



SOUTHERN ILLINOIS UNIVERSITY

May 1, 2015

Members of the Board Academic Matters Committee

Shirley Portwood, Chair
J. Phil Gilbert
Donna Manering
Adrian Miller

Dear Committee Members:

The Academic Matters Committee will meet on Thursday, May 14, 2015, at 9:00 a.m. in the Student Center, Ballroom B of Southern Illinois University Carbondale. The agenda is attached.

I look forward to seeing you at the meeting.

Sincerely,

A handwritten signature in black ink that reads "John S. Haller, Jr." in a cursive style.

John S. Haller, Jr.
Special Assistant to the President

/pm

Attachment

c: Roger Herrin
Mitch Morecraft
Joel Sambursky
Amy Sholar

Randal Thomas
Randy J. Dunn
Julie Furst-Bowe
Other Interested Parties

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

AGENDA

MEETING OF THE SOUTHERN ILLINOIS UNIVERSITY BOARD OF TRUSTEES ACADEMIC MATTERS COMMITTEE

Thursday, May 14, 2015
9:00 a.m.

Ballroom B
Student Center
Southern Illinois University Carbondale

1. Announcements
2. Approval of Minutes of the Meeting April 16, 2014
3. Informational Report: Minority, Women, Veterans and Disabled Students, Faculty and Staff, Annual Report 2014 (enclosure)

Presenters: Chad Martinez, Director of Equal Opportunity, Access and Title IX
Coordination at SIUE
Wesley McNeese, Executive Assistant to the Dean for Diversity,
Multicultural and Minority Affairs, SOM
Linda McCabe Smith, Associate Chancellor for Institutional
Diversity, SIUC

4. Other Business
5. Adjournment

BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY

Minutes of the Academic Matters Committee Meeting

April 16, 2015

The Academic Matters Committee met at 9:03 a.m. on Thursday, April 16, 2015, in the Conference Center on the second floor of the Delyte W. Morris University Center at Southern Illinois University Edwardsville. Present were: Shirley Portwood, chair; J. Phil Gilbert; Donna Manering; and Adrian Miller. Other Board members present were: Rich Herrin, Mitch Morecraft, Joel Sambursky, Amy Sholar, and Randal Thomas. Executive Officers present were: President Randy J. Dunn; Chancellor Julie Furst-Bowe, SIUE; Special Assistant to the President John Haller; and Senior Vice President Duane Stucky.

Approval of the Minutes of the March 19, 2015, Meeting

Motion was made by Trustee J. Phil Gilbert to approve the minutes of the March 19, 2015, meeting. The motion was duly seconded by Trustee Adrian Miller and passed by the Committee.

Announcements

John Haller introduced solar car engineering students who gave solar car models to the Board members.

Resolution in Support of a Degree Completion Program in Aviation Management, SIUC (Board Agenda Item I)

Susan Ford, Interim Provost of SIUC, presented Item I and provided an overview on the Bachelor of Science in Aviation Management degree completion program to be offered at the Community College of Beaver County in Monaca, Pennsylvania.

Interim Provost Ford requested Board approval on the matter so SIUC could move to offer their first degree completion program within the state of Pennsylvania beginning summer 2015.

Trustee Portwood asked if there were any questions or comments.

Trustee Manering asked how technology and equipment involved in the program were provided. Interim Provost Ford explained that all technical and equipment needs are arranged through the school in which the degree completion program is offered to assure appropriate classroom technology is in place for learning.

Trustee Miller made a motion to approve the item and Trustee Mannering seconded. Item was approved by the Committee.

Presentation: The Student Nurse Achievement Program (SNAP)

Presenters: Jerrica Ampadu, Instructor and SNAP Director; Lydia Hawkins, Senior; Jessica Hickman, Senior; and Canesia Jones.

Special Assistant to the President John Haller introduced the item by providing brief information about the Student Nursing Achievement Program (SNAP) and introducing the presenters.

Instructor Jerrica Ampadu provided a history of the Student Nurse Achievement Program and how it evolved to the program it is today. She shared the current objectives and strategies of SNAP and resources available to students.

Jessica Hickman and Ledia Hawkins, seniors in SNAP, shared how they were introduced to the program and how the resources have helped their personal and professional development as well as their leadership skills through networking opportunities.

KaNecia Dones, graduate of SIUE and current nurse at Memorial Hospital provided background on her experience with SNAP. She is currently in the Nurse Practitioner Program and shared how SNAP has helped her be a successful student and motivated her to keep moving forward with her education.

Other Business

Having no further business before it, the Academic Matters Committee adjourned at 9:35 a.m.

JSH/pm



SOUTHERN ILLINOIS UNIVERSITY

May 1, 2015

Board of Trustees
c/o Misty Whittington, Board Secretary
Southern Illinois University System
1400 Douglas Drive
Stone Center – Mail Code 6801
Carbondale, IL 62901

Dear Board Members,

The enclosed *Minority, Women, Veterans and Disabled Students, Faculty and Staff* report for 2014 marks the beginning of a new format which we hope will be more meaningful for the members of the Board and our many constituents. In addition to IBHE-mandated metrics, we are now providing a five-year trend line in each of the categories that align with the *Illinois Public Agenda*. These trend lines, along with others that are being put together, will become part of an “SIU Dash Board” of information available to Board members.

As with the earlier *Performance Report*, our intent for making this change is to provide a more meaningful perspective on the challenges that face the University now and in the future and that this new format will become the basis for more informed discussion and decision-making.

Sincerely,

A handwritten signature in cursive script that reads "John S. Haller, Jr.".

John S. Haller, Jr.
Special Assistant to the President

/pm

Enclosure

c: Randy J. Dunn

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



President
Reports

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

Annual Report / FY 2014
*The Illinois Public Agenda for College
and Career Success: Goal 1*

Southern Illinois University System
Carbondale
Edwardsville
School of Medicine

SOUTHERN ILLINOIS UNIVERSITY SYSTEM

TWENTY-EIGHTH ANNUAL REPORT

ON GOALS AND PLANS

**TO IMPROVE THE PARTICIPATION AND SUCCESS
OF MINORITY, WOMEN, VETERANS AND DISABLED STUDENTS
IN ACADEMIC PROGRAMS;
AND THE RECRUITMENT AND RETENTION
OF MINORITY, WOMEN, VETERANS AND DISABLED
FACULTY AND STAFF**

Prepared by the Office of Academic Affairs

May 2015

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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. 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, Veterans and Disabled Students, Faculty and Staff* report, which has been 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. In addition, for the first time, information is being provided regarding the success of veterans enrolled in the University.

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; Chad Martinez, Director of Equal Opportunity, Access and Title IX Coordination at SIUE; and Tracey Jarrell and Penny Moon, of the Office of the President. It is through their work effort that this report is made possible.

This is the 28th report that has been submitted to IBHE regarding minorities, women, veterans and disabled students, faculty, and staff. The data used in the report help faculty and administrators to better shape programs targeted to these groups of people and provide statewide policy makers with information regarding our collective 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.

