed students to make progress towards their degrees from any location.
- The College of Business approved an online-completion option for off-campus, non-Business degree seeking students to complete the following Business minors: Business Administration, Management, and Marketing.
- The online MBA program has significantly extended its "reach": online MBA students hail from 16 states and American Samoa.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

College of Education and Human Services

- Overall, the college maintained off-campus programs with four community colleges in southern Illinois (Kaskaskia, Rend Lake Marketplace, Shawnee, and Southwestern Illinois) as well as in Belleville, Benton (Jefferson-Franklin Special Education District), Libertyville, the University Center of Lake County, and 14 military bases across the country.
- Health Education program offered six different online courses including Driver Task Analysis, Introduction to Biostatistics, and Injury Prevention and Safety.
- Rehabilitation Institute collaborated with school districts in the Metro East area and with developmental centers in Anna, IL, and Centralia, IL, to deliver autism treatment services and treatment for other developmental disabilities.
- Evaluation and Developmental Center (in the Rehabilitation Institute) is funded to provide job placement services in southern Illinois and to upgrade the only disabled driver education program in southern Illinois.
- Conducted a summer program for Egyptian High School students in an effort to improve student achievement and to motivate the students to begin planning for admission to an institution of higher education.

College of Mass Communication and Media Arts

- Continued to develop undergraduate and graduate courses that are offered online. The School of Journalism is developing a certificate program in journalism aimed mainly at students in a variety of professions who want to develop these skills as well. In addition, the graduate program is developing an online certificate program for communication officers in non-governmental organizations (NGO) in response to the growing needs of these organizations worldwide to employ professional communicators to advance their goals. As far as we are aware, this will be the first certificate of its kind.

GOAL 2: Ensure College Affordability for Students, Families, and Taxpayers

**PUBLIC AGENDA FOR
COLLEGE AND CAREER SUCCESS
ILLINOIS BOARD OF HIGHER EDUCATION**

RECOMMENDATION: Make Illinois one of the five most affordable states in the country to get a college education.

Providing outstanding educational opportunity in a cost-effective and productive way reduces disparities within achievement by race, ethnicity, and socioeconomic status, and remains a focus of our University. Continued distance education program expansion with consistent in-state tuition rates creates affordability for low-income families as well as the place-bound adult student. Rate consistency will enhance the University's ability to provide place-bound adult learners to be successful with degree and certificate completion.

SIU Carbondale met the needs of low-income students and provided research-funded opportunities through the provision of scholarships and recent endowments. SIU

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

Carbondale also offered an alternate tuition rate for students from the states of Missouri, Indiana, Kentucky, Tennessee, and Arkansas. SIU Carbondale also offers an alternate tuition rate under the Geographic Enhancement Plan: Southern Illinois Talent Retention, to be known as the Southern Stars Tuition Rate. It provides that new, first-time freshmen from the 34 southern-most counties in Illinois who qualify for the Pell Grant and have taken a rigorous course of high school study be given an alternate tuition rate of 0.80 times the Illinois resident rate for four years, in accordance with Illinois Public Act 93-0228 (The Truth in Tuition Act).

- Southern Stars Alternate Tuition Rate students totaled 139
- Legacy Alternate Tuition Rate students totaled 701
- Border State Alternate Tuition Rate students totaled 784
- Saluki Scholarships provided to students with a financial aid gap equaled between \$1,000 and \$5,000 in assistance.

Financial Aid Office

- In 2011-2012, awarded \$5.07 million through the Illinois Veterans' Grant, Illinois National Guard, and MIA-POW awards to 771 students with \$1.8 million in reimbursement from the State of Illinois.
- Changed the packaging policy in the Financial Aid Office to better utilize the limited amount of institutional financial aid.
- Awarded over \$5.8 million in institutional grants in financial aid packages for 2012-2013.
- Awarded more than \$1.4 million in academic scholarships to 221 new, undergraduate students for 2012 fall semester, including 24 full-ride Chancellor's scholarships.
- Funded 170 undergraduate assistantship positions for 2012-2013.

College of Agricultural Sciences

- The College of Agricultural Sciences offers nearly \$200,000 in scholarships to agricultural-specific majors annually through the Heritage Scholarship Program, making it easier for families to afford a college education.

College of Applied Sciences and Arts

- AVMAF, via its Captain's Club Fundraising group, raised nearly \$39,000 toward aviation scholarships at its annual Aviation Scholarship Golf Scramble in June 2012. Through its departmental scholarship program through the SIU Foundation, AVMAF awarded over \$50,000 in scholarships to its students in the 2011-2012 academic year.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

College of Business

- The online MBA program has recently been ranked based on affordability and identified as a “Best Buy MBA” program.

College of Education and Human Services

- Granted approximately 70 college-wide and departmental scholarships totaling over \$150,000/year for undergraduate and graduate students.
- Employed six full-time academic advisors for on-campus programs and one full-time advisor for off-campus programs (besides the WED/military programs, which employ several more on its own).
- Rehabilitation Institute funded approximately 80 graduate assistantships in service delivery areas including autism, traumatic brain injury, mainstream rehabilitation, substance abuse rehabilitation, and correctional rehabilitation.

College of Mass Communication and Media Arts

- Distributed over \$36,000 in scholarships and tuition waivers to students last year. In addition, the college awarded \$17,758 to 21 students from the MCMA Student Emergency Fund. Increasing scholarship funds remains a focus of their development work to emphasize the need for scholarship endowments from alumni.

GOAL 3: Increase the Number of High-Quality Postsecondary Credentials to Meet the Demands of the Economy and an Increasingly Global Society

PUBLIC AGENDA FOR
COLLEGE AND CAREER SUCCESS
ILLINOIS BOARD OF HIGHER EDUCATION

RECOMMENDATION 1: Increase the number of people with high-quality postsecondary credentials to ensure the state has an educated workforce and an engaged citizenry.

RECOMMENDATION 2: Improve transitions all along the education pipeline.

RECOMMENDATION 3: Increase the number of postsecondary degrees in fields of critical skills shortages.

HIGH-QUALITY POSTSECONDARY CREDENTIALS

RECOMMENDATION 1

All SIU Carbondale academic policies have undergone thorough review in the last year as an effort to better support student outcomes. Many of the policies had not been revised for many years and in some cases conflicted with each other. As a result of the year-long effort, we have implemented a number of academic policy changes. The new policies range in topic from GPA calculation, course limits, admission requirements, to student email and will help promote completion of degrees for students.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

College of Agricultural Sciences

- The demand for positions in the Food, Agriculture, Hospitality, and Renewable Resources sectors which the SIU College of Agricultural Sciences represents is very high. Enrollment in the College of Agricultural Sciences has increased 9.1 percent in the last five years.

College of Applied Sciences and Arts

- The Transportation Education Center, which supports the BS in Automotive Technology, the BS in Aviation Management, the BS in Aviation Technologies, and the AAS in Aviation Flight, is now open and will further enhance the student experience in all four of these degree programs.
- The Aviation Flight program is investing over \$2.4 million in new flight simulation equipment within the Transportation Education Center and has just invested \$1.5 million in new Cessna 172R aircraft with glass cockpits and an additional \$300,000 in the upgrading of existing Cessna 310R and 152 aircraft in the fleet. This is a \$4.2 million investment in equipment to support an already-excellent program, which supports the aviation industry in the state of Illinois and in the nation.
- The Aviation Management program is investing over \$500,000 in new air traffic control training equipment for the minor in Air Traffic Control. This is a major enhancement of both the AVM program and the ATC minor.

College of Business

- The College of Business is in the second year of offering Foundation Workshops in Business Fundamentals for people without an undergraduate degree in Business. Over 20 students have completed the workshops (offered before the fall and spring semesters in a boot-camp style). Although many of the students who complete this professional certificate program are intending to enroll in our on-campus MBA program, not all of the participants are looking for additional degrees. Rather, they want a certificate and the fundamental knowledge of how to run a business.

College of Education and Human Services

- Our programs enjoy noteworthy national rankings (among public and private universities) according to the *U.S. News and World Report*: Rehabilitation Counseling (RI) is #6; Workforce Education (WED) is #8; Communication Disorders and Sciences (RI) is #72; Social Work is #82; and the graduate programs (together) in Education are #71, up from #100 the year before (and ahead of many notable flagship institutions such as the University of Kentucky,

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

Iowa State University, Virginia Tech, University of Louisville, etc., and all programs in Illinois except Northwestern, University of Illinois at Urbana-Champaign, and University of Illinois at Chicago). Our doctoral program in Health Education was ranked a few years ago by a scholarly journal as #11 in the country.

College of Mass Communication and Media Arts

- Offered its students six experiential learning programs, five housed in the college and one in conjunction with the SIU Alumni Association. Last year, the College of Mass Communication and Media Arts placed 23 students in externships in five states (Illinois, California, Tennessee, Florida, and Georgia) as well as in Washington, D.C.
- Maintained five summer internship programs, known as the Studies Programs, in Hollywood (27 students), Chicago (8 students), New York (8 students), Nashville (7 students), and Washington, D.C. (1 student), for a total of 51 students. All of these programs are off-campus, residential programs except Chicago Studies, which does not have a housing component. In the 16-year history of the program, over 900 students have benefitted from involvement in the Studies Programs.
- Continued to meet annually with the Dean's National Industry Council, a group of alumni who evaluate programs from a media industries standpoint. The dean, associate dean, chairs, and directors discuss courses of study frequently with other alumni as well. The college routinely adds and modifies course offerings based upon this feedback.
- The Department of Cinema and Photography is the home of the Big Muddy Film Festival, the longest-running student film festival in the world. The department this year innovated a course in "Film Festival Studies," a rising sub-area of the discipline, taught by the graduate student assigned to assist faculty members in running the festival.
- Students in the School of Journalism's New Media News Production specialization learned to create and manage websites, a skill important to the Internet-based economy. The specialization's diverse, international faculty, including professors from Nigeria, India, and China, teach a broad view of the world and media coverage internationally.
- The Department of Radio-TV continued to train students in the live news broadcast River Region Evening Edition and other collaborations with WSIU, the public broadcasting station hosted in the college, and prepared them for the professional world with hands-on experience in the real broadcast world.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

IMPROVE TRANSITIONS RECOMMENDATION 2

University College

New Student Programs

- Provided New Student Orientation for all incoming students (freshmen and transfer students) to meet the needs of self-identified populations (veterans, non-traditional, families/guests) and outreach of support for minority populations. For 2012, there was an 89 percent attendance rate at New Student Orientation, with a 95 percent enrollment rate from attendees at New Student Orientation.
- Provided intentional extended orientation programs during Saluki Startup (four days of transition/extended orientation programming immediately prior to the fall semester beginning) and Week of Welcome (the integration of new students with continuing students during the first week of the fall semester).
- Increased first-year student involvement in campus traditions: more than doubled participation in Saluki Spring, New Student Tailgate, and additional alcohol-alternative programming/events throughout the year including Dawg's Nite Out (four times during this academic year), Family Weekend, and Homecoming.

Student Support Services

- During AY 2011-2012, 22 students enrolled in the TRiO Student Support Services (SSS) Program graduated. Eighteen of the students were African-American and four were Caucasian. Of this group of graduates, 18 were female and four were males. Background characteristics of these students included 59 percent who were low income and first generation, 32 percent who were only first generation, and 9 percent were only low income.
- Currently, 150 students are enrolled in the program: 105 are both low income and first generation; 36 are first generation, and nine are low income.
- Of the 150 current students, 138 are African-American, nine are Caucasian, and three are Hispanic.

College of Agricultural Sciences

- Over 60 percent of the students in the College of Agricultural Sciences are community college transfers. Well-written articulation agreements and the Capstone program have made transitions between community colleges and SIU relatively seamless.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

College of Applied Sciences and Arts

- Articulation agreements have been developed this year between SIUC's Health Care Management program and several John A. Logan College associate degree programs. Other programs continue to maintain and initiate articulation agreements with regional community colleges.

College of Business

- The STARS (Steps Toward Academic Responsibility and Success) Program completed its first year of providing an integrated support network for students who have shown previous academic difficulties. The program was presented at the 2012 NACADA Annual Conference in Nashville, TN.

College of Education and Human Services

- Department of Workforce Education and Development's military programs employed three academic advisors, a customer service representative, a financial advisor, a work experience and technical training evaluator, and a program manager to ensure that students have a degree plan, a financial plan, and support to finish their degree program.
- Yearlong Student Teaching Internships and the Teaching Fellows Program facilitate better preparation and transitioning from the bachelor's to the master's degree and to a well-prepared classroom teacher.
- Rehabilitation Institute began collaboration with Shawnee Community College to train substance abuse counselors.

College of Mass Communication and Media Arts

- For the past several years, Kellogg Hall in Thompson Point has been designated an all-MCMA residence hall. Residents live and study together, furthering the interdepartmental involvement so important in today's digital age. Students continued to take advantage of the computer lab, which added newer versions of Final Cut Pro and Adobe Bridge, programs used in many of their courses.

Undergraduate Admissions

- Expanded SIU Carbondale Service Center services by adding seven full-time staff to serve local seven community colleges. Service Center coordinators coordinate fall and spring transfer days on the community college campuses, hosting representatives from various SIU colleges and programs, providing informational sessions, and assisting with application completion.
- A bilingual admissions coordinator was hired to assist Spanish-speaking families through the enrollment process and transition to SIU.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

FIELDS OF CRITICAL SHORTAGES

RECOMMENDATION 3

College of Agricultural Sciences

- Demand for majors such as Crop, Soil, and Environmental Management, Agricultural Education, and Agribusiness Economics is particularly high. The SIU College of Agricultural Sciences is well positioned to train this workforce.

College of Applied Sciences and Arts

- In an effort to prepare students for the global job market, the School of Allied Health and the School of Information Systems and Applied Technologies, have developed the *Saluki Global Classroom*, an Internet portal. Currently, there is a project under way with Finland and a dental hygiene faculty member.

College of Education and Human Services

- Reading Teacher Endorsement coursework and Reading Specialist certification program offered by the Department of Curriculum and Instruction.
- Math–science partnership grants, such as SMART and PIASICS, offer courses to teachers for the improvement of elementary and middle school math and science instruction and learning.
- The Department of Workforce Education and Development’s Career and Technical Education (CTE) Teacher Certification Program prepares teachers in: (a) Health Careers; (b) Business, Marketing, and Computer Education; (c) Family and Consumer Sciences; and (d) Technology Education. Agricultural Education, the fifth CTE area, is offered through the College of Agricultural Sciences. SIU Carbondale is the only institution in the state that prepares teachers in all five CTE areas. Few teachers are certified in these areas, even though jobs in these technical areas are in high demand for students finishing CTE courses and programs.

GOAL 4: Better Integrate Illinois’ Educational, Research, and Innovation Assets to Meet Economic Needs of the State and Its Regions

**PUBLIC AGENDA FOR
COLLEGE AND CAREER SUCCESS
ILLINOIS BOARD OF HIGHER EDUCATION**

RECOMMENDATION: Boost Illinois into the ranks of the five states with the fastest growing economies.

In an effort to increase collaboration across campus and to aid in regional economic revitalization, the Office of Economic and Regional Development was assigned this past year to the Chancellor’s office. Housed in the Southern Illinois Research Park, the office is working to create and implement initiatives for University innovation. As the largest employer in southern Illinois, the University continues to have a major economic impact in the state and region. Below are statistics released last year from a collaborative study entitled “The Economic Impact of Southern Illinois University Carbondale in the

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

Region and the State of Illinois.” The study utilizes data from the previous fiscal year for compilation of economic impact on the state and region.

- For every \$1.00 appropriated by the state to SIUC, it generates roughly \$7.72 of economic activity annually to the state.
- SIUC contributes approximately \$8.14 billion in increased expected work life earnings for its graduates each year. Roughly half of that amount, or \$4.07 billion, gets circulated in the Illinois economy as 50 percent of SIUC graduates choose to stay in Illinois.
- SIUC contributes approximately \$859.1 million of total economic activity in the southern Illinois region and supports both directly and indirectly, 12,402 jobs generating \$551.5 million in personal income.
- Ultimately, each \$1.00 appropriated by the state to SIU Carbondale will return \$2.00 in the form of state and local taxes and generate \$46.00 of economic activity in the state
- SIU Carbondale had approximately 104,599 alumni working in Illinois.

Estimated Contribution of SIU Carbondale to the Economy			
	Direct	Indirect and Induced	Total
Expenditure	827.81 million	1,457.45 million	2,285.26 million
Employment	11,093	12,810	23,903
Labor Income	557.60 million	635.32 million	1,192.92 million

SIU Carbondale is keeping with its outreach and research missions by pursuing an aggressive program designed to upgrade the information technology infrastructure. The project includes an expansion of our bandwidth, network security, and hardware and wireless connectivity to our academic and student life buildings. We are also collaborating with the City of Carbondale on a grant proposal to bring additional fiber connectivity to the outlying areas of the campus. Better connections will provide security and quicker access to information while enhancing research capability. We have also implemented several policy changes to more effectively manage the vital research mission and strengthen the University. Many noteworthy faculty research accomplishments from the past year as well as current technology statistics at SIU Carbondale are noted below.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

2012 Faculty Research	
Publications	Conference Presentations
1,000 Journal Articles	583 Internationally
66 Books	1,000+ Nationally
139 Book Chapters	473 Regionally and Statewide
20 Productions	
60 Exhibitions	

Selected Technology Transfer Statistics			
Number of Inventions Disclosed	Licenses/ Options	U.S. Patent Applications Filed	U.S. Patents Issued
25	4	16	5

College of Agricultural Sciences

- The college is intimately involved in working with local produce producers to market and to better supply a crop of local foods in a sustainable manner.
- Innovative green technologies such as green roof construction and utilization, green walls, and other ecological landscapes are being tested and used to train students.
- A \$7 million grant from the Howard Buffet Foundation is being used to make traditional agriculture more sustainable and environmental friendly.

College of Applied Sciences and Arts

- The aviation and automotive departments are working with the Jackson Growth Alliance to leverage the assets of the Transportation Education Center (TEC) to attract new business and industry to the southern Illinois region. In addition, the development of the new TEC allows for the potential repurposing of the former automotive technology campus for economic growth.

College of Business (Online MBA Students)

- Completed full marketing plans for six local companies/organizations in spring 2012 (Jackson Growth Alliance, Southern Illinois Research Park, Carbondale Main Street, Bus to Chicago, Champion Investments, and Southern Illinois Credit Union).
- Completed full brand audits and brand positioning projects for five local companies and prospective local companies (Carbondale Main Street, SIU Communications Internal Branding, Southern Illinois Airport Authority, Saluki Hotel, Natural Med Apothecary).

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

- Collaborated with the Entrepreneurship and Business Development arm of the Office of Economic and Regional Development to create full promotional plans for five local small businesses (Kathleen's Bridal, Orderbolt Mobile App, Lill' Taste of Cuba, Little Egypt Brewery, Cool Spoons Frozen Yogurt) and ran/evaluated a one-month promotional campaign for the clients.
- Continued a long-standing relationship with Symrise, a major producer of flavors and fragrances. Students in the Product Development class do projects related to developing new flavors to evaluating the market potentiality of existing new product ideas.
- Worked with the Southern Illinois Research Park to assist in business plan creation and/or marketing plan creation with a number of university innovation initiatives that emerged out of the Operation Mousetrap program.

College of Education and Human Services

- The Illinois Innovative Delivery Education Alliance for Homeland Security (IDEA HS) awarded a grant for \$8,000 to fund development of the online course Disaster Preparation and Emergency Management for Families.
- Faculty member Dr. Beth Freeburg and students conducted an in-depth needs assessment for the Independent Electrical Contractors of Greater St. Louis that was used to evaluate their apprenticeship program that prepared commercial and residential electricians for the bi-state region.
- The International Laborers Union of North America contracted with the Workforce Education and Development department to provide an instructor preparation program for its trainers.
- ManTraCon looked to the WED department as a strong partner in its workforce development efforts during the plant closure period of Maytag/Whirlpool and Technicolor Universal Media Services (TUMS). WED conducted education fairs for displaced workers.

College of Engineering

- The College of Engineering is home to the Center for Embedded Systems (CES) that was established by the National Science Foundation as an industry/university partnership dedicated to developing a globally recognized center for embedded computing system technologies. In 2011, three new companies (General Dynamics, Hamilton Sundstrand, and Rockwell Collins) joined CES to conduct industry-relevant, multi-disciplinary research toward the design of embedded systems; develop clear and well-defined mechanisms to transfer the research results to industry; provide the nation with a cadre of scientists and engineers whose knowledge base and practical training covers a broad range of topics in embedded systems technology; and study the cross-disciplinary nature of embedded systems research that transcends the traditional computer science and electrical engineering boundaries.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

College of Mass Communication and Media Arts

- Initiated and led the Antarctica: Imagined Geographies interdisciplinary project that integrated research and creative work with community engagement and activism and resulted in 24 educational events on campus and in the community during spring 2012, including several prominent guests. The success of this project as a template for collaborations across campus and within the region has led the college to embrace the activities of Imagined Geographies as an on-going initiative.

Additional research and economic accomplishments:

- The Fisheries and Illinois Aquaculture Center received \$1.7 million for continued research on Asian carp, led by Director James Garvey.
- The Cooperative Wildlife Research Laboratory continues to be a top graduate research and education program in wildlife ecology. It brought in more than \$1 million in grants and contracts last year and currently supports nearly 30 graduate students. One of those students, Rachael Urbanek, was named Wildlife Student of the Year in 2011 by the North Central Section of The Wildlife Society.
- SIU Carbondale students volunteered more than 38,000 hours of service to assist non-profit organizations last fiscal year. More than 1,000 hours and contributions from over 160 students and faculty were made during the clean-up effort in the aftermath of the Harrisburg February 29th tornado. The School of Journalism raised over \$10,000 for the effort from the sale of “4:56A.M.”, a book depicting the story of the tornado’s tragedy.
- Construction began this year on the new Student Services Building. The facility will house 19 departments and offer improved services for our students, as well as present a wonderful front door to the campus. This visible improvement further maintains SIU Carbondale’s focus on student success.



Construction of the new Student Services Building at SIU Carbondale

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Mission Statement

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.

Focus Statement

Southern Illinois University Edwardsville serves traditional college-aged undergraduate students, with many commuting from the surrounding area, as well as older, part-time, and minority students. The campus offers a balance of instruction, research, and public service programs consonant with its role as the only public university in southwestern Illinois. Southern Illinois University Edwardsville also administers the School of Dental Medicine at Alton and operates a center in East St. Louis. In addition to pursuing statewide goals and priorities, Southern Illinois University Edwardsville:

- offers undergraduate programs and master's programs encompassing instruction in the arts and sciences, education, social services, business, engineering, and the health professions in order to improve the quality of life, economy, health care, and environment in the greater St. Louis metropolitan area.
- emphasizes graduate-level programs that prepare practitioners and professionals in those fields that are particularly relevant to addressing the social, economic, and health-care needs of the region.
- focuses off-campus programs in southwestern Illinois, except in fields such as nursing in which the University is distinctly positioned to offer off-campus completion programs for the central and southern Illinois areas; addresses the need for dentists in the central and southern regions of the state through its School of Dental Medicine; and addresses the need for pharmacists in the central and southern regions of the state through its School of Pharmacy.

The vision statement of Southern Illinois University Edwardsville (SIUE) states that “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” and clearly embraces the goals of the *Illinois Public Agenda*.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

GOAL 1: Increase Educational Attainment to Match Best-Performing U.S. States and World Countries

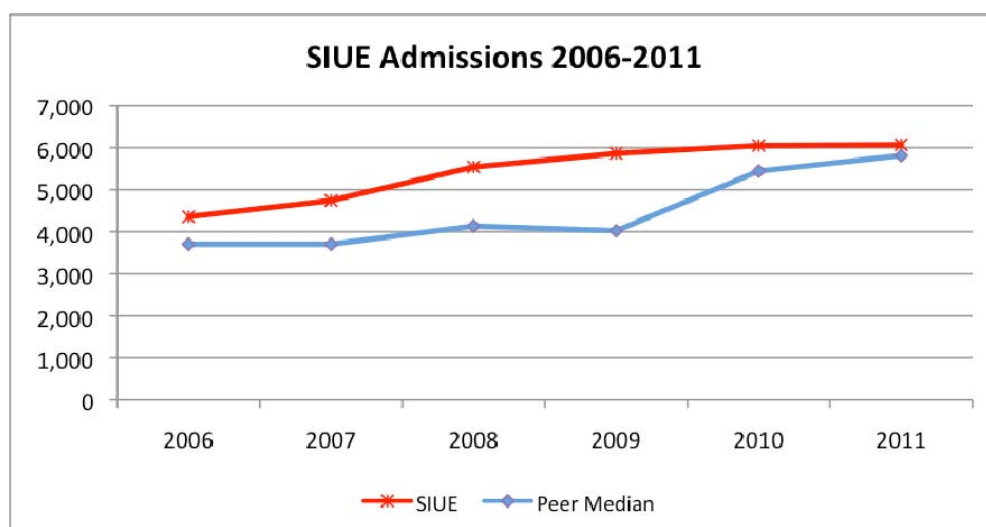
PUBLIC AGENDA FOR
COLLEGE AND CAREER SUCCESS
ILLINOIS BOARD OF HIGHER EDUCATION

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.

RECOMMENDATION 2: Increase the number of adults, including GED recipients, reentering education and completing a postsecondary credential.

RECOMMENDATION 3: Reduce geographic disparities in educational attainment.

Through striving to realize its vision, SIUE attained notable recognition in the past year. Enrollment at SIUE reached an all-time high in fall 2011. Total enrollment climbed to 14,235, with the record undergraduate enrollment supported by a record freshman class of 2,060. This marked the fourth year of overall enrollment growth at SIUE. It is the seventh consecutive year of growth in the size of the freshman class that has increased by 18 percent since fall 2005. Every year since 2006, SIUE has admitted more students than its IBHE peers:



In addition to unprecedented growth, SIUE continued to be recognized for the quality of its programs and services to students. For the third consecutive year, *U.S. News & World Report* designated SIUE as one of the “up and coming schools” in the nation for “making the most promise and innovative changes in the areas of academics, and faculty and student life.” For eight consecutive years, SIUE was among the top 20 Midwestern master’s universities. The *Washington Monthly* ranked SIUE among the Top 50 master’s granting private and public colleges and universities for a second year. Rankings are based on institutions’ commitment to the public good in three broad areas: Social Mobility, Research, and Service. SIUE ranks at the top of its IBHE peers for federal funding of research grants and contracts. During the 2011–2012 academic year, the University’s faculty and staff were awarded \$34.2 million in external support for

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

conducting a wide range of scholarly inquiry and supporting teaching and service initiatives. SIUE received the FOCUS St. Louis *What's Right with the Region* award in the category of Improving Racial Equality and Justice for its work through the SIUE East St. Louis Center.

