



President
Reports

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

Annual Report / FY 2013

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

Southern Illinois University

SOUTHERN ILLINOIS UNIVERSITY

TWENTY-SEVENTH 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

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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 April 1, 2014, IBHE board meeting in Grayslake, Dr. Arthur Sutton, IBHE Deputy Director of Diversity and Outreach, along with IBHE Executive Director Dr. James Applegate, presented information showing that Hispanic student enrollment at our universities has recently increased, but African-American enrollment has declined. Students with disabilities have increased in enrollment at public universities but have declined at community colleges. These statistics indicate that Illinois is showing some gains in addressing the achievement gap; however, challenges remain, with financial support being one of the most important challenges.

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; Wesley McNeese, Executive Assistant to the Dean for Diversity, Multicultural and Minority Affairs 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 27th 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 \$880 million, the University serves approximately 33,000 students and offers 3 associate's, 146 bachelor's, 124 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 \$138 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 0.2%.
- Minority graduate enrollment increased by 4.6%.
- Minority professional enrollment increased by 7.6%.
- Total minority enrollment increased 0.9%.
- The percentage of total minority enrollment to total enrollment increased 0.2%.

In the past five years:

- Minority undergraduate enrollment increased by 27.8%.
- Minority graduate enrollment increased by 36.2%.
- Minority professional enrollment increased by 17.2%.
- Total minority enrollment increased 28.5%.
- The percentage of total minority enrollment to total enrollment increased 5.6%.

Minority Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>	5,668	5,890	6,255	7,228	7,242
<i>Graduate</i>	756	802	888	985	1,030
<i>Professional</i>	157	169	160	171	184
<i>Total Minority</i>	6,581	6,861	7,303	8,384	8,456
<i>Total Enrollment</i>	34,381	34,275	34,290	34,170	34,170
<i>Percent of Total Minority Enrollment to Total Enrollment</i>	19.14%	20.02%	21.30%	24.54%	24.75%

SIUC Minority Enrollment

Progress

In the past year:

- Minority graduate enrollment increased by 4.8%.
- Minority professional enrollment increased by 5.6%.
- The percentage of total minority enrollment to total enrollment increased 1.2%.

In the past five years:

- Minority undergraduate enrollment increased by 16.0%.
- Minority graduate enrollment increased by 29.9%.
- Minority professional enrollment increased by 7.6%.
- Total minority enrollment increased 17.5%.
- The percentage of total minority enrollment to total enrollment increased 6.5%.

Challenges

In the past year:

- Minority undergraduate enrollment decreased by 1.7%.
- Total minority enrollment decreased 0.8%.

Minority Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>	4,028	4,120	4,284	4,755	4,674
<i>Graduate</i>	541	565	618	671	703
<i>Professional</i>	105	98	106	107	113
<i>Total Minority</i>	4,674	4,783	5,008	5,533	5,490
<i>Total Enrollment</i>	20,673	20,350	20,037	19,817	18,847
<i>Percent of Total Minority Enrollment to Total Enrollment</i>	22.61%	23.50%	24.99%	27.92%	29.13%

SIUE Minority Enrollment

Progress

In the past year:

- Minority undergraduate enrollment increased by 3.8%.
- Minority graduate enrollment increased by 4.1%.
- Minority professional enrollment increased by 10.9%.
- Total minority enrollment increased 4.0%.
- The percentage of total minority enrollment to total enrollment increased 1.1%.

In the past five years:

- Minority undergraduate enrollment increased by 56.6%.
- Minority graduate enrollment increased by 52.1%.
- Minority professional enrollment increased by 36.5%.
- Total minority enrollment increased 55.5%.
- The percentage of total minority enrollment to total enrollment increased 7.1%.

Minority Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>	1,640	1,770	1,971	2,473	2,568
<i>Graduate</i>	215	237	270	314	327
<i>Professional</i>	52	71	54	64	71
<i>Total Minority</i>	1,907	2,078	2,295	2,851	2,966
<i>Total Enrollment</i>	13,602	13,940	14,133	14,235	14,055
<i>Percent of Total Minority Enrollment to Total Enrollment</i>	14.02%	14.91%	16.24%	20.03%	21.10%

Total Black Enrollment

Progress

In the past year:

- The percentage of total Black enrollment to total enrollment increased 0.3%.

In the past five years:

- Black undergraduate enrollment increased by 15.9%.
- Black graduate enrollment increased by 9.2%.
- Total Black enrollment increased by 14.7%.
- The percentage of total Black enrollment to total enrollment increased 2.7%.

Challenges

In the past year:

- Black undergraduate enrollment decreased by 1.9%.
- Black professional enrollment decreased by 3.8%.
- Total Black enrollment decreased by 1.7%.

In the past five years:

- Black professional enrollment decreased by 16.4%.

Black Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>	4,084	4,250	4,503	4,827	4,734
<i>Graduate</i>	532	573	588	581	581
<i>Professional</i>	61	68	55	53	51
<i>Total Black</i>	4,677	4,891	5,146	5,461	5,366
<i>Total Enrollment</i>	34,275	34,290	34,170	34,052	32,902
<i>Percent of Total Black Enrollment to Total Enrollment</i>	13.65%	14.26%	15.06%	16.04%	16.31%

SIUC Black Enrollment

Progress

In the past year:

- The percentage of total Black enrollment to total enrollment increased 0.1%.

In the past five years:

- Black undergraduate enrollment increased by 4.6%.
- Black graduate enrollment increased by 4.2%.
- Total Black enrollment increased by 4.2%.
- The percentage of total Black enrollment to total enrollment increased 2.3%.

Challenges

In the past year:

- Black undergraduate enrollment decreased by 4.9%.
- Black graduate enrollment decreased by 0.5%.
- Black professional enrollment decreased by 4.9%.
- Total Black enrollment decreased by 4.4%.

In the past five years:

- Black professional enrollment decreased by 23.5%.

Black Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>	2,949	2,993	3,109	3,244	3,086
<i>Graduate</i>	381	400	407	399	397
<i>Professional</i>	51	48	42	41	39
<i>Total Black</i>	3,381	3,441	3,558	3,684	3,522
<i>Total Enrollment</i>	20,673	20,350	20,037	19,817	18,847
<i>Percent of Total Black Enrollment to Total Enrollment</i>	16.35%	16.91%	17.76%	18.59%	18.69%

SIUE Black Enrollment

Progress

In the past year:

- Black undergraduate enrollment increased by 4.1%.
- Black graduate enrollment increased by 1.1%.
- Total Black enrollment increased by 3.8%.
- The percentage of total Black enrollment to total enrollment increased 0.6%.

In the past five years:

- Black undergraduate enrollment increased by 45.2%.
- Black graduate enrollment increased by 21.9%.
- Black professional enrollment increased by 20.0%.
- Total Black enrollment increased by 42.3%.
- The percentage of total Black enrollment to total enrollment increased 3.6%.

Black Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>	1,135	1,257	1,394	1,583	1,648
<i>Graduate</i>	151	173	181	182	184
<i>Professional</i>	10	20	13	12	12
<i>Total Black</i>	1,296	1,450	1,588	1,777	1,844
<i>Total Enrollment</i>	13,602	13,940	14,133	14,235	14,055
<i>Percent of Total Black Enrollment to Total Enrollment</i>	9.53%	10.40%	11.24%	12.48%	13.12%

Total Hispanic Enrollment

Progress

In the past year:

- Hispanic undergraduate enrollment increased by 13.2%.
- Hispanic graduate enrollment increased by 14.1%.
- Hispanic professional enrollment increased by 16.2%.
- Total Hispanic enrollment increased by 13.4%.
- The percentage of total Hispanic enrollment to total enrollment increased 0.7%.

In the past five years:

- Hispanic undergraduate enrollment increased by 51.6%.
- Hispanic graduate enrollment increased by 55.0%.
- Hispanic professional enrollment increased by 53.6%.
- Total Hispanic enrollment increased by 52.1%.
- The percentage of total Hispanic enrollment to total enrollment increased 1.7%.

Hispanic Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>	872	960	1178	1168	1322
<i>Graduate</i>	120	116	166	163	186
<i>Professional</i>	28	31	43	37	43
<i>Total Hispanic</i>	1020	1107	1,387	1,368	1,551
<i>Total Enrollment</i>	34,275	34,275	34,170	34,052	32,902
<i>Percent of Total Hispanic Enrollment to Total Enrollment</i>	2.98%	3.23%	4.06%	4.02%	4.71%

SIUC Hispanic Enrollment

Progress

In the past year:

- Hispanic undergraduate enrollment increased by 17.5%.
- Hispanic graduate enrollment increased by 15.7%.
- Hispanic professional enrollment increased by 37.5%.
- Total Hispanic enrollment increased by 17.6%.
- The percentage of total Hispanic enrollment to total enrollment increased 1.1%.

In the past five years:

- Hispanic undergraduate enrollment increased by 43.5%.
- Hispanic graduate enrollment increased by 44.6%.
- Hispanic professional enrollment increased by 29.4%.
- Total Hispanic enrollment increased by 43.3%.
- The percentage of total Hispanic enrollment to total enrollment increased 2.1%.

Hispanic Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>	637	709	824	778	914
<i>Graduate</i>	92	85	121	115	133
<i>Professional</i>	17	16	21	16	22
<i>Total Hispanic</i>	746	810	966	909	1,069
<i>Total Enrollment</i>	20,673	20,350	20,037	19,817	18,847
<i>Percent of Total Hispanic Enrollment to Total Enrollment</i>	3.61%	3.98%	4.82%	4.59%	5.67%

SIUE Hispanic Enrollment

Progress

In the past year:

- Hispanic undergraduate enrollment increased by 4.6%.
- Hispanic graduate enrollment increased by 10.4%.
- Total Hispanic enrollment increased by 5.0%.
- The percentage of total Hispanic enrollment to total enrollment increased 0.2%.

In the past five years:

- Hispanic undergraduate enrollment increased by 73.6%.
- Hispanic graduate enrollment increased by 89.3%.
- Hispanic professional enrollment increased by 90.9%.
- Total Hispanic enrollment increased by 75.9%.
- The percentage of total Hispanic enrollment to total enrollment increased 1.4%.

Hispanic Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>	235	251	354	390	408
<i>Graduate</i>	28	31	45	48	53
<i>Professional</i>	11	15	22	21	21
<i>Total Hispanic</i>	274	297	421	459	482
<i>Total Enrollment</i>	13,602	13,940	14,133	14,235	14,055
<i>Percent of Total Hispanic Enrollment to Total Enrollment</i>	2.01%	2.13%	2.98%	3.22%	3.43%

Total Native American/Alaskan Native Enrollment

Progress

In the past year:

- Native American/Alaskan Native graduate enrollment increased by 27.3%.

In the past five years:

- Native American/Alaskan Native graduate enrollment increased by 7.7%.

Challenges

In the past year:

- Native American/Alaskan Native undergraduate enrollment decreased by 27.5%.
- Native American/Alaskan Native professional enrollment decreased by 60.0%.
- Total Native American/Alaskan Native enrollment decreased by 23.7%.
- 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 undergraduate enrollment decreased by 23.7%.
- Native American/Alaskan Native professional enrollment decreased by 66.7%.
- Total Native American/Alaskan Native enrollment decreased by 22.4%.
- The percentage of total Native American/Alaskan Native enrollment to total enrollment decreased by 0.1%.

Native American/Alaskan Native Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>	97	95	112	102	74
<i>Graduate</i>	13	16	19	11	14
<i>Professional</i>	6	5	5	5	2
<i>Total Native American/Alaskan American</i>	116	116	136	118	90
<i>Total Enrollment</i>	34,275	34,290	34,170	34,052	32,902
<i>Percent of Total Native American/Alaskan Native Enrollment to Total Enrollment</i>	0.34%	0.34%	0.40%	0.35%	0.27%

SIUC Native American/Alaskan Native Enrollment

Progress

In the past year:

- Native American/Alaskan Native graduate enrollment increased by 50.0%.

In the past five years:

- Native American/Alaskan Native graduate enrollment increased by 50.0%.

Challenges

In the past year:

- Native American/Alaskan Native undergraduate enrollment decreased by 34.8%.
- Native American/Alaskan Native professional enrollment decreased by 50.0%.
- Total Native American/Alaskan Native enrollment decreased by 27.2%.
- 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 undergraduate enrollment decreased by 35.7%.
- Native American/Alaskan Native professional enrollment decreased by 50.0%.
- Total Native American/Alaskan Native enrollment decreased by 28.0%.
- The percentage of total Native American/Alaskan Native enrollment to total enrollment decreased by 0.1%.

Native American/Alaskan Native Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>	70	68	72	69	45
<i>Graduate</i>	8	11	14	8	12
<i>Professional</i>	4	4	4	4	2
<i>Total Native American/Alaskan Native</i>	82	83	90	81	59
<i>Total Enrollment</i>	20,673	20,350	20,037	19,817	18,847
<i>Percent of Total Native American/Alaskan Native Enrollment to Total Enrollment</i>	0.40%	0.41%	0.45%	0.41%	0.31%

SIUE Native American/Alaskan Native Enrollment

Progress

In the past five years:

- Native American/Alaskan Native undergraduate enrollment increased by 7.4%.