John S. Haller, Jr.
Special Assistant to the President

SOUTHERN ILLINOIS UNIVERSITY SYSTEM

Southern Illinois University System is 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, the Southern Illinois University System 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 the Southern Illinois University System 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 \$897 million, the University serves approximately 32,000 students and offers 3 associate's, 146 bachelor's, 124 master's, and 38 doctoral and professional degree programs.

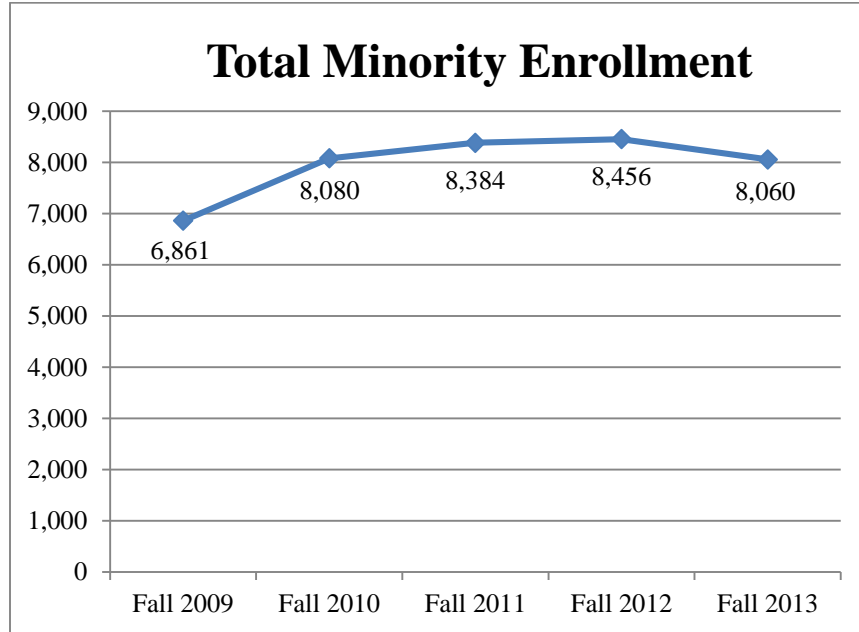
The University's commitment to excellence in education enriches the lives of people not only in Illinois, but nationally and internationally as well. SIU offers baccalaureate completion programs at locations around the state, including sites in the Chicago metropolitan area, and baccalaureate and master's 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 2013 semester, 1,792 students from foreign countries were enrolled in SIU programs.

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

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

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

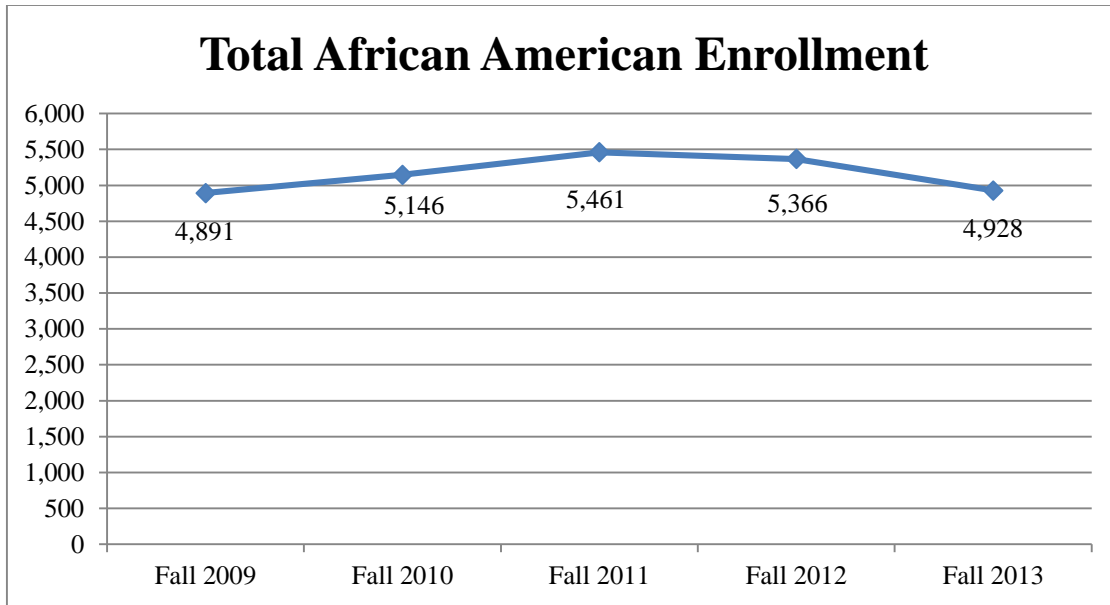
All-University Highlights



Minority Enrollment

	<i>Fall</i> 2009	<i>% to total</i> Enrollment	<i>Fall</i> 2010	<i>% to total</i> Enrollment	<i>Fall</i> 2011	<i>% to total</i> Enrollment	<i>Fall</i> 2012	<i>% to total</i> Enrollment	<i>Fall</i> 2013	<i>% to total</i> Enrollment
<i>Undergraduate</i>	5,890	17.2%	6,908	20.2%	7,228	21.2%	7,242	22.0%	6,848	21.5%
<i>Graduate</i>	802	2.3%	993	2.9%	985	2.9%	1,030	3.1%	1,038	3.3%
<i>Professional</i>	169	0.5%	179	0.5%	171	0.5%	184	0.6%	174	0.5%
<i>Total Minority</i>	6,861	20.0%	8,080	23.6%	8,384	24.6%	8,456	25.7%	8,060	25.3%
<i>Total Enrollment</i>	34,290		34,170		34,052		32,902		31,814	

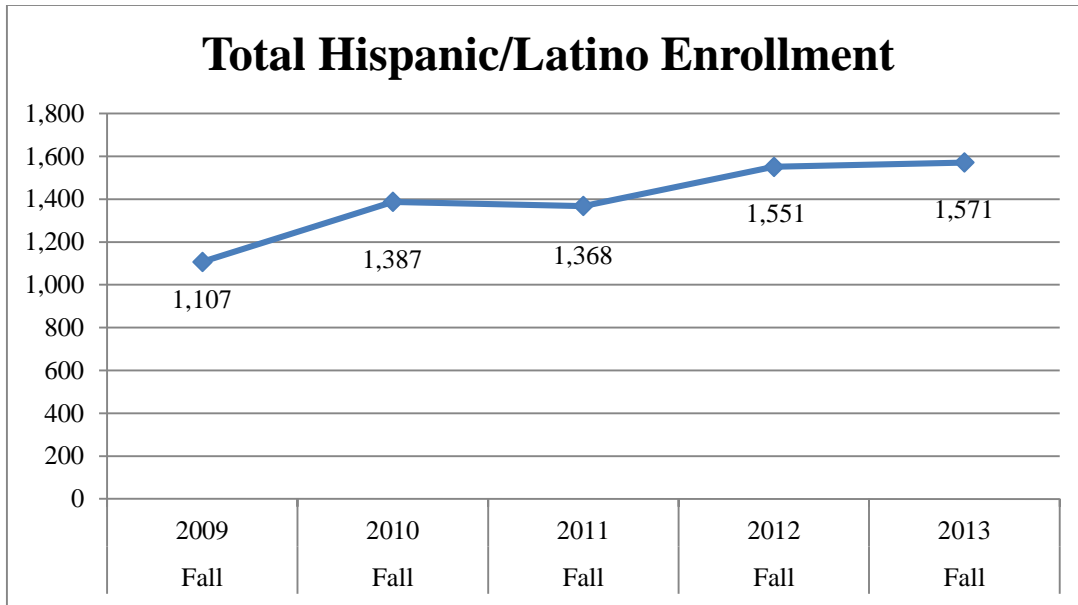
Minority enrollment increased from fall 2009 to fall 2013 by 1,199 students or 17.5%. Between fall 2012 and fall 2013 minority enrollment decreased by 396 students or 4.7%. The overall percentage of total minority students to total enrollment increased by 5.3% between fall 2009 and fall 2013.