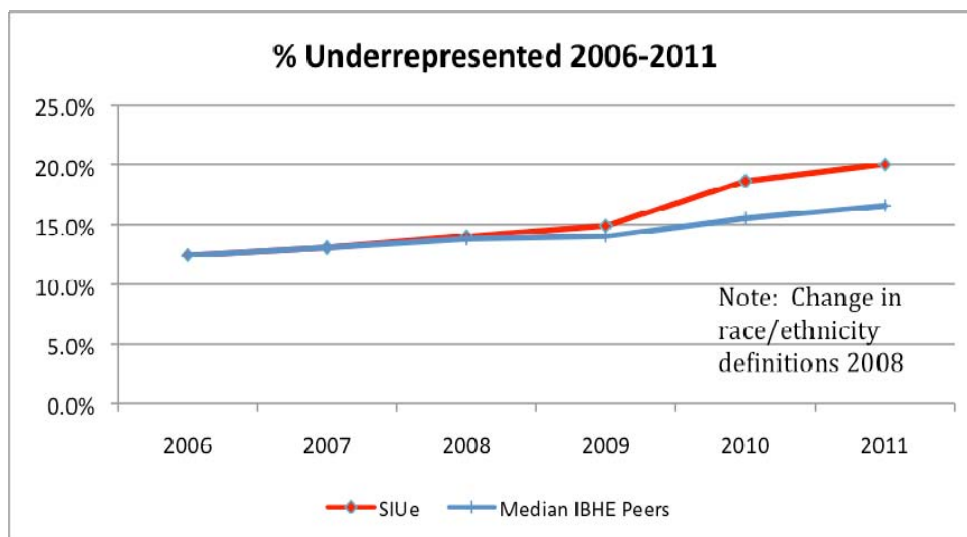
STUDENT SUCCESS

RECOMMENDATION 1

In recognition of its importance at SIUE, *Student Success* is one of the five Academic Affairs Imperatives. In support of this imperative, the University has established a Student Success Advisory Council and hired its first full-time Director of Retention and Student Success. The council and director are guided by a retention plan that is unique to SIUE, but is grounded in retention best practices.

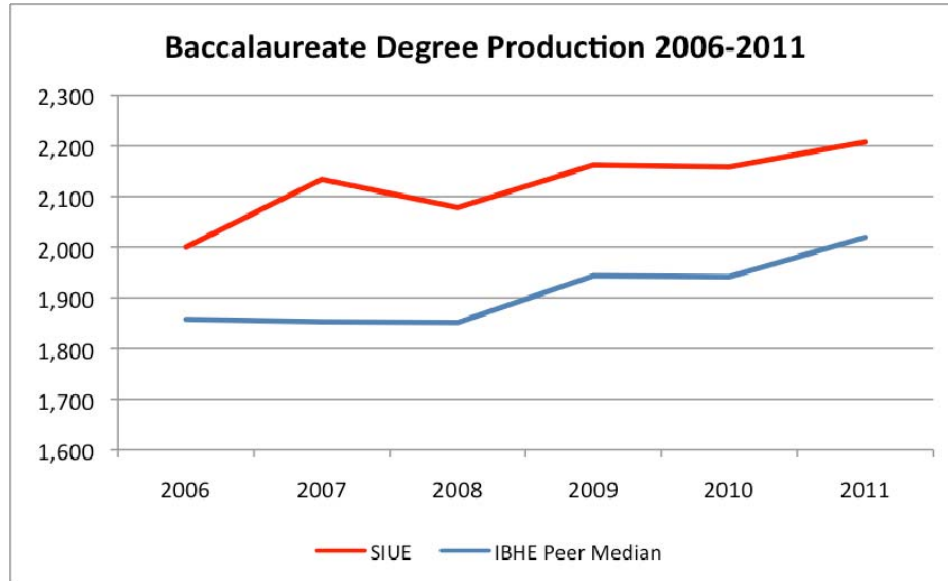
FY 2012 student success accomplishments include the following:

- The six-year graduation rate has increased from 44.7 percent in 2006 to 51.9 percent in 2011.
- In 2007, 13.1 percent of the SIUE student body was made up of minority students; in 2011 the percentage rose to 20.1 percent. Since 2008, SIUE has increased its percentage of underrepresented students at a greater rate than the median of its IBHE peers:



SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

- Baccalaureate degree recipients increased from 2,112 in FY 2007 to 2,208 in FY 2011.
- SIUE had a higher baccalaureate degree production than the IBHE peer median:



- In FY 2011, women earned 56 percent of the baccalaureate degrees conferred; this percentage is approximately the same as the average of the previous five years.
- Over the past five years, the SIUE STEM Center has consistently worked with 25 schools in St. Clair County to deliver and support STEM outreach programs, including Science Olympiad, Science and Engineering Research Challenge, and the STEM Resource Center. Through external grants from Scott Air Force Base and Vernier, Inc. the STEM Center acquired scientific probeware to loan to educators, including K-12 schools and community organizations.
- SIUE established the William Frederick Graebe Sr. STEM Learning Center, a 21st-century, high-tech classroom located at the SIUE East St. Louis Charter High School, constructed with a \$1 million gift from Robert H. and Norma J. Graebe.
- The SIUE Charter School continues to make great strides, generally outperforming the other high schools in District 189. The Charter School has an average attendance rate of 87 percent for the past four years and a 100 percent graduation rate for 2012. The graduation rate is up 5 percent from 2011. Ninety-two percent of the 2012 graduates were accepted to community colleges or universities. Charter High School students continue to take advantage of additional instructional support throughout the school year (including Saturdays and summer school), with 14 percent more students participating in the Upward Bound Program in 2012.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

- Through more than \$600,000 in grants, SIUE faculty provided professional development to chemistry, mathematics, science, history, and English teachers.
- Pass rates for professional fields continue to be near or above the state/national average:

Field	Examination for Licensure	2010			2011		
		# Students	Pass Rate (%)		# Students	Pass Rate (%)	
			Institutional	State/National		Institutional	State/National
Dentistry	National Dental Board Exam, Part II	NA	98.0%	NA/94.1%	NA	97.8%	NA/NA
Nursing	National Council Licensure Exam, RN	173	79.2%	NA/87.2%	177	83.0%	NA/88.0%
Education	Assessment of Professional Teaching	351	98.5%	NA/NA	359	99.7%	NA/NA
Speech-Language Pathology	National Examination in Speech-Language Pathology	NA	100%	NA/85.6%	NA	100%	NA/85.6%
Pharmacy	North American Pharmacist Licensure Examination	79	96.2%	89.8%/89.3%	78	100%	93.4%/93.8%

The Undergraduate Research and Creative Activities program included 183 faculty members and 183 stipend-supported students participating in the research assistants program, with an additional 169 students volunteering their time to work in faculty members' research labs. Ten research associates were financially supported, and nine of them presented their work in professional venues. Eleven research assistants also presented their work in professional venues.

ADULTS REENTERING EDUCATION RECOMMENDATION 2

Through partnerships between the Office of Educational Outreach and the academic units, the University is able to more effectively meet the needs of adult learners:

- Offered a workshop entitled *Board Development* in partnership with the SIUE Alumni Association.
- Worked with BJC Healthcare system to coordinate and support an interdisciplinary MS in Healthcare Informatics on-site at the BJC Learning Institute.
- Offered a healthcare workshop in partnership with the SIUE Office of Human Resources.
- Worked with Regional Offices of Education in Madison and St. Clair Counties to offer grant-funded workshops and experiences serving approximately 200 teachers and administrators.
- Collaborated with School of Education to offer National Endowment for the Humanities (NEH) summer workshops, bringing approximately 80 national and international educators to campus.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

- Served as the point of contact for the Madison County Department of Employment and Training for contract and tuition updates, as well as enrollment verification, and addition of programs for the Illinois Workforce Development system.

During the 2011–2012 fiscal year, SIUE offered off–campus cohorts catering to adult programs or professional development in the following locations:

- Southwestern Illinois College – Red Bud
- Southwestern Illinois College
- Dorris Intermediate School, Collinsville, IL
- Alton High School
- Belleville District 118 Building
- Waterloo High School
- South Roxanna School
- Whiteside Middle School
- Jersey Community High School
- St. Clair County Regional Office of Education
- SIUE School of Nursing – Carbondale
- SIUE School of Nursing – Springfield
- Staunton High School
- BJC Learning Institute
- Watershed, Edwardsville, IL

GEOGRAPHIC DISPARITIES **RECOMMENDATION 3**

SIUE is pursuing a new initiative to provide more non–traditional credit courses and programs. These courses and programs encompass off–site, on–line, video, hybrid, or other non–traditional delivery modes designed to extend access to more students and increase the capacity of the University to serve these students. Current accomplishments include:

- EChOS (Early Childhood On–Site Programs), a part–time cohort program that prepares working adults to be early childhood educators in public and non–public birth–to–third grade school settings. EChOS is offered at the undergraduate and graduate levels with both certification and non–certification options and currently enrolls 23 students at off–campus locations.
- a regional nursing program on the SIUC campus to meet the need for baccalaureate–prepared nurses in southeastern Illinois. The program is growing, and the full complement of students was admitted for fall 2012.
- a Master of Science in Education with a concentration in history program, supported through the Teaching American History grant from the Department of Education, which is serving 80 fourth– to sixth–grade teachers in 27 school districts in St. Clair County. Teachers have the option to combine the 18 hours

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

of coursework taken through the grant project and offered at the St. Clair County Regional Office of Education with coursework offered at the Whiteside Middle School to complete the degree. As many as 250 other teachers (including pre-service teachers) will be served through workshops and activities as a result of this program.

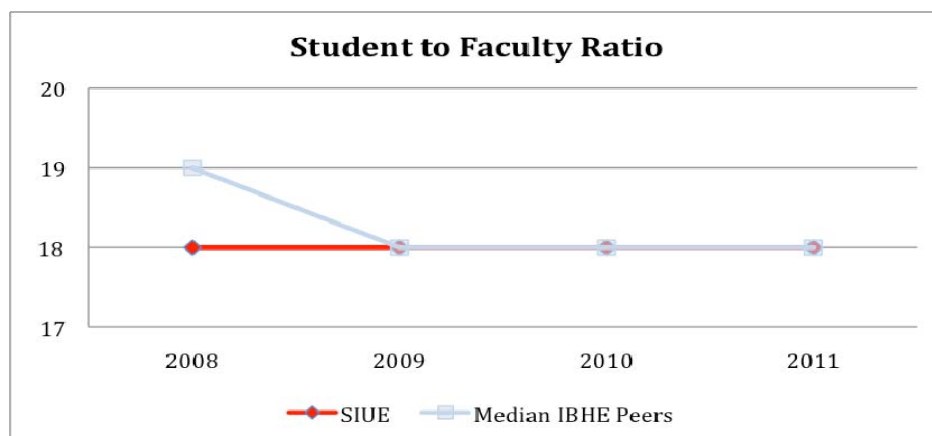
- a Master of Science in Educational Administration, with approximately 50 students pursuing this degree at Whiteside Middle School.
- an Illinois Superintendent Specialist Degree to be offered for the first time in fall 2012 at Whiteside Middle School.
- a newly approved *e Learning at SIUE* plan to be implemented to guide the strategic offering of online and blended courses and programs.
- the first cohort for the new online Doctor of Nursing Practice program.
- an increase in enrollment in off-campus offerings of 1.5 percent in 2011-2012.

GOAL 2: Ensure College Affordability for Students, Families, and Taxpayers

PUBLIC AGENDA FOR
COLLEGE AND CAREER SUCCESS
ILLINOIS BOARD OF HIGHER EDUCATION

RECOMMENDATION: Make Illinois one of the five most affordable states in the country to get a college education.

SIUE continues to maintain a favorable student/faculty ratio that is comparable to the median of its IBHE peers:



- First-generation students in the fall 2011 freshman class were awarded \$3,461,991 in need-based financial aid as compared to \$2,823,890 in 2010. This represents an increase of \$638,100 (23 percent).
- Scholarship offers to high-achieving students increased 123 percent from 2010-2011 to 2011-2012, with acceptances increasing 129 percent and the total amount of the awards increasing 97 percent. Acceptance of 2011-2012 scholarship offers for underrepresented students increased 223 percent from 2010-2011, with the total dollar amount of the acceptances increasing by 225 percent.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

- SIUE's mandatory tuition and fees remain the lowest of the state universities:

Institution	Fiscal Year 2012 Tuition and Fees		
	Cost Ranking	UG Entry-Level Cost	Cost vs. SIUE
U of I – Urbana/Champaign	1	\$14,414	\$5,549
U of I – Chicago	2	\$13,464	\$4,599
Illinois State	3	\$12,230	\$3,365
Northern Illinois University	4	\$11,795	\$2,930
SIU Carbondale	5	\$11,394	\$2,529
Northeastern Illinois University	6	\$11,038	\$2,173
U of I – Springfield	7	\$10,984	\$2,119
Chicago State University	8	\$10,724	\$1,859
Western Illinois University	9	\$10,719	\$1,854
Eastern Illinois University	10	\$10,534	\$1,669
Governors State University	11	\$8,936	\$71
Southern Illinois University Edwardsville	12	\$8,865	\$0

Note: Tuition and fee rates are for in-state, undergraduate, entry-level students, as provided by IBHE.

- The significant increase in student credit hour production, coupled with the University's commitment to using faculty resources wisely, has resulted in SIUE being more efficient than the average of Illinois public universities in the amount of dollars devoted to instruction:

Institution	UG Instruction Cost (Per FTE Student)
Chicago State University	\$11,544
University of Illinois – Springfield	\$10,960
Governor's State University	\$9,232
University of Illinois - Urbana/Champaign	\$9,048
University of Illinois – Chicago	\$8,862
Illinois State University	\$8,781
Eastern Illinois University	\$8,719
Northeastern Illinois University	\$8,640
Southern Illinois University Carbondale	\$8,517
Western Illinois University	\$8,405
Northern Illinois University	\$8,358
Southern Illinois University Edwardsville	\$7,196
Total Public Universities (Average)	\$8,747

Source: IBHE FY11 Tuition as a Percent of Instructional Costs Tables, February 17, 2010

Note: This is the most recent version of the IBHE Instructional Cost data.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

- While full-time-equivalent (FTE) Faculty Rank increased from fall 2010 (678.8) to fall 2011 (695.1) to keep pace with the FTE increase in students (12,003 in fall 2010 vs. 12,072 in fall 2011), the FTE for Faculty Rank & Administrative Title (129.2 in fall 2010 vs. 123.5 in fall 2011) and Administrative Title Only (484.6 in fall 2010 vs. 473.2 in fall 2011) both decreased.

GOAL 3: Increase the Number of High-Quality Postsecondary Credentials to Meet the Demands of the Economy and an Increasingly Global Society

PUBLIC AGENDA FOR
COLLEGE AND CAREER SUCCESS
ILLINOIS BOARD OF HIGHER EDUCATION

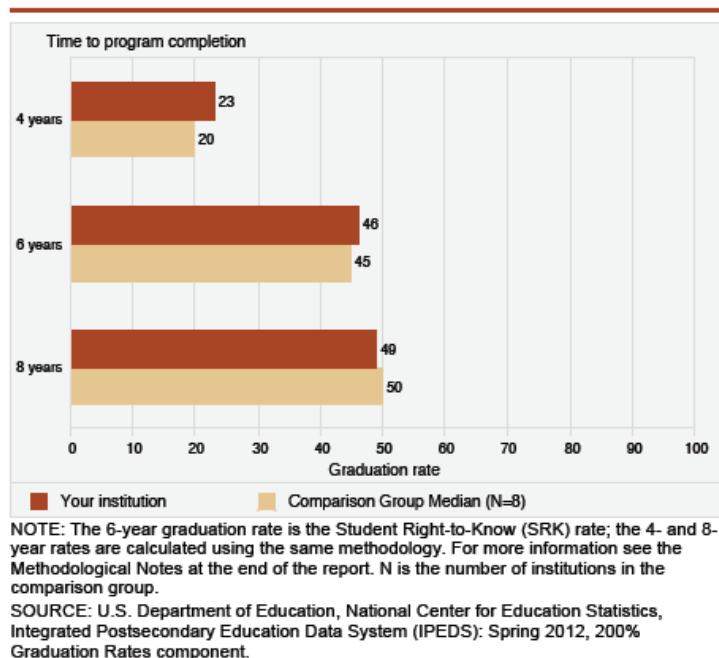
RECOMMENDATION 1: Increase the number of people with high-quality postsecondary credentials to ensure the state has an educated workforce and an engaged citizenry.

RECOMMENDATION 2: Improve transitions all along the education pipeline.

RECOMMENDATION 3: Increase the number of postsecondary degrees in fields of critical skills shortages.

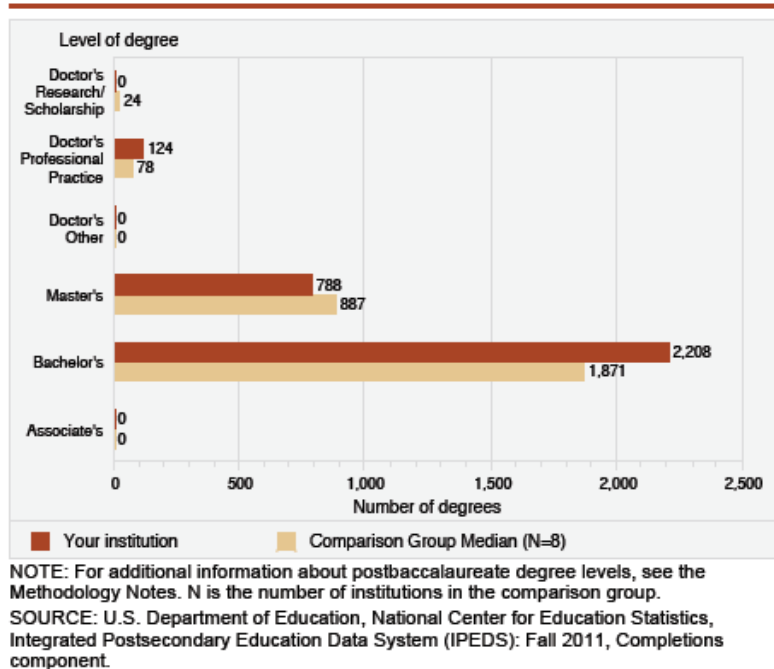
SIUE graduates are prepared in a variety of fields that address not only the demands of the economy but the increasing global society. SIUE prepares professionals in several fields of critical shortage such as nursing, dental medicine, pharmacy, and education. In fall 2011, 52,107 SIUE graduates lived in Illinois (a 3.8 percent increase over fall 2010) and 36,124 graduates lived in the Illinois portion of the St. Louis metropolitan area (a 3.0 percent increase over fall 2010).

The most recent IPEDS report shows that SIUE's four-year and six-year rates are higher than its IBHE peers, with eight-year graduation rates 1 percent lower:



SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Although SIUE had a lower unduplicated 12-month headcount than its IPEDS peers (16,484 vs. 19,205), the University awarded a higher number of degrees, especially at the baccalaureate level:



HIGH-QUALITY POSTSECONDARY CREDENTIALS RECOMMENDATION 1

- SIUE awarded 9.6 percent more degrees in 2011 (3,168) than in 2008 (2,891).
- The first cohort began the Doctor of Education in Educational Leadership program in fall 2011.
- From June 2011 to May 2012, the Environmental Resources Training Center (ERTC) trained over 950 students and awarded over 22,000 continuing education contact hours. The center had 25 students entering the one-year Water Quality Control Operations Program in fall 2011.
- In spring 2012, 27 participants from regional construction companies participated in the nine-week Construction Leadership Institute certificate program.
- SIUE implemented Caregiver Education & Training, a 10-week program designed to prepare individuals to perform caregiver activities for persons requiring assistance in their homes. The opportunity for employment is on the increase as the population of the U.S. ages. Participants are trained in safety, stress management, basic healthcare procedures (transferring, positioning, vital signs, and health conditions among others) in order to render safe and appropriate care of individuals requiring care and assistance.
- Boeing established a competitive Preferred Provider program from which it selects partners for specific educational needs. SIUE was selected as a Preferred

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Provider and works with Boeing on programs within its self-reported core competencies.

- At least 95 percent of graduates 1 year, 5 years, and 9 years post degree rate the quality of their SIUE education as either above average or average, with at least 94 percent saying their college education was important to their professional life, at least 89 percent saying it was important to their community life, and at least 96 percent saying it was important to their personal life.
- Of the nine-year-out graduates, 39 percent reported that they had earned an additional degree and 94 percent of those students reported that their SIUE degree had prepared them adequately to very well for their additional degree program.
- From 64 percent to 74 percent of 1 year, 5 years, and 9 years post degree graduates report involvement with non-degree career-related, organized formal learning, and 70 percent to 77 percent report involvement with volunteer work or community service activities.

IMPROVE TRANSITIONS

RECOMMENDATION 2

- SIUE continues to expand 2+ 2-type programs and/or dual admission programs with the following community colleges:
 - Kaskaskia Community College
 - Lewis & Clark Community College
 - Southwestern Illinois Community College
 - St. Charles Community College
- *GI Jobs Magazine*, a comprehensive guide for people transitioning out of the U.S. military, named SIUE a “Military Friendly School” for the second year. This honor places SIUE in the top 15 percent of all schools nationwide in offering programs and support for veteran and active duty military personnel.
- The School of Engineering offered summer residential sessions for 50 high school students to introduce engineering career choices and to give them a taste of life on campus.

FIELDS OF CRITICAL SHORTAGES

RECOMMENDATION 3

- The School of Dental Medicine graduated 46 students in 2011.
- The School of Nursing graduated 280 (undergraduate and graduate) students in 2011. The school implemented a highly successful, semester-long online Leadership Development Academy for healthcare agency-based nurses to assist them in moving into leadership/administrative positions within their agencies.
- The School of Pharmacy graduated 78 students in 2011. A concurrent PharmD/MBA degree program has been developed and approved. The school was recently recognized as the lead in a National Institutes of Health (NIH) Center of Excellence in Pain Education interdisciplinary team.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

- In 2010–2011, the U.S. Department of Education designated teacher shortage areas in special education, speech/language impairment, bilingual education, mathematics, physical education (K–8), reading, and science. In 2011, the School of Education graduated 49 students in special education, 28 students in speech/language impairment, 56 students in mathematics, 67 students in physical education, 7 students in reading, and 43 students in science.
- The Speech–Language Pathology program received Continuing Education Provider status from the American Speech–Language and Hearing Association and began offering CEUs in spring 2012.
- The University applied for IBHE approval to establish a Master of Science in Healthcare Informatics. The program will initially be offered for Barnes Jewish Christian Medical Center employees.

GOAL 4: Better Integrate Illinois' Educational, Research, and Innovation Assets to Meet Economic Needs of the State and Its Regions

PUBLIC AGENDA FOR
COLLEGE AND CAREER SUCCESS
ILLINOIS BOARD OF HIGHER EDUCATION

RECOMMENDATION: Boost Illinois into the ranks of the five states with the fastest growing economies.

- In FY 2012, SIUE faculty and staff received more \$34.2 million in grants and contracts for teaching, research, and service initiatives. The *Washington Monthly* ranked SIUE 6th for research expenditures by master's-granting institutions out of more than 350 such institutions nationwide.

The Integration of Educational, Research and Innovation Assets include the following:

- The Illinois Small Business Development Center at SIUE–East St. Louis Center met with 183 clients resulting in 650 counseling sessions. It conducted nine “Starting a Business in Illinois” educational workshops with a total of 54 attendees. The economic impact from this center includes four individuals starting businesses, 19 jobs created, and two business expansions.
- The Southwest Illinois Advanced Manufacturing Center (SIAM) completed 12 projects with a \$15 economic multiplier. For each dollar invested in SIAM projects, more than \$15 was returned to the regional economy in the form of retained and newly created jobs, productivity improvements, and quality enhancements. SIAM performs basic and applied research and workforce development activities for U.S. manufacturing and engineering companies. SIAM's primary service area consists of the 22 counties in the southwest and central regions of Illinois.
- NCERC at SIUE, in collaboration with the USDA and Biotork (a private sector firm), successfully converted “corn bran” into cellulosic ethanol. The 30L scale fermentation was the first of its kind, thus opening the door for a variety of cellulosic feedstocks to be converted into biofuels.
- Faculty in the School of Engineering are working on research projects with AmstedRail, APC Data Centers, Schlumberger and USTRANSCOM at Scott Air

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Force Base on manufacturing engineering, IT hardware and software, and transportation needs.

- A training affiliation agreement between the School of Dental Medicine (SDM) and the Scott Air Force Base (SAFB) AEGD program won an award from the Office of the Assistant Secretary of Defense (Health Affairs) for innovation in sharing resources in mutually beneficial ways. The SDM fills a much needed mentor position at SAFB, and dental staff members from SAFB volunteer to share their time at SDM, teaching in their areas of expertise.
- SIUE is an active participant in the Greater St. Louis Regional Chamber and Growth Association with representation on the Executive Committee, the Talent Initiative Human Resources Group, and the Health Economy Forum.
- University Park SIUE, Inc. (UP) is a University Related Organization that serves as a vital link between the University and the St Louis metropolitan area economic development community. Objectives are determined by aligning UP capabilities with indigenous resources and economic priorities within the region. UP staff members participate and hold leadership positions in several external stakeholder organizations including the St. Louis Regional Chamber and Growth Association, the Leadership Council Southwestern Illinois, the Madison Bond County Workforce Investment Board, and the Edwardsville Economic Development Alliance. These groups formulate economic development strategies and provide feedback creating context and guidance for UP objectives. UP operates a technology park that attracts private business tenants benefiting from a relationship with University faculty and students. Many of these tenants were referred to UP by external stakeholders.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

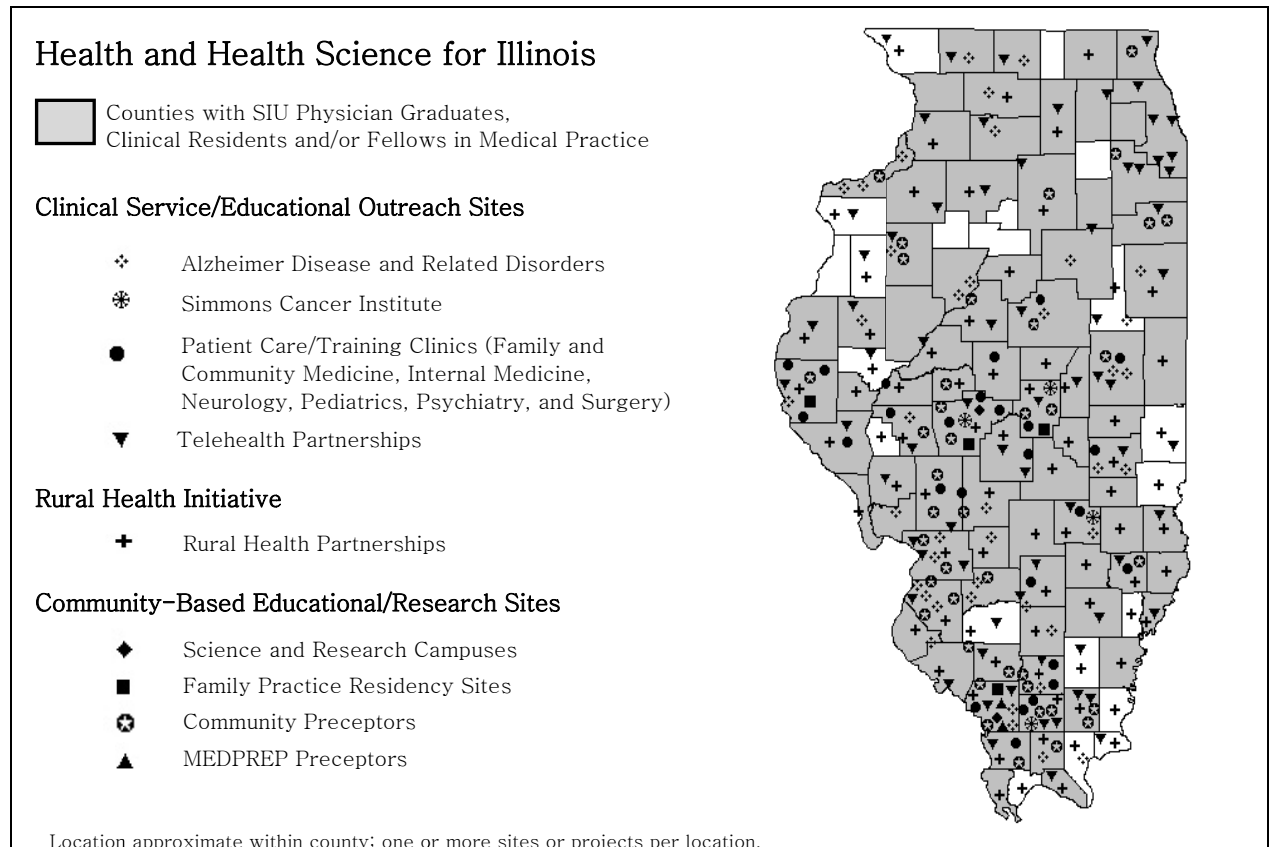
Mission Statement

The mission of the SIU School of Medicine 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.