Challenges

In the past year:

- Native American/Alaskan Native undergraduate enrollment decreased by 12.1%.
- Native American/Alaskan Native graduate enrollment decreased by 33.3%.
- Native American/Alaskan Native professional enrollment decreased by 100.0%.
- Total Native American/Alaskan Native enrollment decreased by 16.2%.

In the past five years:

- Native American/Alaskan Native graduate enrollment decreased by 60.0%.
- Native American/Alaskan Native professional enrollment decreased by 100.0%.
- Total Native American/Alaskan Native enrollment decreased by 8.8%.

Native American/Alaskan Native Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>	27	27	40	33	29
<i>Graduate</i>	5	5	5	3	2
<i>Professional</i>	2	1	1	1	0
<i>Total Native American/Alaskan Native</i>	34	33	46	37	31
<i>Total Enrollment</i>	13,602	13,940	14,133	14,235	14,055
<i>Percent of Total Native American/Alaskan Native Enrollment to Total Enrollment</i>	0.25%	0.24%	0.33%	0.26%	0.22%

Total Asian Enrollment

Progress

In the past year:

- Asian graduate enrollment increased by 0.8%.
- Asian professional enrollment increased by 8.9%.

In the past five years:

- Asian graduate enrollment increased by 44.0%.

Challenges

In the past year:

- Asian undergraduate enrollment decreased by 7.3%.
- Total Asian enrollment decreased by 4.2%.

In the past five years:

- Asian undergraduate enrollment decreased by 34.1%.
- Asian professional enrollment decreased by 1.6%.
- Total Asian enrollment decreased by 22.3%.
- The percentage of total Asian enrollment to total enrollment decreased by 0.4%.

Asian Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>	615	585	462	437	405
<i>Graduate</i>	91	97	115	130	131
<i>Professional</i>	62	65	57	56	61
<i>Total Asian</i>	768	747	634	623	597
<i>Total Enrollment</i>	34,275	34,290	34,170	34,052	32,902
<i>Percent of Total Asian Enrollment to Total Enrollment</i>	2.24%	2.18%	1.86%	1.83%	1.81%

SIUC Asian Enrollment

Progress

In the past five years:

- Asian graduate enrollment increased by 35.0%.
- Asian professional enrollment increased by 3.0%.

Challenges

In the past year:

- Asian undergraduate enrollment decreased by 7.2%.
- Asian graduate enrollment decreased by 4.7%.
- Asian professional enrollment decreased by 2.9%.
- Total Asian enrollment decreased by 6.2%.

In the past five years:

- Asian undergraduate enrollment decreased by 33.9%.
- Total Asian enrollment decreased by 22.4%.
- The percentage of total Asian enrollment to total enrollment decreased by 0.3%.

Asian Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>	372	350	279	265	246
<i>Graduate</i>	60	69	76	85	81
<i>Professional</i>	33	30	39	35	34
<i>Total Asian</i>	465	449	394	385	361
<i>Total Enrollment</i>	20,673	20,350	20,037	19,817	18,847
<i>Percent of Total Asian Enrollment to Total Enrollment</i>	2.25%	2.21%	1.97%	1.94%	1.92%

SIUE Asian Enrollment

Progress

In the past year:

- Asian graduate enrollment increased by 11.1%.
- Asian professional enrollment increased by 28.6%.

In the past five years:

- Asian graduate enrollment increased by 61.3%.

Challenges

In the past year:

- Asian undergraduate enrollment decreased by 7.6%.
- Total Asian enrollment decreased by 0.8%.

In the past five years:

- Asian undergraduate enrollment decreased by 34.6%.
- Asian professional enrollment decreased by 6.9%.
- Total Asian enrollment decreased by 22.1%.
- The percentage of total Asian enrollment to total enrollment decreased by 0.6%.

Asian Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>	243	235	183	172	159
<i>Graduate</i>	31	28	39	45	50
<i>Professional</i>	29	35	18	21	27
<i>Total Asian</i>	303	298	240	238	236
<i>Total Enrollment</i>	13,602	13,940	14,133	14,235	14,055
<i>Percent of Total Asian Enrollment to Total Enrollment</i>	2.23%	2.14%	1.70%	1.67%	1.68%

Total Hawaiian Pacific Islander Enrollment

Progress

In the past year:

- Hawaiian Pacific Islander graduate enrollment increased by 40.0%.

Challenges

In the past year:

- Hawaiian Pacific Islander undergraduate enrollment decreased by 31.4%.
- Total Hawaiian Pacific Islander enrollment decreased by 23.7%.

Hawaiian Pacific Islander Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>			60	51	35
<i>Graduate</i>			6	5	7
<i>Professional</i>			3	3	3
<i>Total Hawaiian Pacific Islander</i>			69	59	45
<i>Total Enrollment</i>			34,170	34,052	32,902
<i>Percent of Total Hawaiian Pacific Islander Enrollment to Total Enrollment</i>			0.20%	0.17%	0.14%

SIUC Hawaiian Pacific Islander Enrollment

Progress

In the past year:

- Hawaiian Pacific Islander graduate enrollment increased by 150.0%.

Challenges

In the past year:

- Hawaiian Pacific Islander undergraduate enrollment decreased by 26.5%.
- Total Hawaiian Pacific Islander enrollment decreased by 16.2%.

Hawaiian Pacific Islander Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>			39	34	25
<i>Graduate</i>			2	2	5
<i>Professional</i>			1	1	1
<i>Total Hawaiian Pacific Islander</i>			42	37	31
<i>Total Enrollment</i>			20,037	19,817	18,847
<i>Percent of Total Hawaiian Pacific Islander Enrollment to Total Enrollment</i>			0.21%	0.19%	0.16%

SIUE Hawaiian Pacific Islander Enrollment

Challenges

In the past year:

- Hawaiian Pacific Islander undergraduate enrollment decreased by 41.2%.
- Hawaiian Pacific Islander graduate enrollment decreased by 33.3%.
- Total Hawaiian Pacific Islander enrollment decreased by 36.4%.
- The percentage of total Hawaiian Pacific Islander enrollment to total enrollment decreased by 0.1%.

Hawaiian Pacific Islander Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>			21	17	10
<i>Graduate</i>			4	3	2
<i>Professional</i>			2	2	2
<i>Total Hawaiian Pacific Islander</i>			27	22	14
<i>Total Enrollment</i>			14,133	14,235	14,055
<i>Percent of Total Hawaiian Pacific Islander Enrollment to Total Enrollment</i>			0.19%	0.15%	0.10%

Total Two or More Races Enrollment

Progress

In the past year:

- Two or More Races undergraduate enrollment increased by 4.5%.
- Two or More Races graduate enrollment increased by 16.8%.
- Two or More Races professional enrollment increased by 41.2%.
- Total Two or More Races enrollment increased by 6.9%.
- The percentage of total Two or More Races enrollment to total enrollment increased by 0.2%.

Two or More Races Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>			593	643	672
<i>Graduate</i>			99	95	111
<i>Professional</i>			16	17	24
<i>Total Two or More Races</i>			708	755	807
<i>Total Enrollment</i>			34,170	34,052	32,902
<i>Percent of Total Two or More Races Enrollment to Total Enrollment</i>			2.07%	2.22%	2.45%

SIUC Two or More Races Enrollment

Progress

In the past year:

- Two or More Races graduate enrollment increased by 21.0%.
- Two or More Races professional enrollment increased by 50.0%.
- Total Two or More Races enrollment increased by 2.5%.
- 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 undergraduate enrollment decreased by 1.9%.

Two or More Races Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>			318	365	358
<i>Graduate</i>			69	62	75
<i>Professional</i>			9	10	15
<i>Total Two or More Races</i>			396	437	448
<i>Total Enrollment</i>			20,037	19,817	18,847
<i>Percent of Total Two or More Races Enrollment to Total Enrollment</i>			1.98%	2.21%	2.38%

SIUE Two or More Races Enrollment

Progress

In the past year:

- Two or More Races undergraduate enrollment increased by 12.9%.
- Two or More Races graduate enrollment increased by 9.1%.
- Two or More Races professional enrollment increased by 28.6%.
- Total Two or More Races enrollment increased by 12.9%.
- The percentage of total Two or More Races enrollment to total enrollment increased by 0.3%.

Two or More Races Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>			275	278	314
<i>Graduate</i>			30	33	36
<i>Professional</i>			7	7	9
<i>Total Two or More Races</i>			312	318	359
<i>Total Enrollment</i>			14,133	14,235	14,055
<i>Percent of Total Two or More Races Enrollment to Total Enrollment</i>			2.21%	2.23%	2.55%

Total Female Enrollment

Challenges

In the past year:

- Female undergraduate enrollment decreased by 3.0%.
- Female graduate enrollment decreased by 7.1%.
- Female professional enrollment decreased by 1.1%.
- Total female enrollment decreased by 3.8%.
- The percentage of total female enrollment to total enrollment decreased by 0.2%.

In the past five years:

- Female undergraduate enrollment decreased by 4.1%.
- Female graduate enrollment decreased by 5.5%.
- Female professional enrollment decreased by 1.6%.
- Total female enrollment decreased by 4.3%.
- The percentage of total female enrollment to total enrollment decreased by 0.1%.

Female Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>	12,853	12,769	12,685	12,711	12,330
<i>Graduate</i>	3,496	3,649	3,652	3,558	3,305
<i>Professional</i>	556	551	547	553	547
<i>Total Female</i>	16,905	16,969	16,884	16,822	16,182
<i>Total Enrollment</i>	34,275	34,290	34,170	34,052	32,902
<i>Percent of Total Female Enrollment to Total Enrollment</i>	49.32%	49.49%	49.41%	49.40%	49.18%

SIUC Female Enrollment

Progress

In the past five years:

- The percentage of total female enrollment to total enrollment increased by 0.6%.

Challenges

In the past year:

- Female undergraduate enrollment decreased by 5.5%.
- Female graduate enrollment decreased by 3.4%.
- Total female professional enrollment decreased by 3.9%.
- Total female enrollment decreased by 5.0%.
- The percentage of total female enrollment to total enrollment decreased by 0.1%.

In the past five years:

- Female undergraduate enrollment decreased by 8.8%.
- Female graduate enrollment decreased by 4.6%.
- Total female professional enrollment decreased by 4.9%.
- Total female enrollment decreased by 7.7%.

Female Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>	6,901	6,769	6,658	6,664	6,295
<i>Graduate</i>	2,171	2,199	2,229	2,146	2,072
<i>Professional</i>	287	291	283	284	273
<i>Total Female</i>	9,359	9,259	9,170	9,094	8,640
<i>Total Enrollment</i>	20,673	20,350	20,037	19,817	18,847
<i>Percent of Total Female Enrollment to Total Enrollment</i>	45.27%	45.50%	45.77%	45.89%	45.84%

SIUE Female Enrollment

Progress

In the past year:

- Female professional enrollment increased by 1.9%.

In the past five years:

- Female undergraduate enrollment increased by 1.4%.
- Female professional enrollment increased by 1.9%.

Challenges

In the past year:

- Female undergraduate enrollment decreased by 0.2%.
- Female graduate enrollment decreased by 12.7%.
- Female total enrollment decreased by 2.4%.
- The percentage of total female enrollment to total enrollment decreased by 0.6%.

In the past five years:

- Female graduate enrollment decreased by 6.9%.
- Female total enrollment decreased by 0.1%.
- The percentage of total female enrollment to total enrollment decreased by 1.8%.

Female Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>	5,952	6,000	6,027	6,047	6,035
<i>Graduate</i>	1,325	1,450	1,423	1,412	1,233
<i>Professional</i>	269	260	264	269	274
<i>Total Female</i>	7,546	7,710	7,714	7,728	7,542
<i>Total Enrollment</i>	13,602	13,940	14,133	14,235	14,055
<i>Percent of Total Female Enrollment to Total Enrollment</i>	55.48%	55.31%	54.58%	54.29%	53.66%

Total Disabled Enrollment

Progress

In the past year:

- Disabled undergraduate enrollment increased by 7.8%.
- Disabled graduate enrollment increased by 18.2%.
- Total disabled enrollment increased by 9.1%.
- The percentage of total disabled enrollment to total enrollment increased by 0.3%.

In the past five years:

- Disabled undergraduate enrollment increased by 21.9%.
- Disabled graduate enrollment increased by 15.0%.
- Total disabled enrollment increased by 20.5%.
- The percentage of total disabled enrollment to total enrollment increased by 0.6%.

Challenges

In the past five years:

- Disabled professional enrollment decreased by 50.0%.