African American Enrollment

	<i>Fall</i> 2009	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> 2010	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> 2011	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> 2012	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> 2013	<i>% to Total</i> <i>Enrollment</i>
<i>Undergraduate</i>	4,250	12.4%	4,503	13.2%	4,827	14.2%	4,734	14.4%	4,301	13.5%
<i>Graduate</i>	573	1.7%	588	1.7%	581	1.7%	581	1.8%	577	1.8%
<i>Professional</i>	68	0.2%	55	0.2%	53	0.2%	51	0.2%	50	0.2%
<i>Total African American</i>	4,891	14.3%	5,146	15.1%	5,461	16.0%	5,366	16.3%	4,928	15.5%
<i>Total Enrollment</i>	34,290		34,170		34,052		32,902		31,814	

African American enrollment increased from fall 2009 to fall 2013 by 37 students or 0.8%. Between fall 2012 and 2013 African American enrollment decreased by 438 students or 8.2%. The overall percentage of African American students to total enrollment increased by 1.2% between fall 2009 and fall 2013.

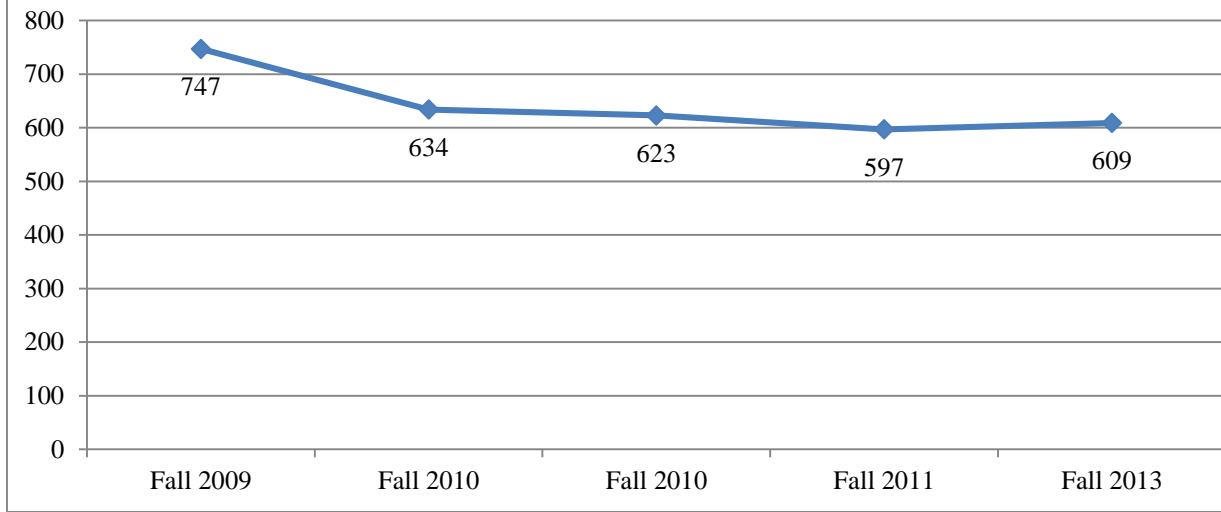


Hispanic/Latino Enrollment

	<i>Fall</i> 2009	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> 2010	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> 2011	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> 2012	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> 2013	<i>% to Total</i> <i>Enrollment</i>
<i>Undergraduate</i>	960	86.7%	1,178	84.9%	1,168	85.4%	1,322	85.2%	1,344	85.6%
<i>Graduate</i>	116	10.5%	166	12.0%	163	11.9%	186	12.0%	184	11.7%
<i>Professional</i>	31	2.8%	43	3.1%	37	2.7%	43	2.8%	43	2.7%
<i>Total Hispanic/Latino</i>	1,107	3.2%	1,387	4.1%	1,368	4.0%	1,551	4.7%	1,571	4.9%
<i>Total Enrollment</i>	34,290		34,170		34,052		32,902		31,814	

Hispanic/Latino enrollment has increased from fall 2009 to fall 2013 by 464 students or 41.9%. Between fall 2012 and 2013 Hispanic/Latino enrollment increased by 20 students or 1.3%. The overall percentage of Hispanic/Latino students to total enrollment increased by 1.7% between fall 2009 and fall 2013.