Focus Statement

SIU School of Medicine will be a preeminent medical school stressing excellence and compassion in its programs. The school's education programs will be among the finest in the world, leading in innovation and scholarship, and excelling in the preparation of physicians and biomedical scientists. The school's clinical programs will bring the highest quality medical care to central and southern Illinois, extending these services through effective community outreach programs. Through the application of cutting-edge methodologies and ideas, the school's research programs will provide new avenues of thought to improve health care and enhance synergy with the school's education and patient care programs. SIU School of Medicine's highest aim is to serve its community through the advancement of knowledge and its application for the common good.

From *Southern Illinois University School of Medicine, Strategic Plan.*



SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY

SCHOOL OF MEDICINE

GOAL 1: Increase Educational Attainment to Match Best-Performing U.S. States and World Countries

PUBLIC AGENDA FOR
COLLEGE AND CAREER SUCCESS
ILLINOIS BOARD OF HIGHER EDUCATION

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.

RECOMMENDATION 2: Increase the number of adults, including GED recipients, reentering education and completing a postsecondary credential.

RECOMMENDATION 3: Reduce geographic disparities in educational attainment.

SIU School of Medicine's academic and service programs increase educational opportunities for the school's medical students, clinical residents and fellows, as well as expand community access to the school's educational resources.

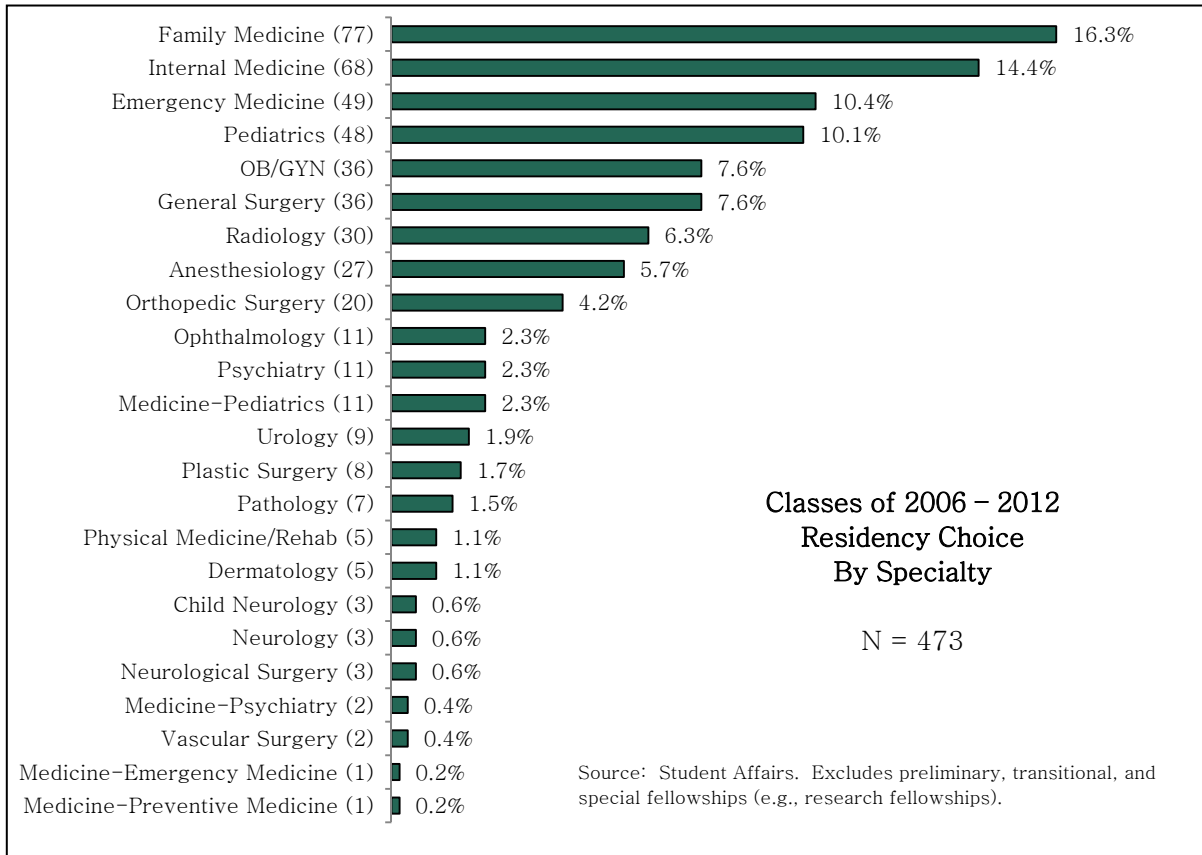
STUDENT SUCCESS

RECOMMENDATION 1

- **Medical Education:** The school's undergraduate medical education program leading to the M.D. degree is designed to prepare physicians for practice in the region; clinical residencies and fellowships train specialists in the medical and surgical specialties most in need in central and southern Illinois; and continuing medical education provides ongoing professional development to the region's practicing physicians and other health care professionals. In FY 2012, the school educated 298 medical students, trained 314 clinical residents/fellows, and provided continuing medical education to over 11,730 physicians and other health care professionals in over 1,400 sessions of regularly scheduled series and symposia.
- **Academic Accreditations:** In FY 2012, the medical school's Continuing Medical Education (CME) program received full "Accreditation with Commendation" from the Accreditation Council for Continuing Medical Education (ACCME). This six-year accreditation reflects CME's commitment to maintaining high professional standards for its courses and for demonstrating superior engagement and support to physician learning. SIU School of Medicine is fully accredited as a medical education institution and was reaccredited for undergraduate medical education (M.D. program) by the Liaison Committee on Medical Education in FY 2007; and in FY 2008 for graduate medical education (clinical residencies/fellowships) by the Accreditation Council for Graduate Medical Education. All graduate and service programs are in compliance with review requirements of the Illinois Board of Higher Education.
- **Comparisons to Other Medical Schools:** SIU's medical school compares favorably to other medical schools on key measures of student satisfaction and graduate practice choices. Based on data provided by the Association of American Medical Colleges, 94.8 percent of recent SIU medical graduates said that they were satisfied with their medical education, placing the school above the 90th percentile of all medical schools in the nation. SIU's medical school ranked above the 80th percentile for graduates practicing in primary care, above the 80th percentile for graduates practicing in underserved areas, and above the 90th percentile in graduates practicing in rural areas. These results are consistent with the school's mission.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

- Residency Choice:** M.D. graduates of SIU's medical school have been successful in obtaining highly competitive clinical residencies to continue their medical training. Graduates of the Class of 2012 began clinical residencies in summer 2012. Residency choices of the seven most recent graduating classes are shown here.



SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

- Medical Program – Examination Pass Rates:** SIU’s medical students pass the national U.S. Medical Licensing Examination (USMLE) Step 2 examinations at rates typically equal to or above students at other medical schools. Pass rates from the last three examination periods are listed below.

USMLE Step Examination	PASS RATES FOR SELECTED EXAMINATIONS								
	2009			2010			2011		
	#	Pass Rate (%)		#	Pass Rate (%)		#	Pass Rate (%)	
	Students	Inst'l	Nat'l	Students	Inst'l	Nat'l	Students	Inst'l	Nat'l
USMLE, Step 2 – Clinical Knowledge	69	96%	96%	69	97%	97%	62	95%	97%
USMLE, Step 2 – Clinical Skills	70	100%	97%	69	100%	97%	65	100%	98%

Note: Reflects examinations for first-time test takers taking examinations in the academic years noted. Source: National Board of Medical Examiners, USMLE reports, for the years noted.

- Medical Program – Graduates:** The school has been successful in graduating medical students, including those from underrepresented groups. Data from the most recent five-year period are summarized here.

MEDICAL STUDENT COMPLETION AND GRADUATION RATES BY GRADUATING CLASS						
Student Category	Graduating Classes					
	2011 Actual		2012 Actual		5-Year Total 2008 – 2012	
	Number	Percent	Number	Percent	Number	Percent
Minority Students	15	24.2%	25	34.7%	87	25.4%
African American	4	6.5%	9	12.5%	35	10.2%
Hispanic	1	1.6%	3	4.2%	12	3.5%
All Other	10	16.1%	13	18.1%	40	11.7%
Disabled Students	0	0.0%	0	0.0%	0	0.0%
Female Students	33	53.2%	34	47.2%	175	51.2%
All Graduating Students	62	100.0%	72	100%	342	100.0%

Note: Student categories listed here (Minority Students, Disabled Students, Female Students) are not mutually exclusive. All Graduating Students is the total count of medical students graduating in the periods noted; this includes the student categories listed above and all other students. All Graduating Students counts, as such, are not the sum of the categories shown in the table. Source: Student Affairs. September 4, 2012.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

ADULTS REENTERING EDUCATION RECOMMENDATION 2

Students attending SIU's medical school normally first graduate from an approved baccalaureate program and must complete the Medical College Admission Test (MCAT) prior to admission. Most students come to medical school directly from their undergraduate programs; in some cases, students may have first pursued graduate study or brief periods of professional employment. As such, they are better described as continuing their education rather than reentering it. SIU School of Medicine provides services to assist its students in completing their studies.

- **Student Services:** The school continued its successful student services and benefits programs, including new student orientation, student mentoring, student performance/improvement assessment, scholarships and student advisement, financial consulting services, career counseling, wellness activities, disability insurance program, diversity training, and student research support.
- **Career Counseling:** The medical school provided career counseling to all medical students across the four years of medical school. This program includes seminars, mentoring, and application assistance to residencies. Practicing physicians, medical educators, and departmental interest groups conduct the program and provide individualized counseling.

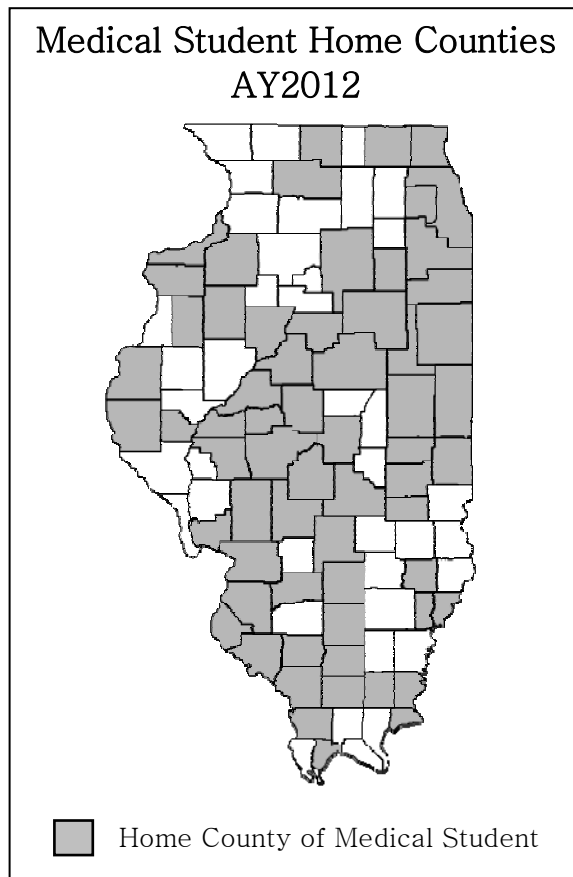


SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

GEOGRAPHIC DISPARITIES

RECOMMENDATION 3

- **Student Hometowns:** SIU's medical students come from rural areas, small towns, and cities in Illinois. In FY 2012, 82 percent of the medical students were from downstate Illinois and 33 percent came from rural counties. Students came from 63 of Illinois' 102 counties. More than half (58 percent) of the fall 2011 matriculating class came from communities of 25,000 or fewer citizens.
- **Regional Educational and Training Activities:** The school continued programs providing patient care and medical student/clinical resident training in regional locations including SIU's Family and Community Medicine medical education/patient care clinics in Carbondale, Decatur, Springfield, and Quincy; and the community-based student training (preceptorship) program rotating medical students through local physicians' offices, clinics, and hospitals.
- **Community Education and Outreach:** The medical school provided numerous community health and public education programs around the region. These included disease screenings, health assessments, and health education programs that were provided free to the community. An example is the medical student-run health care clinics programs for the homeless and under/uninsured in Springfield. Other outreach programs featured a health fair for Head Start families and teachers that provided health screenings and educational information on topics such as nutrition, physical activity, and disease prevention; a community outreach and education program for individuals suffering from Alzheimer disease and related disorders; and colorectal cancer screenings provided by the Simmons Cancer Institute in collaboration with area hospitals and the Vince Demuzio Colorectal Cancer Screening Initiative. The school provided community education programs such as the "Think-First" brain and spinal cord injury prevention program, as well as numerous other programs focusing on community health topics such as Parkinson disease, diabetes, and parenting skills/infant care for new/expecting parents. In FY 2012, the medical school's Division of Endocrinology's diabetes self-management education program was recognized by the American Diabetes Association (ADA) for its high quality.



SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

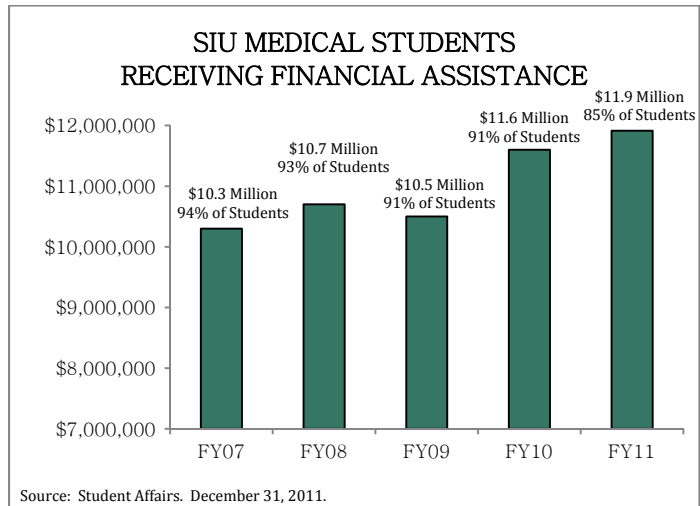
GOAL 2: Ensure College Affordability for Students, Families, and Taxpayers

**PUBLIC AGENDA FOR
COLLEGE AND CAREER SUCCESS
ILLINOIS BOARD OF HIGHER EDUCATION**

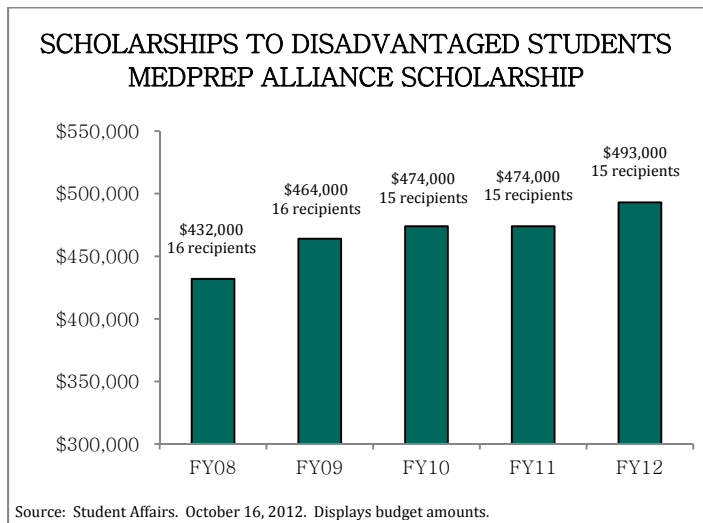
RECOMMENDATION: Make Illinois one of the five most affordable states in the country to get a college education.

SIU School of Medicine is committed to promoting value in tuition and providing additional funding for student scholarships. As such, the school strives to maintain affordability in its tuition, increase its funding of medical school scholarships, and provide other services and benefits of value to medical students, resident physicians and fellows, and graduate science students.

- Financial Assistance:** SIU School of Medicine assists medical students by awarding financial aid to help pay for their medical education. Because scholarship funds are limited, most financial need is met by combining various loan and scholarship programs. In recent reporting, 85 percent of SIU's medical students received financial assistance.



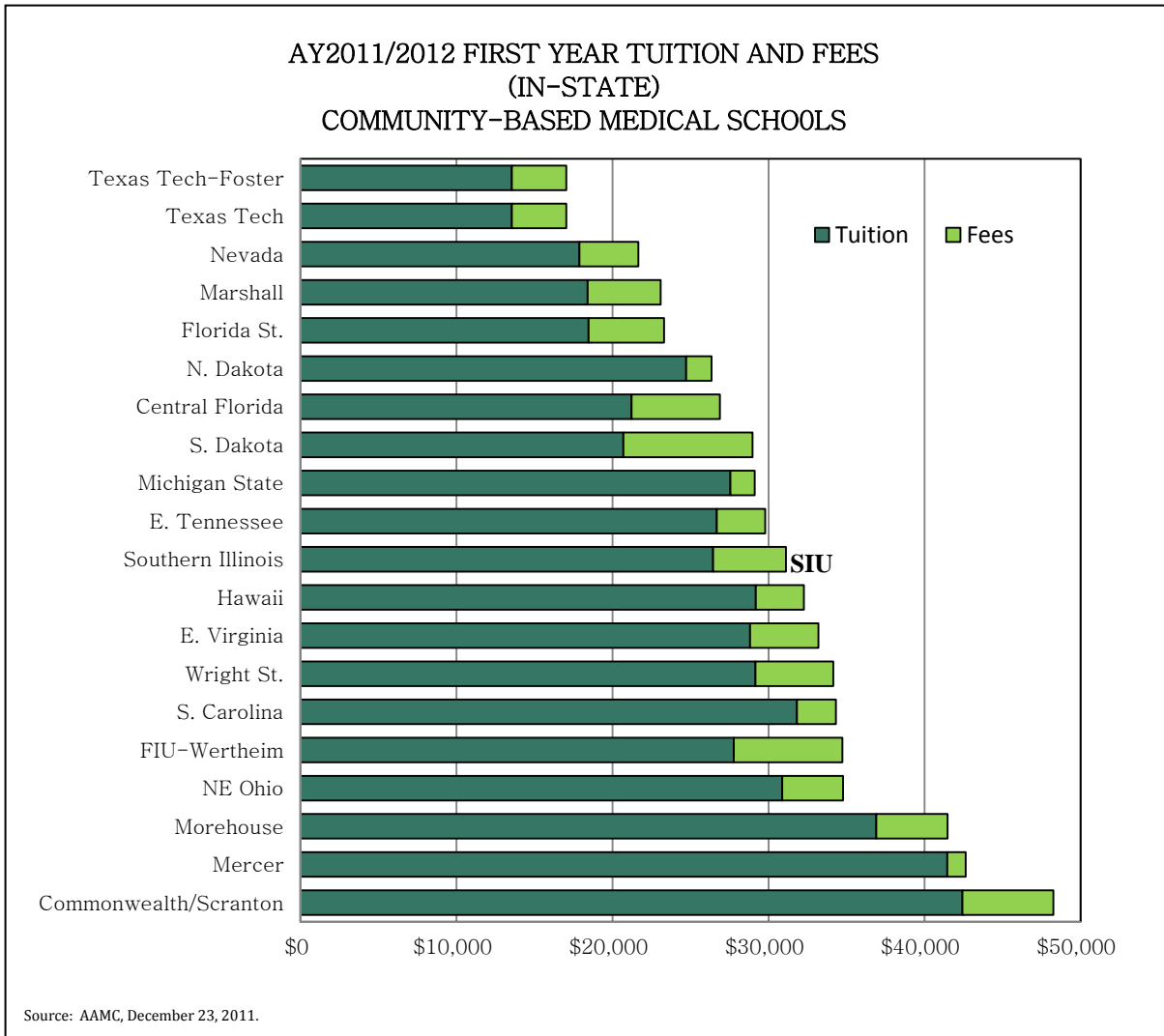
- MEDPREP Alliance Scholarships:** MEDPREP Alliance Scholarships provide funding for MEDPREP* graduates and other students from disadvantaged backgrounds to attend SIU's medical school. Funding for these scholarships comes from the medical school's operating budget. The school allocated \$493,000 to these scholarships in FY 2012 and indexes the scholarship each year to accommodate tuition increases.



(*Medical/Dental Education Preparatory Program)

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

- Student Financial Aid:** The SIU School of Medicine assists medical students in qualifying for and managing their educational grants, scholarships, and loans. Financial counselors in the school's Financial Aid office provide loan indebtedness counseling and assistance with securing outside loans, scholarships, and short-term emergency borrowing. Consulting begins during the student's interview prior to admission and continues through graduation, with frequent information sessions and one-on-one consultations with financial experts. Students with loans receive counseling regarding minimizing and managing their debt after graduation. The medical school's student financial aid programs are designed to be responsive to the needs of medical students.
- Tuition and Fees:** Medical school tuition and fees must be kept affordable to ensure access to medical education by qualified students and to encourage graduating physicians to remain and practice in the region. SIU's medical school tuition and fees are comparable to those of other community-based medical schools.



SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

GOAL 3: Increase the Number of High-Quality Postsecondary Credentials to Meet the Demands of the Economy and an Increasingly Global Society

PUBLIC AGENDA FOR
COLLEGE AND CAREER SUCCESS
ILLINOIS BOARD OF HIGHER EDUCATION

RECOMMENDATION 1: Increase the number of people with high-quality postsecondary credentials to ensure the state has an educated workforce and an engaged citizenry.

RECOMMENDATION 2: Improve transitions all along the education pipeline.

RECOMMENDATION 3: Increase the number of postsecondary degrees in fields of critical skills shortages.

Excellence in professional and graduate education and leadership in research, scholarly, and creative activities are integral to the mission of the SIU School of Medicine. The medical school has effectively adapted its curricula and programs to better meet the needs of students and the community.

HIGH-QUALITY POSTSECONDARY CREDENTIALS

RECOMMENDATION 1

- Professional and Graduate Study:** SIU School of Medicine educates future physicians, new and established practicing physicians, and graduate science students. Enrollments and graduation numbers are shown to the right.
- Graduate Science Programs:** The medical school offers graduate science programs approved by the Illinois Board of Higher Education, including master's and doctor's degree programs in pharmacology, physiology, and molecular biology, microbiology, and biochemistry (MBMB). The MBMB and physiology programs are provided jointly with the SIUC College of Science.

TOTAL LEARNERS ACADEMIC YEAR 2011/2012		
Student Groups	Enrollment (AY2011/12)	Completed Training/ Graduated (Thru 06-30-12)
Medical Students	298	2,471
Residents/Fellows	313	2,068
Graduate Science (MS/PhD)		
MBMB	93	244
Pharmacology	19	67
Physiology	22	170
Note: "MBMB" is Molecular Biology, Microbiology, and Biochemistry. Completed Training/Graduated counts from programs' implementation through June 30, 2012. Residents/Fellows counts as of June 30, 2012; others as of December 31, 2011. Source: Student Affairs, Residency Affairs, and Program Offices.		

- Continuing Education:** The school conducted continuing medical education programs for physicians, other health care providers, and community leaders during FY 2012. Many of these programs were offered via distance-learning telehealth technologies. Topics included emerging treatments in Alzheimer's disease and other neurological diseases, cancer care, women's health, chronic wound care, urological diseases, sports injuries, and newborn care, as well as health care reform/access and a variety of primary and specialty care topics. The Twelfth International Symposium

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

on Advances in Alzheimer Therapy, co-sponsored by the medical school, was held in Stockholm, Sweden, and provided an opportunity for over 1,000 physicians and scientists from around the world to collaborate on key topics such as current therapies, new methods of diagnosis, pharmacological interventions, and other topics concerning Alzheimer disease.

- **Graduate Medical Program:** With its accredited teaching hospitals, the medical school provided graduate medical education to 313 clinical residents and fellows in FY 2012; as of this year, 2,068 residents/fellows have completed training. Residencies were expanded in general surgery, pediatrics, neurology and family medicine. Training and resident participation in quality and patient safety-focused topics was also increased in FY 2012, in compliance with new requirements of the Accreditation Council for Graduate Medical Education.

CLINICAL RESIDENCIES AND FELLOWSHIPS

Clinical Residencies:

- Dermatology
- Emergency Medicine
- Family Medicine (four sites)
- General Surgery
- Internal Medicine
- Medicine/Psychiatry
- Neurology
- Obstetrics/Gynecology
- Orthopedic Surgery
- Otolaryngology
- Pediatrics
- Plastic Surgery
- Psychiatry
- Radiology
- Urology
- Vascular Surgery

Fellowships:

- Adult Reconstructive Surgery
- Child Psychiatry
- Colorectal Surgery
- Endocrinology
- Gynecologic Surgery
- Hand Surgery
- Head and Neck Oncology
- Infectious Diseases
- Mohs Surgery
- Neurorehabilitation
- Pulmonary Medicine
- Spine Surgery
- Sports Medicine
- Vascular Surgery



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IMPROVE TRANSITIONS
RECOMMENDATION 2

- Medical/Dental Education Preparatory Program (MEDPREP):** The school continued MEDPREP, SIU’s nationally recognized program of preparatory learning for disadvantaged and minority students tracking toward health professions. Program graduates have attended the nation’s leading health professional schools, including SIU School of Medicine.

MEDPREP ACADEMIC YEAR 2011/2012	
60 MEDPREP students:	54 (90%) minority 49 (82%) women
Total MEDPREP alumni:	1,290
Source: MEDPREP Program, February 2012.	

- Physician Pipeline Preparatory Program (P4):** In cooperation with the Springfield public school district (District 186), the medical school continued its “Physician Pipeline Preparatory Program (P4)”, a pipeline program designed to encourage local high school students interested in becoming physicians. P4 includes after-school programs, case studies, job shadowing, skill training, and mentoring of participating high school students by physicians and scientists of the medical school. In FY 2012, thirty-nine students participated in the third year of this four-year program. The program enrolled an additional cohort of ten new freshman students to begin participation in fall 2012.
- Diversity Programs:** SIU School of Medicine provides outreach programs that celebrate the ethnic and cultural diversity of the community. The school’s Office of Diversity, Multicultural, and Minority Affairs offers numerous educational programs to students, faculty, and staff of the medical school as well as to the general public. These programs include the annual Black History Month event, which in 2012 featured an address by Dr. Marc Nivet, chief diversity officer of the Association of American Medical Colleges. Also in FY 2012, the SIU chapter of the National Medical Association (NMA) was established. NMA is the largest and oldest national organization representing African American physicians and their patients in the U.S.

Continuing activities include the annual Diversity Week program that recognizes and celebrates all aspects of diversity through a series of public lectures and events as well as bimonthly ethnic celebration programs. Special electives provide opportunities for medical students to spend time with minority physicians. Community input and support is fostered through the Community Minority Advisory Committee and the Diversity Leadership Group. Student-led programs in recent years have included mentoring of minority K-12 students in Springfield by the members of the school’s Student National Medical Association (SNMA) chapter as well as support to the medical school’s neighborhood partner school, Enos School, an elementary school located in an economically disadvantaged area of Springfield.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

FIELDS OF CRITICAL SHORTAGES

RECOMMENDATION 3

- **Student Recruitment:** In FY 2012, Student Affairs conducted an information workshop that brought to campus representatives from the twelve universities and colleges providing the greatest number of matriculants to SIU's medical school. This workshop featured a presentation on recent changes to the MCAT and highlighted significant accomplishments at the school. As in past years, the school continued its efforts to encourage pre-medical students from around Illinois to apply to SIU's medical school and medical/dental preparation program during recruitment visits to colleges and universities. Student Affairs staff represented the medical school during recruitment fairs and conferences as well as in small group and individual settings at the state's public universities and private universities and colleges. Many high school and college-age students visited the medical school to tour the campus and receive information on SIU's programs. In all settings, staff provided information regarding SIU and its programs and counseled students on health careers, application processes, and financing for medical school. Staff also provided information to advisors, professors, and other individuals on other campuses to assist them in encouraging their students' interests in medical careers.