Disabled Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>	657	814	847	743	801
<i>Graduate</i>	113	110	113	110	130
<i>Professional</i>	4	12	5	2	2
<i>Total Disabled</i>	774	936	965	855	933
<i>Total Enrollment</i>	34,275	34,290	34,170	34,052	32,902
<i>Percent of Total Disabled Enrollment to Total Enrollment</i>	2.26%	2.73%	2.82%	2.51%	2.84%

SIUC Disabled Enrollment

Progress

In the past year:

- Disabled graduate enrollment increased by 7.3%.
- The percentage of total disabled enrollment to total enrollment increased by 0.1%.

In the past five years:

- Disabled undergraduate enrollment increased by 7.9%.
- Total disabled enrollment increased by 4.4%.
- The percentage of total disabled enrollment to total enrollment increased by 0.3%.

Challenges

In the past year:

- Disabled undergraduate enrollment decreased by 4.0%.
- Total disabled enrollment decreased by 2.2%.

In the past five years:

- Disabled graduate enrollment decreased by 7.4%.
- Disabled professional enrollment decreased by 50.0%.

Disabled Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>	378	518	459	425	408
<i>Graduate</i>	95	94	101	82	88
<i>Professional</i>	4	12	5	2	2
<i>Total Disabled</i>	477	624	565	509	498
<i>Total Enrollment</i>	20,673	20,350	20,037	19,817	18,847
<i>Percent of Total Disabled Enrollment to Total Enrollment</i>	2.31%	3.07%	2.82%	2.57%	2.64%

SIUE Disabled Enrollment

Progress

In the past year:

- Disabled undergraduate enrollment increased by 23.6%.
- Disabled graduate enrollment increased by 50.0%.
- Total disabled enrollment increased by 25.7%.
- The percentage of total disabled enrollment to total enrollment increased by 0.7%.

In the past five years:

- Disabled undergraduate enrollment increased by 40.9%.
- Disabled graduate enrollment increased by 133.3%.
- Total disabled enrollment increased by 46.5%.
- The percentage of total disabled enrollment to total enrollment increased by 0.9%.

Disabled Enrollment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Undergraduate</i>	279	296	388	318	393
<i>Graduate</i>	18	16	12	28	42
<i>Professional</i>	0	0	0	0	0
<i>Total Disabled</i>	297	312	400	346	435
<i>Total Enrollment</i>	13,602	13,940	14,133	14,235	14,055
<i>Percent of Total Disabled Enrollment to Total Enrollment</i>	2.18%	2.24%	2.83%	2.43%	3.09%

Total SIU Full-Time Minority Employment

Progress

In the past year:

- The number of minority employees increased in two categories: technical/paraprofessional, 4.1%; and skilled craft, 6.7%.

In the past five years:

- The number of minority employees increased in five categories: faculty, 19.7%; professional non-faculty, 0.4%; technical/paraprofessional, 11.9%; skilled craft, 45.5%; and service/maintenance, 6.1%.
- Total minority employment increased by 7.8%.
- The percentage of total minority employment to total employment increased by 0.8%.

Challenges

In the past year:

- The number of minority employees decreased in four categories: faculty, 0.2%; professional non-faculty, 9.3%; secretarial/clerical, 6.1%; and service/maintenance, 1.0%.
- Total minority employment decreased by 2.5%.
- The percentage of total minority employment to total employment decreased by 0.3%.

In the past five years:

- The number of minority employees decreased in two categories: executive/administrative/managerial, 25.5%; and secretarial/clerical, 6.1%.

Minority Employment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>	47	48	45	35	35
<i>Faculty</i>	335	352	361	402	401
<i>Professional Non-Faculty</i>	254	248	238	281	255
<i>Secretarial/Clerical</i>	98	91	91	98	92
<i>Technical/Paraprofessional</i>	135	131	145	145	151
<i>Skilled Craft</i>	11	13	11	15	16
<i>Service/Maintenance</i>	98	96	90	105	104
Total Minority	978	979	981	1081	1054
<i>Total Employees</i>	6,919	7,093	7,199	7,067	7,044
Percent of Total Minority Employees to Total Employees	14.13%	13.80%	13.63%	15.30%	14.96%

Source: SIUC Factbook 2012-2013, SIUE EE06 employment tables.

SIUC Full-Time Minority Employment

Progress

In the past year:

- The number of minority employees increased in two categories: technical/paraprofessional, 23.3%; and skilled craft, 20.0%.

In the past five years:

- The number of minority employees increased in three categories: faculty, 17.5%; technical/paraprofessional, 29.3%; and skilled craft, 33.3%.
- Total minority employment increased by 4.5%.
- The percentage of total minority employment to total employment increased by 0.4%.

Challenges

In the past year:

- The number of minority employees decreased in four categories: faculty, 3.0%; professional non-faculty, 10.5%; secretarial/clerical, 17.2%; and service/maintenance, 12.5%.
- Total minority employment decreased by 5.0%.
- The percentage of total minority employment to total employment decreased by 0.6%.

In the past five years:

- The number of minority employees decreased in four categories: executive/administrative/managerial, 25.8%; professional non-faculty, 2.1%; secretarial/clerical, 15.8%; and service/maintenance, 13.6%.

Minority Employment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>	31	32	31	23	23
<i>Faculty</i>	246	259	267	298	289
<i>Professional Non-Faculty</i>	140	129	134	153	137
<i>Secretarial/Clerical</i>	57	53	55	58	48
<i>Technical/Paraprofessional</i>	41	40	43	43	53
<i>Skilled Craft</i>	9	9	10	10	12
<i>Service/Maintenance</i>	81	79	77	80	70
<i>Total Minority</i>	605	601	617	665	632
<i>Total Employees</i>	4,922	5,039	5,103	5,001	4,980
<i>Percent of Total Minority Employees to Total Employees</i>	12.29%	11.93%	12.09%	13.30%	12.69%

Source: SIUC Factbook 2012-2013.

SIUE Full-Time Minority Employment

Progress

In the past year:

- The number of minority employees increased in three categories: faculty, 7.7%; secretarial/clerical, 10.0%; and service/maintenance, 36.0%.
- Total minority employment increased by 1.4%.
- 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 six categories: faculty, 25.8%; professional non-faculty, 3.5%; secretarial/clerical, 7.3%; technical/paraprofessional, 4.3%; skilled craft, 100.0%; and service/maintenance, 100.0%.
- Total minority employment increased by 13.1%.
- 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: professional non-faculty, 7.8%; technical/paraprofessional, 3.9%; and skilled craft, 20.0%.

In the past five years:

- The number of minority employees decreased in executive/administrative/managerial, 25.0%.

Minority Employment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>	16	16	14	12	12
<i>Faculty</i>	89	93	94	104	112
<i>Professional Non-Faculty</i>	114	119	104	128	118
<i>Secretarial/Clerical</i>	41	38	36	40	44
<i>Technical/Paraprofessional</i>	94	91	102	102	98
<i>Skilled Craft</i>	2	4	1	5	4
<i>Service/Maintenance</i>	17	17	13	25	34
Total Minority	373	378	364	416	422
<i>Total Employees</i>	1,997	2,054	2,096	2,066	2,064
Percent of Total Minority Employees to Total Employees	18.68%	18.40%	17.37%	20.14%	20.45%

Source: SIUE Factbook 2012-2013.

Total SIU Full-Time Black Employment

Progress

In the past year:

- The number of Black employees increased in two categories: secretarial/clerical, 3.1%; and technical/professional, 5.7%.

In the past five years:

- The number of Black employees increased in three categories: faculty, 0.9%; technical/paraprofessional, 7.4%; and skilled craft, 12.5%.

Challenges

In the past year:

- The number of Black employees decreased in three categories: executive/administrative/managerial, 5.0%; faculty, 6.0%; and professional non-faculty, 5.2%.
- Total Black employment decreased by 1.4%.
- The percentage of total Black employment to total employment decreased by 0.1%.

In the past five years:

- The number of Black employees decreased in four categories: executive/administrative/managerial, 32.1%; professional non-faculty, 6.3%; secretarial/clerical, 14.1%; and service/maintenance, 3.8%.
- Total Black employment decreased by 3.9%.
- The percentage of total Black employment to total employment decreased by 0.5%.

Black Employment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>	28	27	24	20	19
<i>Faculty</i>	109	117	113	117	110
<i>Professional Non-Faculty</i>	174	171	162	172	163
<i>Secretarial/Clerical</i>	78	73	71	65	67
<i>Technical/Paraprofessional</i>	121	115	125	123	130
<i>Skilled Craft</i>	8	9	8	9	9
<i>Service/Maintenance</i>	78	78	68	75	75
Total Black	596	590	571	581	573
<i>Total Employees</i>	6,919	7,093	7,199	7,067	7,044
Percent of Total Black Employees to Total Employees	8.61%	8.32%	7.93%	8.22%	8.13%

Source: SIUC Factbook 2012-2013, SIUE EE06 employment tables.

SIUC Full-Time Black Employment

Progress

In the past year:

- The number of Black employees increased in two categories: technical/professional, 32.3%; and skilled craft, 14.3%.
- 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 two categories: technical/paraprofessional, 28.1%; and skilled craft, 14.3%.

Challenges

In the past year:

- The number of Black employees decreased in four categories: executive/administrative/managerial, 9.1%; faculty, 8.6%; secretarial/clerical, 5.9%; and service/maintenance, 8.8%.
- Total Black employment decreased by 1.4%.

In the past five years:

- The number of Black employees decreased in five categories: executive/administrative/managerial, 28.6%; faculty, 3.9%; professional non-faculty, 5.1%; secretarial/clerical, 22.0%; and service maintenance, 18.8%.
- Total Black employment decreased by 7.0%.
- The percentage of total Black employment to total employment decreased by 0.1%.

Black Employment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>	14	14	13	11	10
<i>Faculty</i>	77	83	82	81	74
<i>Professional Non-Faculty</i>	78	70	73	74	74
<i>Secretarial/Clerical</i>	41	39	41	34	32
<i>Technical/Paraprofessional</i>	32	29	32	31	41
<i>Skilled Craft</i>	7	6	7	7	8
<i>Service/Maintenance</i>	64	62	57	57	52
<i>Total Black</i>	313	303	305	295	291
<i>Total Employees</i>	5,039	5,103	5,001	4,980	4,778
<i>Percent of Total Black Employees to Total Employees</i>	6.21%	5.94%	6.10%	5.92%	6.09%

Source: SIUC Factbook 2012-2013.

SIUE Full-Time Black Employment

Progress

In the past year:

- The number of Black employees increased in two categories: secretarial/clerical, 12.9%; and service/maintenance, 27.8%.

In the past five years:

- The number of Black employees increased in two categories: faculty, 12.5%; and service/maintenance, 64.3%.

Challenges

In the past year:

- The number of Black employees decreased in three categories: professional non-faculty, 9.2%; technical/paraprofessional, 3.3%; and skilled craft, 50.0%.
- Total Black employment decreased by 1.4%.
- The percentage of total Black employment to total employment decreased by 0.5%.

In the past five years:

- The number of Black employees decreased in three categories: executive/administrative/managerial, 35.7%; professional non-faculty, 7.3%; and secretarial/clerical, 5.4%.
- Total Black employment decreased by 0.4%.
- The percentage of total Black employment to total employment decreased by 0.8%.

Black Employment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>	14	13	11	9	9
<i>Faculty</i>	32	34	31	36	36
<i>Professional Non-Faculty</i>	96	101	89	98	89
<i>Secretarial/Clerical</i>	37	34	30	31	35
<i>Technical/Paraprofessional</i>	89	86	93	92	89
<i>Skilled Craft</i>	1	3	1	2	1
<i>Service/Maintenance</i>	14	16	11	18	23
Total Black	283	287	266	286	282
<i>Total Employees</i>	1,997	2,054	2,096	2,066	2,109
Percent of Total Black Employees to Total Employees	14.17%	13.97%	12.69%	13.84%	13.37%

Source: SIUE Factbook 2012-2013.

Total SIU Full-Time Hispanic Employment

Progress

In the past year:

- The number of Hispanic employees increased in professional non-faculty, 45.5%.
- Total Hispanic employment increased by 5.9%.
- 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 four categories: faculty, 33.3%; professional non-faculty, 39.1%; technical/paraprofessional, 50.0%; and service/maintenance, 33.3%.
- Total Hispanic employment increased by 28.6%.
- 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 three categories: secretarial/clerical, 10.0%; skilled craft, 33.3%; and service maintenance, 7.7%.

In the past five years:

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

Hispanic Employment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>	6	5	5	5	5
<i>Faculty</i>	45	49	55	60	60
<i>Professional Non-Faculty</i>	23	19	23	22	32
<i>Secretarial/Clerical</i>	9	7	9	10	9
<i>Technical/Paraprofessional</i>	4	5	6	6	6
<i>Skilled Craft</i>	2	3	2	3	2
<i>Service/Maintenance</i>	9	9	11	13	12
<i>Total Hispanic</i>	98	97	111	119	126
<i>Total Employees</i>	7,036	7,157	7,097	7,046	6,887
<i>Percent of Total Hispanic Employees to Total Employees</i>	1.39%	1.36%	1.56%	1.69%	1.83%

Source: SIUC Factbook 2012-2013, SIUE EE06 employment tables.