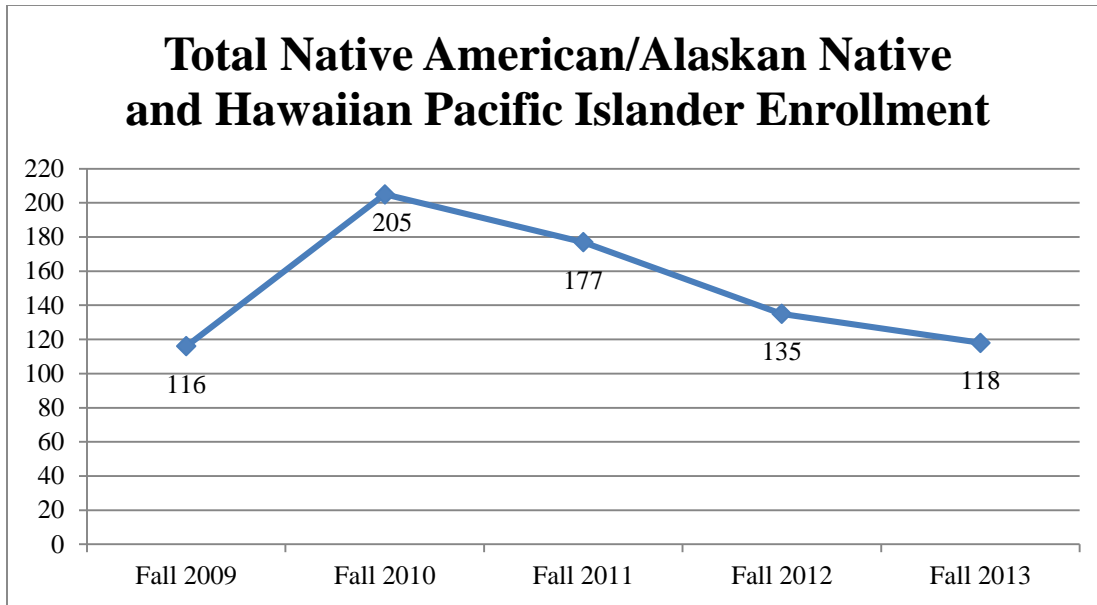
Total Asian American Enrollment



Asian American Enrollment

	<i>Fall 2009</i>	<i>% to Total Enrollment</i>	<i>Fall 2010</i>	<i>% to Total Enrollment</i>	<i>Fall 2011</i>	<i>% to Total Enrollment</i>	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	585	1.7%	462	1.4%	437	1.3%	405	1.2%	412	1.3%
<i>Graduate</i>	97	0.3%	115	0.3%	130	0.4%	131	0.4%	143	0.4%
<i>Professional</i>	65	0.2%	57	0.2%	56	0.2%	61	0.2%	54	0.2%
<i>Total Asian American</i>	747	2.2%	634	1.9%	623	1.8%	597	1.8%	609	1.9%
<i>Total Enrollment</i>	34,290		34,170		34,052		32,902		31,814	

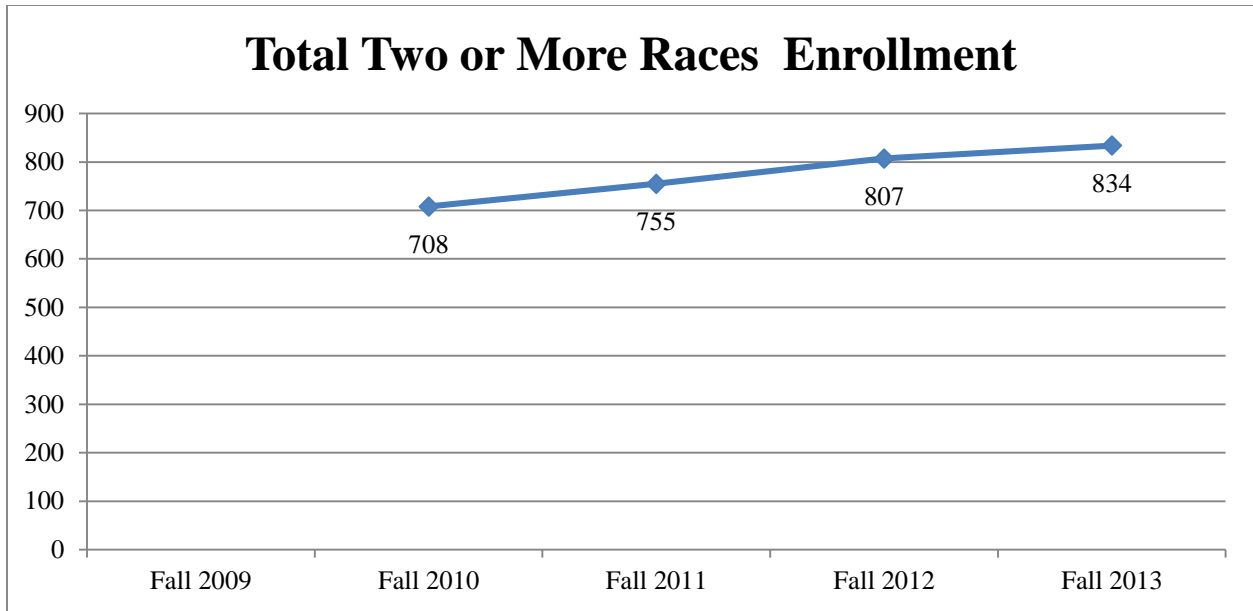
Asian American enrollment has decreased from fall 2009 to fall 2013 by 138 students or 18.5%. Between fall 2012 and 2013 Asian American enrollment increased by 12 students or 2.0%. The overall percentage of Asian American students to total enrollment decreased by 0.3% between fall 2009 and fall 2013.



Native American/Alaskan Native and Hawaiian Pacific Islander Enrollment

	<i>Fall 2009</i>	<i>% to Total Enrollment</i>	<i>Fall 2010</i>	<i>% to Total Enrollment</i>	<i>Fall 2011</i>	<i>% to Total Enrollment</i>	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	95	0.3%	172	0.5%	153	0.4%	109	0.3%	88	0.3%
<i>Graduate</i>	16	0.0%	25	0.1%	16	0.0%	21	0.1%	24	0.1%
<i>Professional</i>	5	0.0%	8	0.0%	8	0.0%	5	0.0%	6	0.0%
<i>Total Native American/Alaskan Native and Hawaiian Pacific Islander</i>	116	0.3%	205	0.6%	177	0.5%	135	0.4%	118	0.4%
<i>Total Enrollment</i>	34,290		34,170		34,052		34,902		31,814	

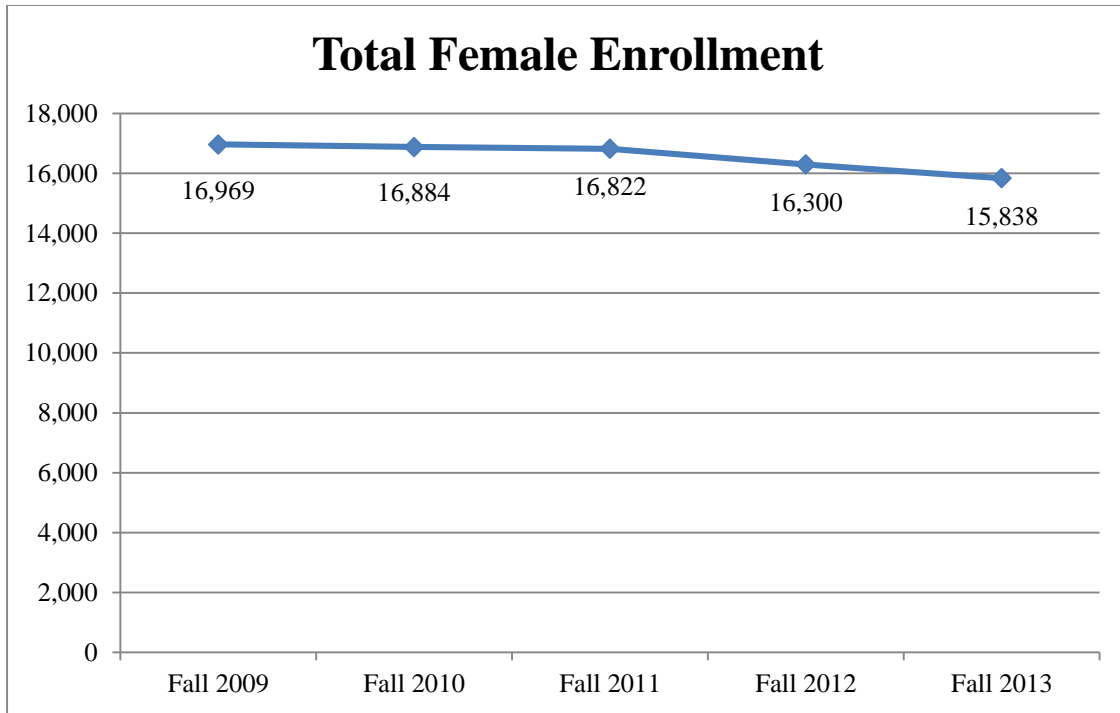
In fall 2010 IPEDS established the new category Hawaiian Pacific Islander. The categories of Hawaiian Pacific Islander and Native American/Alaskan Native have been combined since both have low enrollment. The enrollment in this combined category has increased from fall 2009 to fall 2013 by 2 students or 1.7%. Between fall 2012 and 2013 Native American/Alaskan Native and Hawaiian Pacific Islander enrollment decreased by 17 students or 12.6%. The overall percentage of Native American/Alaskan Native and Hawaiian Pacific Islander students to total enrollment increased by 0.1% between fall 2009 and fall 2013.