- **MD/MPH Concurrent Degree Program:** SIU School of Medicine and SIUC College of Education and Human Services began accepting applications and finalizing the first year curriculum of a concurrent degree program awarding both the M.D. and Master's in Public Health degrees. Beginning in fall 2012, two students enrolled in the program for its initial year. It is intended to provide graduates with a broad understanding of community and population health and the ability to identify, understand, and create policies and programs addressing public health issues.

- **Simmons Cancer Institute at SIU:** In FY 2012, the Simmons Cancer Institute at SIU continued programs to improve cancer care in the region, expanded research into cancer treatment and prevention while attracting external funding to the community, enhanced the training of physicians and other health care workers regarding cancer care, and helped patients, their families, and the general community confront cancer and its impacts. This year's important developments included:
 - Provided state-of-the-art, multi-specialty cancer care to patients in the region. Patients from more than seventy counties in Illinois and from around the region received care at the institute. Approximately 1,900 patients per month visit SCI physicians and clinics. SCI has eleven cancer care teams, including lung, breast, head and neck, colorectal, pediatric, gynecology-oncology, melanoma, musculoskeletal, prostate, neuro-oncology, and behavioral/psychosocial oncology.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

- Engaged in clinical trials which provided treatment for patients with breast, lung, head and neck, or renal system cancers, and completed clinical trials addressing cancers of the gastrointestinal and lymph systems as well as the effects of nutrition and exercise upon cancer. As of March 2012, 263 clinical trials were under way at SCI, providing patients with access to promising medical innovations.
- Provided numerous community education, health promotion, and disease prevention programs, including the annual cancer symposium; various continuing medical education programs for physicians, health care providers, patients, and patient care givers; and community screening programs for cancers of the skin, head, and neck.
- Continued the school's affiliation with the Southern Illinois Healthcare (SIH) Cancer Institute which enhances specialized cancer treatment for patients in southern Illinois. This agreement allows SIH patients and physicians to utilize SCI's advanced cancer care programs, including highly specialized surgery and treatment services, multidisciplinary consultations, and continuing medical education. SIH and SCI also collaborate on a variety of research projects to include a study that will explore disparities in the treatment of lung cancer in southern Illinois. This study will examine mortality rates and causes of lung cancer in the state's 16 most southern counties in order to identify the extent of regional treatment disparities. This research is funded by a two-year grant from the American Cancer Society and is being conducted in association with the Illinois State Cancer Registry.

The Simmons Cancer Institute is one of the medical school's Centers of Excellence programs and a unique resource within the region.



SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

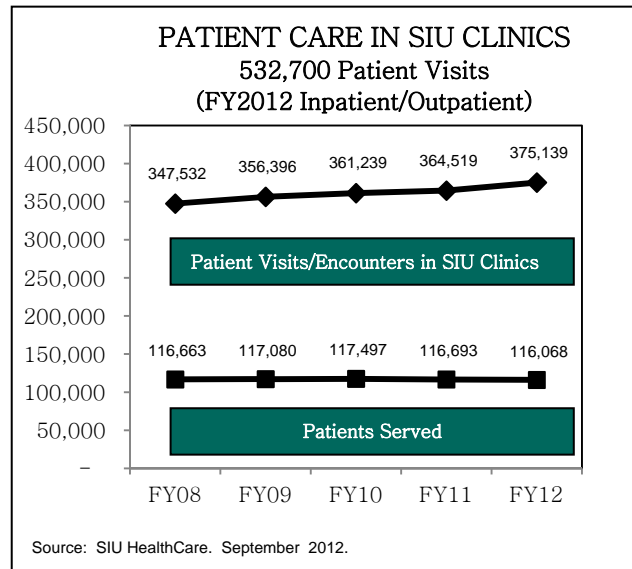
GOAL 4: Better Integrate Illinois' Educational, Research, and Innovation Assets to Meet Economic Needs of the State and Its Regions

**PUBLIC AGENDA FOR
COLLEGE AND CAREER SUCCESS
ILLINOIS BOARD OF HIGHER EDUCATION**

RECOMMENDATION: Boost Illinois into the ranks of the five states with the fastest growing economies.

SIU School of Medicine's academic and patient care programs enhance Illinois' economic environment through direct impact upon the health care market and related industries. These programs exemplify the school's contribution to regional economic development and health care service.

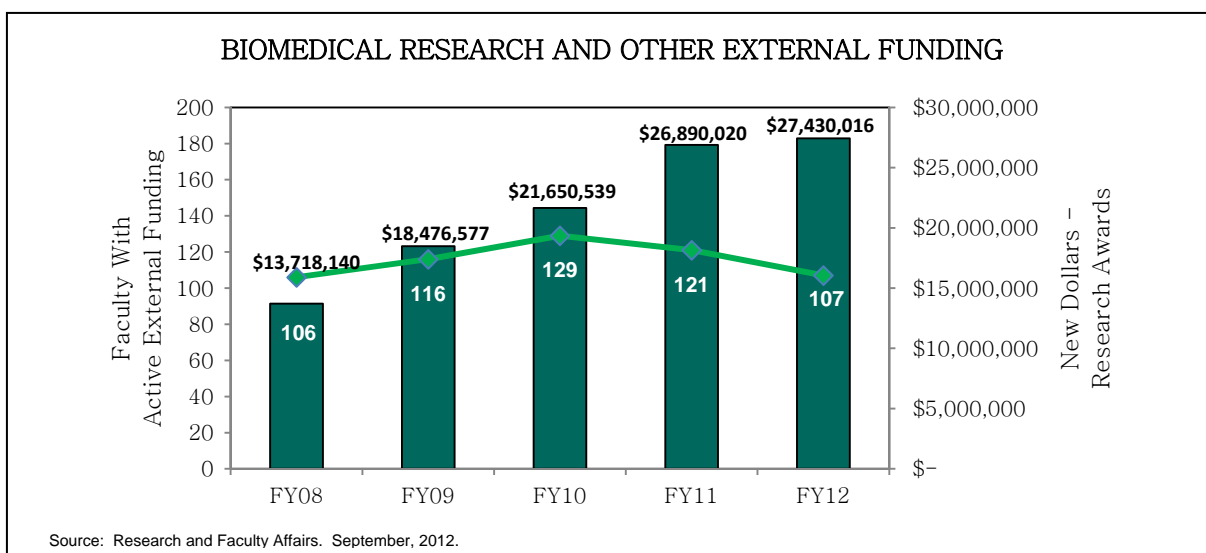
- Patient Care:** Patient care services and clinical outreach site programs provided by the medical school offer primary and specialty physician services to address patient needs not otherwise met in the area. These complement health care provided by affiliated hospitals and community physicians. In FY 2012, SIU physicians provided services to 116,068 patients during 375,139 visits/encounters in SIU clinics, including inpatient and outpatient services, SIU physicians provided 532,700 patient visits this year.



- Clinical Services:** A second Neurology clinic was opened in Springfield in order to meet the growing patient need for movement disorder, stroke, and neuro-oncology services. The Department of Surgery established an orthopedic surgery practice in Quincy to increase access to orthopedic health care services in west-central Illinois. In conjunction with the Sangamon County Health Department, the Department of Family and Community Medicine (FCM) established the "Centering Pregnancy" prenatal care program which builds upon routine prenatal care/visits by incorporating support groups that increase educational opportunities, caring, and support. FCM also received a federal grant to establish a federally qualified health center (FQHC) within the department's Springfield clinical site. The FQHC will assist SIU HealthCare to better serve uninsured patients in Springfield. New faculty recruitments were completed in highly specialized areas such as interventional stroke, female urinary incontinence, and pediatric infectious diseases as well as recruitments in gastroenterology, general internal medicine, family medicine, child and adult psychiatry, orthopedics, neonatology, pulmonary medicine, obstetrics/gynecology, and plastic surgery.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

- Clinical Outreach:** During FY 2012, SIU physician faculty provided patient care and regional outreach programs (including on-site and telehealth programs) in 139 separate clinics/outreach sites in 58 Illinois communities. Examples include primary care clinics, surgical clinics, psychiatric clinics, and an Alzheimer's disease primary provider network in downstate communities.
- Quality Improvement Initiative:** In FY 2012, SIU HealthCare continued efforts to ensure patient safety and satisfaction. A practice-wide Quality and Safety Committee was established along with four sub-committees that have focused on clinical quality initiatives, operational quality initiatives, risk and safety issues, and staff development/continuing educational needs of staff and faculty.
- Intellectual Property and Technology Transfer:** The school's Office of Technology Transfer (OTT) works with medical school faculty and staff, community groups, partner organizations, and funding agencies in developing new intellectual property suitable for commercialization. In FY 2012, OTT processed 78 intellectual property items.



- Biomedical Research:** SIU School of Medicine's research programs focus on diseases and health conditions prominent in the region, improving both the quality of health care and medical training in central and southern Illinois. Clinical research brings clinical trials of new drug and medical device therapies to patients in the region. In FY 2012, the school engaged in more than 500 active clinical research studies. The school's research activities also enhance regional economic development, through programs such as its technology transfer initiatives and work within the Mid-Illinois Medical District. In FY 2012, the school's faculty were awarded multi-year, multi-million-dollar grants to fund research in the areas of ovarian cancer, noise-induced hearing loss, and fatigue in chronic viral disease. Other significant grants received in this year will be used to conduct research in the areas of human aging, tinnitus, chronic pain treatment, and metabolic syndrome.

SUCCESS AT SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

- **Rural Downstate Health Care:** Funds from the school’s Rural Health Initiative were used to upgrade rural ambulance services in seven east-central Illinois counties. This initiative improves the community’s ability to respond to and provide cardiac emergency care. With this funding, ten ambulance services purchased and installed equipment that provides advanced cardiac monitoring. Funding is also supporting training for emergency medical service personnel. These efforts are expected to improve overall patient outcomes for populations living in these rural Illinois counties.
- **Community Health and Service:** The school conducted a Community Service Public Forum with Springfield city and area agency leaders to identify and discuss the health needs of the local community. Information gathered through this and future meetings will support the school’s efforts to provide leadership in improving the health and well-being of the communities in which it operates. The school’s Community Service Committee is the school’s leader in these efforts, which include community service/health advocacy, citizenship activities through employee volunteerism, community engagement to identify and address community health concerns, and the development of educational programs/electives on the topics of community service.
- **Collaboration with Mid-Illinois Medical District:** The Mid-Illinois Medical District was established by Public Act in 2003 to provide for the “orderly creation, maintenance, development, and expansion of health care facilities and medical research/high technology parks” in Springfield’s medical corridor. The medical school is a founding partner in the medical district, with membership on the district’s commission. The school continues collaboration with the medical district.
- **Support to Military and Veteran Health:** SIU School of Medicine joined with over 100 U.S. medical schools in signing a pledge to improve the health and wellness of military service members and their families as part of the Joining Forces initiative. These medical schools pledged to support military members and veterans by considering this population’s unique needs through the institution’s educational programs, research efforts, patient care services, and community outreach programs.

Southern Illinois University (SIU) School of Medicine was founded in 1970 with a legislative mandate to help meet the health care needs of the people of central and southern Illinois. The school has maintained a firm commitment to that mandate, emphasizing innovative and high-quality medical education, patient care, clinical outreach, and research programs. Building upon its original primary care focus, the school has grown and matured to provide a wide array of primary and multi-specialty educational and patient care programs.



President
Reports

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

Annual Report / FY 2012

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

Southern Illinois University

SOUTHERN ILLINOIS UNIVERSITY

TWENTY-SIXTH 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 2013

TABLE OF CONTENTS

Introduction	1
Southern Illinois University	2
All-University Highlights	3
Enrollment.....	3
Employment.....	30
New Hires	54
Southern Illinois University Carbondale	79
Goal and Mission	79
Institutional Profile	80
Accomplishments.....	81
Enrollment.....	82
Employment.....	83
The Illinois Public Agenda for College and Career Success	83
Southern Illinois University Edwardsville	89
Goal and Mission	89
Institutional Profile	90
Accomplishments.....	91
Enrollment.....	91
Employment.....	92
Selected University Programs.....	93
The Illinois Public Agenda for College and Career Success	98
Southern Illinois University School of Medicine	103
Goal and Mission	103
Institutional Profile	103
Accomplishments.....	105
The Illinois Public Agenda for College and Career Success	105
Academic Environment	108

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. At the February 5, 2013, IBHE board meeting in Chicago, Dr. Arthur Sutton, IBHE Deputy Director of Diversity and Outreach, along with interim IBHE Director Dr. Harry Berman, presented information showing that minority student enrollment has increased by 3.7% at the public institutions, and graduation rates have increased by 7%. They also noted that there has been an increase of 2.4% in the number of students who are requesting disability support. These statistics indicate that Illinois is showing some gains in addressing the achievement gap; however, they noted that many challenges remain, with financial support for minority students being the most important challenge.

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 26th 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 \$890 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 2012 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 \$140 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 4.6%.
- Total minority enrollment increased 3.8%.
- The percentage of total minority enrollment to total enrollment increased 0.9%.

In the past five years:

- Minority undergraduate enrollment increased by 34.5%.
- Minority graduate enrollment increased by 35.5%.
- Minority professional enrollment increased by 6.2%.
- Total minority enrollment increased 33.9%.
- The percentage of total minority enrollment to total enrollment increased 6.3%.

Challenges

In the past year:

- Minority graduate enrollment decreased by 0.8%.
- Minority professional enrollment decreased by 4.5%.

Minority Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>	5,375	5,668	5,890	6,908	7,228
<i>Graduate</i>	727	756	802	993	985
<i>Professional</i>	161	157	169	179	171
<i>Total Minority</i>	6,263	6,581	6,861	8,080	8,384
<i>Total Enrollment</i>	34,381	34,275	34,290	34,170	34,170
<i>Percent of Total Minority Enrollment to Total Enrollment</i>	18.22%	19.20%	20.01%	23.65%	24.54%

SIUC Minority Enrollment

Progress

In the past year:

- Minority undergraduate enrollment increased by 2.5%.
- Total minority enrollment increased 1.6%.
- The percentage of total minority enrollment to total enrollment increased 0.7%.

In the past five years:

- Minority undergraduate enrollment increased by 23.2%.
- Minority graduate enrollment increased by 22.9%.
- Minority professional enrollment increased by 2.9%.
- Total minority enrollment increased 22.7%.
- The percentage of total minority enrollment to total enrollment increased 6.4%.

Challenges

In the past year:

- Minority graduate enrollment decreased by 2.6%.
- Minority professional enrollment decreased by 7.8%.

Minority Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>	3,859	4,028	4,120	4,641	4,755
<i>Graduate</i>	546	541	565	689	671
<i>Professional</i>	104	105	98	116	107
<i>Total Minority</i>	4,509	4,674	4,783	5,446	5,533
<i>Total Enrollment</i>	20,983	20,673	20,350	20,037	19,817
<i>Percent of Total Minority Enrollment to Total Enrollment</i>	21.49%	22.61%	23.50%	27.18%	27.92%

SIUE Minority Enrollment

Progress

In the past year:

- Minority undergraduate enrollment increased by 9.1%.
- Minority graduate enrollment increased by 3.3%.
- Minority professional enrollment increased by 1.6%.
- Total minority enrollment increased 8.2%.
- The percentage of total minority enrollment to total enrollment increased 1.4%.

In the past five years:

- Minority undergraduate enrollment increased by 63.1%.
- Minority graduate enrollment increased by 73.5%.
- Minority professional enrollment increased by 12.3%.
- Total minority enrollment increased 62.5%.
- The percentage of total minority enrollment to total enrollment increased 6.9%.

Minority Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>	1,516	1,640	1,770	2,267	2,473
<i>Graduate</i>	181	215	237	304	314
<i>Professional</i>	57	52	71	63	64
<i>Total Minority</i>	1,754	1,907	2,078	2,634	2,851
<i>Total Enrollment</i>	13,398	13,602	13,940	14,133	14,235
<i>Percent of Total Minority Enrollment to Total Enrollment</i>	13.09%	14.02%	14.91%	18.64%	20.03%

Total Black Enrollment

Progress

In the past year:

- Black undergraduate enrollment increased by 7.2%.
- Total Black enrollment increased by 6.1%.
- The percentage of total Black enrollment to total enrollment increased 1.0%.

In the past five years:

- Black undergraduate enrollment increased by 23.6%.
- Black graduate enrollment increased by 12.4%.
- Total Black enrollment increased by 21.6%.
- The percentage of total Black enrollment to total enrollment increased 3.0%.

Challenges

In the past year:

- Black graduate enrollment decreased by 1.2%.
- Black professional enrollment decreased by 3.6%.

In the past five years:

- Black professional enrollment decreased by 24.3%.

Black Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>	3,905	4,084	4,250	4,503	4,827
<i>Graduate</i>	517	532	573	588	581
<i>Professional</i>	70	61	68	55	53
<i>Total Black</i>	4,492	4,677	4,891	5,146	5,461
<i>Total Enrollment</i>	34,381	34,275	34,290	34,170	34,052
<i>Percent of Total Black Enrollment to Total Enrollment</i>	13.07%	13.65%	14.26%	15.06%	16.04%

SIUC Black Enrollment

Progress

In the past year:

- Black undergraduate enrollment increased by 4.3%.
- Total Black enrollment increased by 3.5%.
- The percentage of total Black enrollment to total enrollment increased 0.8%.

In the past five years:

- Black undergraduate enrollment increased by 14.1%.
- Black graduate enrollment increased by 3.1%.
- Total Black enrollment increased by 13.6%.
- The percentage of total Black enrollment to total enrollment increased 3.0%.

Challenges

In the past year:

- Black graduate enrollment decreased by 2.0%.
- Black professional enrollment decreased by 2.4%.

In the past five years:

- Black professional enrollment decreased by 14.6%.

Black Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>	2,844	2,949	2,993	3,109	3,244
<i>Graduate</i>	387	381	400	407	399
<i>Professional</i>	48	51	48	42	41
<i>Total Black</i>	3,279	3,381	3,441	3,558	3,684
<i>Total Enrollment</i>	20,983	20,673	20,350	20,037	19,817
<i>Percent of Total Black Enrollment to Total Enrollment</i>	15.63%	16.35%	16.91%	17.76%	18.59%

SIUE Black Enrollment

Progress

In the past year:

- Black undergraduate enrollment increased by 13.6%.
- Black graduate enrollment increased by 0.6%.
- Total Black enrollment increased by 11.9%.
- The percentage of total Black enrollment to total enrollment increased 1.3%.

In the past five years:

- Black undergraduate enrollment increased by 49.2%.
- Black graduate enrollment increased by 40.0%.
- Total Black enrollment increased by 46.5%.
- The percentage of total Black enrollment to total enrollment increased 3.4%.

Challenges

In the past year:

- Black professional enrollment decreased by 7.7%.

In the past five years:

- Black professional enrollment decreased by 45.5%.

Black Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>	1,061	1,135	1,257	1,394	1,583
<i>Graduate</i>	130	151	173	181	182
<i>Professional</i>	22	10	20	13	12
<i>Total Black</i>	1,213	1,296	1,450	1,588	1,777
<i>Total Enrollment</i>	13,398	13,602	13,940	14,133	14,235
<i>Percent of Total Black Enrollment to Total Enrollment</i>	9.05%	9.53%	10.40%	11.24%	12.48%

Total Hispanic Enrollment

Progress

In the past five years:

- Hispanic undergraduate enrollment increased by 47.5%.
- Hispanic graduate enrollment increased by 52.3%.
- Hispanic professional enrollment increased by 54.2%.
- Total Hispanic enrollment increased by 48.2%.
- The percentage of total Hispanic enrollment to total enrollment increased 1.3%.

Challenges

In the past year:

- Hispanic undergraduate enrollment decreased by 0.8%.
- Hispanic graduate enrollment decreased by 1.8%.
- Hispanic professional enrollment decreased by 14.0%.
- Total Hispanic enrollment decreased by 1.4%.

Hispanic Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>	792	872	960	1178	1168
<i>Graduate</i>	107	120	116	166	163
<i>Professional</i>	24	28	31	43	37
<i>Total Hispanic</i>	923	1020	1,107	1,387	1,368
<i>Total Enrollment</i>	34,381	34,275	34,290	34,170	34,052
<i>Percent of Total Hispanic Enrollment to Total Enrollment</i>	2.68%	2.98%	3.23%	4.06%	4.02%

SIUC Hispanic Enrollment

Progress

In the past five years:

- Hispanic undergraduate enrollment increased by 33.0%.
- Hispanic graduate enrollment increased by 25.0%.
- Total Hispanic enrollment increased by 31.2%.
- The percentage of total Hispanic enrollment to total enrollment increased 1.3%.

Challenges

In the past year:

- Hispanic undergraduate enrollment decreased by 5.6%.
- Hispanic graduate enrollment decreased by 5.0%.
- Hispanic professional enrollment decreased by 23.8%.
- Total Hispanic enrollment decreased by 5.9%.
- The percentage of total Hispanic enrollment to total enrollment decreased 0.2%.

Hispanic Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>	585	637	709	824	778
<i>Graduate</i>	92	92	85	121	115
<i>Professional</i>	16	17	16	21	16
<i>Total Hispanic</i>	693	746	810	966	909
<i>Total Enrollment</i>	20,983	20,673	20,350	20,037	19,817
<i>Percent of Total Hispanic Enrollment to Total Enrollment</i>	3.30%	3.61%	3.98%	4.82%	4.59%

SIUE Hispanic Enrollment

Progress

In the past year:

- Hispanic undergraduate enrollment increased by 10.2%.
- Hispanic graduate enrollment increased by 6.7%.
- Total Hispanic enrollment increased by 9.0%.
- The percentage of total Hispanic enrollment to total enrollment increased 0.3%.

In the past five years:

- Hispanic undergraduate enrollment increased by 88.4%.
- Hispanic graduate enrollment increased by 220.0%.
- Hispanic professional enrollment increased by 162.5%.
- Total Hispanic enrollment increased by 99.6%.
- The percentage of total Hispanic enrollment to total enrollment increased 1.5%.

Challenges

In the past year:

- Hispanic professional enrollment decreased by 4.5%.

Hispanic Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>	207	235	251	354	390
<i>Graduate</i>	15	28	31	45	48
<i>Professional</i>	8	11	15	22	21
<i>Total Hispanic</i>	230	274	297	421	459
<i>Total Enrollment</i>	13,398	13,602	13,940	14,133	14,235
<i>Percent of Total Hispanic Enrollment to Total Enrollment</i>	1.72%	2.01%	2.13%	2.98%	3.22%

Total Native American/Alaskan Native Enrollment

Progress

In the past five years:

- Native American/Alaskan Native professional enrollment increased by 25.0%.

Challenges

In the past year:

- Native American/Alaskan Native undergraduate enrollment decreased by 8.9%.
- Native American/Alaskan Native graduate enrollment decreased by 42.1%.
- Total Native American/Alaskan Native enrollment decreased by 13.2%.
- The percentage of total Native American/Alaskan Native enrollment to total enrollment decreased by 0.1%

In the past five years:

- Native American/Alaskan Native graduate enrollment decreased by 52.2%.
- Total Native American/Alaskan Native enrollment decreased by 8.5%.

Native American/Alaskan Native Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>	102	97	95	112	102
<i>Graduate</i>	23	13	16	19	11
<i>Professional</i>	4	6	5	5	5
<i>Total Native American/Alaskan American</i>	129	116	116	136	118
<i>Total Enrollment</i>	34,381	34,275	34,290	34,170	34,052
<i>Percent of Total Native American/Alaskan Native Enrollment to Total Enrollment</i>	0.38%	0.34%	0.34%	0.40%	0.35%

SIUC Native American/Alaskan Native Enrollment

Challenges

In the past year:

- Native American/Alaskan Native undergraduate enrollment decreased by 4.2%.
- Native American/Alaskan Native graduate enrollment decreased by 42.9%.
- Total Native American/Alaskan Native enrollment decreased by 10.0%.

In the past five years:

- Native American/Alaskan Native undergraduate enrollment decreased by 11.5%.
- Native American/Alaskan Native graduate enrollment decreased by 50.0%.
- Total Native American/Alaskan Native enrollment decreased by 17.3%.
- The percentage of total Native American/Alaskan Native enrollment to total enrollment decreased by 0.1%

Native American/Alaskan Native Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>	78	70	68	72	69
<i>Graduate</i>	16	8	11	14	8
<i>Professional</i>	4	4	4	4	4
<i>Total Native American/Alaskan Native</i>	98	82	83	90	81
<i>Total Enrollment</i>	20,983	20,673	20,350	20,037	19,817
<i>Percent of Total Native American/Alaskan Native Enrollment to Total Enrollment</i>	0.47%	0.40%	0.41%	0.45%	0.41%

SIUE Native American/Alaskan Native Enrollment

Progress

In the past five years:

- Native American/Alaskan Native undergraduate enrollment increased by 37.5%.
- Native American/Alaskan Native professional enrollment increased by 100.0%.
- Total Native American/Alaskan Native enrollment increased by 19.4%.

Challenges

In the past year:

- Native American/Alaskan Native undergraduate enrollment decreased by 17.5%.
- Native American/Alaskan Native graduate enrollment decreased by 40.0%.
- Total Native American/Alaskan Native enrollment decreased by 19.6%.
- The percentage of total Native American/Alaskan Native enrollment to total enrollment decreased by 0.1%.

In the past five years:

- Native American/Alaskan Native graduate enrollment decreased by 57.1%.

Native American/Alaskan Native Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>	24	27	27	40	33
<i>Graduate</i>	7	5	5	5	3
<i>Professional</i>	0	2	1	1	1
<i>Total Native American/Alaskan Native</i>	31	34	33	46	37
<i>Total Enrollment</i>	13,398	13,602	13,940	14,133	14,235
<i>Percent of Total Native American/Alaskan Native Enrollment to Total Enrollment</i>	0.23%	0.25%	0.24%	0.33%	0.26%

Total Asian Enrollment

Progress

In the past year:

- Asian graduate enrollment increased by 13.0%.

In the past five years:

- Asian graduate enrollment increased by 62.5%.

Challenges

In the past year:

- Asian undergraduate enrollment decreased by 5.4%.
- Asian professional enrollment decreased by 1.8%.
- Total Asian enrollment decreased by 1.7%.

In the past five years:

- Asian undergraduate enrollment decreased by 24.1%.
- Asian professional enrollment decreased by 11.1%.
- Total Asian enrollment decreased by 13.4%.
- The percentage of total Asian enrollment to total enrollment decreased by 0.3%.

Asian Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>	576	615	585	462	437
<i>Graduate</i>	80	91	97	115	130
<i>Professional</i>	63	62	65	57	56
<i>Total Asian</i>	719	768	747	634	623
<i>Total Enrollment</i>	34,381	34,275	34,290	34,170	34,052
<i>Percent of Total Asian Enrollment to Total Enrollment</i>	2.09%	2.24%	2.18%	1.86%	1.83%

SIUC Asian Enrollment

Progress

In the past year:

- Asian graduate enrollment increased by 11.8%.

In the past five years:

- Asian graduate enrollment increased by 66.7%.

Challenges

In the past year:

- Asian undergraduate enrollment decreased by 5.0%.
- Asian professional enrollment decreased by 10.3%.
- Total Asian enrollment decreased by 2.3%.
- The percentage of total Asian enrollment to total enrollment decreased by 0.2%.

In the past five years:

- Asian undergraduate enrollment decreased by 24.7%.
- Asian professional enrollment decreased by 2.8%.
- Total Asian enrollment decreased by 12.3%.
- The percentage of total Asian enrollment to total enrollment decreased by 0.2%.