SIUC Full-Time Hispanic Employment

Progress

In the past year:

- The number of Hispanic employees increased in professional/non-faculty, 28.6%.
- 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 four categories: faculty, 23.5%; professional non-faculty, 20.0%; technical/paraprofessional, 50.0%; and service/maintenance, 28.6%.
- Total Hispanic employment increased by 13.5%.
- 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 three categories: secretarial/clerical, 12.5%; skilled craft, 50.0%; and service/maintenance, 18.2%.

In the past five years:

- The number of Hispanic employees decreased in two categories: executive/administrative/managerial, 33.3%; and secretarial/clerical, 22.2%.

Hispanic Employment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>	6	4	4	4	4
<i>Faculty</i>	34	38	39	42	42
<i>Professional Non-Faculty</i>	15	12	15	14	18
<i>Secretarial/Clerical</i>	9	7	8	8	7
<i>Technical/Paraprofessional</i>	2	3	3	3	3
<i>Skilled Craft</i>	1	2	2	2	1
<i>Service/Maintenance</i>	7	8	10	11	9
<i>Total Hispanic</i>	74	74	81	84	84
<i>Total Employees</i>	5,039	5,103	5,001	4,980	4,778
<i>Percent of Total Hispanic Employees to Total Employees</i>	1.47%	1.45%	1.62%	1.69%	1.76%

Source: SIUC Factbook 2012-2013.

SIUE Full-Time Hispanic Employment

Progress

In the past year:

- The number of Hispanic employees increased in two categories: professional non-faculty, 75.0%; and service/maintenance, 50.0%.
- Total Hispanic employment increased by 20.0%.
- The percentage of total Hispanic employment to total employment increased by 0.3%.

In the past five years:

- The number of Hispanic employees increased in six categories: executive/administrative/managerial, 100.0%; faculty, 63.6%; professional non-faculty, 75.0%; secretarial/clerical, 200.0%; technical/paraprofessional, 50.0%; and service/maintenance, 50.0%.
- Total Hispanic employment increased by 75.0%.
- The percentage of total Hispanic employment to total employment increased by 0.8%.

Hispanic Employment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>	0	1	1	1	1
<i>Faculty</i>	11	11	16	18	18
<i>Professional Non-Faculty</i>	8	7	8	8	14
<i>Secretarial/Clerical</i>	0	0	1	2	2
<i>Technical/Paraprofessional</i>	2	2	3	3	3
<i>Skilled Craft</i>	1	1	0	1	1
<i>Service/Maintenance</i>	2	1	1	2	3
<i>Total Hispanic</i>	24	23	30	35	42
<i>Total Employees</i>	1,997	2,054	2,096	2,066	2,109
<i>Percent of Total Hispanic Employees to Total Employees</i>	1.20%	1.12%	1.43%	1.69%	1.99%

Source: SIUE Factbook 2012-2013.

Total SIU Full-Time Native American/Alaskan Native Employment

Progress

In the past year:

- The number of Native American/Alaskan Native employees increased two categories: executive/administrative/managerial, 100.0%; and faculty, 66.7%.

In the past five years:

- The number of Native American/Alaskan Native employees increased in faculty, 66.7%.

Challenges

In the past year:

- The number of Native American/Alaskan Native employees decreased in three categories: professional non-faculty, 62.5%; secretarial/clerical, 33.3%; and service/maintenance, 28.6%.
- Total Native American/Alaskan Native employment decreased by 20.8%.
- The percentage of total Native American/Alaskan Native employment decreased by 0.6%.

In the past five years:

- The number of Native American/Alaskan Native employees decreased in two categories: professional non-faculty, 25.0%; and secretarial/clerical, 33.3%.

Native American/Alaskan Native Employment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>	1	1	1	0	1
<i>Faculty</i>	3	3	3	3	5
<i>Professional Non-Faculty</i>	4	5	5	8	3
<i>Secretarial/Clerical</i>	3	3	4	3	2
<i>Technical/Paraprofessional</i>	2	2	3	2	2
<i>Skilled Craft</i>	1	1	1	1	1
<i>Service/Maintenance</i>	5	4	6	7	5
<i>Total Native American/Alaskan Native</i>	19	19	23	24	19
<i>Total Employees</i>	7,036	7,157	7,097	7,044	6,842
<i>Percent of Total Native American/Alaskan Native Employees to Total Employees</i>	0.27%	0.27%	0.32%	0.34%	0.28%

Source: SIUC Factbook 2012-2013, 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: executive/administrative/managerial, 100.0%; and faculty, 100.0%.

In the past five years:

- The number of Native American/Alaskan Native employees increased in faculty, 33.3%.

Challenges

In the past year:

- The number of Native American/Alaskan Native employees decreased in three categories: professional non-faculty, 100.0%; secretarial/clerical, 50.0%; and service/maintenance, 40.0%.
- Total Native American/Alaskan Native employment decreased by 29.4%.
- The percentage of total Native American/Alaskan Native employment decreased by 0.1%.

In the past five years:

- The number of Native American/Alaskan Native employees decreased in three categories: professional non-faculty, 100.0%; secretarial/clerical, 66.7%; and service/maintenance, 40.0%.
- Total Native American/Alaskan Native employment decreased by 33.3%.
- The percentage of total Native American/Alaskan Native employment decreased by 0.1%.

Native American/Alaskan Native Employment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>	1	1	1	0	1
<i>Faculty</i>	3	3	1	2	4
<i>Professional Non-Faculty</i>	3	4	4	5	0
<i>Secretarial/Clerical</i>	3	3	3	2	1
<i>Technical/Paraprofessional</i>	2	2	2	2	2
<i>Skilled Craft</i>	1	1	1	1	1
<i>Service/Maintenance</i>	5	4	5	5	3
<i>Total Native American/Alaskan Native</i>	18	18	17	17	12
<i>Total Employees</i>	5,039	5,103	5,001	4,980	4,778
<i>Percent of Total Native American/Alaskan Native Employees to Total Employees</i>	0.36%	0.35%	0.34%	0.34%	0.25%

Source: SIUC Factbook 2012-2013.

SIUE Full-Time Native American/Alaskan Native Employment

Progress

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, 200.0%.
- Total Native American/Alaskan Native employment increased by 600.0%.
- The percentage of total Native American/Alaskan Native employment increased by 0.3%.

Native American/Alaskan Native Employment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	0	0	2	1	1
<i>Professional Non-Faculty</i>	1	1	1	3	3
<i>Secretarial/Clerical</i>	0	0	1	1	1
<i>Technical/Paraprofessional</i>	0	0	1	0	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	0	1	2	2
<i>Total Native American/Alaskan Native</i>	1	1	6	7	7
<i>Total Employees</i>	1,997	2,054	2,096	2,064	2,064
<i>Percent of Total Native American/Alaskan Native Employees to Total Employees</i>	0.05%	0.05%	0.29%	0.34%	0.34%

Source: SIUE Factbook 2012-2013.

Total SIU Full-Time Asian Employment

Progress

In the past year:

- The number of Asian employees increased in service maintenance, 20.0%.

In the past five years:

- The number of Asian employees increased in faculty, 19.1%.
- Total Asian employment increased by 10.2%.
- The percentage of total Asian employment to total employment increased by 0.5%.

Challenges

In the past year:

- The number of Asian employees decreased in three categories: professional non-faculty, 15.0%; secretarial/clerical, 14.3%; and technical/paraprofessional, 22.2%.
- Total Asian employment decreased by 3.6%.

In the past five years:

- The number of Asian employees decreased in four categories: executive/administrative/managerial, 16.7%; professional/non-faculty, 3.8%; secretarial/clerical, 25.0%; and technical/paraprofessional, 12.5%.

Asian Employment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>	12	15	15	10	10
<i>Faculty</i>	178	183	190	212	212
<i>Professional Non-Faculty</i>	53	53	48	60	51
<i>Secretarial/Clerical</i>	8	8	7	7	6
<i>Technical/Paraprofessional</i>	8	9	11	9	7
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	6	5	5	5	6
<i>Total Asian</i>	265	273	276	303	292
<i>Total Employees</i>	7,036	7,157	7,097	7,044	6,842
<i>Percent of Total Asian Employees to Total Employees</i>	3.77%	3.81%	3.89%	4.30%	4.27%

Source: SIUC Factbook 2012-20123 SIUE EE06 employment tables.

SIUC Full-Time Asian Employment

Progress

In the past five years:

- The number of Asian employees increased in faculty, 22.7%.
- Total Asian employment increased by 11.5%.
- The percentage of total Asian employment to total employment increased by 0.7%.

Challenges

In the past year:

- The number of Asian employees decreased in three categories: faculty, 0.6%; professional non-faculty, 16.0%; and technical/paraprofessional, 20.0%.
- Total Asian employment decreased by 4.3%.

In the past five years:

- The number of Asian employees decreased in four categories: executive/administrative/managerial, 20.0%; professional non-faculty, 4.5%; technical/paraprofessional, 20.0%; and service/maintenance, 40.0%.

Asian Employment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>	10	13	13	8	8
<i>Faculty</i>	132	135	145	163	162
<i>Professional Non-Faculty</i>	44	43	42	50	42
<i>Secretarial/Clerical</i>	4	4	3	4	4
<i>Technical/Paraprofessional</i>	5	6	6	5	4
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	5	5	5	3	3
<i>Total Asian</i>	200	206	214	233	223
<i>Total Employees</i>	5,039	5,103	5,001	4,980	4,778
<i>Percent of Total Asian Employees to Total Employees</i>	3.97%	4.04%	4.28%	4.68%	4.67%

Source: SIUC Factbook 2012-2013.

SIUE Full-Time Asian Employment

Progress

In the past year:

- The number of Asian employees increased in two categories: faculty, 2.0%; and service/maintenance, 100.0%.

In the past five years:

- The number of Asian employees increased in two categories: faculty, 8.7%; and service/maintenance, 100.0%.
- Total Asian employment increased by 6.2%.
- The percentage of total Asian employment to total employment increased by 0.1%.

Challenges

In the past year:

- The number of Asian employees decreased in three categories: professional non-faculty, 10.0%; secretarial/clerical, 33.3%; and technical/paraprofessional, 25.0%.
- Total Asian employment decreased by 1.4%.

In the past five years:

- The number of Asian employees decreased in secretarial/clerical, 50.0%.

Asian Employment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>	2	2	2	2	2
<i>Faculty</i>	46	48	45	49	50
<i>Professional Non-Faculty</i>	9	10	6	10	9
<i>Secretarial/Clerical</i>	4	4	4	3	2
<i>Technical/Paraprofessional</i>	3	3	5	4	3
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	1	0	0	2	3
<i>Total Asian</i>	65	67	62	70	69
<i>Total Employees</i>	1,997	2,054	2,096	2,064	2,064
<i>Percent of Total Asian Employees to Total Employees</i>	3.25%	3.26%	2.96%	3.39%	3.34%

Source: SIUE Factbook 2012-2013.

Total SIU Full-Time Hawaiian Pacific Islander Employment

Progress

In the past year:

- The number of Hawaiian Pacific Islander employees increased in faculty, 100.0%.

Challenges

In the past year:

- The number of Hawaiian Pacific Islander employees decreased in two categories: professional non-faculty, 100.0%; and service/maintenance, 50.0%.
- Total Hawaiian Pacific Islander employment decreased by 33.3%.

Hawaiian Pacific Islander Employment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>			0	0	0
<i>Faculty</i>			1	1	2
<i>Professional Non-Faculty</i>			2	3	0
<i>Secretarial/Clerical</i>			2	3	3
<i>Technical/Paraprofessional</i>			0	0	0
<i>Skilled Craft</i>			0	0	0
<i>Service/Maintenance</i>			1	2	1
<i>Total Hawaiian Pacific Islander</i>			6	9	6
<i>Total Employees</i>			7,097	7,044	6,842
<i>Percent of Total Hawaiian Pacific Islander Employees to Total Employees</i>			0.08%	0.13%	0.09%

Source: SIUC Factbook 2012-2013, SIUE EE06 employment tables.

SIUC Full-Time Hawaiian Pacific Islander Employment

Challenges

In the past year:

- The number of Hawaiian Pacific Islander employees decreased in two categories: professional non-faculty, 100.0%; and service/maintenance, 50.0%.
- Total Hawaiian Pacific Islander employment decreased by 40.0%.