Two or More Races Enrollment

	<i>Fall</i> 2009	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> 2010	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> 2011	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> 2012	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> 2013	<i>% to Total</i> <i>Enrollment</i>
<i>Undergraduate</i>			593	1.7%	643	1.9%	672	2.0%	703	2.2%
<i>Graduate</i>			99	0.3%	95	0.3%	111	0.3%	110	0.3%
<i>Professional</i>			16	0.0%	17	0.0%	24	0.1%	21	0.1%
<i>Total Two or More Races</i>			708	2.1%	755	2.2%	807	2.5%	834	2.6%
<i>Total Enrollment</i>			34,170		34,052		32,902		31,814	

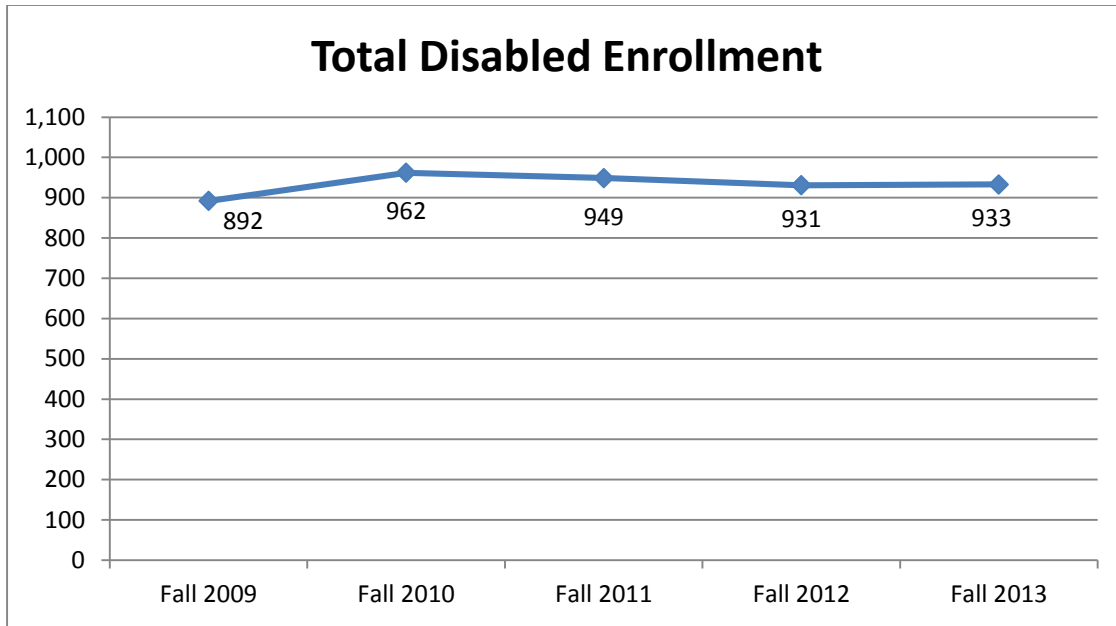
In fall 2010 IPEDS established the new category two or more races. The enrollment in this category has increased from fall 2010 to fall 2013 by 126 students or 17.8%. Between fall 2012 and 2013 two or more races enrollment increased by 27 students or 3.3%. The overall percentage of two or more races students to total enrollment increased by 0.5% between fall 2010 and fall 2013.



Female Enrollment

	<i>Fall 2009</i>	<i>% to Total Enrollment</i>	<i>Fall 2010</i>	<i>% to Total Enrollment</i>	<i>Fall 2011</i>	<i>% to Total Enrollment</i>	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	12,769	37.2%	12,685	37.1%	12,711	37.3%	12,330	37.4%	11,960	37.6%
<i>Graduate</i>	3,649	10.6%	3,652	10.7%	3,558	10.4%	3,423	10.4%	3,318	10.4%
<i>Professional</i>	551	1.6%	547	1.6%	553	1.6%	547	1.7%	560	1.8%
<i>Total Female</i>	16,969	49.5%	16,884	49.4%	16,822	49.4%	16,300	49.5%	15,838	49.8%
<i>Total Enrollment</i>	34,290		34,170		34,052		32,902		31,814	

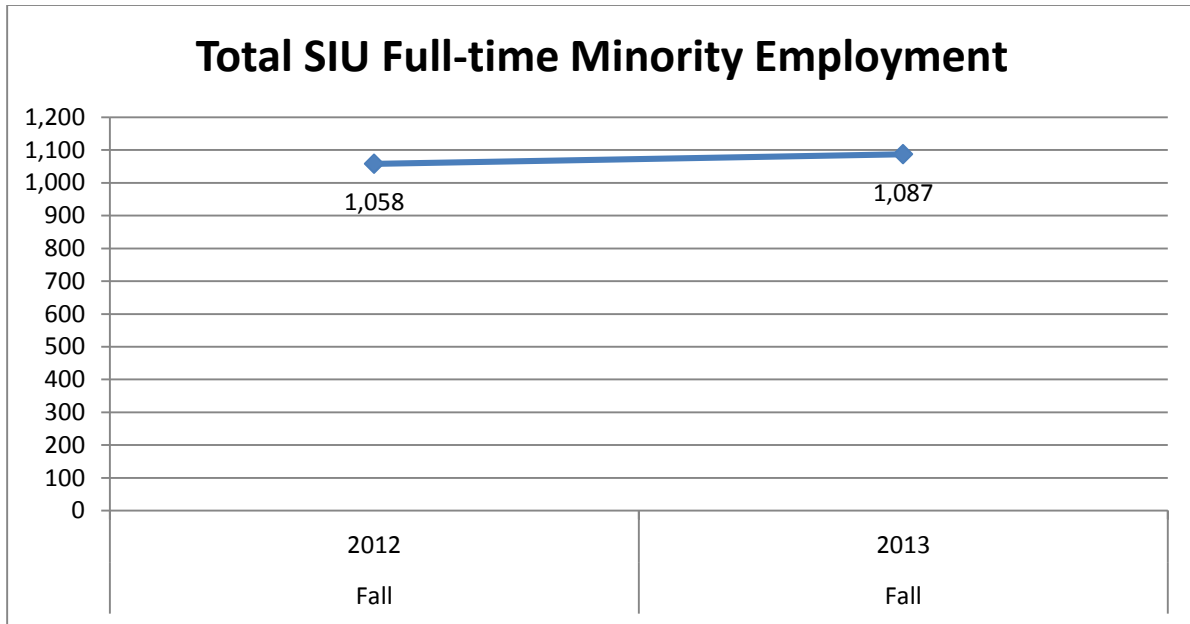
Female enrollment has decreased from fall 2009 to fall 2013 by 1,131 students or 6.7%. Between fall 2012 and 2013 female enrollment decreased by 462 students or 2.8%. The overall percentage of female students to total enrollment increased by 0.3% between fall 2009 and fall 2013.