Asian Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>	352	372	350	279	265
<i>Graduate</i>	51	60	69	76	85
<i>Professional</i>	36	33	30	39	35
<i>Total Asian</i>	439	465	449	394	385
<i>Total Enrollment</i>	20,983	20,673	20,350	20,037	19,817
<i>Percent of Total Asian Enrollment to Total Enrollment</i>	2.09%	2.25%	2.21%	1.97%	1.94%

SIUE Asian Enrollment

Progress

In the past year:

- Asian graduate enrollment increased by 15.4%.
- Asian professional enrollment increased by 16.7%.

In the past five years:

- Asian graduate enrollment increased by 55.2%.

Challenges

In the past year:

- Asian undergraduate enrollment decreased by 6.0%.
- Total Asian enrollment decreased by 0.8%.

In the past five years:

- Asian undergraduate enrollment decreased by 23.2%.
- Asian professional enrollment decreased by 22.2%.
- Total Asian enrollment decreased by 15.0%.
- The percentage of total Asian enrollment to total enrollment decreased by 0.4%.

Asian Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>	224	243	235	183	172
<i>Graduate</i>	29	31	28	39	45
<i>Professional</i>	27	29	35	18	21
<i>Total Asian</i>	280	303	298	240	238
<i>Total Enrollment</i>	13,398	13,602	13,940	14,133	14,235
<i>Percent of Total Asian Enrollment to Total Enrollment</i>	2.09%	2.23%	2.14%	1.70%	1.67%

Total Hawaiian Pacific Islander Enrollment

Challenges

In the past year:

- Hawaiian Pacific Islander undergraduate enrollment decreased by 15.0%.
- Hawaiian Pacific Islander graduate enrollment decreased by 16.7%.
- Total Hawaiian Pacific Islander enrollment decreased by 14.5%.

Hawaiian Pacific Islander Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>				60	51
<i>Graduate</i>				6	5
<i>Professional</i>				3	3
<i>Total Hawaiian Pacific Islander</i>				69	59
<i>Total Enrollment</i>				34,170	34,052
<i>Percent of Total Hawaiian Pacific Islander Enrollment to Total Enrollment</i>				0.20%	0.17%

SIUC Hawaiian Pacific Islander Enrollment

Challenges

In the past year:

- Hawaiian Pacific Islander undergraduate enrollment decreased by 12.8%.
- Total Hawaiian Pacific Islander enrollment decreased by 11.9%.

Hawaiian Pacific Islander Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>				39	34
<i>Graduate</i>				2	2
<i>Professional</i>				1	1
<i>Total Hawaiian Pacific Islander</i>				42	37
<i>Total Enrollment</i>				20,037	19,817
<i>Percent of Total Hawaiian Pacific Islander Enrollment to Total Enrollment</i>				0.21%	0.19%

SIUE Hawaiian Pacific Islander Enrollment

Challenges

In the past year:

- Hawaiian Pacific Islander undergraduate enrollment decreased by 19.0%.
- Hawaiian Pacific Islander graduate enrollment decreased by 16.7%.
- Total Hawaiian Pacific Islander enrollment decreased by 18.5%.

Hawaiian Pacific Islander Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>				21	17
<i>Graduate</i>				4	3
<i>Professional</i>				2	2
<i>Total Hawaiian Pacific Islander</i>				27	22
<i>Total Enrollment</i>				14,133	14,235
<i>Percent of Total Hawaiian Pacific Islander Enrollment to Total Enrollment</i>				0.19%	0.15%

Total Two or More Races Enrollment

Progress

In the past year:

- Two or more races undergraduate enrollment increased by 8.4%.
- Two or more races professional enrollment increased by 6.3%.
- Total two or more races enrollment increased by 6.6%.
- The percentage of total two or more races enrollment to total enrollment increased by 0.2%.

Challenges

In the past year:

- Two or more races graduate enrollment decreased by 4.0%.

Two or More Races Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>				593	643
<i>Graduate</i>				99	95
<i>Professional</i>				16	17
<i>Total Two or More Races</i>				708	755
<i>Total Enrollment</i>				34,170	34,052
<i>Percent of Total Two or More Races Enrollment to Total Enrollment</i>				2.07%	2.22%

SIUC Two or More Races Enrollment

Progress

In the past year:

- Two or more races undergraduate enrollment increased by 14.8%.
- Two or more races professional enrollment increased by 11.1%.
- Total two or more races enrollment increased by 10.4%.
- The percentage of total two or more races enrollment to total enrollment increased by 0.2%.

Challenges

In the past year:

- Two or more races graduate enrollment decreased by 10.1%.

Two or More Races Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>				318	365
<i>Graduate</i>				69	62
<i>Professional</i>				9	10
<i>Total Two or More Races</i>				396	437
<i>Total Enrollment</i>				20,037	19,817
<i>Percent of Total Two or More Races Enrollment to Total Enrollment</i>				1.98%	2.21%

SIUE Two or More Races Enrollment

Progress

In the past year:

- Two or more races undergraduate enrollment increased by 1.1%.
- Two or more races graduate enrollment increased by 10.0%.
- Total two or more races enrollment increased by 1.9%.

Two or More Races Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>				275	278
<i>Graduate</i>				30	33
<i>Professional</i>				7	7
<i>Total Two or More Races</i>				312	318
<i>Total Enrollment</i>				14,133	14,235
<i>Percent of Total Two or More Races Enrollment to Total Enrollment</i>				2.21%	2.23%

Total Female Enrollment

Progress

In the past year:

- Female undergraduate enrollment increased by 0.2%.
- Female professional enrollment increased by 1.1%.

In the past five years:

- Female graduate enrollment increased by 2.1%.
- Female professional enrollment increased by 7.0%.
- The percentage of total female enrollment to total enrollment increased by 0.4%.

Challenges

In the past year:

- Female graduate enrollment decreased by 2.6%.
- Total female enrollment decreased by 0.4%.

In the past five years:

- Female undergraduate enrollment decreased by 1.0%.
- Total female enrollment decreased by 0.1%.

Female Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>	12,836	12,853	12,769	12,685	12,711
<i>Graduate</i>	3,484	3,496	3,649	3,652	3,558
<i>Professional</i>	517	556	551	547	553
<i>Total Female</i>	16,837	16,905	16,969	16,884	16,822
<i>Total Enrollment</i>	34,381	34,275	34,290	34,170	34,052
<i>Percent of Total Female Enrollment to Total Enrollment</i>	48.97%	49.32%	49.49%	49.41%	49.40%

SIUC Female Enrollment

Progress

In the past year:

- Female undergraduate enrollment increased by 0.1%.
- Total female professional enrollment increased by 0.4%.
- The percentage of total female enrollment to total enrollment increased by 0.1%.

In the past five years:

- The percentage of total female enrollment to total enrollment increased by 0.9%.

Challenges

In the past year:

- Female graduate enrollment decreased by 3.7%.
- Total female enrollment decreased by 0.8%.

In the past five years:

- Female undergraduate enrollment decreased by 4.0%.
- Female graduate enrollment decreased by 2.9%.
- Total female professional enrollment decreased by 3.1%.
- Total female enrollment decreased by 3.7%.

Female Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>	6,944	6,901	6,769	6,658	6,664
<i>Graduate</i>	2,209	2,171	2,199	2,229	2,146
<i>Professional</i>	293	287	291	283	284
<i>Total Female</i>	9,446	9,359	9,259	9,170	9,094
<i>Total Enrollment</i>	20,983	20,673	20,350	20,037	19,817
<i>Percent of Total Female Enrollment to Total Enrollment</i>	45.02%	45.27%	45.50%	45.77%	45.89%

SIUE Female Enrollment

Progress

In the past year:

- Female undergraduate enrollment increased by 0.3%.
- Female professional enrollment increased by 1.9%.
- Female total enrollment increased by 0.2%.

In the past five years:

- Female undergraduate enrollment increased by 2.6%.
- Female graduate enrollment increased by 10.7%.
- Female professional enrollment increased by 20.1%.
- Female total enrollment increased by 4.6%.

Challenges

In the past year:

- Female graduate enrollment decreased by 0.8%.
- The percentage of total female enrollment to total enrollment decreased by 0.3%.

In the past five years:

- The percentage of total female enrollment to total enrollment decreased by 0.9%.

Female Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>	5,892	5,952	6,000	6,027	6,047
<i>Graduate</i>	1,275	1,325	1,450	1,423	1,412
<i>Professional</i>	224	269	260	264	269
<i>Total Female</i>	7,391	7,546	7,710	7,714	7,728
<i>Total Enrollment</i>	13,398	13,602	13,940	14,133	14,235
<i>Percent of Total Female Enrollment to Total Enrollment</i>	55.16%	55.48%	55.31%	54.58%	54.29%

Total Disabled Enrollment

Progress

In the past five years:

- Disabled undergraduate enrollment increased by 8.9%.
- Disabled graduate enrollment increased by 11.1%.
- Total disabled enrollment increased by 8.8%.
- The percentage of total disabled enrollment to total enrollment increased by 0.2%.

Challenges

In the past year:

- Disabled undergraduate enrollment decreased by 12.3%.
- Disabled graduate enrollment decreased by 2.7%.
- Disabled professional enrollment decreased by 60.0%.
- Total disabled enrollment decreased by 11.4%.
- The percentage of total disabled enrollment to total enrollment decreased by 0.3%.

In the past five years:

- Disabled professional enrollment decreased by 60.0%.

Disabled Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>	682	657	814	847	743
<i>Graduate</i>	99	113	110	113	110
<i>Professional</i>	5	4	12	5	2
<i>Total Disabled</i>	786	774	936	965	855
<i>Total Enrollment</i>	34,381	34,275	34,290	34,170	34,052
<i>Percent of Total Disabled Enrollment to Total Enrollment</i>	2.29%	2.26%	2.73%	2.82%	2.51%

SIUC Disabled Enrollment

Progress

In the past five years:

- Disabled undergraduate enrollment increased by 9.3%.
- Total disabled enrollment increased by 3.5%.
- The percentage of total disabled enrollment to total enrollment increased by 0.2%.

Challenges

In the past year:

- Disabled undergraduate enrollment decreased by 7.4%.
- Disabled graduate enrollment decreased by 18.8%.
- Disabled professional enrollment decreased by 60.0%.
- Total disabled enrollment decreased by 9.9%.
- The percentage of total disabled enrollment to total enrollment decreased by 0.3%.

In the past five years:

- Disabled graduate enrollment decreased by 16.3%.
- Disabled professional enrollment decreased by 60.0%.

Disabled Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>	389	378	518	459	425
<i>Graduate</i>	98	95	94	101	82
<i>Professional</i>	5	4	12	5	2
<i>Total Disabled</i>	492	477	624	565	509
<i>Total Enrollment</i>	20,983	20,673	20,350	20,037	19,817
<i>Percent of Total Disabled Enrollment to Total Enrollment</i>	2.34%	2.31%	3.07%	2.82%	2.57%

SIUE Disabled Enrollment

Progress

In the past year:

- Disabled graduate enrollment increased by 133.3%.

In the past five years:

- Disabled undergraduate enrollment increased by 8.5%.
- Disabled graduate enrollment increased by 2700.0%.
- Total disabled enrollment increased by 17.7%.
- The percentage of total disabled enrollment to total enrollment increased by 0.2%.

Challenges

In the past year:

- Disabled undergraduate enrollment decreased by 18.0%.
- Total disabled enrollment decreased by 13.5%.
- The percentage of total disabled enrollment to total enrollment decreased by 0.4%.

Disabled Enrollment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Undergraduate</i>	293	279	296	388	318
<i>Graduate</i>	1	18	16	12	28
<i>Professional</i>	0	0	0	0	0
<i>Total Disabled</i>	294	297	312	400	346
<i>Total Enrollment</i>	13,398	13,602	13,940	14,133	14,235
<i>Percent of Total Disabled Enrollment to Total Enrollment</i>	2.19%	2.18%	2.24%	2.83%	2.43%

Total SIU Full-Time Minority Employment

Progress

In the past year:

- The number of minority employees increased in four categories: faculty, 8.6%; professional non-faculty, 8.3%; skilled craft, 30.8%; and service/maintenance, 10.6%.
- Total minority employment increased by 4.8%.
- The percentage of total minority employment to total employment increased by 0.7%.

In the past five years:

- The number of minority employees increased in four categories: faculty, 35.4%; professional non-faculty, 11.4%; technical/paraprofessional, 14.1%; and skilled craft, 70.0%.
- Total minority employment increased by 15.3%.
- The percentage of total minority employment to total employment increased by 1.8%.

Challenges

In the past year:

- The number of minority employees decreased in three categories: executive/administrative/managerial, 22.2%; secretarial/clerical, 5.1%; and technical/paraprofessional, 2.0%.

In the past five years:

- The number of minority employees decreased in two categories: executive/administrative/managerial, 30.0%; and secretarial/clerical, 1.1%.

Minority Employment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	50	47	48	45	35
<i>Faculty</i>	297	335	352	370	402
<i>Professional Non-Faculty</i>	246	254	248	253	274
<i>Secretarial/Clerical</i>	94	98	91	98	93
<i>Technical/Paraprofessional</i>	128	135	131	149	146
<i>Skilled Craft</i>	10	11	13	13	17
<i>Service/Maintenance</i>	104	98	96	94	104
<i>Total Minority</i>	929	978	979	1022	1071
<i>Total Employees</i>	6,919	7,093	7,199	7,067	7,044
<i>Percent of Total Minority Employees to Total Employees</i>	13.43%	13.79%	13.60%	14.46%	15.20%

Source: SIUC Factbook 2011-2012, SIUE EE06 employment tables.

SIUC Full-Time Minority Employment

Progress

In the past year:

- The number of minority employees increased in three categories: faculty, 6.2%; professional nonfaculty, 6.4%; and skilled craft, 20.0%.
- Total minority employment increased by 1.6%.
- The percentage of total minority employment to total employment increased by 0.3%.

In the past five years:

- The number of minority employees increased in four categories: faculty, 29.1%; professional non-faculty, 7.2%; technical/paraprofessional, 22.2%; and skilled craft, 50.0%.
- Total minority employment increased by 11.7%.
- The percentage of total minority employment to total employment increased by 1.2%.

Challenges

In the past year:

- The number of minority employees decreased in three categories: executive/administrative/managerial, 25.8%; secretarial/clerical, 13.3%; and service/maintenance, 2.5%.

In the past five years:

- The number of minority employees decreased in three categories: executive/administrative/managerial, 28.1%; secretarial/clerical, 8.8%; and service/maintenance, 7.1%.

Minority Employment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	32	31	32	31	23
<i>Faculty</i>	227	246	259	276	293
<i>Professional Non-Faculty</i>	139	140	129	140	149
<i>Secretarial/Clerical</i>	57	57	53	60	52
<i>Technical/Paraprofessional</i>	36	41	40	44	44
<i>Skilled Craft</i>	8	9	9	10	12
<i>Service/Maintenance</i>	84	81	79	80	78
<i>Total Minority</i>	583	605	601	641	651
<i>Total Employees</i>	4,922	5,039	5,103	5,001	4,980
<i>Percent of Total Minority Employees to Total Employees</i>	11.84%	12.01%	11.78%	12.82%	13.07%

Source: SIUC Factbook 2011-2012.

SIUE Full-Time Minority Employment

Progress

In the past year:

- The number of minority employees increased in five categories: faculty, 16.0%; professional non-faculty, 10.6%; secretarial/clerical, 7.9%; skilled craft, 66.7%; and service/maintenance, 85.7%.
- Total minority employment increased by 10.2%.
- The percentage of total minority employment to total employment increased by 1.9%.

In the past five years:

- The number of minority employees increased in six categories: faculty, 55.7%; professional non-faculty, 16.8%; secretarial/clerical, 10.8%; technical/paraprofessional, 10.9%; skilled craft, 150.0%; and service/maintenance, 30.0%.
- Total minority employment increased by 21.4%.
- The percentage of total minority employment to total employment increased by 3.0%.

Challenges

In the past year:

- The number of minority employees decreased in two categories: executive/administrative/managerial, 14.3%; and technical/paraprofessional, 2.9%.

In the past five years:

- The number of minority employees decreased in executive/administrative/managerial, 33.3%.

Minority Employment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	18	16	16	14	12
<i>Faculty</i>	70	89	93	94	109
<i>Professional Non-Faculty</i>	107	114	119	113	125
<i>Secretarial/Clerical</i>	37	41	38	38	41
<i>Technical/Paraprofessional</i>	92	94	91	105	102
<i>Skilled Craft</i>	2	2	4	3	5
<i>Service/Maintenance</i>	20	17	17	14	26
<i>Total Minority</i>	346	373	378	381	420
<i>Total Employees</i>	1,997	2,054	2,096	2,066	2,064
<i>Percent of Total Minority Employees to Total Employees</i>	17.33%	18.16%	18.03%	18.44%	20.35%

Source: SIUE Factbook 2011-2012.

Total SIU Full-Time Black Employment

Progress

In the past year:

- The number of Black employees increased in four categories: faculty, 3.5%; professional non-faculty, 6.2%; skilled craft, 12.5%; and service/maintenance, 10.3%.
- Total Black employment increased by 1.8%.
- The percentage of total Black employment to total employment increased by 0.2%.

In the past five years:

- The number of Black employees increased in three categories: faculty, 14.7%; technical/paraprofessional, 6.0%; and skilled craft, 12.5%.

Challenges

In the past year:

- The number of Black employees decreased in three categories: executive/administrative/managerial, 16.7%; secretarial/clerical, 8.5%; and technical/paraprofessional, 1.6%.

In the past five years:

- The number of Black employees decreased in four categories: executive/administrative/managerial, 31.0%; professional non-faculty, 1.1%; secretarial/clerical, 13.3%; and service/maintenance, 10.7%.
- Total Black employment decreased by 1.2%.
- The percentage of total Black employment to total employment decreased by 0.3%.

Black Employment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	29	28	27	24	20
<i>Faculty</i>	102	109	117	113	117
<i>Professional Non-Faculty</i>	174	174	171	162	172
<i>Secretarial/Clerical</i>	75	78	73	71	65
<i>Technical/Paraprofessional</i>	116	121	115	125	123
<i>Skilled Craft</i>	8	8	9	8	9
<i>Service/Maintenance</i>	84	78	78	68	75
<i>Total Black</i>	588	596	590	571	581
<i>Total Employees</i>	6,919	7,093	7,199	7,067	7,044
<i>Percent of Total Black Employees to Total Employees</i>	8.50%	8.40%	8.20%	8.08%	8.25%

Source: SIUC Factbook 2011-2012, SIUE EE06 employment tables.

SIUC Full-Time Black Employment

Progress

In the past year:

- The number of Black employees increased in professional non-faculty by 1.4%.

In the past five years:

- The number of Black employees increased in two categories: faculty, 12.5%; and technical/paraprofessional, 6.9%.

Challenges

In the past year:

- The number of Black employees decreased in four categories: executive/administrative/managerial, 15.4%; faculty, 1.2%; secretarial/clerical, 17.1%; and technical/paraprofessional, 3.1%.
- Total Black employment decreased by 3.3%.
- The percentage of total Black employment to total employment decreased by 0.2%.

In the past five years:

- The number of Black employees decreased in four categories: executive/administrative/managerial, 21.4%; professional non-faculty, 9.8%; secretarial/clerical, 17.1%; and service/maintenance, 13.6%.
- Total Black employment decreased by 5.1%.
- The percentage of total Black employment to total employment decreased by 0.4%.

Black Employment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	14	14	14	13	11
<i>Faculty</i>	72	77	83	82	81
<i>Professional Non-Faculty</i>	82	78	70	73	74
<i>Secretarial/Clerical</i>	41	41	39	41	34
<i>Technical/Paraprofessional</i>	29	32	29	32	31
<i>Skilled Craft</i>	7	7	6	7	7
<i>Service/Maintenance</i>	66	64	62	57	57
Total Black	311	313	303	305	295
<i>Total Employees</i>	4,922	5,039	5,103	5,001	4,980
Percent of Total Black Employees to Total Employees	6.32%	6.21%	5.94%	6.10%	5.92%

Source: SIUC Factbook 2011-2012.

SIUE Full-Time Black Employment

Progress

In the past year:

- The number of Black employees increased in five categories; faculty, 16.1%; professional non-faculty, 10.1%; secretarial/clerical, 3.3%; skilled craft, 100.0%; and service/maintenance, 63.6%.
- Total Black employment increased by 7.5%.
- The percentage of total Black employment to total employment increased by 1.0%.

In the past five years:

- The number of Black employees increased in four categories: faculty, 20.0%; professional non-faculty, 6.5%; technical/paraprofessional, 5.7%; and skilled craft, 100.0%.
- Total Black employment increased by 3.2%.

Challenges

In the past year:

- The number of Black employees decreased in two categories: executive/administrative/managerial, 18.2%; and technical/paraprofessional, 1.1%.

In the past five years:

- The number of Black employees decreased in two categories: executive/administrative/managerial, 40.0%; and secretarial/clerical, 8.8%.

Black Employment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	15	14	13	11	9
<i>Faculty</i>	30	32	34	31	36
<i>Professional Non-Faculty</i>	92	96	101	89	98
<i>Secretarial/Clerical</i>	34	37	34	30	31
<i>Technical/Paraprofessional</i>	87	89	86	93	92
<i>Skilled Craft</i>	1	1	3	1	2
<i>Service/Maintenance</i>	18	14	16	11	18
Total Black	277	283	287	266	286
<i>Total Employees</i>	1,997	2,054	2,096	2,066	2,064
Percent of Total Black Employees to Total Employees	13.87%	13.78%	13.69%	12.88%	13.86%

Source: SIUE Factbook 2011-2012.

Total SIU Full-Time Hispanic Employment

Progress

In the past year:

- The number of Hispanic employees increased in four categories: faculty, 9.1%; secretarial/clerical, 11.1%; skilled craft, 50.0%; and service/maintenance, 18.2%.
- Total Hispanic employment increased by 7.2%.
- The percentage of total Hispanic employment to total employment increased by 0.1%.

In the past five years:

- The number of Hispanic employees increased in six categories: faculty, 42.9%; professional non-faculty, 37.5%; secretarial/clerical, 25.0%; technical/paraprofessional, 50.0%; skilled craft, 50.0%; and service/maintenance; 30.0%.
- Total Hispanic employment increased by 35.2%.
- The percentage of total Hispanic employment to total employment increased by 0.4%.

Challenges

In the past year:

- The number of Hispanic employees decreased in professional non-faculty, 4.3%.

In the past five years:

- The number of Hispanic employees decreased in executive/administrative/managerial, 16.7%.

Hispanic Employment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	6	6	5	5	5
<i>Faculty</i>	42	45	49	55	60
<i>Professional Non-Faculty</i>	16	23	19	23	22
<i>Secretarial/Clerical</i>	8	9	7	9	10
<i>Technical/Paraprofessional</i>	4	4	5	6	6
<i>Skilled Craft</i>	2	2	3	2	3
<i>Service/Maintenance</i>	10	9	9	11	13
<i>Total Hispanic</i>	88	98	97	111	119
<i>Total Employees</i>	6,919	7,093	7,199	7,067	7,044
<i>Percent of Total Hispanic Employees to Total Employees</i>	1.27%	1.38%	1.35%	1.57%	1.69%

Source: SIUC Factbook 2011-2012, SIUE EE06 employment tables.

SIUC Full-Time Hispanic Employment

Progress

In the past year:

- The number of Hispanic employees increased in two categories: faculty, 7.7%; and service/maintenance, 10.0%.
- Total Hispanic employment increased by 3.7%.
- The percentage of total Hispanic employment to total employment increased by 0.1%.

In the past five years:

- The number of Hispanic employees increased in five categories: faculty, 31.3%; professional nonfaculty, 27.3%; technical/paraprofessional, 50.0%; skilled craft, 100.0%; and service/maintenance, 37.5%.
- Total Hispanic employment increased by 23.5%.
- 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 professional non-faculty, 6.7%.

In the past five years:

- The number of Hispanic employees decreased in executive/administrative/managerial, 33.3%.

Hispanic Employment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	6	6	4	4	4
<i>Faculty</i>	32	34	38	39	42
<i>Professional Non-Faculty</i>	11	15	12	15	14
<i>Secretarial/Clerical</i>	8	9	7	8	8
<i>Technical/Paraprofessional</i>	2	2	3	3	3
<i>Skilled Craft</i>	1	1	2	2	2
<i>Service/Maintenance</i>	8	7	8	10	11
<i>Total Hispanic</i>	68	74	74	81	84
<i>Total Employees</i>	4,922	5,039	5,103	5,001	4,980
<i>Percent of Total Hispanic Employees to Total Employees</i>	1.38%	1.47%	1.45%	1.62%	1.69%

Source: SIUC Factbook 2011-2012.

SIUE Full-Time Hispanic Employment

Progress

In the past year:

- The number of Hispanic employees increased in four categories: faculty, 12.5%; secretarial/clerical, 100.0%; skilled craft, 100.0%; and service/maintenance, 100.0%.
- Total Hispanic employment increased by 16.7%.
- 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: executive/administrative/managerial, 100.0%; faculty, 80.0%; professional non-faculty, 60.0%; secretarial/clerical, 100.0%; and technical/paraprofessional, 50.0%.
- Total Hispanic employment increased by 75.0%.
- The percentage of total Hispanic employment to total employment increased by 0.7%.

Hispanic Employment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	0	0	1	1	1
<i>Faculty</i>	10	11	11	16	18
<i>Professional Non-Faculty</i>	5	8	7	8	8
<i>Secretarial/Clerical</i>	0	0	0	1	2
<i>Technical/Paraprofessional</i>	2	2	2	3	3
<i>Skilled Craft</i>	1	1	1	0	1
<i>Service/Maintenance</i>	2	2	1	1	2
<i>Total Hispanic</i>	20	24	23	30	35
<i>Total Employees</i>	1,997	2,054	2,096	2,066	2,064
<i>Percent of Total Hispanic Employees to Total Employees</i>	1.00%	1.17%	1.10%	1.45%	1.70%

Source: SIUE Factbook 2011-2012.

Total SIU Full-Time Native American/Alaskan Native Employment

Progress

In the past year:

- The number of Native American/Alaskan Native employees increased in two categories: professional non-faculty, 60.0%; and service/maintenance, 16.7%.
- Total Native American/Alaskan Native employment increased by 4.3%.

In the past five years:

- The number of Native American/Alaskan Native employees increased in four categories: professional non-faculty, 60.0%; technical/paraprofessional, 100.0%; skilled craft, 100.0%; and service/maintenance, 75.0%.
- Total Native American/Alaskan Native employment increased by 20.0%.
- The percentage of total Native American/Alaskan Native employment increased by 0.1%.

Challenges

In the past year:

- The number of Native American/Alaskan Native employees decreased in three categories: executive/administrative/managerial, 100.0%; secretarial clerical, 25.0%; and technical/paraprofessional, 33.3%.

In the past five years:

- The number of Native American/Alaskan Native employees decreased in two categories: executive/administrative/managerial, 100.0%; and secretarial/clerical, 40.0%.

Native American/Alaskan Native Employment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	2	1	1	1	0
<i>Faculty</i>	3	3	3	3	3
<i>Professional Non-Faculty</i>	5	4	5	5	8
<i>Secretarial/Clerical</i>	5	3	3	4	3
<i>Technical/Paraprofessional</i>	1	2	2	3	2
<i>Skilled Craft</i>	0	1	1	1	1
<i>Service/Maintenance</i>	4	5	4	6	7
<i>Total Native American/Alaskan Native</i>	20	19	19	23	24
<i>Total Employees</i>	6,919	7,093	7,199	7,067	7,044
<i>Percent of Total Native American/Alaskan Native Employees to Total Employees</i>	0.29%	0.27%	0.26%	0.33%	0.34%

Source: SIUC Factbook 2011-2012, SIUE EE06 employment tables.