Hawaiian Pacific Islander

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>			0	0	0
<i>Faculty</i>			1	1	1
<i>Professional Non-Faculty</i>			0	1	0
<i>Secretarial/Clerical</i>			1	1	1
<i>Technical/Paraprofessional</i>			0	0	0
<i>Skilled Craft</i>			0	0	0
<i>Service/Maintenance</i>			1	2	1
<i>Total Hawaiian Pacific Islander</i>			3	5	3
<i>Total Employees</i>			5,001	4,980	4,778
<i>Percent of Total Hawaiian Pacific Islander Employees to Total Employees</i>			0.06%	0.10%	0.06%

Source: SIUC Factbook 2012-2013.

SIUE Full-Time Hawaiian Pacific Islander Employment

Challenges

In the past year:

- The number of Hawaiian Pacific Islander employees decreased in professional non-faculty, 100.0%.
- Total Hawaiian Pacific Islander employment decreased by 25.0%.
- The percentage of total Hawaiian Pacific Islander employment to total employment decreased by 0.1%.

Hawaiian Pacific Islander Employment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>			0	0	0
<i>Faculty</i>			0	0	1
<i>Professional Non-Faculty</i>			2	2	0
<i>Secretarial/Clerical</i>			1	2	2
<i>Technical/Paraprofessional</i>			0	0	0
<i>Skilled Craft</i>			0	0	0
<i>Service/Maintenance</i>			0	0	0
<i>Total Hawaiian Pacific Islander</i>			3	4	3
<i>Total Employees</i>			2,096	2,064	2,064
<i>Percent of Total Hawaiian Pacific Islander Employees to Total Employees</i>			0.14%	0.19%	0.15%

Source: SIUE Factbook 2012-2013.

Total SIU 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, 55.6%; technical/paraprofessional, 20.0%; and service/maintenance, 33.3%.

Challenges

In the past year:

- The number of Two or More Races employees decreased in two categories: professional non-faculty, 43.8%; and secretarial/clerical, 30.0%.
- Total Two or More Races employment decreased by 6.7%.

Two or More Races Employment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>			0	0	0
<i>Faculty</i>			8	9	14
<i>Professional Non-Faculty</i>			13	16	9
<i>Secretarial/Clerical</i>			5	10	7
<i>Technical/Paraprofessional</i>			4	5	6
<i>Skilled Craft</i>			2	2	2
<i>Service/Maintenance</i>			3	3	4
<i>Total Two or More Races</i>			35	45	42
<i>Total Employees</i>			7,097	7,044	6,842
<i>Percent of Total Two or More Races Employees to Total Employees</i>			0.49%	0.64%	0.61%

Source: SIUC Factbook 2012-2013, SIUE EE06 employment tables.

SIUC Full-Time Two or More Races Employment

Progress

In the past year:

- The number of Two or More Races employees increased in technical/paraprofessional, 50.0%.

Challenges

In the past year:

- The number of Two or More Races employees decreased in four categories: faculty, 11.1%; professional non-faculty, 33.3%; secretarial/clerical, 44.4%; and service/maintenance, 50.0%.
- Total Two or More Races employment decreased by 25.8%.
- The percentage of total Two or More Races employment to total employment decreased by 0.1%.

Two or More Races

	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>			0	0	0
<i>Faculty</i>			8	9	8
<i>Professional Non-Faculty</i>			6	9	6
<i>Secretarial/Clerical</i>			4	9	5
<i>Technical/Paraprofessional</i>			1	2	3
<i>Skilled Craft</i>			0	0	0
<i>Service/Maintenance</i>			2	2	1
<i>Total Two or More Races</i>			21	31	23
<i>Total Employees</i>			5,001	4,980	4,778
<i>Percent of Total Two or More Races Employees to Total Employees</i>			0.42%	0.62%	0.48%

Source: SIUC Factbook 2012-2013.

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, 600.0%; secretarial/clerical, 100.0%; and service/maintenance, 200.0%.
- Total Two or More Races employment increased by 35.7%.
- 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, 57.1%.

Two or More Races

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>			0	0	0
<i>Faculty</i>			0	0	6
<i>Professional Non-Faculty</i>			7	7	3
<i>Secretarial/Clerical</i>			1	1	2
<i>Technical/Paraprofessional</i>			3	3	3
<i>Skilled Craft</i>			2	2	2
<i>Service/Maintenance</i>			1	1	3
<i>Total Two or More Races</i>			14	14	19
<i>Total Employees</i>			2,096	2,064	2,064
<i>Percent of Total Two or More Races Employees to Total Employees</i>			0.67%	0.68%	0.92%

Source: SIUE Factbook 2012-2013.

Total SIU Full-Time Female Employment

Progress

In the past year:

- The number of female employees increased in six categories: executive/administrative/managerial, 1.5%; faculty, 9.2%; professional non-faculty, 2.0%; technical/paraprofessional, 4.5%; skilled craft, 10.0%; and service/maintenance, 0.9%.
- Total female employment increased by 2.6%.
- The percentage of total female employment to total employment increased by 2.9%.

In the past five years:

- The number of female employees increased in five categories: faculty, 12.5%; professional non-faculty, 4.2%; technical/paraprofessional, 17.0%; skilled craft, 22.2%; and service/maintenance, 1.4%.
- Total female employment increased by 3.8%.
- The percentage of total female employment to total employment increased by 3.6%.

Challenges

In the past year:

- The number of female employees decreased in secretarial/clerical, 2.2%.

In the past five years:

- The number of female employees decreased in two categories: executive/administrative/managerial, 13.4%; and secretarial/clerical, 5.2%.

Female Employment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>	157	162	158	134	136
<i>Faculty</i>	861	878	882	887	969
<i>Professional Non-Faculty</i>	1,242	1,288	1,253	1,269	1,294
<i>Secretarial/Clerical</i>	1,203	1,204	1,152	1,167	1,141
<i>Technical/Paraprofessional</i>	454	453	494	508	531
<i>Skilled Craft</i>	9	9	10	10	11
<i>Service/Maintenance</i>	210	215	214	211	213
<i>Total Female</i>	4,136	4,209	4,163	4,186	4,295
<i>Total Employees</i>	7,036	7,157	7,097	7,044	6,887
<i>Percent of Total Female Employees to Total Employees</i>	58.78%	58.81%	58.66%	59.43%	62.36%

Source: SIUC Factbook 2012-2013, SIUE EE06 employment tables.

SIUC Full-Time Female Employment

Progress

In the past year:

- The number of female employees increased in four categories: faculty, 12.5%; professional non-faculty, 3.6%; technical/paraprofessional, 7.3%; and skilled craft, 10.0%.
- Total female employment increased by 3.0%.
- The percentage of total female employment to total employment increased by 4.4%.

In the past five years:

- The number of female employees increased in four categories: faculty, 14.9%; professional non-faculty, 5.1%; technical/paraprofessional, 32.1%; and skilled craft, 22.2%.
- Total female employment increased by 4.7%.
- The percentage of total female employment to total employment increased by 6.0%.

Challenges

In the past year:

- The number of female employees decreased in three categories: executive/administrative/managerial, 1.1%; secretarial/clerkal, 4.6%; and service/maintenance, 2.2%.

In the past five years:

- The number of female employees decreased in three categories: executive/administrative/managerial, 18.9%; secretarial/clerkal, 6.3%; and service/maintenance, 6.3%.

Female Employment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>	111	117	114	91	90
<i>Faculty</i>	572	575	572	584	657
<i>Professional Non-Faculty</i>	942	959	936	956	990
<i>Secretarial/Clerical</i>	860	854	826	845	806
<i>Technical/Paraprofessional</i>	268	287	307	330	354
<i>Skilled Craft</i>	9	9	10	10	11
<i>Service/Maintenance</i>	144	143	142	138	135
<i>Total Female</i>	2,906	2,944	2,907	2,954	3,043
<i>Total Employees</i>	5,039	5,103	5,001	4,980	4,778
<i>Percent of Total Female Employees to Total Employees</i>	57.67%	57.69%	58.13%	59.32%	63.69%

Source: SIUC Factbook 2012-2013.

SIUE Full-Time Female Employment

Progress

In the past year:

- The number of female employees increased in four categories: executive/administrative/managerial, 7.0%; faculty, 3.0%; secretarial/clerical, 4.0%; and service/maintenance, 6.8%.
- Total female employment increased by 1.6%.

In the past five years:

- The number of female employees increased in three categories: faculty, 8.0%; professional non-faculty, 1.3%; and service/maintenance, 18.2%.
- Total female employment increased by 1.8%.

Challenges

In the past year:

- The number of female employees decreased in two categories: professional non-faculty, 2.9%; and technical/paraprofessional, 0.6%.
- The percentage of total female employment to total employment decreased by 0.3%.

In the past five years:

- The number of female employees decreased in two categories: secretarial/clerical, 2.3%; and technical/paraprofessional, 4.8%.
- The percentage of total female employment to total employment decreased by 2.2%.

Female Employment

	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>	<i>Fall 2012</i>
<i>Executive/Administrative/Managerial</i>	46	45	44	43	46
<i>Faculty</i>	289	303	310	303	312
<i>Professional Non-Faculty</i>	300	329	317	313	304
<i>Secretarial/Clerical</i>	343	350	326	322	335
<i>Technical/Paraprofessional</i>	186	166	187	178	177
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	66	72	72	73	78
<i>Total Female</i>	1,230	1,265	1,256	1,232	1,252
<i>Total Employees</i>	1,997	2,054	2,096	2,064	2,109
<i>Percent of Total Female Employees to Total Employees</i>	61.59%	61.59%	59.92%	59.69%	59.36%

Source: SIUE Factbook 2012-2013.

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 2012 total enrollment was 18,847; specific populations are as follows:

- 5,490 (29.1%) minority students
 - 3,522 (18.7%) Black students
 - 1,069 (5.7%) Hispanic/Latino students
 - 59 (0.3%) Native American students
 - 361 (1.9%) Asian students
 - 31 (0.2%) Native Hawaiian or Other Pacific Islander students
 - 448 (2.4%) Two or More students
- 8,640 (45.8%) female students
- 498 (2.7%) disabled students

SIU Carbondale's fall 2012 total number of full-time employees was 4,778; specific populations are as follows:

- 636 (13.3%) minority employees
 - 291 (6.1%) Black employees
 - 84 (1.8%) Hispanic/Latino employees
 - 12 (0.3%) Native American employees
 - 223 (4.7%) Asian employees
 - 3 (0.1%) Native Hawaiian or Other Pacific Islander employees
 - 23 (0.5%) Two or More employees
- 2,841 (59.5%) female employees

– ACCOMPLISHMENTS –

SIU Carbondale was a recipient of the Higher Education Excellence in Diversity (HEED) Award for 2013.

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

- In the past year, SIU Carbondale was ranked 51st in the total number of baccalaureate degrees awarded to African Americans in all disciplines.
- SIU Carbondale ranked 5th in the nation in overall number of baccalaureate degrees in education awarded to all minority students. Specifically, we ranked 2nd among African American students, 17th among Asian American students, and 19th among Hispanic/Latino students.
- SIU Carbondale ranked 5th in the nation for the overall number of baccalaureate degrees in transportation and materials moving awarded to all minority students. Specifically, we ranked 10th among African Americans and 5th among Hispanic/Latino students.
- SIU Carbondale ranked 5th in the nation for the overall number of baccalaureate degrees in engineering technologies and engineering-related fields awarded to all minority students. Specifically, we ranked 7th among African Americans, 11th among the Hispanic/Latino student population, and 11th among Asian American students.
- SIU Carbondale ranked 7th in the nation for the overall number of baccalaureate degrees in health and medical administrative services awarded to all minority students. Specifically, we ranked 7th among African Americans, 9th among Hispanics/Latino, and 10th among Asian Americans.

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

Enrollment

- Hispanic/Latino overall enrollment increased 17.6%
- Two or More overall enrollment increased 2.5%
- Minority graduate enrollment increased 4.8%
- Minority professional enrollment increased 5.6%

Employment

- Minority tenured faculty increased 2.7%
 - Hispanic/Latino tenured faculty increased 36.4%
 - Asian tenured faculty increased 7.1%
- Black non-tenure-track faculty increased 3.1%
- Female non-tenure-track faculty increased 0.3%

– ENROLLMENT –

Enrollment Trends

The racial and ethnic underrepresented student population has increased by 707 students or 14.8%, even as the overall enrollment at SIU Carbondale declined during the same period. Female student enrollment decreased by 619 students or 6.7% during this time. Among these racial and ethnic underrepresented groups, African American enrollment increased 81 students or 2.4%; Hispanic/Latino enrollment increased 259 students or 32.0%; Asian enrollment decreased by 88 students or 19.6%. Native American enrollment decreased by 24 students or 28.9%. Fall 2010 is the first semester to allow for the racial and ethnic underrepresented groups Native Hawaiian or Other Pacific Islander and Two or More. So, the four-year change for these two racial and ethnic underrepresented groups is unavailable. The overall disabled student population also decreased by 36 students or 6.7%.