Disabled Enrollment

	Fall 2009	% to Total Enrollment	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment
<i>Undergraduate</i>	751	2.2%	823	2.4%	825	2.4%	796	2.4%	791	2.5%
<i>Graduate</i>	137	0.4%	135	0.4%	122	0.4%	133	0.4%	140	0.4%
<i>Professional</i>	4	0.0%	4	0.0%	2	0.0%	2	0.0%	2	0.0%
Total Disabled	892	2.6%	962	2.8%	949	2.8%	931	2.8%	933	2.9%
<i>Total Enrollment</i>	34,290		34,170		34,052		32,902		31,814	

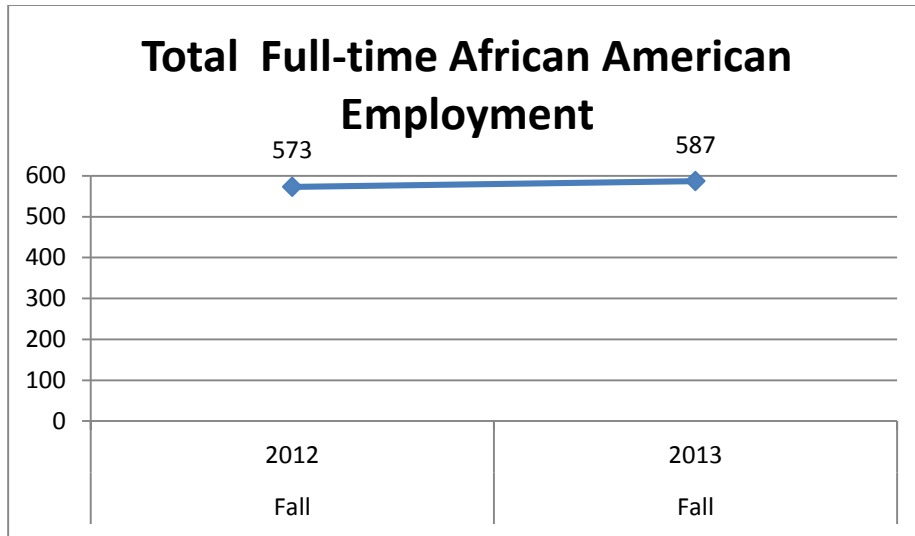
Disabled enrollment has increased from fall 2009 to fall 2013 by 41 students or 4.6%. Between fall 2012 and fall 2013 disabled enrollment increased by 2 students or 0.2%. The overall percentage of disabled students to total enrollment increased by 0.3% between fall 2009 and fall 2013.



Minority Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	410	1,976	20.7%	419	1,927	21.7%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	185	641	28.9%	175	554	31.6%
<i>Management</i>	35	282	12.4%	25	261	9.6%
<i>Business and Financial Operations</i>	32	444	7.2%	35	488	7.2%
<i>Computer, Engineering, and Science</i>	37	383	9.7%	46	390	11.8%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	90	384	23.4%	96	441	21.8%
<i>Healthcare Practice and Technical</i>	42	433	9.7%	37	425	8.7%
<i>Service Occupations</i>	109	676	16.1%	123	735	16.7%
<i>Sales and Related Occupations</i>	3	17	17.6%	4	18	22.2%
<i>Office and Administrative Support</i>	98	1380	7.1%	105	1367	7.7%
<i>Natural Resources, Construction and Maintenance</i>	13	208	6.3%	16	218	7.3%
<i>Production, Transportation, and Material Moving</i>	4	63	6.3%	6	63	9.5%
Total Minority	1,058		15.4%	1,087		15.8%
Total Employment		6,887			6,887	

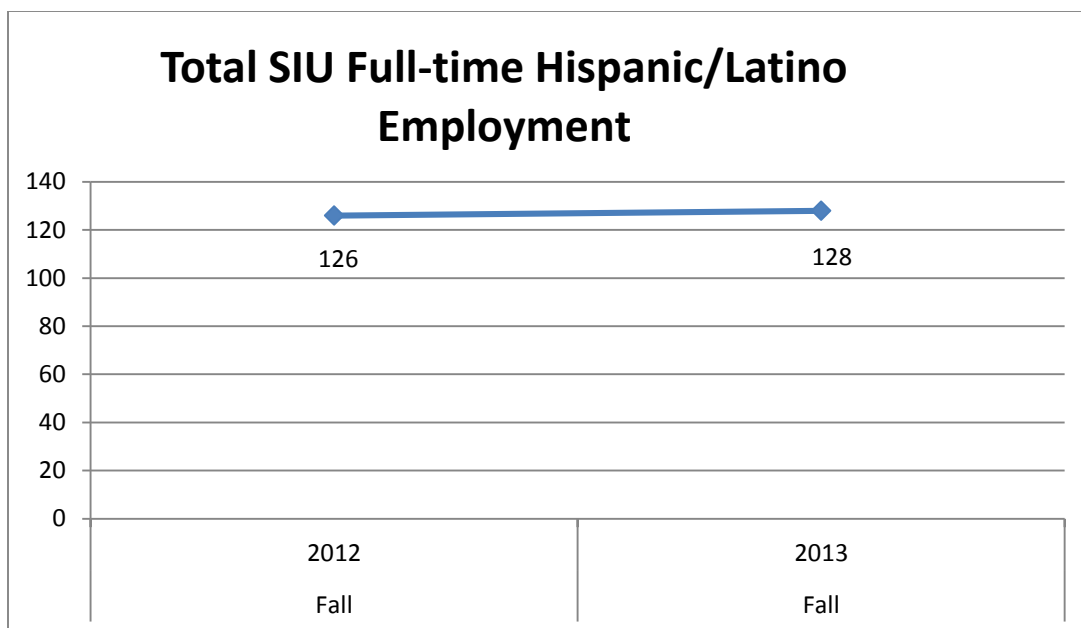
Full-time minority employment has increased from fall 2012 to fall 2013 by 29 employees or 2.7%. The overall percentage of minority employment to total employment increased by 0.4%.