SIUC Full-Time Native American/Alaskan Native Employment

Progress

In the past year:

- The number of Native American/Alaskan Native employees increased in two categories: faculty, 100.0%; and professional non-faculty, 25.0%.

In the past five years:

- The number of Native American/Alaskan Native employees increased in four categories: professional non-faculty, 25.0%; technical/paraprofessional, 100.0%; skilled craft, 100.0%; and service/maintenance, 25.0%.

Challenges

In the past year:

- The number of Native American/Alaskan Native employees decreased in two categories: executive/administrative/managerial, 100.0%; and secretarial/clerical, 33.3%.

In the past five years:

- The number of Native American/Alaskan Native employees decreased in three categories: executive/administrative/managerial, 100.0%; faculty, 33.3%; and secretarial/clerical, 60.0%.
- Total Native American/Alaskan Native employment decreased by 5.6%.

Native American/Alaskan Native Employment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	1	1	1	1	0
<i>Faculty</i>	3	3	3	1	2
<i>Professional Non-Faculty</i>	4	3	4	4	5
<i>Secretarial/Clerical</i>	5	3	3	3	2
<i>Technical/Paraprofessional</i>	1	2	2	2	2
<i>Skilled Craft</i>	0	1	1	1	1
<i>Service/Maintenance</i>	4	5	4	5	5
<i>Total Native American/Alaskan Native</i>	18	18	18	17	17
<i>Total Employees</i>	4,922	5,039	5,103	5,001	4,980
<i>Percent of Total Native American/Alaskan Native Employees to Total Employees</i>	0.37%	0.36%	0.35%	0.34%	0.34%

Source: SIUC Factbook 2011-2012.

SIUE Full-Time Native American/Alaskan Native Employment

Progress

In the past year:

- The number of Native American/Alaskan Native employees increased in two categories: professional non-faculty, 200.0%; and service/maintenance, 100.0%.
- Total Native American/Alaskan Native employment increased by 16.7%.
- The percentage of total Native American/Alaskan Native employment increased by 0.1%.

In the past five years:

- The number of Native American/Alaskan Native employees increased in four categories: faculty, 100.0%; professional non-faculty, 200.0%; secretarial/clerical, 100.0%; and service/maintenance, 100.0%.
- Total Native American/Alaskan Native employment increased by 250.0%.
- The percentage of total Native American/Alaskan Native employment increased by 0.2%.

Challenges

In the past year:

- The number of Native American/Alaskan Native employees decreased in two categories: in faculty, 100.0%; and technical/paraprofessional, 100.0%.

In the past five years:

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

American/Alaskan Native Employment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	1	0	0	0	0
<i>Faculty</i>	0	0	0	2	1
<i>Professional Non-Faculty</i>	1	1	1	1	3
<i>Secretarial/Clerical</i>	0	0	0	1	1
<i>Technical/Paraprofessional</i>	0	0	0	1	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	0	0	1	2
<i>Total Native American/Alaskan Native</i>	2	1	1	6	7
<i>Total Employees</i>	1,997	2,054	2,096	2,066	2,064
<i>Percent of Total Native American/Alaskan Native Employees to Total Employees</i>	0.10%	0.05%	0.05%	0.29%	0.34%

Source: SIUE Factbook 2011-2012.

Total SIU Full-Time Asian Employment

Progress

In the past year:

- The number of Asian employees increased in two categories: faculty, 11.6%; and professional non-faculty, 25.0%.
- Total Asian employment increased by 9.8%.
- The percentage of total Asian employment to total employment increased by 0.4%.

In the past five years:

- The number of Asian employees increased in four categories: faculty, 41.3%; professional non-faculty, 17.6%; secretarial/clerical, 16.7%; and technical/paraprofessional, 28.6%.
- Total Asian employment increased by 30.0%.
- The percentage of total Asian employment to total employment increased by 0.9%.

Challenges

In the past year:

- The number of Asian employees decreased in two categories: executive/administrative/managerial, 33.3%; and technical/paraprofessional, 18.2%.

In the past five years:

- The number of Asian employees decreased in two categories: executive/administrative/managerial, 23.1%; and service/maintenance by 16.7%.

Asian Employment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	13	12	15	15	10
<i>Faculty</i>	150	178	183	190	212
<i>Professional Non-Faculty</i>	51	53	53	48	60
<i>Secretarial/Clerical</i>	6	8	8	7	7
<i>Technical/Paraprofessional</i>	7	8	9	11	9
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	6	6	5	5	5
<i>Total Asian</i>	233	265	273	276	303
<i>Total Employees</i>	6,919	7,093	7,199	7,067	7,044
<i>Percent of Total Asian Employees to Total Employees</i>	3.37%	3.74%	3.79%	3.91%	4.30%

Source: SIUC Factbook 2011-2012, SIUE EE06 employment tables.

SIUC Full-Time Asian Employment

Progress

In the past year:

- The number of Asian employees increased in three categories: faculty, 12.4%; professional non-faculty, 19.0%; and secretarial/clerical, 33.3%.
- Total Asian employment increased by 8.9%.
- The percentage of total Asian employment to total employment increased by 0.4%.

In the past five years:

- The number of Asian employees increased in four categories: faculty, 35.8%; professional non-faculty, 19.0%; secretarial/clerical, 33.3%; and technical/paraprofessional, 25.0%.
- Total Asian employment increased by 25.3%.
- The percentage of total Asian employment to total employment increased by 0.9%.

Challenges

In the past year:

- The number of Asian employees decreased in three categories: executive/administrative/managerial, 38.5%; technical/paraprofessional, 16.7%; and service/maintenance, 40.0%.

In the past five years:

- The number of Asian employees decreased in two categories: executive/administrative/managerial, 27.3%; and service/maintenance, 50.0%.

Asian Employment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	11	10	13	13	8
<i>Faculty</i>	120	132	135	145	163
<i>Professional Non-Faculty</i>	42	44	43	42	50
<i>Secretarial/Clerical</i>	3	4	4	3	4
<i>Technical/Paraprofessional</i>	4	5	6	6	5
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	6	5	5	5	3
<i>Total Asian</i>	186	200	206	214	233
<i>Total Employees</i>	4,922	5,039	5,103	5,001	4,980
<i>Percent of Total Asian Employees to Total Employees</i>	3.78%	3.97%	4.04%	4.28%	4.68%

Source: SIUC Factbook 2011-2012.

SIUE Full-Time Asian Employment

Progress

In the past year:

- The number of Asian employees increased in three categories: faculty, 8.9%; professional non-faculty, 66.7%; and service/maintenance, 100.0%.
- Total Asian employment increased by 12.9%.
- The percentage of total Asian employment to total employment increased by 0.4%.

In the past five years:

- The number of Asian employees increased in four categories: faculty, 63.3%; professional non-faculty, 11.1%; technical/paraprofessional, 33.3%; and service/maintenance, 100.0%.
- Total Asian employment increased by 48.9%.
- The percentage of total Asian employment to total employment increased by 1.0%.

Challenges

In the past year:

- The number of Asian employees decreased in two categories: secretarial/clerical, 25.0%; and technical/paraprofessional, 20.0%.

Asian Employment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	2	2	2	2	2
<i>Faculty</i>	30	46	48	45	49
<i>Professional Non-Faculty</i>	9	9	10	6	10
<i>Secretarial/Clerical</i>	3	4	4	4	3
<i>Technical/Paraprofessional</i>	3	3	3	5	4
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	1	0	0	2
<i>Total Asian</i>	47	65	67	62	70
<i>Total Employees</i>	1,997	2,054	2,096	2,066	2,064
<i>Percent of Total Asian Employees to Total Employees</i>	2.35%	3.16%	3.20%	3.00%	3.39%

Source: SIUE Factbook 2011-2012.

Total SIU Full-Time Hawaiian Pacific Islander Employment

Progress

In the past year:

- The number of Hawaiian Pacific Islander employees increased in three categories: professional non-faculty, 50.0%; secretarial/clerical, 50.0%; and service/maintenance, 100.0%.
- Total Hawaiian Pacific Islander employment increased by 50.0%.

Hawaiian Pacific Islander Employment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>				0	0
<i>Faculty</i>				1	1
<i>Professional Non-Faculty</i>				2	3
<i>Secretarial/Clerical</i>				2	3
<i>Technical/Paraprofessional</i>				0	0
<i>Skilled Craft</i>				0	0
<i>Service/Maintenance</i>				1	2
<i>Total Hawaiian Pacific Islander</i>				6	9
<i>Total Employees</i>				7,067	7,044
<i>Percent of Total Hawaiian Pacific Islander Employees to Total Employees</i>				0.08%	0.13%

Source: SIUC Factbook 2011-2012, SIUE EE06 employment tables.

SIUC Full-Time Hawaiian Pacific Islander Employment

Progress

In the past year:

- The number of Hawaiian Pacific Islander employees increased in two categories: professional non-faculty, 100.0%; and service/maintenance, 100.0%.
- Total Hawaiian Pacific Islander employment increased by 66.7%.

Hawaiian Pacific Islander

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>				0	0
<i>Faculty</i>				1	1
<i>Professional Non-Faculty</i>				0	1
<i>Secretarial/Clerical</i>				1	1
<i>Technical/Paraprofessional</i>				0	0
<i>Skilled Craft</i>				0	0
<i>Service/Maintenance</i>				1	2
<i>Total Hawaiian Pacific Islander</i>				3	5
<i>Total Employees</i>				5,001	4,980
<i>Percent of Total Hawaiian Pacific Islander Employees to Total Employees</i>				0.06%	0.10%

Source: SIUC Factbook 2011-2012.

SIUE Full-Time Hawaiian Pacific Islander Employment

Progress

In the past year:

- The number of Hawaiian Pacific Islander employees increased in secretarial/clerical, 100.0%.
- Total Hawaiian Pacific Islander employment increased by 33.3%.
- The percentage of total Hawaiian Pacific Islander employment to total employment increased by 0.1%.

Hawaiian Pacific Islander Employment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>				0	0
<i>Faculty</i>				0	0
<i>Professional Non-Faculty</i>				2	2
<i>Secretarial/Clerical</i>				1	2
<i>Technical/Paraprofessional</i>				0	0
<i>Skilled Craft</i>				0	0
<i>Service/Maintenance</i>				0	0
<i>Total Hawaiian Pacific Islander</i>				3	4
<i>Total Employees</i>				2,066	2,064
<i>Percent of Total Hawaiian Pacific Islander Employees to Total Employees</i>				0.15%	0.19%

Source: SIUE Factbook 2011-2012.

Total SIU Full-Time Two or More Races Employment

Progress

In the past year:

- The number of two or more races employees increased in four categories: faculty, 75.0%; secretarial/clerical, 120.0%; technical/paraprofessional, 25.0%; and service/maintenance, 33.3%.
- Total two or more races employment increased by 40.0%.
- The percentage of total two or more races employment to total employment increased by 0.2%.

Two or More Races Employment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>				0	0
<i>Faculty</i>				8	14
<i>Professional Non-Faculty</i>				13	13
<i>Secretarial/Clerical</i>				5	11
<i>Technical/Paraprofessional</i>				4	5
<i>Skilled Craft</i>				2	2
<i>Service/Maintenance</i>				3	4
<i>Total Two or More Races</i>				35	49
<i>Total Employees</i>				7,067	7,044
<i>Percent of Total Two or More Races Employees to Total Employees</i>				0.50%	0.70%

Source: SIUC Factbook 2011-2012, SIUE EE06 employment tables.

SIUC Full-Time Two or More Races

Progress

In the past year:

- The number of two or more races employees increased in four categories: faculty, 12.5%; professional non-faculty, 100.0%; secretarial/clerical, 125.0%; and technical/paraprofessional, 100.0%.
- Total two or more races employment increased by 47.6%.
- The percentage of total two or more races employment to total employment increased by 0.2%.

Two or More Races

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>				0	0
<i>Faculty</i>				8	9
<i>Professional Non-Faculty</i>				6	9
<i>Secretarial/Clerical</i>				4	9
<i>Technical/Paraprofessional</i>				1	2
<i>Skilled Craft</i>				0	0
<i>Service/Maintenance</i>				2	2
<i>Total Two or More Races</i>				21	31
<i>Total Employees</i>				5,001	4,980
<i>Percent of Total Two or More Races Employees to Total Employees</i>				0.42%	0.62%

Source: SIUC Factbook 2011-2012.

SIUE Full-Time Two or More Races Employment

Progress

In the past year:

- The number of two or more races employees increased in three categories: faculty, 100.0%; secretarial/clerical, 100.0%; and service/maintenance, 100.0%.
- Total two or more races employment increased by 28.6%.
- The percentage of total two or more races employment to total employment increased by 0.2%.

Challenges

In the past year:

- The number of two or more races employees decreased in professional non-faculty, 42.9%.

Two or More Races

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>				0	0
<i>Faculty</i>				0	5
<i>Professional Non-Faculty</i>				7	4
<i>Secretarial/Clerical</i>				1	2
<i>Technical/Paraprofessional</i>				3	3
<i>Skilled Craft</i>				2	2
<i>Service/Maintenance</i>				1	2
<i>Total Two or More Races</i>				14	18
<i>Total Employees</i>				2,066	2,064
<i>Percent of Total Two or More Races Employees to Total Employees</i>				0.68%	0.87%

Source: SIUE Factbook 2011-2012.

Total SIU Full-Time Female Employment

Progress

In the past year:

- The number of female employees increased in four categories: faculty, 0.6%; professional non-faculty, 1.3%; secretarial/clerical, 1.3%; and technical/paraprofessional, 2.8%.
- Total female employment increased by 0.6%.
- The percentage of total female employment to total employment increased by 0.5%.

In the past five years:

- The number of female employees increased in five categories: faculty, 5.2%; professional non-faculty, 8.1%; technical/paraprofessional, 14.4%; skilled craft, 42.9%; and service/maintenance, 3.9%.
- Total female employment increased by 4.7%.
- 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 two categories: executive/administrative/managerial, 15.2%; and service/maintenance, 1.4%.

In the past five years:

- The number of female employees decreased in two categories: executive/administrative/managerial, 8.8%; and technical/paraprofessional, 1.1%.

Female Employment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	147	157	162	158	134
<i>Faculty</i>	843	861	878	882	887
<i>Professional Non-Faculty</i>	1,174	1,242	1,288	1,253	1,269
<i>Secretarial/Clerical</i>	1,180	1,203	1,204	1,152	1,167
<i>Technical/Paraprofessional</i>	444	454	453	494	508
<i>Skilled Craft</i>	7	9	9	10	10
<i>Service/Maintenance</i>	203	210	215	214	211
<i>Total Female</i>	3,998	4,136	4,209	4,163	4,186
<i>Total Employees</i>	6,919	7,093	7,199	7,067	7,044
<i>Percent of Total Female Employees to Total Employees</i>	57.78%	58.31%	58.47%	58.91%	59.43%

Source: SIUC Factbook 2011-2012, SIUE EE06 employment tables.

SIUC Full-Time Female Employment

Progress

In the past year:

- The number of female employees increased in four categories: faculty, 2.1%; professional non-faculty, 2.1%; secretarial/clerical, 2.3%; and technical/paraprofessional, 7.5%.
- Total female employment increased by 1.6%.
- The percentage of total female employment to total employment increased by 1.2%.

In the past five years:

- The number of female employees increased in five categories: faculty, 2.6%; professional non-faculty, 7.3%; secretarial/clerical, 0.6%; technical/paraprofessional, 26.4%; and skilled craft, 42.9%.
- Total female employment increased by 5.0%.
- The percentage of total female employment to total employment increased by 2.2%.

Challenges

In the past year:

- The number of female employees decreased in two categories: executive/administrative/managerial, 20.2%; and service/maintenance, 2.8%.

In the past five years:

- The number of female employees decreased in two categories: executive/administrative/managerial, 13.3%; and service/maintenance, 1.4%.

Female Employment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	105	111	117	114	91
<i>Faculty</i>	569	572	575	572	584
<i>Professional Non-Faculty</i>	891	942	959	936	956
<i>Secretarial/Clerical</i>	840	860	854	826	845
<i>Technical/Paraprofessional</i>	261	268	287	307	330
<i>Skilled Craft</i>	7	9	9	10	10
<i>Service/Maintenance</i>	140	144	143	142	138
<i>Total Female</i>	2,813	2,906	2,944	2,907	2,954
<i>Total Employees</i>	4,922	5,039	5,103	5,001	4,980
<i>Percent of Total Female Employees to Total Employees</i>	57.15%	57.67%	57.69%	58.13%	59.32%

Source: SIUC Factbook 2011-2012.

SIUE Full-Time Female Employment

Progress

In the past year:

- The number of female employees increased in service/maintenance, 1.4%.

In the past five years:

- The number of female employees increased in four categories: executive/administrative/managerial, 2.4%; faculty, 10.6%; professional non-faculty, 10.6%; and service/maintenance, 15.9%.
- Total female employment increased by 4.0%.
- The percentage of total female employment to total employment increased by 0.4%.

Challenges

In the past year:

- The number of female employees decreased in five categories: executive/administrative/managerial, 2.3%; faculty, 2.3%; professional non-faculty, 1.3%; secretarial/clerical, 1.2%; and technical/paraprofessional, 4.8%.
- Total female employment decreased by 1.9%.
- The percentage of total female employment to total employment decreased by 1.1%.

In the past five years:

- The number of female employees decreased in two categories: secretarial/clerical, 5.3%; and technical/paraprofessional, 2.7%.

Female Employment

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	42	46	45	44	43
<i>Faculty</i>	274	289	303	310	303
<i>Professional Non-Faculty</i>	283	300	329	317	313
<i>Secretarial/Clerical</i>	340	343	350	326	322
<i>Technical/Paraprofessional</i>	183	186	166	187	178
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	63	66	72	72	73
<i>Total Female</i>	1,185	1,230	1,265	1,256	1,232
<i>Total Employees</i>	1,997	2,054	2,096	2,066	2,064
<i>Percent of Total Female Employees to Total Employees</i>	59.34%	59.88%	60.35%	60.79%	59.69%

Source: SIUE Factbook 2011-2012.

Total SIU Full-Time Minority New Hires

Progress

In the past year:

- The number of minority new hires increased in three categories: secretarial/clerical, 100.0%; technical/paraprofessional, 50.0%; and service maintenance, 100.0%.
- The percentage of total minority new hires to total new hires increased by 0.1%.

In the past five years:

- The percentage of total minority new hires to total new hires increased by 3.2%.

Challenges

In the past year:

- The number of minority new hires decreased in two categories: faculty, 10.3%; and professional non-faculty, 31.6%.
- Total minority new hires decreased by 5.6%.

In the past five years:

- The number of minority new hires decreased in four categories: executive/administrative/managerial, 66.7%; faculty, 7.1%; professional non-faculty, 35.0%; and technical/paraprofessional, 25.0%.
- Total minority new hires decreased by 20.3%.

Minority New Hires

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	3	1	1	1	1
<i>Faculty</i>	28	41	26	29	26
<i>Professional Non-Faculty</i>	20	20	10	19	13
<i>Secretarial/Clerical</i>	3	4	1	0	3
<i>Technical/Paraprofessional</i>	8	5	5	4	6
<i>Skilled Craft</i>	0	0	1	0	0
<i>Service/Maintenance</i>	2	1	2	1	2
<i>Total Minority New Hires</i>	64	72	46	54	51
<i>Total New Hires</i>	361	349	315	259	244
<i>Percent of Total Minority New Hires to Total New Hires</i>	17.73%	20.63%	14.60%	20.85%	20.90%

Note: Total does not include the SOM.

Source: SIUC and SIUE IPEDS 2011-2012.

SIUC Full-Time Minority New Hires

Progress

In the past year:

- The number of minority new hires increased in three categories: executive/administrative/managerial, 100.0%; secretarial/clerical, 100.0%; and service/maintenance, 100.0%.

In the past five years:

- The percentage of total minority new hires to total new hires increased by 1.1%.

Challenges

In the past year:

- The number of minority new hires decreased in three categories: faculty, 12.5%; professional non-faculty, 56.3%; and technical/paraprofessional, 66.47%.
- Total minority new hires decreased by 26.7%.
- The percentage of total minority new hires to total new hires decreased by 1.0%.

In the past five years:

- The number of minority new hires decreased in five categories: executive/administrative/managerial, 66.7%; faculty, 4.5%; professional nonfaculty, 36.4%; secretarial/clerical, 50.0%; and technical/paraprofessional, 66.7%.
- Total minority new hires decreased by 23.3%.

Minority New Hires

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	3	1	0	1	1
<i>Faculty</i>	22	32	18	24	21
<i>Professional Non-Faculty</i>	11	14	8	16	7
<i>Secretarial/Clerical</i>	2	3	1	0	1
<i>Technical/Paraprofessional</i>	3	5	2	3	1
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	2	1	0	1	2
<i>Total Minority New Hires</i>	43	56	29	45	33
<i>Total New Hires</i>	226	240	230	213	164
<i>Percent of Total Minority New Hires to Total New Hires</i>	19.03%	23.33%	12.61%	21.13%	20.12%

Note: Total does not include the SOM.

Source: SIUC Factbook 2011-2012.

SIUE Full-Time Minority New Hires

Progress

In the past year:

- The number of minority new hires increased in three categories: professional nonfaculty, 100.0%; secretarial/clerical, 100.0%; and technical/paraprofessional, 400.0%.
- Total minority new hires increased by 125.0%.
- The percentage of total minority new hires to total new hires increased by 5.1%.

In the past five years:

- The number of minority new hires increased in secretarial/clerical, 100.0%.
- The percentage of total minority new hires to total new hires increased by 6.9%.

Challenges

In the past five years:

- The number of minority new hires decreased in two categories: faculty, 16.7%; and professional non-faculty, 33.3%.
- Total minority new hires decreased by 14.3%.

Minority New Hires

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	0	0	1	0	0
<i>Faculty</i>	6	9	8	5	5
<i>Professional Non-Faculty</i>	9	6	2	3	6
<i>Secretarial/Clerical</i>	1	1	0	0	2
<i>Technical/Paraprofessional</i>	5	0	3	1	5
<i>Skilled Craft</i>	0	0	1	0	0
<i>Service/Maintenance</i>	0	0	2	0	0
<i>Total Minority New Hires</i>	21	16	17	8	18
<i>Total New Hires</i>	135	109	85	46	80
<i>Percent of Total Minority New Hires to Total New Hires</i>	15.56%	14.68%	20.00%	17.39%	22.50%

Source: SIUE IPEDS.

Total SIU Full-Time Black New Hires

Progress

In the past year:

- The number of Black new hires increased in five categories: faculty, 50.0%; professional non-faculty, 25.0%; secretarial/clerical, 100.0%; technical/paraprofessional, 150.0%; and service/maintenance, 100.0%.
- Total Black new hires increased by 68.4%.
- The percentage of total Black new hires to total new hires increased by 2.6%.

In the past five years:

- The number of Black new hires increased in two categories: faculty, 50.0%; and professional non-faculty, 11.1%.
- Total Black new hires increased by 3.2%.
- The percentage of total Black new hires to total new hires increased by 2.3%.

Challenges

In the past five years:

- The number of Black new hires decreased in three categories: executive/administrative/managerial, 100.0%; technical/paraprofessional, 28.6%; and service/maintenance, 50.0%.

Black New Hires

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	2	1	0	1	1
<i>Faculty</i>	8	9	7	8	12
<i>Professional Non-Faculty</i>	9	8	2	8	10
<i>Secretarial/Clerical</i>	3	1	0	0	3
<i>Technical/Paraprofessional</i>	7	4	5	2	5
<i>Skilled Craft</i>	0	0	1	0	0
<i>Service/Maintenance</i>	2	1	2	0	1
Total Black New Hires	31	24	17	19	32
<i>Total New Hires</i>	332	300	249	210	276
Percent of Total Black New Hires to Total New Hires	9.34%	8.00%	6.83%	9.05%	11.59%

Note: Total does not include the SOM.

Source: SIUC and SIUE IPEDS 2007-2011.

SIUC Full-Time Black New Hires

Progress

In the past year:

- The number of Black new hires increased in three categories: faculty, 16.7%; secretarial/clerical, 100.0%; and service maintenance, 100.0%.

In the past five years:

- The number of Black new hires increased in two categories: faculty, 75.0%; and professional non-faculty, 66.7%.
- The percentage of total Black new hires to total new hires increased by 1.1%.

Challenges

In the past year:

- The number of Black new hires decreased in two categories: professional non-faculty, 28.6%; and technical/paraprofessional, 100.0%.
- The percentage of total Black new hires to total new hires decreased by 1.5%.

In the past five years:

- The number of Black new hires decreased in four categories: executive/administrative/managerial, 100.0%; secretarial/clerical, 50.0%; technical/paraprofessional, 100.0%; and service/maintenance, 50.0%.

Black New Hires

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	2	1	0	1	1
<i>Faculty</i>	4	7	5	6	7
<i>Professional Non-Faculty</i>	3	3	1	7	5
<i>Secretarial/Clerical</i>	2	1	0	0	1
<i>Technical/Paraprofessional</i>	2	4	2	1	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	2	1	0	0	1
<i>Total Black New Hires</i>	15	17	8	15	15
<i>Total New Hires</i>	230	213	164	164	196
<i>Percent of Total Black New Hires to Total New Hires</i>	6.52%	7.98%	4.88%	9.15%	7.65%

Note: Total does not include the SOM.

Source: SIUC IPEDS.

SIUE Full-Time Black New Hires

Progress

In the past year:

- The number of Black new hires increased in four categories: faculty, 150.0%; professional non-faculty, 400.0%; secretarial/clerical, 100.0%; and technical/paraprofessional, 400.0%.
- Total Black new hires increased by 325.0%.
- The percentage of total Black new hires to total new hires increased by 12.6%.

In the past five years:

- The number of Black new hires increased in two categories: faculty, 25.0%; and secretarial/clerical, 100.0%.
- Total Black new hires increased by 6.3%.
- The percentage of total Black new hires to total new hires increased by 5.6%.

Challenges

In the past five years:

- The number of Black new hires decreased in professional non-faculty, 16.7%.

Black New Hires

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	4	2	2	2	5
<i>Professional Non-Faculty</i>	6	5	1	1	5
<i>Secretarial/Clerical</i>	1	0	0	0	2
<i>Technical/Paraprofessional</i>	5	0	3	1	5
<i>Skilled Craft</i>	0	0	1	0	0
<i>Service/Maintenance</i>	0	0	2	0	0
<i>Total Black New Hires</i>	16	7	9	4	17
<i>Total New Hires</i>	102	87	85	46	80
<i>Percent of Total Black New Hires to Total New Hires</i>	15.69%	8.05%	10.59%	8.70%	21.25%

Source: SIUE IPEDS.

Total SIU Full-Time Hispanic New Hires

Progress

In the past year:

- The number of Hispanic new hires increased in service maintenance, 100.0%.

In the past five years:

- The number of Hispanic new hires increased in two categories: professional non-faculty, 100.0%; and service/maintenance, 100.0%.

Challenges

In the past year:

- The number of Hispanic new hires decreased in two categories: faculty, 100.0%; and professional non-faculty, 50.0%.
- Total Hispanic new hires decreased by 50.0%.
- The percentage of total Hispanic new hires to total new hires decreased by 1.8%.

In the past five years:

- 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 40.0%.
- The percentage of total Hispanic new hires to total new hires decreased by 0.4%.

Hispanic New Hires

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	1	0	1	0	0
<i>Faculty</i>	4	6	7	2	0
<i>Professional Non-Faculty</i>	0	3	2	4	2
<i>Secretarial/Clerical</i>	0	1	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	1
<i>Total Hispanic New Hires</i>	5	10	10	6	3
<i>Total New Hires</i>	332	300	249	210	276
<i>Percent of Total Hispanic New Hires to Total New Hires</i>	1.51%	3.33%	4.02%	2.86%	1.09%

Note: Total does not include the SOM.