An analysis of the enrollment trends of the underrepresented freshman cohort shows an increase in all racial and ethnic underrepresented students of 268 or 29.7%. African American freshmen increased by 159 or 22.8%; Hispanic/Latino freshmen increased by 42 students or 29.0%; Native American freshmen decreased by 6 students or 54.5%; Asian freshmen decreased by 7 students or 14.6%; and female freshmen increased by 21 students or 1.9%.

Similarly, the analysis of new transfer students shows an increase of 56 students or 15.3% for all racial and ethnic underrepresented minority transfers. African American transfers increased 15 students or 7.2%; Hispanic/Latino transfers increased by 21 students or 20.6%; the number of Native American transfers decreased 6 students or 66.7%; Asian transfers decreased by 21 students or 43.8%; and female transfers decreased by 44 students or 5.4%.

– EMPLOYMENT –

Employment and Hires Trends

In fall 2012, SIU Carbondale had 4,778 full-time employees. This was a decrease of 325 employees or 6.4% from fall 2009. The number of full-time, female employees decreased by 103 or 3.5%. The number of all racial and ethnic underrepresented employees increased by 35 or 5.8%. The analysis of this underrepresented population of full-time employees shows a decrease of 12 African American employees or 4.0%; Hispanic/Latino employees increased by 10 or 13.5%; Native Americans decreased by 6 or 33.3%; and Asians had the largest increase with 17 full-time employees or 8.3%. Fall 2010 is the first year to allow for the racial and ethnic underrepresented groups Two or More and Native Hawaiian or Other Pacific Islander. In 2012 there were 26 self-identified changes in racial and ethnic underrepresented demographics; 23 as Two or More; 3 as Native Hawaiian Pacific Islander. This accounts for the variation in employment numbers of racial and ethnic underrepresented groups.

The total number of all hires increased by 81 or 49.4% in the past four years. There was an increase of 20 or 69.0% of racial and ethnic underrepresented hires, and an increase of 57 or 62.0% in female hires. A more detailed analysis of the racial and ethnic underrepresented hires yields the number of African American hires increased by 10 or 125.0%; Hispanic/Latino hires increased by 1 or 20.0%; Native American hires increased from zero to 2 hires; Asians increased by 1 or 6.3%; and Two or More increased by 6 or 2.4%.

Faculty and Staff Recruitment

SIU Carbondale and campus chief administrators continue to express the need and importance of a diverse faculty and staff population, particularly underrepresented African American, Hispanic/Latino faculty and females in administrative positions. It should be noted that racial, ethnic, and females currently occupy the following, not all inclusive, administrative positions:

- Chancellor
- Associate Chancellor for Institutional Diversity
- Associate Vice Chancellor for Alumni Services
- Associate Vice Chancellor and Director of Development
- Assistant Vice Chancellor for Auxiliary Services
- Interim Dean of Students
- Dean of Library Affairs
- Interim Dean of the Graduate School
- Deans or Interim Deans of half of the academic units: College of Education and Human Services; School of Law; College of Liberal Arts; College of Mass Communication and Media Arts; College of Science
- Executive Director of Finance
- Interim Director of the Budget Office
- Director of Human Resources
- Associate Athletics Director
- Treasurer, SIU Foundation

The above data suggests that focused and strategic efforts have increased female hires in key administrative positions and in Academic Affairs. The data also suggests the need for continued efforts to increase racial and ethnic underrepresented hires in key administrative positions.

– 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.

Southern Illinois University Carbondale has implemented several programs to recruit as well as retain racial and ethnic underrepresented students. This report outlines some of those efforts.

Recruitment Efforts

Targeted Admission Activities

SIU Carbondale uses a variety of activities to recruit students such as attending college fairs, visiting high schools, bringing groups to campus, and reconnecting with alumni who can assist with recruitment in specific locations. Following are recruitment activities that were specifically targeted to Hispanic/Latino, African American, female, and disabled students.

Some of the Hispanic/Latino recruitment activities included campus visits from Latino high school groups such as Benito Juarez, Aspira, and Roberto Clemente Academy. Admission recruiters also attended a variety of college fairs around the state.

African American-focused recruitment included a campus visit from the Chicago Vocational Career Academy in spring 2013; SIU Carbondale participated in multiple targeted high school visits/college fairs such as East St. Louis High School, Inaugural Black Student Leadership Conference College Fair, Indiana Black Expo, Inc., and York Community High School. The University is partnering with SIU Carbondale alums who have worked with/mentored high school students. It is through partnering with alums that the University can expand its recruiting potential.

Women-focused recruitment included attending the Southern Illinois Women's Teen Conference; providing on-campus events geared to women; and visiting 14 all-girl schools in Illinois; 1 in Memphis, Tennessee.

Disability Support Services (DSS) is known nationwide for the services it provides students with disabilities. For recruitment purposes, DSS coordinates with Admissions to make appointments with prospective students with disabilities. DSS participates in open houses and utilizes a slide show and banner for visibility. The Achieve Program, a unit of DSS, provides comprehensive academic support services to college students with learning disabilities, attention deficit disorders, and other learning difficulties. The Achieve Program recruits students through attendance at college fairs and Individuals with Disability (IWD) conferences. In the recent past, the Achieve Program has attended college fairs in the Chicagoland area such as Lincoln-Way District 210 Turning Point; Thornton Fractional Special Needs Fair; and Directions College Fair. This program, funded through student fees, has successfully been assisting students for over 30 years. Over that period of time, the program has recruited and maintained a client base averaging 100 students every fall and spring semester.

Retention Efforts

First-year Support

Beginning in fall of 2012, all entering first-year students have been required to take the SIU Carbondale Student Success Seminar (UCOL 101) Foundations of Inquiry. This first-year seminar supports the transition of first-year students as they enter our research University. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success. A Saluki Peer Mentor is assigned to each section of UCOL 101 to facilitate with the transition and adjustment to the University.

More specifically, SIU Carbondale offered two restricted UCOL 101A Black male classes in which the students participated in workshops, seminars, and various activities within the Black campus community. There was one restricted section of UCOL 101A for Hispanic/Latino students who were very active within the Hispanic/Latino campus community and participated in several service initiatives. Additionally, there was one restricted section of UCOL 101A for federally defined first-generation students who are very closely involved with the federally funded Student Support Services Program. The DSS staff also taught two UCOL classes for students in its various programs.

Center for Inclusive Excellence

SIU Carbondale reflects the change in demographics that is occurring across the nation and particularly in the state of Illinois. With a more diverse student population in mind, the Center for Inclusive Excellence (CIE) was established in 2012 to serve as a catalyst for inclusion, diversity, and innovation. The CIE works to bring together the Black Resource Center, Hispanic Resource Center, and LGBTQ Resource Center to facilitate student and professional development through numerous academic and non-academic programming to foster an appreciation and respect for diverse cultures now and into the future. Examples of the activities provided by the resource centers follow:

- *Hispanic Resource Center*
The Hispanic Resource Center (HRC) provided students and their families with information concerning support programs, visited the McNair program's office, and filled out application forms to participate in the program. Other students were provided information about the Achieve Program, Department of Human Services, volunteerism opportunities on campus and in the community, as well as RSO information via listserv, webpages, and mentoring sessions.

Advocacy, mentoring, and guidance was provided to all Hispanic/Latino students and their families by creating a welcoming environment at the HRC where students could come between classes, participate in social events such as La Hora Social, meet and greet events, as well as other social events to provide social, emotional, and personal growth (Valentine's Day, hot chocolate hour, etc.). About 110 students participated in the events.

In addition to events and student support, Spanish translators were provided to about 27 families who attended New Student Orientation and to families who had requested additional information on housing via telephone.

- *Black Resource Center*

The Black Resource Center (BRC) provides a variety of programs to assist African American students in achieving success. One such program is the Black Male Initiative (BMI). The BMI strategy, coined Integration for Success, is composed of two facets: Freshmen Focus and Continuing Success. The Freshmen Focus is designed to identify and introduce incoming students to resources that will assist with the maturation process of campus life. Continuing Success extends the Freshmen Focus by providing additional programming along with services to promote academic enhancement and professional development. Integration for Success enhances the following areas for Black male students: (1) educational development, (2) professional development, (3) social development, and (4) civic engagement. Each developmental component will work to enhance the experience for participants in BMI by offering specific programs that will stimulate learning both inside and outside of the classroom.

Another program to assist with retention is the Black Male Retreat. Each year, Black male freshmen, faculty, staff, and community leaders gather to participate in a two-day retreat to focus on self-awareness, academic excellence, manhood, discipline, and harmony. These retreats are led by upper-classmen who encourage and show freshmen how to connect with mentors and role models. The retreat strengthens supportive networks and fosters a sense of camaraderie with campus community.

The BRC, through the BMI, offers Speech 101, a course that emphasizes Black male leadership. This course involves a theoretical framework for surveying Black masculinities within the context of speech, leadership, and society success. The particular focus of this course is on the Black male experience. Through studying African American role models, students will investigate the triumphs, struggles, and complexities of the Black male experience. Students will also learn how media and cultural representations affect expectations of academic success for Black males.

- *LGBTQ Resource Center*

The Lesbian, Gay, Bisexual, Trans*, Queer (LGBTQ) 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 LGBTQ students, faculty, staff, families, friends, alumni, and the greater southern Illinois community.

Learning/Teaching – One goal of the LGBTQ Resource Center is to enhance learning and teaching opportunities for LGBTQ folks and allies through classroom presentations, Safe Zone trainings, and maintenance of research listserves. We also

provide educational outreach to a variety of administrative offices, including University Housing, the Counseling Center, the Wellness Center, Student Health Programs, Affirmative Action, Public Safety, and New Student Programs. In addition, we provide resources to academic classes addressing LGBTQ issues within their curriculum.

Support – The LGBTQ Resource Center serves as a safe space and is a place for LGBTQ folks and allies to congregate. The center provides immediate support and referral to students who are at risk or confronting personal issues related to their experiences and identities. We offer assistance for people seeking help with changing their legal name and write letters advising of name changes and pronoun usage for trans* and genderqueer students. Additionally, potential new faculty, staff, and continuing employees searching for community resources can access information through the center.

Campus Advocacy – LGBTQ individuals may be reluctant to speak up and speak out due to the social stigma of being LGBTQ. The resource center serves as a central office that speaks with one voice to advocate for LGBTQ individuals on the issues they face. The office also serves as an obvious symbol to the campus, the greater southern Illinois community, faculty, staff, students, and prospective students that SIU is a welcoming, diverse campus dedicated to equal treatment of all people. The office advocates for policies, procedures, education, increased awareness, tolerance, and diversity throughout the University, at all levels.

Community Engagement – Our location in southern Illinois makes community engagement a top priority for our work to succeed. Through collaborations with neighboring academic institutions as well as health care and service providers, we strive to improve the environment and provide resources for LGBTQ individuals and their allies. Through a partnership with the Jackson County Health Department, we provide materials and resources on HIV/AIDS and sexually transmitted infection prevention and treatment, as well as safer sex education. The office offers Safe Zone trainings to community partners and assists in the training and launching of new Safe Zone programs throughout the surrounding areas. Our speakers' bureau facilitates community presentations by expert presenters on a variety of LGBTQ identities and issues.

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 ending or interrupting their course of study in the College of Business.

The Office of Minority Affairs provides orientation, tutoring, and academic support services to help ensure that minority students have every opportunity to succeed and receive a quality education. The Success 101 class is geared to assist first-semester students in successfully

making the transition from high school to college. The Office of Minority Affairs has a Minority Mentorship program which provides minority students with the opportunity to develop friendly and helpful relationships with a member of the University faculty or staff or a member of the Carbondale community. The Office of Minority Affairs also assists qualified minority students in securing scholarships, internships, externships, and career placement.

College of Engineering

The Success in Engineering through Excellence and Diversity (SEED) 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 Minority Engineering Program has substantially increased both minority enrollment and minority graduation rates.

Programs to enhance the minority student's success in engineering include the Textbook Loan Program, Tutoring, and Peer Mentoring Program. The following programs are also offered to minority students through the SEED program:

- Engineering Learning Skills, which was developed to increase the number of students academically prepared for the rigors of higher-level mathematics, particularly Math 150 (Calculus). This class incorporates engineering principles so that students can visualize the relevance of math in engineering.
- Learning Resource Center is equipped with ten computers and a laser printer for student use. The lab also contains a conference table and a dry erase board so that students have a place to study, do group projects, and hold organization meetings.

Housing – Living Learning Communities

Learning happens in all areas of campus, including the residence halls. Living Learning Communities (LLCs) are one of the ways SIU Carbondale works to build connections to the academic side of the institution and to support the personal development and academic success of our student residents. The LLCs offer students the chance to live with other students who share the same major or majors within the same college, or with whom they have something in common. LLCs give students the opportunity to meet and interact with other students, as well as faculty and staff. Research has linked LLC participation to higher GPAs, increased student satisfaction and engagement, and improved persistence and graduation rates.