African American

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>Fall 2012 % to Full-time Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>Fall 2013 % to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	113	1,976	5.7%	109	1,927	5.7%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	134	641	20.9%	139	554	25.1%
<i>Management</i>	18	282	6.4%	16	261	6.1%
<i>Business and Financial Operations</i>	21	444	4.7%	18	488	3.7%
<i>Computer, Engineering, and Science</i>	17	383	4.4%	18	390	4.6%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	77	384	20.1%	78	441	17.7%
<i>Healthcare Practice and Technical</i>	34	433	7.9%	28	425	6.6%
<i>Service Occupations</i>	81	676	12.0%	90	735	12.2%
<i>Sales and Related Occupations</i>	2	17	11.8%	3	18	16.7%
<i>Office and Administrative Support</i>	67	1380	4.9%	74	1367	5.4%
<i>Natural Resources, Construction and Maintenance</i>	8	208	3.8%	11	218	5.0%
<i>Production, Transportation, and Material Moving</i>	1	63	1.6%	3	63	4.8%
<i>Total African American</i>	573		8.3%	587		8.5%
<i>Total Employment</i>		6,887			6,887	

Full-time African American employment has increased from fall 2012 to fall 2013 by 14 employees or 2.4%. The overall percentage of African American employment to total employment increased by 0.2%.

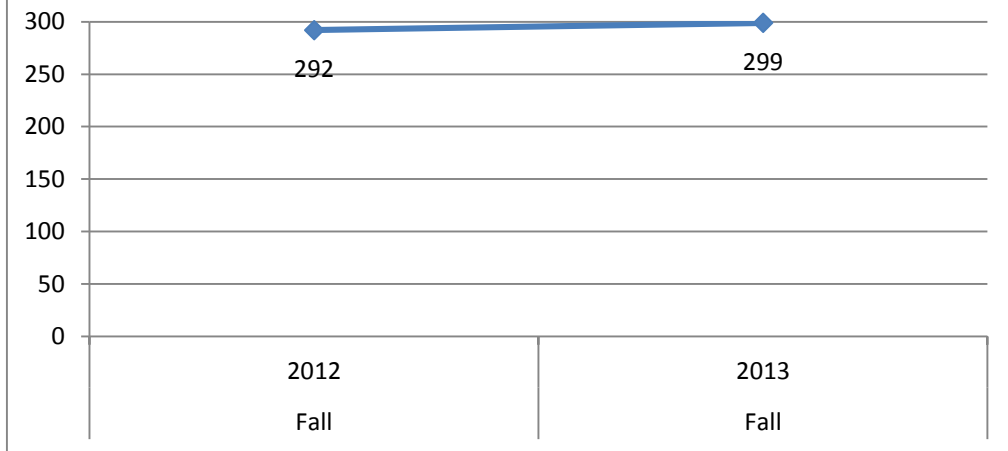


Hispanic/Latino Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	60	1,976	3.1%	61	1,927	3.2%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	12	641	2.0%	12	554	3.1%
<i>Management</i>	8	282	3.4%	4	261	1.9%
<i>Business and Financial Operations</i>	1	444	0.3%	5	488	0.8%
<i>Computer, Engineering, and Science</i>	6	383	0.8%	7	390	1.1%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	6	384	1.4%	6	441	1.1%
<i>Healthcare Practice and Technical</i>	3	433	0.5%	3	425	0.5%
<i>Service Occupations</i>	13	676	2.3%	14	735	2.3%
<i>Sales and Related Occupations</i>	1	17	0.0%	1	18	0.0%
<i>Office and Administrative Support</i>	13	1380	1.0%	12	1367	0.9%
<i>Natural Resources, Construction and Maintenance</i>	2	208	0.6%	2	218	0.6%
<i>Production, Transportation, and Material Moving</i>	1	63	0.0%	1	63	0.0%
<i>Total Hispanic/Latino Employment</i>	126		1.8%	128		1.8%
<i>Total Employment</i>		6,887			6,887	

Full-time Hispanic/Latino employment has increased from fall 2012 to fall 2013 by 2 employees or 1.6%. The overall percentage of Hispanic/Latino employment to total employment remained constant.

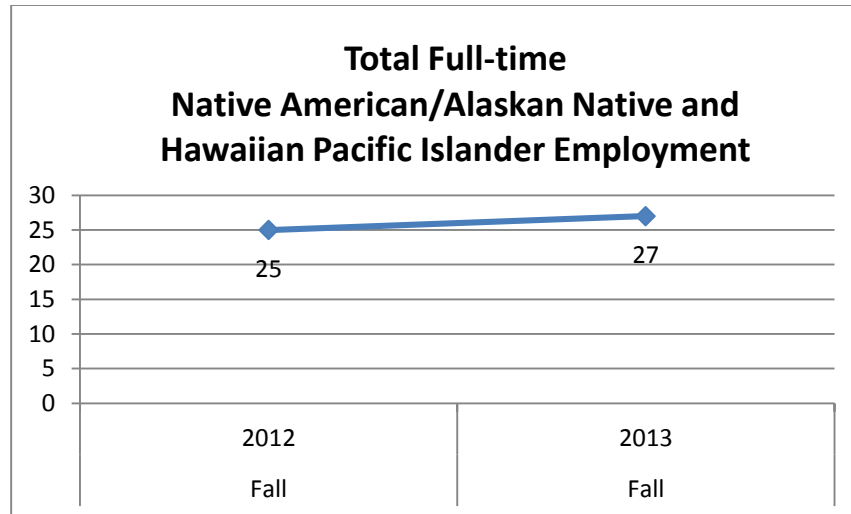
Total SIU Full-time Asian American Employment



Asian American Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	216	1,976	10.9%	230	1,927	11.9%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	30	641	4.7%	15	554	2.7%
<i>Management</i>	8	282	2.8%	5	261	1.9%
<i>Business and Financial Operations</i>	8	444	1.8%	9	488	1.8%
<i>Computer, Engineering, and Science</i>	11	383	2.9%	16	390	4.1%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	5	384	1.3%	9	441	2.0%
<i>Healthcare Practice and Technical</i>	1	433	0.2%	2	425	0.5%
<i>Service Occupations</i>	6	676	0.9%	6	735	0.8%
<i>Sales and Related Occupations</i>	0	17	0.0%	0	18	0.0%
<i>Office and Administrative Support</i>	7	1380	0.5%	7	1367	0.5%
<i>Natural Resources, Construction and Maintenance</i>	0	208	0.0%	0	218	0.0%
<i>Production, Transportation, and Material Moving</i>	0	63	0.0%	0	63	0.0%
Total Asian American Employment	292		4.2%	299		4.3%
Total Employment		6,887			6,887	