Source: SIUC and SIUE IPEDS 2007-2011.

SIUC Full-Time Hispanic New Hires

Progress

In the past year:

- The number of Hispanic new hires increased in service/maintenance, 100.0%.

In the past five years:

- The number of Hispanic new hires increased in two categories: professional non-faculty, 100.0%; and service/maintenance, 100.0%.

Challenges

In the past year:

- The number of Hispanic new hires decreased in two categories: faculty, 100.0%; and professional non-faculty, 66.7%.
- Total Hispanic new hires decreased by 60.0%.
- The percentage of total Hispanic new hires to total new hires decreased by 2.0%.

In the past five years:

- 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 50.0%.
- The percentage of total Hispanic new hires to total new hires decreased by 0.7%.

Hispanic New Hires

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	1	0	0	0	0
<i>Faculty</i>	3	5	4	2	0
<i>Professional Non-Faculty</i>	0	2	1	3	1
<i>Secretarial/Clerical</i>	0	1	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	1
<i>Total Hispanic New Hires</i>	4	8	5	5	2
<i>Total New Hires</i>	230	213	164	164	196
<i>Percent of Total Hispanic New Hires to Total New Hires</i>	1.74%	3.76%	3.05%	3.05%	1.02%

Note: Total does not include the SOM.

Source: SIUC IPEDS.

SIUE Full-Time Hispanic New Hires

Progress

In the past five years:

- The percentage of total Hispanic new hires to total new hires increased by 0.3%.

Challenges

In the past year:

- The percentage of total Hispanic new hires to total new hires decreased by 0.9%.

In the past five years:

- The number of Hispanic new hires decreased in faculty, 100.0%.

Hispanic New Hires

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	0	0	1	0	0
<i>Faculty</i>	1	1	3	0	0
<i>Professional Non-Faculty</i>	0	1	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>	0	0	0	0	0
<i>Total Hispanic New Hires</i>	1	2	5	1	1
<i>Total New Hires</i>	102	87	85	46	80
<i>Percent of Total Hispanic New Hires to Total New Hires</i>	0.98%	2.30%	5.88%	2.17%	1.25%

Source: SIUE IPEDS.

Total SIU Full-Time Native American/Alaskan Native New Hires

Progress

In the past five years:

- The number of Native American/Alaskan Native new hires increased in faculty, 100.0%.
- The percentage of total Native American/Alaskan Native new hires to total new hires increased by 0.1%.

Challenges

In the past year:

- The percentage of total Native American/Alaskan Native new hires to total new hires decreased by 0.1%.

In the past five years:

- The number of Native American/Alaskan Native new hires decreased in technical/paraprofessional, 100.0%.

Native American/Alaskan Native New Hires

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	0	0	0	1	1
<i>Professional Non-Faculty</i>	0	0	0	0	0
<i>Secretarial/Clerical</i>	0	0	0	0	0
<i>Technical/Paraprofessional</i>	1	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/Alaskan Native New Hires</i>	1	0	0	1	1
<i>Total New Hires</i>	332	300	249	210	276
<i>Percent of Total Native American/Alaskan Native New Hires to Total New Hires</i>	0.30%	0.00%	0.00%	0.48%	0.36%

Note: Total does not include the SOM.

Source: SIUC and SIUE IPEDS 2007-2011.

SIUC Full-Time Native American/Alaskan Native New Hires

Progress

In the past year:

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

In the past five years:

- The number of Native American/Alaskan Native new hires increased in faculty, 100.0%.
- The percentage of total Native American/Alaskan Native new hires to total new hires increased by 0.1%.

Challenges

In the past five years:

- The number of Native American/Alaskan Native new hires decreased in technical/paraprofessional, 100.0%.

Native American/Alaskan Native New Hires

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</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>	1	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/Alaskan Native New Hires</i>	1	0	0	0	1
<i>Total New Hires</i>	230	213	164	164	196
<i>Percent of Total Native American/Alaskan Native New Hires to Total New Hires</i>	0.43%	0.00%	0.00%	0.00%	0.51%

Note: Total does not include the SOM.

Source: SIUC IPEDS.

SIUE Full-Time Native American/Alaskan Native New Hires

Challenges

In the past year:

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

Native American/Alaskan Native New Hires

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	0	0	0	1	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	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/Alaskan Native New Hires</i>	0	0	0	1	0
<i>Total New Hires</i>	102	87	85	46	80
<i>Percent of Total Native American/Alaskan Native New Hires to Total New Hires</i>	0.00%	0.00%	0.00%	2.17%	0.00%

Source: SIUE IPEDS.

Total SIU Full-Time Asian New Hires

Progress

In the past five years:

- The number of Asian new hires increased in technical/paraprofessional, 100.0%.

Challenges

In the past year:

- The number of Asian new hires decreased in three categories: faculty, 23.5%; professional non-faculty, 83.3%; and technical/paraprofessional, 100.0%.
- Total Asian new hires decreased by 40.0%.
- The percentage of total Asian new hires to total new hires decreased by 6.5%.

In the past five years:

- The number of Asian new hires decreased in two categories: faculty, 18.8%; and professional non-faculty, 90.9%.
- Total Asian new hires decreased by 44.4%.
- The percentage of total Asian new hires to total new hires decreased by 2.7%.

Asian New Hires

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	16	26	12	17	13
<i>Professional Non-Faculty</i>	11	9	6	6	1
<i>Secretarial/Clerical</i>	0	2	1	0	0
<i>Technical/Paraprofessional</i>	0	1	0	2	1
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	0	0	0	0
<i>Total Asian New Hires</i>	27	38	19	25	15
<i>Total New Hires</i>	332	300	249	210	276
<i>Percent of Total Asian New Hires to Total New Hires</i>	8.13%	12.67%	7.63%	11.90%	5.43%

Note: Total does not include the SOM.

Source: SIUC and SIUE IPEDS 2007-2011.

SIUC Full-Time Asian New Hires

Progress

In the past five years:

- The number of Asian new hires increased in technical/paraprofessional, 100.0%.

Challenges

In the past year:

- The number of Asian new hires decreased in three categories: faculty, 13.3%; professional non-faculty, 83.3%; and technical/paraprofessional, 100.0%.
- Total Asian new hires decreased by 34.8%.
- The percentage of total Asian new hires to total new hires decreased by 6.4%.

In the past five years:

- The number of Asian new hires decreased in two categories: faculty, 13.3%; and professional non-faculty, 87.5%.
- Total Asian new hires decreased by 34.8%.
- The percentage of total Asian new hires to total new hires decreased by 2.4%.

Asian New Hires

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	15	20	9	15	13
<i>Professional Non-Faculty</i>	8	9	6	6	1
<i>Secretarial/Clerical</i>	0	1	1	0	0
<i>Technical/Paraprofessional</i>	0	1	0	2	1
<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	31	16	23	15
<i>Total New Hires</i>	230	213	164	164	196
<i>Percent of Total Asian New Hires to Total New Hires</i>	10.00%	14.55%	9.76%	14.02%	7.65%

Note: Total does not include the SOM.

Source: SIUC IPEDS.

SIUE Full-Time Asian New Hires

Challenges

In the past year:

- The number of Asian new hires decreased in faculty, 100.0%.
- Total Asian new hires decreased by 100.0%.
- The percentage of total Asian new hires to total new hires decreased by 4.4%.

In the past five years:

- The number of Asian new hires decreased in two categories: faculty, 100.0%; and professional non-faculty, 100.0%.
- Total Asian new hires decreased by 100.0%.
- The percentage of total Asian new hires to total new hires decreased by 3.9%.

Asian New Hires

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	1	6	3	2	0
<i>Professional Non-Faculty</i>	3	0	0	0	0
<i>Secretarial/Clerical</i>	0	1	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 Asian New Hires</i>	4	7	3	2	0
<i>Total New Hires</i>	102	87	85	46	80
<i>Percent of Total Asian New Hires to Total New Hires</i>	3.92%	8.05%	3.53%	4.35%	0.00%

Source: SIUE IPEDS.

Total SIU Full-Time Hawaiian Pacific Islander New Hires

Hawaiian Pacific Islander New Hires

				<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>				0	0
<i>Faculty</i>				0	0
<i>Professional Non-Faculty</i>				0	0
<i>Secretarial/Clerical</i>				0	0
<i>Technical/Paraprofessional</i>				0	0
<i>Skilled Craft</i>				0	0
<i>Service/Maintenance</i>				0	0
<i>Total Hawaiian Pacific Islander New Hires</i>				0	0
<i>Total New Hires</i>				210	276
<i>Percent of Total Hawaiian Pacific Islander New Hires to Total New Hires</i>				0.00%	0.00%

Note: Total does not include the SOM.

Source: SIUC and SIUE IPEDS 2007-2011.

SIUC Full-Time Hawaiian Pacific Islander New Hires

Hawaiian Pacific Islander New Hires

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>				0	0
<i>Faculty</i>				0	0
<i>Professional Non-Faculty</i>				0	0
<i>Secretarial/Clerical</i>				0	0
<i>Technical/Paraprofessional</i>				0	0
<i>Skilled Craft</i>				0	0
<i>Service/Maintenance</i>				0	0
<i>Total Hawaiian Pacific Islander New Hires</i>				0	0
<i>Total New Hires</i>				164	196
<i>Percent of Total Hawaiian Pacific Islander New Hires to Total New Hires</i>				0.00%	0.00%

Note: Total does not include the SOM.

Source: SIUC IPEDS.

SIUE Full-Time Hawaiian Pacific Islander New Hires

Hawaiian Pacific Islander New Hires

				<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>				0	0
<i>Faculty</i>				0	0
<i>Professional Non-Faculty</i>				0	0
<i>Secretarial/Clerical</i>				0	0
<i>Technical/Paraprofessional</i>				0	0
<i>Skilled Craft</i>				0	0
<i>Service/Maintenance</i>				0	0
<i>Total Hawaiian Pacific Islander New Hires</i>				0	0
<i>Total New Hires</i>				46	80
<i>Percent of Total Hawaiian Pacific Islander New Hires to Total New Hires</i>				0.00%	0.00%

Source: SIUE IPEDS.

Total SIU Full-Time Two or More Races New Hires

Challenges

In the past year:

- The number of two or more races new hires decreased in professional non-faculty, 100.0%.
- Total two or more races new hires decreased by 100.0%.
- The percentage of total two or more races new hires to total new hires decreased by 1.0%.

Two or More Races New Hires

				<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>				0	0
<i>Faculty</i>				0	0
<i>Professional Non-Faculty</i>				2	0
<i>Secretarial/Clerical</i>				0	0
<i>Technical/Paraprofessional</i>				0	0
<i>Skilled Craft</i>				0	0
<i>Service/Maintenance</i>				0	0
<i>Total Two or More Races New Hires</i>				2	0
<i>Total New Hires</i>				210	276
<i>Percent of Total Two or More Races New Hires to Total New Hires</i>				0.95%	0.00%

Note: Total does not include the SOM.

Source: SIUC and SIUE IPEDS 2007-2011.

SIUC Full-Time Two or More Races New Hires

Challenges

In the past year:

- The number of two or more races new hires decreased in professional non-faculty, 100.0%.
- Total two or more races new hires decreased by 100.0%.
- The percentage of total two or more races new hires to total new hires decreased by 0.6%.

Two or More Races New Hires

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>				0	0
<i>Faculty</i>				0	0
<i>Professional Non-Faculty</i>				1	0
<i>Secretarial/Clerical</i>				0	0
<i>Technical/Paraprofessional</i>				0	0
<i>Skilled Craft</i>				0	0
<i>Service/Maintenance</i>				0	0
<i>Total Two or More Races New Hires</i>				1	0
<i>Total New Hires</i>				164	196
<i>Percent of Total Two or More Races New Hires to Total New Hires</i>				0.61%	0.00%

Note: Total does not include the SOM.

Source: SIUC IPEDS.

SIUE Full-Time Two or More Races New Hires

Challenges

In the past year:

- The number of two or more races new hires decreased in professional non-faculty, 100.0%.
- Total two or more races new hires decreased by 100.0%.
- The percentage of total two or more races new hires to total new hires decreased by 2.2%.

Two or More Races New Hires

				<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>				0	0
<i>Faculty</i>				0	0
<i>Professional Non-Faculty</i>				1	0
<i>Secretarial/Clerical</i>				0	0
<i>Technical/Paraprofessional</i>				0	0
<i>Skilled Craft</i>				0	0
<i>Service/Maintenance</i>				0	0
<i>Total Two or More Races New Hires</i>				1	0
<i>Total New Hires</i>				46	80
<i>Percent of Total Two or More Races New Hires to Total New Hires</i>				2.17%	0.00%

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: professional nonfaculty, 56.4%; secretarial/clerical, 78.6%; technical/paraprofessional, 60.0%.
- Total female new hires increased by 36.7%.
- The percentage of total female new hires to total new hires increased by 2.5%.

In the past five years:

- The number of female new hires increased in technical/paraprofessional 37.9%.
- The percentage of total female new hires to total new hires increased by 2.9%.

Challenges

In the past year:

- The number of female new hires decreased in service/maintenance, 25.0%.

In the past five years:

- The number of female new hires decreased in five categories: executive/administrative/managerial, 40.0%; faculty, 29.5%; professional non-faculty, 3.2%; secretarial/clerical, 30.6%; and service/maintenance, 57.1%.
- Total female new hires decreased by 12.9%.

Female New Hires

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	5	2	0	3	3
<i>Faculty</i>	61	54	62	43	43
<i>Professional Non-Faculty</i>	63	59	41	39	61
<i>Secretarial/Clerical</i>	36	30	21	14	25
<i>Technical/Paraprofessional</i>	29	20	16	25	40
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	7	8	2	4	3
<i>Total Female New Hires</i>	201	173	142	128	175
<i>Total New Hires</i>	332	300	249	210	276
<i>Percent of Total Female New Hires to Total New Hires</i>	60.54%	57.67%	57.03%	60.95%	63.41%

Note: Total does not include the SOM.

Source: SIUC and SIUE IPEDS 2011-2012.

SIUC Full-Time Female New Hires

Progress

In the past year:

- The number of female new hires increased in four categories: faculty 3.8%; professional non-faculty, 55.2%; secretarial/clerical, 21.4%; and technical/paraprofessional, 47.8%.
- Total female new hires increased by 28.6%.
- The percentage of total female new hires to total new hires increased by 4.5%.

In the past five years:

- The number of female new hires increased in technical/paraprofessional, 100.0%.
- The percentage of total female new hires to total new hires increased by 3.9%.

Challenges

In the past year:

- The number of female new hires decreased in two categories: executive/administrative/managerial, 33.3%; and service maintenance, 66.7%.

In the past five years:

- The number of female new hires decreased in five categories: executive/administrative/managerial, 50.0%; faculty, 27.0%; professional non-faculty, 2.2%; secretarial/clerical, 45.2%; and service/maintenance, 75.0%.
- Total female new hires decreased by 9.4%.

Female New Hires

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	4	1	0	3	2
<i>Faculty</i>	37	32	31	26	27
<i>Professional Non-Faculty</i>	46	45	33	29	45
<i>Secretarial/Clerical</i>	31	24	14	14	17
<i>Technical/Paraprofessional</i>	17	13	13	23	34
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	4	4	1	3	1
<i>Total Female New Hires</i>	139	119	92	98	126
<i>Total New Hires</i>	230	213	164	164	196
<i>Percent of Total Female New Hires to Total New Hires</i>	60.43%	55.87%	56.10%	59.76%	64.29%

Note: Total does not include the SOM.

Source: SIUC IPEDS 2010-2011.

SIUE Full-Time Female New Hires

Progress

In the past year:

- The number of female new hires increased in five categories: executive/administrative/managerial, 100.0%; professional non-faculty, 60.0%; secretarial/clerical, 100.0%; technical/paraprofessional, 200.0%; and service/maintenance, 100.0%.
- The percentage of total female new hires to total new hires increased by 63.3%.

In the past five years:

- The number of female new hires increased in secretarial/clerical, 60.0%.
- The percentage of total female new hires to total new hires increased by 0.5%.

Challenges

In the past year:

- The number of female new hires decreased in faculty, 5.9%.
- The percentage of total female new hires to total new hires decreased by 4.0%.

In the past five years:

- The number of female new hires decreased in four categories: faculty, 33.3%; professional non-faculty, 5.9%; technical/paraprofessional, 50.0%; and service/maintenance, 33.3%.
- Total female new hires decreased by 21.0%.

Female New Hires

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
<i>Executive/Administrative/Managerial</i>	1	1	0	0	1
<i>Faculty</i>	24	22	31	17	16
<i>Professional Non-Faculty</i>	17	14	8	10	16
<i>Secretarial/Clerical</i>	5	6	7	0	8
<i>Technical/Paraprofessional</i>	12	7	3	2	6
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	3	4	1	1	2
<i>Total Female New Hires</i>	62	54	50	30	49
<i>Total New Hires</i>	102	87	85	46	80
<i>Percent of Total Female New Hires to Total New Hires</i>	60.78%	62.07%	58.82%	65.22%	61.25%

Source: SIUE Factbook 2010-2011.

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

– GOAL AND MISSION –

Southern Illinois University Carbondale (SIU 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 –

SIU 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 2011 total enrollment was 19,817; specific populations are as follows:

- 5,533 (27.9%) minority students
- 3,684 (18.6%) Black students
- 909 (4.6%) Hispanic students
- 81 (0.4%) Native American students
- 385 (1.9%) Asian students
- 37 (0.2%) Native Hawaiian or other Pacific Islander students
- 437 (2.2%) two or more ethnic group students
- 9,094 (45.9%) female students
- 509 (2.6%) disabled students

SIU Carbondale's fall 2011 total number of full-time employees was 4,980; specific populations are as follows:

- 664 (13.3%) minority employees
- 295 (5.9%) Black employees
- 84 (1.7%) Hispanic employees
- 17 (0.3%) Native American employees
- 233 (4.7%) Asian employees
- 5 (0.1%) Native Hawaiian or other Pacific Islander employees
- 30 (0.6%) two or more ethnic group employees
- 2,954 (59.3%) female employees

– ACCOMPLISHMENTS –

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

- SIU Carbondale was the recipient of the Higher Education Excellence in Diversity (HEED) Award for 2012.
- In the past year, SIU Carbondale was ranked 56th in the total number of baccalaureate degrees awarded to African Americans in all disciplines and was ranked 87th in the total number of baccalaureate degrees awarded to Native Americans in all disciplines.
- SIU Carbondale was ranked 6th in the nation for the number of baccalaureate degrees in education awarded to all minority students and 2nd for the number of baccalaureate degrees in education awarded to African American students.
- SIU Carbondale was ranked as follows for the number of baccalaureate degrees awarded in transportation and materials moving: 4th for degrees awarded to all minority students; 3rd for degrees awarded to African American students; 4th for degrees awarded to Hispanic/Latino students; and 8th for degrees awarded to Asian American students.
- SIU Carbondale was ranked as follows for the number of baccalaureate degrees awarded in engineering technologies and engineering-related fields: 6th for the number of degrees awarded to all minority students; 5th for the number of degrees awarded to Native American students; 12th for the number of degrees awarded to African American students; 14th for the number of degrees awarded to Hispanic/Latino students; and 10th for the number of degrees awarded to Asian American students.
- SIU Carbondale was ranked as follows for the number of baccalaureate degrees awarded in health and medical administrative services: 5th for the number of degrees awarded to all minority students; 5th for the number of degrees awarded to African American students; 9th for the number of degrees awarded to Hispanic students; and 14th for the number of degrees awarded to Asian American students.

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

Enrollment

- Minority overall enrollment increased 1.6%
- Black overall enrollment increased 3.5%
- Asian graduate enrollment increased 11.8%
- Two or more ethnic group overall enrollment increased 10.4%

Employment

- Minority employees in all areas increased 3.6%
- Minority tenured faculty increased 16.5%
- Black tenured faculty increased 12.0%
- Hispanic/Latino employees in all areas increased 3.7%
- Hispanic/Latino tenured faculty increased 7.7%
- Asian employees in all areas increased 8.9%
- Asian tenured faculty increased 22.8%
- Female employees in all areas increased 1.6%
- Female tenured faculty increased 5.3%

– ENROLLMENT –

Enrollment Trends

The overall enrollment at SIU Carbondale has been consistently decreasing since fall 1993. In the past four years, total enrollment has decreased by 856 or 4.1%. The enrollment of female students has followed this trend and decreased by 265 students or 2.8%. Unlike the overall enrollment, the racial and ethnic underrepresented student population has increased by 859 students or 18.4%. Among these underrepresented groups, African American enrollment increased 303 students or 9.0%; Hispanic/Latino enrollment increased 163 students or 21.8%; Asian enrollment decreased by 80 students or 17.2%. Native American enrollment decreased by 1 student or 1.2%. Fall 2010 is the first semester to allow for the racial and ethnic groups Native Hawaiian or Other Pacific Islander and Two or More; therefore, the four-year change for these two racial and ethnic groups is unavailable. The overall disabled student population also increased by 33 students or 6.9%.

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 2008 by 205 new students or 7.9%. The number of transfer students increased by 62 students or 3.1% during this same time period.

An analysis of the underrepresented new freshman groups shows an increase in all racial and ethnic minority students of 169 or 18.1%. African American freshmen increased by 103 or 14.1%; Hispanic/Latino freshmen increased by 13 students or 9.6%; Native American freshmen increased by 6 students or 85.7%; and Asian freshmen decreased by 36 students or 54.5%. Female freshmen decreased by 8 students or 0.7%.

The analysis of new transfer students shows an increase of 59 students or 16.2% for all racial and ethnic minority transfers. African American transfers increased 50 students or 22.6%; Hispanic/Latino transfers decreased by 22 students or 26.5%; the number of Native American transfers increased 5 students or 100.0%; and Asian transfers decreased by 22 students or 39.3%. Female transfers decreased by 16 students or 1.8%.

– EMPLOYMENT –

Employment and Hires Trends

In fall 2011, the total full-time employment decreased to 4,980. This was a decrease of 59 employees or 1.2% from fall 2008. The number of full-time, female employees increased by 48 or 1.7%. The number of all racial and ethnic underrepresented employees increased by 59 or 9.8%. The analysis of this underrepresented population of full-time employees shows a decrease of 18 African American employees or 5.8%; Hispanic/Latino employees increased by 10 or 13.5%; Native Americans decreased by 1 or 5.6%; and Asians had the largest increase with 33 full-time employees or 16.5%. 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 17 or 8.0% in the past four years. There was a decrease of 20 or a 35.7% decrease of racial and ethnic underrepresented hires, and an increase of 7 or 5.9% in female hires. A more detailed analysis of the racial and ethnic underrepresented hires shows the number of African American hires decreased by 2 or 11.8%; Hispanic/Latino hires decreased by 6 or 75.0%; Native American hires increased from zero to 1; and Asians decreased by 16 or 51.6%.

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 and ethnic minorities 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; Executive Director for Finance; SIU Carbondale Budget Director; Associate Provost for Academic Administration; Associate Chancellor for Institutional Diversity; Associate Vice Chancellor for Alumni Services; Interim Director of Housing; Director of Student Center; Director of Human Resources; Dean, Library Affairs; Dean, School of Law; Dean, College of Science; and Dean, College of Liberal Arts.

Although the information above suggests that racial and ethnic minorities and females are employed in key administrative positions, these efforts must continue. The above data suggests that focused and strategic efforts have increased female hires in Academic Affairs.

– 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 continues to sponsor many 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 these programs.

College Pipeline Access

SIU Carbondale has in place two programs that focus on improving college readiness for local middle school and high school students.

The Southern Illinois Career Preparation Program is designed to reach underrepresented students in grades 6 through 9. Participants meet one Saturday each month 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 is an educational assistance program funded by the U.S. Department of Education to increase the graduation rate of high school students and to provide assistance that will create a bridge to post-secondary education. The program serves approximately 85 qualified high school students from six schools in three surrounding counties who are from low-income families or families where neither parent has a bachelor's degree. The program meets one Saturday per month during the academic year and conducts a six-week residential program held on the SIU Carbondale campus during the summer. The year-round services provided by the program include but are not limited to enrichment workshops, counseling, and tutoring. During 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.

University Student Success Programs

In 2012, the Center for Academic Success, now Exploratory Student Advisement (Provisional), became a part of University College. University College is structured to encourage unprecedented collaboration across campus among programs and services to enhance students' college experiences. University College consists of Exploratory Student Advisement (Provisional), First Scholars Program, Learning Support Services, and Student Success Courses.

The Exploratory Student Advisement (Provisional) program 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 admission requirements. The program is designed to improve the retention rate of the *exploratory* students by providing problem-solving assistance, emotional support, and case management support to those students in need. 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 which is a key

component in students' success 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.

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. The Exploratory Student Advisement (Provisional) program offers two restricted University College (UCOL) 101A Black male classes every fall. The students participate in workshops and seminars sponsored through the Black Male Initiative. The program also offers one restricted section of UCOL101A for Hispanic students. The students in this course are very active within the Latino campus community and participate in several service initiatives. There is also one restricted section of UCOL101A for federally defined first-generation students who are very intricately involved in Student Support Services. All students in Exploratory Student Advisement (Provisional) who self-identify with a disability are referred to Disability Support Services for evaluation and services.

The Student Support Services program, funded by the U.S. Department of Education, provides comprehensive, academic, social, and cultural support service for 160 first-generation and low-income students. The purpose of the program is to increase graduation and retention rates among the population served. Services include but are not limited to academic coaching, focus workshops, professional development, social and cultural enrichment opportunities, and leadership development. All programs are designed to motivate students towards the successful completion of their post-secondary education. Students are eligible to receive services until they graduate.

The Achieve Program is a comprehensive fee-for-service academic support program for students with learning disabilities, attention deficit disorders, and other learning differences. The goal of the program is to provide intensive individualized support for academic achievement. Services include weekly case management; academic coaching in study skills, time management, and organizational skills; individualized tutoring; adaptive technology for note-taking and reading; assistance in tracking academic progress; access to computer labs, printing, and technology support; and test accommodations including extended time, reader, and scribe. Other Achieve services include restricted sections of UCOL101, ENGL101, and ENGL102; referrals to other campus services; and assistance with campus-related issues, whether academic, social, or personal.

The Achieve Program has a strong and long-standing reputation for successfully assisting students with learning disabilities through college. Over the last 30 years, many students have pursued and attained bachelor's and master's degrees at SIU Carbondale with the assistance of the Achieve Program. Achieve believes that every student has his or her own special strengths and weaknesses; services are designed to meet individual student needs. The one-on-one approach ensures that every Achieve student receives the best support possible to maximize the potential for success every semester. The Achieve Program has a direct impact on recruitment, admission, and retention of learning-disabled students for SIU Carbondale.

Disability Support Services (DSS) coordinates support services for SIU Carbondale students with disabilities. DSS serves approximately 500 students each year. This includes students who are learning disabled, blind, visually impaired, deaf, hard of hearing, and mobility impaired. It also includes students with acquired brain injuries, chronic health conditions, and psychological disabilities. Services provided include test proctoring, extra time on exams, readers, quiet setting for taking exams, adaptive technology, note-takers, campus route familiarization, large print, Braille, books in electronic format, equipment loans, consultation with instructors, and general guidance and counseling.

The Black Resource Center (BRC) supports and assists 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.

The GLBT Resource Center 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.

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.

The Black Male Initiative purposefully and intentionally addresses the success of Black male students at SIU Carbondale. The program employs proven and effective strategies to improve African American male student engagement, retention, and graduation rates by providing events and services that focus on the unique needs of African American males. By challenging, engaging, and empowering African American male students to take charge of their success while providing opportunities for faculty and staff to collect, share, and disseminate relevant research, strategies, and approaches, the program seeks to provide the SIU community with effective tools to support African American male students.

College Student Success 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 six 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 develop a sense of belonging in a profession that has a critically low enrollment of underrepresented populations.