Each LLC is unique, allowing students, faculty, and staff to tailor the experience. Students may engage with faculty or staff during a floor program, while dining together, during presentations, and through tutoring or mentoring.

Some of the LLCs created specifically for our target groups include the BMI; Women United in Leadership (WUL); and First Scholars. The BMI focuses on increasing the retention and graduation rates of our University's young African American males. The WUL focuses on leadership, activism, and community building for women. And finally, First Scholars LLC, a grant-funded program, was created to dramatically improve the graduation rate of first-generation college students and to prepare each scholar for a life with self-awareness, success, and significance.

Faculty Recruitment and Retention Efforts

With the demographics of our state becoming more diverse, it is imperative that the state's higher education institutions reflect this change. SIU Carbondale supports the hiring of racial and ethnic underrepresented faculty with a major focus on tenure, promotion, and retention. There are three programs that address these objectives.

Diversity Opportunity Hire Fund

Faculty, the core of our institution, are being competed for in the same way as professional athletes—with intense competition, often requiring a salary and start-up package that must be matched if we are to hire the best-in-field scholars. With the current budget constraints, some departments may be prohibited from recruiting the best-in-field to SIU Carbondale.

The University's Diversity Opportunity Hire Fund has been established to enhance the recruitment and retention of diversity hires. The deans are notified annually of the availability of these funds and the guidelines for application. Specific application must be made in writing to the office of the Associate Chancellor for Institutional Diversity by the dean's office upon the recommendation of the chair. The funds may be made available for use as salary, start-up packages, or graduate assistants to encourage the best-in-field to become a part of our institution.

Underrepresented Tenure Track (URTT) Program

The mission of the URTT Program is to provide support to minority faculty as they work toward tenure and promotion and to create a faculty that is rich in diversity, thus reflecting our student body. Doing so would have a positive impact on the recruitment and retention of students from a diverse population and would greatly contribute to University inclusiveness. The URTT Program brings together the underrepresented tenure-track faculty and various tenured faculty to discuss the tenure process, the guidelines for meeting the various criteria, the importance of selecting a mentor, and the pitfalls to avoid along the way.

Diversifying Faculty in Illinois

The Diversifying Faculty in Illinois (DFI) program was developed by IBHE to increase the number of African American and Latino faculty in Illinois colleges and universities to better represent the diversity of the student population. According to studies conducted by IBHE,

faculty diversity is especially critical for students from underrepresented groups. SIU Carbondale participates in the Diversifying Faculty in Illinois (DFI) program, which is funded by IBHE. In FY 2013, SIU Carbondale was awarded two DFI fellowships.

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

– GOAL AND MISSION –

Mission

Southern Illinois University Edwardsville is a student-centered educational community dedicated to communicating, expanding and integrating knowledge. In a spirit of collaboration enriched by diverse ideas, our comprehensive and unique array of undergraduate and graduate programs develops professionals, scholars and leaders who shape a changing world.

Vision

Southern Illinois University Edwardsville will achieve greater national and global recognition and academic prominence through innovative and interdisciplinary programs that empower individuals to achieve their full potential.

Values

Southern Illinois University Edwardsville fulfills its mission based on the fundamental shared values of citizenship, excellence, inclusion, integrity, and wisdom.

Citizenship

- Social, civic, and political responsibility—globally, nationally, locally, and within the University
- Active partnerships and a climate of collaboration and cooperation among students, faculty, staff, alumni, and the larger community
- Sustainable practices in environmental, financial, and social endeavors

Excellence

- High-quality learning within and beyond the classroom
- Continuous improvement and innovation
- Outstanding scholarship and public service

Inclusion

- A welcoming and supportive environment
- Openness to the rich diversity of humankind in all aspects of university life
- Respect for individuals, differences, and cultures
- Intellectual freedom and diversity of thought

Integrity

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

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 students with a high-quality, affordable education that prepares them for successful careers and lives of purpose. Built on the foundation of a broad-based liberal education, and enhanced by hands-on research and real-world experiences, the academic preparation SIUE students receive equips them to thrive in the global marketplace and make our communities better places to live. Situated on 2,660 acres of beautiful woodland atop the bluffs overlooking the natural beauty of the Mississippi River's rich bottomland and only a short drive from downtown St. Louis, the SIUE campus is home to a diverse student body of nearly 14,000. SIUE also administers the School of Dental Medicine in Alton, Ill., and operates the East St. Louis Higher Education Center in East St. Louis, Ill.

- The University enrolled 11,229 undergraduate students, of which 53% were female and 25% were minority, including 15% African American and 4% Hispanic.
- In fall 2013, there were 2,621 graduate and professional students, of which 60% were female and 27% were minority.
- The University employed 2,480 employees in faculty, administrative, professional, and civil service positions in fall 2013, of which 59% were female and 21% minority, including 13% African-American and 8% other.
- Women represented 49% of total full-time instructional faculty; women held 28% of full professor positions, 46% of associate professor positions, and 56% of assistant professor positions.
- African-Americans represented 6% of full-time instructional faculty.
- Asian/Pacific Islanders were 10% of full-time instructional faculty.

– ACCOMPLISHMENTS –

- The University's Diversity Plan was approved and implemented during 2013.
- Victory Media, the premier media entity for military personnel transitioning into civilian life, has named SIUE a Military Friendly School for the fifth consecutive year. This honor places SIUE in the top 20 percent of colleges, universities, and trade schools that are doing the most to embrace America's military service members, veterans, and spouses as students to ensure their success on campus.

- SIUE improved its rating on the LGBT-Campus Climate Index from 3 to 4 stars out of a maximum of 5 stars. The new rating means the SIUE's campus environment is becoming more inclusive, welcoming, and respectful for lesbian, gay, bisexual, and transgender members of the University community.
- Safe Zone is a campus-wide program committed to making SIUE a safer, more welcoming, and inclusive environment for members of the lesbian, gay, bisexual, transgender community. In fall 2013, Safe Zone provided Ally Training to 43 new Allies across campus. Ally Training is designed to educate campus community members on how to support individuals who have questions or concerns about sexual or gender identity, harassment, and campus resources.
- SIUE participated in the PRIDE St. Louis parade in the summer of 2013, with an informational booth as well as walking in the parade.
- The Office of Institutional Diversity and Inclusion hosted a film series to promote the value of a diverse campus climate.
- The Office of Institutional Diversity and Inclusion offered three training programs ("Ouch that Stereotype Hurts", "Gateway to Inclusion: Turning Tense Moments into Productive Conversations", and "Is it Bias? Making Diversity Work") to increase awareness and provide a platform for communication around diversity issues.
- Embracing Diversity and Inclusion, a quarterly newsletter developed by the Office of Institutional Diversity and Inclusion in 2013, highlights the campus diversity and inclusion initiatives.
- The Office of Institutional Diversity and Inclusion launched a Book Club for Women in Academia in the fall of 2013.
- The Office of Institutional Compliance (OIC) coordinated workplace accommodations for faculty and staff including accessible parking, adjusted work schedules, modified jobs and work environments that enabled employees with disabilities to perform the essential functions of their position.
- The OIC in concert with Legal Counsel provided training on Sexual Harassment, Search Committee Procedures, and an Employment Law Update relevant to issues in equal employment opportunities and access in the workplace.
- The Office of Admissions hosted the 6th Annual I-55 Bus Tour, targeting admitted minority students from Chicago. This year, we welcomed 104 students to the SIUE campus, the most we have ever hosted.
- Undergraduate enrollment reached the second all-time high for African American (1,832) and Hispanic (470) students in the fall of 2013.
- Disability Support Services (DSS) provided academic accommodations and services for 350 SIUE students with disabilities during the academic year including propriety class registering, interpreting and note-taking services, and converting textbooks into electronic formats.
- Initiatives through DSS include: Disability Awareness Month (six events), the New Horizons student club, the Workforce Recruitment Program, a new Online Learning Community for students with disabilities, and in-class diversity training programs relating to students with disabilities.
- The Center for International Programs coordinates SIUE's Global Awareness Week. This annual event includes activities to raise awareness of global issues and inspire students, faculty, and staff to become more active and informed global citizens. The

week also serves to celebrate diversity and multiculturalism and to promote dialogue and discovery.

- The School of Pharmacy held a Diversity Summer Camp for high school juniors and seniors with an interest in pursuing a degree in healthcare. The aim of the summer camp was to expose students to careers in healthcare offered through programs at SIUE and to increase the number of minority students who apply and enroll in SIUE's professional healthcare programs. Students are exposed to pharmacy, nursing and dental medicine.
- SIUE's School of Education created the Office of Diversity and Faculty Development to monitor and coordinate efforts to increase diversity within the school. They developed an Action Plan to guide the school's work in recruiting, developing, and retaining a diverse faculty and student body. The director also works with the University-wide Diversity Council to help coordinate diversity initiatives across the campus.
- Project PRIME (Promising Recruitment Initiatives Mark Excellence) is a student organization dedicated to increasing the number of minority students in the various fields of education at SIUE. Members of PRIME serve as tutors and mentors to area high school students.
- SIUE and the Society of Women Engineers hosted nearly 150 middle school-age girls for the second annual Introduce a Girl to Engineering Day. The program offered young girls exposure to the engineering field and drew almost 50 more participants than last year.
- The SIUE Head Start/Early Head Start Program is a nationally recognized quality early childhood education program that promotes school readiness for children and self-sufficiency for families. The Head Start Program provides services to 1,314 children and families, and the Early Head Start Program serves 188 children and families.
- The Upward Bound Program of the SIUE East St. Louis Center serves approximately 250 high school students in a college preparatory program designed to serve low-income and/or potential first-generation college students.
- SIUE's Charter High School (CHS) had a graduation rate of 100% for the 2013 graduating class, with a 76% acceptance rate at post-secondary schools including both four-year and two-year institutions. In 2013 CHS offered new classes including Project Lead the Way (STEM program), African American History, and Women in Literature.
- The Student Opportunities for Academic Results (SOAR) program is committed to improving the graduation and retention rates of the University by helping nontraditional and/or underrepresented students develop the necessary characteristics and abilities to succeed at the university level. SOAR advises 500+ undergraduate students throughout the academic year and provides mentoring, tutoring, and study skills development.
- SOAR honored 78 SOAR and Johnetta Haley Scholars for achieving grade point averages of 3.50 or better. Twenty of those students had grade point averages of 4.0.
- Women continue to hold key positions university-wide, including the Chancellor; Vice Chancellor for University Advancement, SIUE Foundation; Dean, School of Education; Assistant Director, University Services to East St. Louis; Chair,

Department of Music; and International Student and Scholar Advisor, International Programs.

- Minorities hold key positions university-wide, including Vice Chancellor for Student Affairs; Dean of the College of Arts and Sciences; Associate Provost for Institutional Diversity and Inclusion; Director, Research and Projects Fiscal Management, Department of Graduate Studies and Research; Director, Center for Advanced Management and Production; and Assistant Director, Institutional Compliance.

– ENROLLMENT –

Enrollment profile for fall 2013 is as follows:

- 11,229 undergraduate students enrolled
 - 53% female
 - 25% minority
 - 13% African-American
 - 4% Hispanic
- 2,950 minority students enrolled
 - 62% African-American
 - 16% Hispanic
 - 22% other minorities¹

– EMPLOYMENT –

The University employed 2,480 full-time employees in faculty, administrative, professional, and civil service positions in fall 2013, of which 59% were female and 21% were minority, including 13% African American, 4% Asian, and 2% Hispanic. American Indians/Alaskan Natives represented less than 1% of the University's full-time workforce. 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 1,462 females representing 59% of the University's full-time workforce, of which 339 or 23% were women of color, representing 14% of the total full-time workforce and 67% of the total full-time minority workforce in fall 2013.

Women represented 49% of total full-time instructional faculty; women held 28% of full professor positions, 46% of associate professor positions, and 56% of assistant professor positions.

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

Selected placement goals for women were met in the following positions:

- Vice Chancellor for University Advancement
- Assistant Director, Institutional Compliance
- Assistant Director, Office of Admissions
- Assistant Professor, School of Education
- Assistant Professor, School of Dental Medicine

Selected placement goals for minorities were met in the following positions:

- Director, Research and Projects Fiscal Management, Department of Graduate Studies and Research
- Manager, Transportation Service
- Assistant Professor, College of Arts and Sciences/English Language and Literature
- Admission Counselors, Office of Admissions
- Academic Advisor, Department of Academic Advising

While this period's report shows progress, the results also challenge the University to continue to develop initiatives and strategies to attract, hire, and retain women, minorities, and employees with disabilities.²

– THE ILLINOIS PUBLIC AGENDA FOR COLLEGE AND CAREER SUCCESS –

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

Student Opportunities for Academic Results (SOAR) Program

SOAR Retention

Research reveals that academic-support programs designed for underprepared students exert significant positive effects upon their levels of retention and grades when such programs are utilized, particularly during the freshman year. The SOAR program delivers that institutional support proactively and early in the first year to intercept potential first-year attrition. By utilizing proactive retention strategies such as peer tutoring and mentoring, small group study sessions, academic progress reporting, early warning systems, and comprehensive tracking methods, we are able to report academic progress and retention rates of first-year students that are two percentage points higher than that of students who do not participate in the SOAR program. Despite the less than favorable academic levels some students begin with, the longer the students participate in the SOAR program, the more positive results are achieved. The number of SOAR students on the Dean's List increases, while the number of program participants on academic probation and those with suspension status decreases. SOAR students who entered the University in fall 2012 performed very well academically, with 89 of our 180 participants (49%) earning 3.00 or higher grade point averages (GPAs).