College of Business

The Office of Minority Affairs provides appropriate support services and incentives to enable more minority students to successfully complete their educational objectives without dropping or interrupting their course of study in the College of Business.

The primary objective of the program is to enhance the college experience and increase the matriculation and graduation rates of enrolled minority students by helping them to meet their social, cultural, and educational needs. The Office of Minority Affairs provides orientation, tutoring, mentoring, and academic support service to help ensure that minority students have the opportunity to succeed and receive a quality education. The Office of Minority Affairs assists qualified minority students in securing scholarships, internships, externships, and career placement.

To assist incoming freshmen in their transition to the University, the College of Business participates in the Freshman Interest Group Program (FIG). All incoming business students who choose to become part of the FIG are housed in the same residence hall. During their first semester, all the students on the floor have the same classes. This builds strong relationships among the students and helps them succeed in their studies. Also, each student has a student mentor to assist with making the transition from high school to college.

College of Engineering

The Success in Engineering Through Excellence and Diversity program is an academic enrichment support program designed to increase the enrollment, retention, and graduation rate of ethnic minorities in engineering. The program is committed to providing the best opportunities and programs available to minority students. The SEED program recognizes and accommodates the broad diversity of its students and utilizes student-to-student interactions as a basis for improving the overall educational attainment of all minority engineering students. By facilitating peer interaction, faculty-student interaction, and industry-student interaction, the Success in Engineering Through Excellence and Diversity program has substantially increased both minority enrollment and minority graduation rates.

College of Science

The Nags Heart program is an interdisciplinary seed grant program which organizes and sponsors micro-retreats for women in science, technology, engineering, and mathematics (STEM). The special challenges STEM women face include credibility, recognition, work-life balance, and survival in a system that was not shaped by women's experiences. These and other issues are discussed and shared in a two-day retreat.

School of Law

The Women in Leadership Program seeks to help students build their own leadership skills while learning about the challenges that women face as leaders within the legal profession. The program currently consists of two courses: a one-credit introductory workshop on leadership issues, and a two-credit, semester-long course.

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 University 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 surpassed 14,000 for the third straight year.
- SIUE enrolled its largest freshman class in fall 2012, with 2,075 first-time freshmen.
- The University enrolled 11,341 undergraduate students, of which 53% were female and 23% were minority, including 15% African American and 4% Hispanic.
- In fall 2012, there were 2,714 graduate and professional students, of which 60% were female and 15% were minority.
- The University employed 2,109 full-time employees in faculty, administrative, professional, and civil service positions in fall 2012, of which 59% were female and 20% were minority, including 13% African American, 3% Asian, and 2% Hispanic.
- Women represented 50% of total full-time instructional faculty; women held 31% of full professor positions, 43% of associate professor positions, and 56% 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 –

- *U.S. News & World Report Best Colleges of 2013* lists SIUE among the top 15 public universities in the best Regional Universities Midwest (master's granting) category for the ninth consecutive year. The overall scores are based on the academic preparedness of students, graduation rates, faculty characteristics, and the reputation of SIUE in higher education.
- For the third consecutive year, *Washington Monthly*, a national magazine, has ranked SIUE among the Top 50 of the 682 master's universities in the nation; SIUE ranked 25th among public institutions.
- For the fourth 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.
- *GI Jobs*, a magazine for people transitioning out of the U.S. military, has named SIUE a military friendly school for the third consecutive year. This honor places SIUE in the top 20 percent of all colleges, universities, and trade schools nationwide in offering programs and support for veterans and active duty military personnel.
- Enrollment at SIUE reached an all-time high for fall 2011 at 14,235 and was above 14,000 for the third straight year in fall 2012, supported by a record freshman enrollment of 2,075 first-time freshmen.
- Women continue to hold key positions University-wide, including the Chancellor; Dean, School of Education; Scientific Analyst, Ethanol Plant; Director of Police Services, SIUE Police Department; International Student and Scholar Advisor, International Programs; and Manager of Campus Parking, Parking Services.
- Minorities hold key positions University-wide, including Vice Chancellor for Student Affairs; Dean of the School of Pharmacy; Associate Provost for Institutional Diversity and Inclusion; Chair, Department of Mass Communications; Human Resource Associate, Department of Human Resources; and Assistant Director of Facilities Management.
- Disability Support Services (DSS) coordinates physical and academic support services for SIUE students with disabilities. DSS serves over 300 students during the year.
- School of Engineering minority student enrollment reached a record high of 86 students in fall 2012.
- As the second largest employer in southwestern Illinois, SIUE had a total economic impact of nearly \$500 million on the region.

– ENROLLMENT –

Southern Illinois University Edwardsville enrolls over 14,000 students from 101 Illinois counties, 36 other U.S. states, and 40 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 2012 is as follows:

- 11,341 undergraduate students enrolled
 - 53% female
 - 25% minority
 - 13% African American
- 2,568 minority students enrolled
 - 64% African American
 - 16% Hispanic
 - 20% other minorities¹

– EMPLOYMENT –

The University employed 2,109 full-time employees in faculty, administrative, professional, and civil service positions in fall 2012, of which 59% were female and 20% were minority, including 13% African American, 3% Asian, and 2% Hispanic. Although the University'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 1,252 women in fall 2012, representing 59% of the University's full-time workforce, of which 276, or 22%, were women of color, representing 13% of the total full-time workforce and 65% of the total full-time minority workforce in fall 2012.

Women represented 50% of total full-time instructional faculty; women held 31% of full professor positions, 43% of associate professor positions, and 56% of assistant professor positions. All rates are near or above their respective national averages. Women continued impressive representation in administrative/managerial and professional positions, comprising 46% and 65%, respectively, of employees in those job groups. Both figures are close to or greater than the national average 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 develop strategies to address such underutilizations. Selected placement goals for women occurred in:

- Chancellor – University Administration
- Executive Director – Illinois Education Research Council
- Associate Director for Operations and Maintenance – Facilities Management
- Assistant Professor – School of Engineering

Minority employees represented 20% of the University's workforce, including 13% African American, 3% Asian, and 2% Hispanic. Asian/Pacific Islanders were 8% of full-time faculty, and African Americans were 6% of full-time faculty. Both rates remained near their

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

national averages that show Asian/Pacific Islanders at 7% and African American faculty at 5% of full-time faculty at predominantly White Institutions.²

Hispanic employment increased for the third straight year. The University employed 42 full-time Hispanic employees in fall 2012, up from 35 employees in fall 2011. This increase is a result of the University's efforts to reach out to the Hispanic communities.

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.

Selected placement goals for minorities during FY12 include:

- Assistant Professor – Department of Sociology and Criminal Justice
- Scientific Analyst – National Corn to Ethanol Research Center
- Senior Engineer – Facilities Management
- Program Coordinator – Kimmel Leadership
- Academic Advisor – School of Education

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.

– SELECTED UNIVERSITY PROGRAMS –

Office of Admissions

The Office of Admissions is committed to fulfilling the vision of Southern Illinois University Edwardsville by carrying out the values of the institution. In particular, the Office of Admissions supports the University's efforts in promoting the value of Openness. As stated in the values:

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*

² Sources include: SIUE IPEDS Human Resources Survey Fall 2012; American Council on Education: Minorities in Higher Education 2012, Twenty-Third Status Report; U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics 2011; Women and Minorities In the Illinois Labor Force 2011 Annual Report.

Through a variety of initiatives, such as targeted recruitment efforts; visit programs; utilization of current SIUE students and faculty/staff; and collaboration from the entire University community, we have seen the momentum continue in regards to minority and women students on the campus of SIUE.

Efforts include:

- I-55 bus tour: The Office of Admissions hosted the annual targeted bus tour for admitted students from the Chicago area, including Chicago Public Schools, allowing students to meet other SIUE students through a variety of activities and opportunities to interact with faculty, staff, and current SIUE students. For 2012, 99 students participated in the tour, of which 63 students (63%) enrolled at SIUE, the highest rate in the program's short history.
- Student-to-student phone-a-thons: Phone contacts in both the fall and spring terms focusing on the following:
 - Fall: prospective minority students who have not yet applied and who are pushing the December 1 application filing date and scholarship deadline
 - Spring: admitted minority students to whom we mention the "next steps" to enrolling at SIUE, including housing on campus and Springboard to Success
- Partnered with the Student Opportunities Achieving Results (SOAR) program to discuss with admitted minority students the benefits of an SIUE education and to encourage them to sign up for Springboard to Success, our mandatory registration and advising program for all new freshmen.
- On-site admission programs: In collaboration with the high school counselors/fair organizers, the Office of Admissions offered several on-site admissions programs at targeted high schools/college programs for students meeting SIUE's admission criteria. In fall 2012, 425 students participated in the program, of which 103 (24.2%) enrolled at SIUE.
- Various email and postcard campaigns: To better yield admitted students, a series of emails and postcards are sent to students and their families about the value of an SIUE education.
- Attendance at college fair programs targeting minority students
 - 100 Black Men (Chicago, IL)
 - St. Louis Public School College Fair Week
 - East St. Louis Career/College Fair
 - Visits to SIUE East St. Louis Campus and Charter School
 - National Hispanic Leadership Institute College Fair in Chicago, IL
- Advertising (annually) in the United States Hispanic Leadership Institute booklet, which is distributed nationally, including throughout the Chicago area.

- Targeted search campaign by purchasing the names of minority students from Illinois and Missouri who met the criteria for the Johnetta Haley Scholarship.
- Continued scholarships offered to underrepresented students, including students going into various programs.

In addition, since 2004, the Office of Admissions has seen the following for the fall term:

- Total applications increased from 8,029 to 14,759 (84%)
- Total applications for women grew by 93% (from 4,388 to 8,457)
- Total applications for minority students grew by 277% (from 1,558 to 5,873)
 - *This includes a 3% increase this past year compared to 2011*
- Total applications from White, non-Hispanic students grew by 39% (from 5,029 to 6,973)
- African American applications rose from 1,217 to 4,625 (280%)
 - *This includes a 1.2% increase this past year compared to 2011*
- Hispanic applications increased from 159 to 955 (511%)
 - *This includes a 19% increase this past year compared to 2011*
- Asian American applications were up from 166 to 259 (56%)
- American Indian/Alaskan Native applications continued to see a slight increase from 16 to 34 (113%)

For those freshmen admitted since 2004 to the past year (2012):

- Total admitted freshmen increased from 3,679 to 6,272 (70%)
- Total admitted freshman female students rose from 2,205 to 3,728 (69%)
- Total admitted freshman White, non-Hispanic students went up from 2,918 to 3,675 (26%)

Noted below (and compared to percentages above), much of the growth at SIUE has been within the following:

- African American admitted freshman students increased from 440 to 1,640 (273%)
- Hispanic admitted freshman students increased from 80 to 451 (464%)
 - *This includes a 16% increase this past year compared to 2011*
- Asian American admitted freshman students increased from 88 to 133 (51%)

The Office of Admissions is committed to fulfilling the value of openness by recruiting, admitting, and retaining a diverse student population that possesses the abilities and skills to succeed academically at SIUE.

Disability Support Services

Disability Support Services (DSS) provides reasonable accommodations to ensure that students with disabilities have access to the University and its programs through intentional

interventions, programs, and services in order to meet federal guidelines, encourage personal growth, and increase effective communication.

DSS provides educational opportunities to students and staff who do not have disabilities. These educational programs are designed to promote the inclusion of people with disabilities at SIUE and in surrounding communities.

Disability and the Cougar World Games

Each March, DSS, New Horizons, the Fitness Center, and International Students Services come together to promote excursive, international sport, and disability. DSS chooses four to five physical activities that demonstrate ability in sport. Examples of activities include Floor Volleyball, Chair Basketball, Orientation and Mobility Maze, and Learning Challenge. These activities were well received, with over 250 participants.

Disability Awareness Month

Each October, DSS and New Horizons put together a series of educational activities to bring awareness of disability and inclusion to the SIUE community. These activities include Outta Sight Dinner, Simulation Centers, and Movie Night (disability-focused movie and debriefing), and faculty reception. Surveys of the participants show that the majority of participants both enjoyed and learned from the activities.

Workforce Recruitment Program

DSS, in collaboration with the Career Development Center and Counseling Services, will certify students for the federal internship program. This job skills development program promotes the inclusion of people with disabilities into federal employment.

Intellectual Evaluations

DSS, in collaboration with Counseling Services, evaluates students for whom intellectual evaluations are appropriate. Through this service DSS determines the students' need for academic accommodations.

Learning Skills and Time Management

The DSS Learning Specialist works with students with disabilities and learning disorders on time management and study skills relevant to their individual needs. Each semester the Learning Specialist emails "tips" to assist students in planning for the term and preparing for their courses.

In-Class Presentation by Director

The Director of DSS works with faculty to provide disability awareness to students, utilizing lectures and experimental activities to simulate barriers that students with disabilities must overcome.

School of Pharmacy

Recruiting

- Diversity Summer Camp
 - Recognizing the value of increasing the diversity in our student body, and considering the low number of minority students who apply to pharmacy programs, the Southern Illinois University Edwardsville School of Pharmacy conducts an annual Diversity Summer Camp. The mission of the summer camp is to expose students to careers in pharmacy and work with students to prepare them for pharmacy school. The camp has grown each year, in scope, attendance, and catchment area. The summer camp includes hands-on activities, laboratory exercises, field trips, group projects, “shadowing” pharmacists in community and hospital settings, and other fun activities. Current students belonging to the Student National Pharmacists Association (SNPhA), an organization that promotes membership of minority pharmacy students and strives to reduce health disparities in minority patients, serve as “mentors” for summer camp students.

- Admitted Students
 - There are currently 319 students enrolled in the School of Pharmacy. Of those, 173 are female, 8 are Black or African American, 7 are Hispanic or Latino, and 16 are Asian.

Retention

- The School of Pharmacy graduated 96.3% of the students admitted to the Class of 2012.
- The School of Pharmacy graduated 98% of female students admitted to the Class of 2012.
- The School of Pharmacy graduated 100% of the underrepresented racial minorities in 2012.
- One hundred percent of the Class of 2012 passed the board exams.

Mentoring and Tutoring

- All students have a faculty mentor and an upper-class “buddy.”
- A mentoring program is available for all faculty.
- A free tutoring program is available to all students in the School of Pharmacy.

Other Academic Services

- **Health Promotion and Literacy:** As a requirement of the Doctor of Pharmacy curriculum, students complete a 2-credit-hour course, Health Promotion and Literacy. The purpose of this course is to develop students to be able to understand and respect individuals from a variety of cultures and backgrounds in order to be able to provide pharmaceutical care to a diversity of individuals representing the scope of their world. This includes attention to differences that would necessitate alterations in how individuals are provided pharmacy services such as health literacy and health belief issues.

– 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

School of Engineering

The SIUE School of Engineering has seen significant enrollment growth in recent years and has become the school of choice for increasingly well-prepared students. The average math and composite ACT scores of the fall 2012 freshman class are 28.0 and 26.4, respectively. This past fall marked the fourth consecutive year the school has achieved record undergraduate enrollment. Over the past four years, student enrollment has increased nearly 30% (Figure 1).

The minority and female undergraduate student enrollment at the School of Engineering has been steadily increasing over the last five years. As seen in Figure 2, minority student enrollment reached a record high of 86 students in fall 2012, constituting 7.9 % of the undergraduate population. The female enrollment increased from 111 in 2011 to 122 in 2012, constituting 11.2 % of the undergraduate population. The increase in minority student enrollment is reflective of the overall increase in minority student enrollment at SIUE because of an effective recruitment campaign by the University during the last few years.

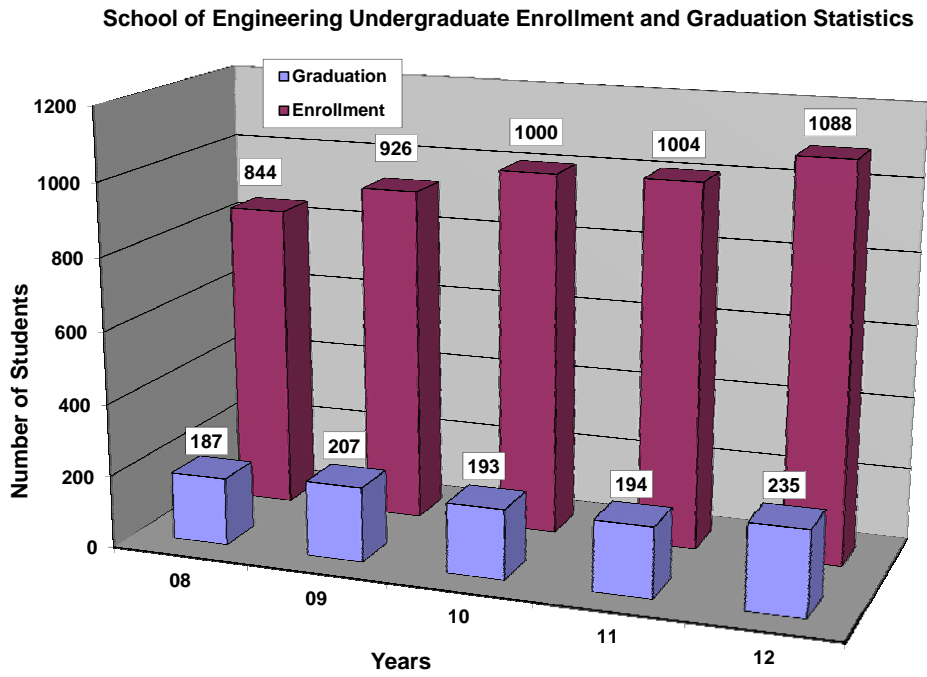


Figure 1. School of Engineering undergraduate enrollment and graduation since 2008

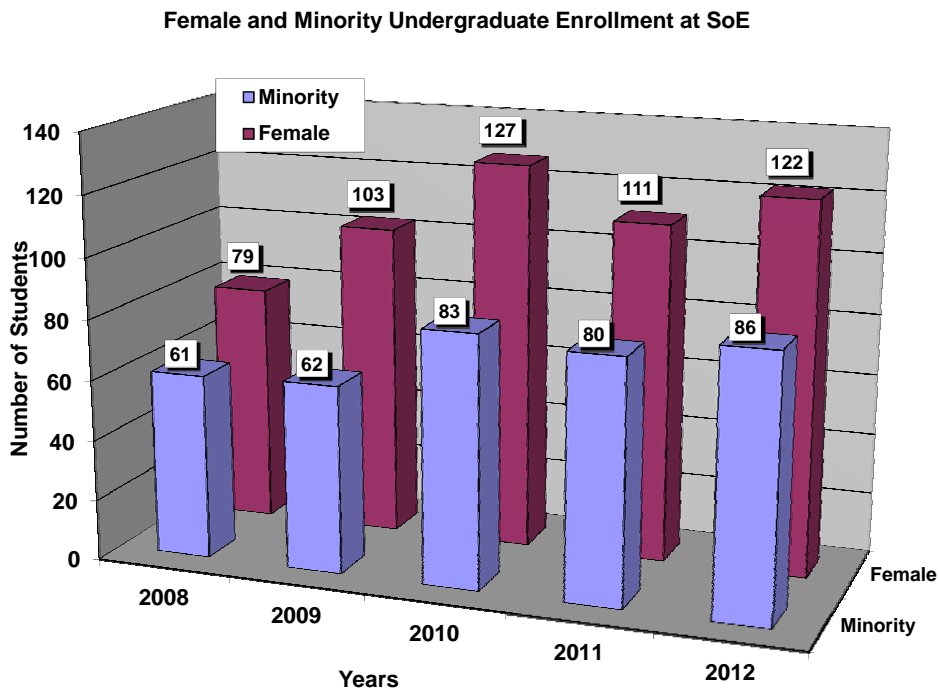


Figure 2. Female and minority undergraduate student enrollment at the School of Engineering

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 newly enrolled African American students to join the NSBE Student Chapter. The members are encouraged to form study groups to improve retention. An African American faculty member serves as the advisor to the group. The school provides partial funds for the members to attend the annual NSBE conference each year. In FY12, three NSBE officers traveled to Pittsburgh to attend the national convention. The school provided their registration fees. In FY13, eight students will attend the annual conference in Indianapolis during March 27-31, and again the school has paid their registration fees.

Each year, a group of NSBE students mentors the East St. Louis Charter High School robotics team. The 2011 team finished in the top five in a collegiate contest called the Botball tournament organized by the SIUE School of Engineering. The team also participated in the national Botball tournament in California, and the School of Engineering paid part of their travel expenses. The 2012 team received the Judges' Choice Certificate for Outstanding Programming. The school provided a graduate assistantship to an African American student to coach the team, along with the \$2,400 registration fee. Currently, the NSBE Student Chapter President and a couple of members are helping the 2013 team to prepare for the 2013 Botball contest scheduled for April 20, 2013. This, and similar activities, helps 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. In FY12, three officers attended the annual SWE meeting in Chicago, and the School of Engineering paid their expenses. This group recently hosted (February 23, 2013) "Introduce a Girl to Engineering" Day where they worked with 114 middle school-age girls. The news of this event was published in the *Belleville-News Democrat* (<http://www.bnd.com/2013/03/03/2515335/hello-girls-this-is-engineering.html>), which in turn was picked up by the American Society of Engineering Education (ASEE) electronic newsletter, FIRST BELL. The group hosted about 30 high school girls on "Women in Engineering at SIUE" Day on March 23, 2013, again to introduce engineering and to encourage high school girls to pursue college education in various engineering disciplines. Prominent female engineers from the region addressed the students and shared their experiences in professional development. Again, these kinds of activities and experiences help recruitment and retention.

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 six years. This is a five-day residential program whereby high school students are introduced to engineering, computer science, and construction disciplines with hands-on projects. The objective of the program is to attract students to the field of engineering.

In 2012, 47 students participated in two sessions. The selection committee paid particular attention to recruit minority and female students into the program. Of the 47 students, 11 were minority male, 3 were minority female, and 12 were White female. In other words, 55% of the participants were minority and female students.

Altogether, 12 minority students were given scholarships to offset the \$350 fee of the camp. It is noted that the Boeing Company provided 10 of these scholarships and the School of Engineering the remaining two.

The SIUE School of Engineering remains committed to increasing the number of minority and female students pursuing undergraduate and graduate degrees in the engineering and technology fields.

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 accepts 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. A highly successful master's-level physician assistant program is offered by the medical school on the SIU Carbondale campus. 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 our students' satisfaction with their education is among the highest in the nation. SIU School of Medicine also ranks among the top medical schools in the country for its "social mission," the school's success in graduating physicians practicing in primary care or medically underserved areas as well as success in training physicians from diverse backgrounds.

As members of the school's physician group medical practice, SIU HealthCare, the over 250 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 116,000 patients through over 520,000 total patient visits. More than 375,000 patient visits are made to SIU physicians in the SIU clinic sites; the rest are patient visits/encounters served by SIU physicians in community hospitals.

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 181 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 2012. 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 20.9% minority in the 2002/2003 student body to 28.4% for all classes in the current 2011/12 student body.
- Improved recruitment focus resulted in increased diversity of the total workforce from 13.5% minority hires for all faculty and staff combined in 2002 to 20.6% of new hires in 2011.
- 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 “Reporting Channels for Discrimination,” “Latino – Hispanic: A Discussion on Identity,” and “Unconscious/Implicit Bias.” 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 is 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 four 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 fourth year, the program has maintained all but seven original participants and has offered students eight modules of study. In 2011 and 2012, more students were added to the program, bringing the total number of current students to thirty-four, 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 60-65 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 their academic growth and other attributes 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 1,325 MEDPREP alumni, of which 85% are underrepresented minorities (URM) and 59% are female. Since 1990, an estimated 87% of MEDPREP graduates matriculated to and graduated 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, 1% Native American, 2% Asian/Pacific Islander, and 13% Caucasian.

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 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 60 health professions schools nationwide. Included in that number are Case Western Reserve, Emory, Georgetown, Harvard, Meharry, Morehouse, Washington University, and Yale, which lends credence to the level of preparation received by students in MEDPREP.

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 in the national organization includes more than 6,000 medical students, pre-medical students, residents, and physicians. 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 2,471st medical student during its May 2012 commencement. Of the graduates who have completed their clinical residencies and are currently practicing physicians, 43.2% 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, 24.6% are located in rural locations.

In the 2011-2012 admissions cycle, the school received 1,130 applications. Of the 72 incoming students who accepted invitations to enroll in the class, 14 were minority students and 7 of those were underrepresented minority students. SIU School of Medicine’s enrollment mirrors the national average of 52% males and 48% 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
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
2015	58%	34	38	22.8	20-37	6

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 2010 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	9.7%	0.0%	80.6%	0.0%	9.7%	0.0%	19.4%
Total 2011/12 Enrollment	12.7%	3.0%	71.6%	1.0%	11.7%	0.0%	28.4%

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

Census data are not available for two or more ethnic/racial categories.

New enrollees – 2011 new enrollees/matriculants to SIU School of Medicine

Total 2011/12 enrollment – fall 2011 enrollment for all four medical school classes (MSI-MSIV)

It is noted that the population estimates prepared by the U.S. Census Bureau (2010) 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 is 28.4%. 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.

Each year the school is successful in attracting 5 or 6 students from the MEDPREP program into its entering class.

Report on Faculty

For the calendar year January 1 through December 31, 2011, there were 38 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	5.3%	0.0%	44.7%	0.0%	47.4%	2.6%	55.3%
Total Faculty	3.1%	2.5%	71.0%	0.0%	22.6%	0.8%	29.0%

Census data – 2011 U.S. population census data estimate for 86 central and southern Illinois counties served by the School of Medicine
 Census data are not available for two or more ethnic/racial categories.
 New faculty – *new* tenure and alternate track faculty hired from January 1-December 31, 2011
 Total faculty – tenure and alternate faculty on staff as of December 31, 2011

Of the total faculty population in 2011, 43% were females on the tenure and alternate track, and 44.7% of the new faculty hires were female.

The school’s faculty shows a steady growth in overall minority representation from 16.4% in 2002 to 29.1% in the current year for total faculty population. Over 50% (55.3%) of the new hires in 2011 were minority hires.

Report on Staff

Principal Administrative Appointment Staff

A total of 41 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 41 new principal administrative appointment staff hired, 16 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	2.4%	7.3%	61.1%	0.0%	26.8%	2.4%	38.9%
Total PAA	1.3%	2.0%	88.0%	0.3%	8.1%	0.3%	12.0%

Census data – 2011 U.S. population census data estimate for 86 central and southern Illinois counties served by the School of Medicine
 Census data are not available for two or more ethnic/racial categories.
 New PAA – *new* principal administrative appointment staff hired from January 1-December 31, 2011
 Total PAA – principal administrative appointments on staff as of December 31, 2011

Once again, the commitment to mirroring the diverse population for the area served has been a focus. Since the fall 2008 report, the total PAA minority population has grown from 10.3% to 12.0%.

Civil Service Staff

A total of 212 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	7.1%	0.9%	89.2%	0.0%	1.4%	1.4%	10.8%
Total CS Staff	4.7%	0.4%	93.5%	0.1%	0.6%	0.7%	6.5%

Census data – 2011 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 ethnic/racial categories.

New CS staff – *new* civil service staff hired from January 1-December 31, 2011

Total CS staff – civil service staff as of December 31, 2011

Because of concerted efforts of the medical school to improve minority hiring, 10.8% of civil service new hires in 2011 were minority hires. That has improved the minority representation of the civil service staff to 6.5%. 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 minority representation. The medical 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, the school's Human Resources staff 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 continues to recruit licensed practical nurses and registered nurses through dedicated mailings, both through post office mailings and emails. The goal of these mailings 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 we are justifiably pleased in our progress, the medical school recognizes that the continuation of our efforts are a must to assure continued improvement to meet our goal of reflecting the region's socio-economic, ethnic, and cultural diversity.