² Sources for this year's report include the Office of the Provost and Vice Chancellor for Academic Affairs, Enrollment Management, Institutional Research and Studies, and University Marketing and Communication.

Goal-Oriented African American Men Excel (GAME)

Project GAME, a two-semester, six-credit course for 20-25 black males, provides comprehensive services that address various retention issues related to this particular population of students. Practical methods revealing strategies for excelling academically and interrelating socially are learned and applied in a context of cultural awareness. While working with Project GAME, we have found this retention dilemma is not exclusive to only African American males who are from first-generation or low-income families, or who have low ACT scores. In fact, this trend includes African American males with average-to-high ACT scores, higher-income families, and even those who have parents with college degrees. Project GAME has successfully been serving African-American males at SIUE since 1999, providing tools and resources for academic advancement and leadership development. The GAME class that entered the University in fall 2012 was our most successful class academically to date, with an overall class GPA of 2.98. Fifty-two percent of the class had GPAs of 3.00 and above, and 7 of the 21 participants received recognition on the Dean's List.

Females of African-descent Modeling Excellence (FAME)

Project FAME is a six-credit, two-semester program for entering freshmen. It is designed to assist African-American females in their success at Southern Illinois University Edwardsville (SIUE) through academic, social, and co-curricular activities. Each year 20 students are selected to participate in the program. Each participant is an incoming freshman who is selected based on high school GPA, ACT score, leadership potential, volunteer experience, and potential for success at SIUE. Our fall 2012 FAME class also performed very well academically, with 48% of the participants with GPAs of 3.00 and above, and an overall class GPA of 2.81.

Office of Retention and Student Success

The Office of Retention and Student Success supports and works with all students at SIUE to successfully achieve the retention goals of the University. In working to accomplish these goals, the retention efforts of the University have focused on a number of initiatives. The following are a segment of those initiatives that directly impact women and minorities at SIUE.

Taking Aim at SIUE

This new retention initiative is critical as graduate students personally contact first- and second-year students who have not registered for the upcoming semester and discuss the student's future semester registration and academic support services that are available, as well as answer any other questions the student might have at the time. These efforts, along with the efforts of other support services, led to a 7.1% increase over the previous year in African-American students' retention from fall 2013 to spring 2014; Hispanic students' persistence rate increased 11.6% for the same time period. This effort also included women, and while the increase was not quite as substantial, there was a 2.3% persistence increase from the 2013 fall semester to the spring 2014 semester for this population.

Academic Probation Informational Meetings – Partners for Success

Starting in the spring 2013 semester, students who failed to achieve the required 2.0 GPA and remain in good standing with the University were asked to attend an Academic Probation Informational Meeting. In this meeting, students were informed of the critical nature of academic

probation as well as techniques and support services that were available for progressing back to good standing. Over 175 students attended the meeting. Of those in attendance, 36.5% were minority students and 54% were women. At the conclusion of the 2013 spring semester, of all Academic Probation Informational Meeting attendees, 61% had earned at least a 2.0 GPA for the semester. Sixty-three percent of those earning at least a 2.0 GPA were women and 58% were minorities.

Early Alert Initiatives – The 5th Week Freshmen Assessment

In fall 2013, the 5th Week Freshmen Assessment was sent to all faculty members who taught first-year students. Within the assessment, faculty members were asked to provide information about students' grades at the fifth week time period of the semester as well as any attendance issues. Approximately 50% of faculty responded to the assessment. In total, faculty indicated that 817 students were either struggling in a course or had attendance issues. The response to the 5th Week Freshmen Assessment was a complete campus-wide effort; academic advisors, Instructional Services staff members, and University Housing professionals reached out to students to provide academic and social support interventions to aid in their success at SIUE. All 817 students were connected with resources via an email campaign about SIUE campus resources. A total of 667 students were contacted via an in-person meeting or a phone conversation with Office of Retention and Student Success staff. Data analysis on the follow-up and early alert information is currently being analyzed for impacts on ethnicity, gender, and other student demographic information.

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, over 800 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 nearly 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 over 112,000 patients through 480,000 total patient visits. More than 370,000 patient visits are made annually 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 171 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 innovative cancer research, 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 –

- Continued improvement in diversity of medical student minority populations from 19.9% minority in the 2003/2004 student body to 25.5% for all classes in the 2012/13 student body.
- Improved recruitment focus resulted in increased diversity of the total workforce from 9.5% minority hires for all faculty and staff combined in 2003 to 17.7% of new hires in 2012. Recruitment of minorities in civil service classifications, which has been a special focus in the last few years, has improved from 6.5% minority employees in 2011 to 8.0% in 2012.
- Continued outreach and educational programs that celebrate the ethnic and cultural diversity of the central and southern Illinois region. Programs included a Diversity Week held annually in October. In addition, informal ethnic celebrations are held quarterly allowing students, residents, faculty, staff, and the general community to gain information about different cultural traditions.
- Developed and adopted a comprehensive Policy and Plan for Diversity and Inclusion at the medical school in 2013.

– THE ILLINOIS PUBLIC AGENDA FOR COLLEGE AND CAREER SUCCESS –

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

There are no statistically significant “achievement gaps by race, ethnicity, socioeconomic status, gender, and disability (*Illinois Public Agenda for College and Career Success*)” for students educated at the SIU School of Medicine (SIUSOM). Most students who enter the medical school graduate with an M.D. degree. While it is true that some students encounter difficulty while going through our rigorous curriculum, adequate systems are in place to support a student who needs to remediate cognitive and/or non-cognitive issues.

The SIUSOM’s success at retaining students through to completion of educational programs is impressive and on par with outcomes in the U.S. medical education industry as a whole. The most recent analysis of retention and completion rates for our country’s medical schools was done in April 2007 by the Association of American Medical Colleges (AAMC) in its *Analysis in Brief*, Volume 7, Number 2. The analysis revealed a “96 percent 10-year completion rate for medical school students.” The 10-year completion rate for the SIUSOM is 97 percent. Looking more specifically at underrepresented groups and their completion rates at the SIUSOM, again focusing on 10-year completion rates, the national numbers for African-Americans and Hispanics are 89 percent and 94 percent respectively (*AAMC Analysis in Brief*). At the SIUSOM, retention rates are 90 percent and 100 percent respectively for those two groups. These two racial groups comprise 15 percent of our medical student body.

This *Analysis in Brief* summary pointed out that academic attrition is low in medical schools in general. However, when African-American and Hispanic students did leave medical schools, the most common reason was academic difficulty. This was not true for Asian and White students. For these two groups the most common reasons for leaving medical schools were in non-academic categories. African-American and Hispanic medical students face double jeopardy because “students from low SES [socioeconomic status] backgrounds, even those with higher MCAT scores, are more likely to withdraw or be dismissed in the first two years of medical school (see AAMC *Analysis in Brief*, December 2010, Volume 9, Number 11).” And many African-American and Hispanic students have low SES histories.

Like most institutions of higher learning, SIU School of Medicine’s goal is to graduate all students who enter the program, so dismissal from the school is a last resort when other interventions have failed. We approach every student who struggles as an individual, conducting a detailed assessment of the individual student’s problems and jointly designing a remediation strategy narrowly tailored to the student’s needs. Specially structured team activities are utilized when students show a need that can be best addressed in a small group setting.

While academic issues are most often the final pathway for students who must leave our school, various social, economic, medical, and/or psychological factors may influence that result. Therefore, a holistic approach is utilized when supporting such students. A multidisciplinary team assesses and assists in implementing remediation strategies. The school’s departments of Medical Education and Student Affairs usually lead the way in circumstances where a medical student is in jeopardy. Our Student Progress Committee serves as a monitoring body to ensure each medical student’s adherence to established standards of academic conduct. Our office of Diversity provides additional support where needed. In 2013 we hired an Academic Skills Coach to meet regularly and separately with students who have displayed some deficit in academic performance or progress. The thinking is to identify students at risk, mentor and nurture them early and consistently to allow them to succeed academically.

It is the student-friendly, supportive environment of the SIUSOM and its commitment to bringing its students to graduation whenever possible that makes our completion/retention rates so high, thereby delivering quality physicians who will address the health care needs of central and southern Illinois.

– ACADEMIC ENVIRONMENT –

The school graduated its 2,546th medical student during its May 2013 commencement. Of the graduates who have completed their clinical residencies and are currently practicing physicians, 42.9% are practicing in Illinois and 18.1% are practicing in the contiguous states of Wisconsin, Iowa, Missouri, Kentucky, and Indiana. Of those practicing in Illinois, 26.2% are located in rural locations.

In the 2012-2013 admissions cycle, the school received 1,184 applications. Of the 72 incoming students who accepted invitations to enroll in the class, 19 (26.4%) were minority

students and 10 (13.9%) of those were underrepresented minority students. SIU School of Medicine’s female enrollment is 49%, which is higher than the national average of 47% females.

Overview of Accomplishments

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

Comparative 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
2016	54%	37	35	22.7	20-30	17

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.

Comparative 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%	4.2%	73.6%	0.0%	12.5%	0.0%	26.4%
Total 2012/13 Enrollment	11.7%	3.0%	74.6%	0.0%	10.7%	0.0%	25.4%

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

New enrollees – 2012 *new* enrollees/matriculants to SIU School of Medicine.

Total 2012/13 enrollment – Fall 2012 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 25.4%. 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.

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 Illinois residents to select SIU School of Medicine as their preferred school of choice. Each year the school is successful in attracting five to six students from this program into its entering class.

Report on Faculty

For the calendar year January 1 through December 31, 2012, there were 28 new faculty members recruited to the School of Medicine.

The percentages for this category follow.

Comparative 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	3.6%	3.6%	49.9%	3.6%	35.7%	3.6%	50.1%
Total Faculty	2.6%	3.2%	70.0%	0.3%	23.0%	0.9%	30.0%

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

New faculty – *new* tenure and alternate track faculty hired from January 1-December 31, 2012.

Total faculty – tenure and alternate faculty on staff as of December 31, 2012.

Of the total faculty population in 2012, 45.0% were females on the tenure and alternate track, and 50.0% of the new faculty hires were female.

The school's faculty shows a steady growth in overall minority representation from 17.3% in 2003, to 23.3% in 2008, and to 30.0% in 2012 for total faculty population. Fifty percent of the new hires in 2012 were minority hires.

Report on Staff

Principal Administrative Appointment Staff

A total of 40 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 40 new principal administrative appointment staff hired, 16 were researchers.

The percentages for this category follow.

Comparative 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	4.4%	0.0%	77.9%	0.0%	13.3%	4.4%	22.1%
Total PAA	2.3%	1.3%	87.6%	0.0%	7.8%	1.0%	12.4%

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

New PAA – *new* principal administrative appointment staff hired from January 1-December 31, 2012.

Total PAA – principal administrative appointments on staff as of December 31, 2012.

Once again, the commitment to mirroring the diverse population for the area served has been a focus. In the last ten years, the total PAA minority population has grown nearly 4%, from 8.7% to 12.4%.

Civil Service Staff

A total of 220 civil service employees were hired this past year.

The percentages for this category follow.

Comparative 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	8.6%	0.5%	87.2%	0.5%	0.9%	2.3%	12.8%
Total CS Staff	5.5%	0.4%	92.0%	0.2%	0.8%	1.1%	8.0%

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

New CS staff – *new* civil service staff hired from January 1-December 31, 2012.

Total CS staff – civil service staff as of December 31, 2012.

Because of concerted efforts of the medical school to improve minority hiring, 12.8% of civil service new hires in 2012 were minority hires. That has improved the minority representation of the civil service staff to 8.0%, a 1.5% increase in the last year alone. 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 increased minority representation. The medical school has also increased its participation with many of these organizations as training sites 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. The school also has regularly advertised in local minority publications. Also, in order to further expand recruitment, the School of Medicine continues to recruit licensed practical nurses and registered nurses through dedicated mailings, both 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.

Disabled employees will become more of a focus in future reports. In 2014, the U.S. Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) established new guidelines for federal contractors heightening employer obligations regarding hiring and employment of disabled individuals. The SIU School of Medicine will be surveying the campus this year and periodically in the future so that all disabled individuals who choose to respond may be identified and their needs accommodated, if necessary. At December 2012, 16 employees (.1%) had self-identified as being disabled.

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 pleased with 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.