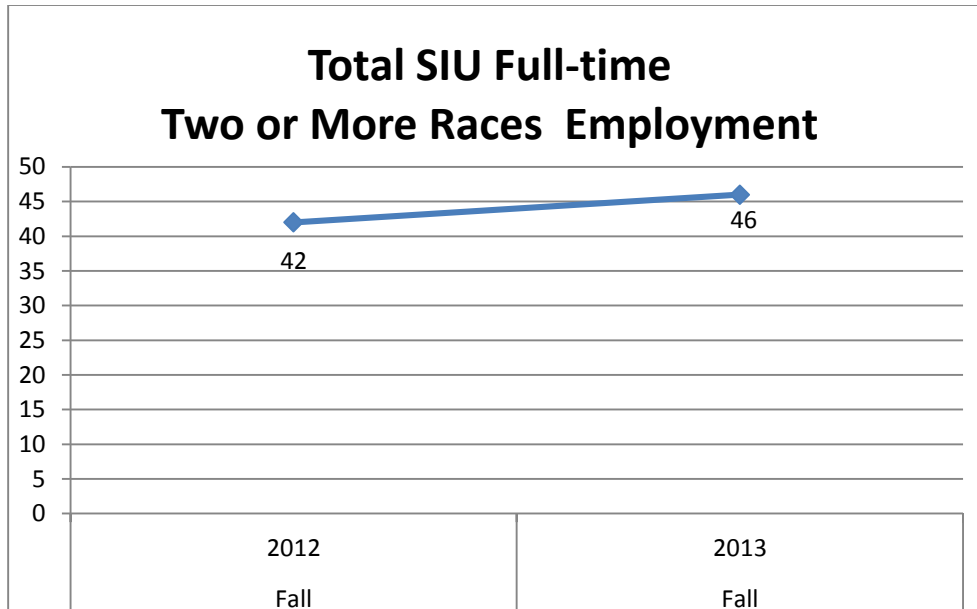
Full-time Asian American employment increased from fall 2012 to fall 2013 by 7 employees or 2.4%. The overall percentage of Asian American employment to total employment increased by 0.1%.



Native American/Alaskan Native and Hawaiian Pacific Islander

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	7	1,976	0.4%	7	1,927	0.4%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	2	641	0.3%	2	554	0.4%
<i>Management</i>	1	282	0.4%	0	261	0.0%
<i>Business and Financial Operations</i>	0	444	0.0%	1	488	0.2%
<i>Computer, Engineering, and Science</i>	1	383	0.3%	1	390	0.3%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	0	384	0.0%	0	441	0.0%
<i>Healthcare Practice and Technical</i>	1	433	0.2%	0	425	0.0%
<i>Service Occupations</i>	5	676	0.7%	8	735	1.1%
<i>Sales and Related Occupations</i>	0	17	0.0%	0	18	0.0%
<i>Office and Administrative Support</i>	5	1380	0.4%	5	1367	0.4%
<i>Natural Resources, Construction and Maintenance</i>	1	208	0.5%	1	218	0.5%
<i>Production, Transportation, and Material Moving</i>	2	63	3.2%	2	63	3.2%
<i>Total Native American/Alaskan Native and Hawaiian Pacific Islander Employment</i>	25		0.4%	27		0.4%
<i>Total Employment</i>		6,887			6,887	

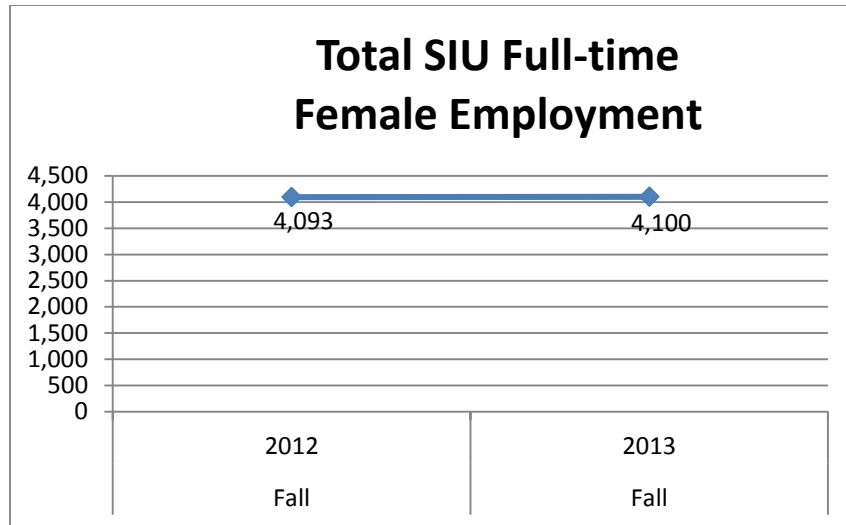
Full-time Native American/Alaskan Native and Hawaiian Pacific Islander employment has increased from fall 2012 to fall 2013 by 2 employees or 8.0%. The overall percentage of Native American/Alaskan Native and Hawaiian Pacific Islander employment to total employment remained constant.



Two or More Races Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	14	1,976	0.7%	12	1,927	0.6%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	7	641	1.1%	7	554	1.3%
<i>Management</i>	0	282	0.0%	0	261	0.0%
<i>Business and Financial Operations</i>	2	444	0.5%	2	488	0.4%
<i>Computer, Engineering, and Science</i>	2	383	0.5%	4	390	1.0%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	2	384	0.5%	3	441	0.7%
<i>Healthcare Practice and Technical</i>	3	433	0.7%	4	425	0.9%
<i>Service Occupations</i>	4	676	0.6%	5	735	0.7%
<i>Sales and Related Occupations</i>	0	17	0.0%	0	18	0.0%
<i>Office and Administrative Support</i>	6	1,380	0.4%	7	1,367	0.5%
<i>Natural Resources, Construction and Maintenance</i>	2	208	1.0%	2	218	0.9%
<i>Production, Transportation, and Material Moving</i>	0	63	0.0%	0	63	0.0%
<i>Total Two or More Races Employment</i>	42		0.6%	46		0.7%
<i>Total Employment</i>		6,887			6,887	

Full-time two or more races employment increased from fall 2012 to fall 2013 by 4 employees or 9.5%. The overall percentage of two or more races employment to total employment increased by 0.1%.



Female Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	884	1,976	44.7%	899	1,927	46.7%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	469	641	73.2%	377	554	68.1%
<i>Management</i>	140	282	49.6%	125	261	47.9%
<i>Business and Financial Operations</i>	316	444	71.2%	348	488	71.3%
<i>Computer, Engineering, and Science</i>	107	383	27.9%	116	390	29.7%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	226	384	58.9%	275	441	62.4%
<i>Healthcare Practice and Technical</i>	402	433	92.8%	395	425	92.9%
<i>Service Occupations</i>	250	676	37.0%	280	735	38.1%
<i>Sales and Related Occupations</i>	15	17	88.2%	16	18	88.9%
<i>Office and Administrative Support</i>	1,264	1,380	91.6%	1,248	1,367	91.3%
<i>Natural Resources, Construction and Maintenance</i>	13	208	6.3%	14	218	6.4%
<i>Production, Transportation, and Material Moving</i>	7	63	11.1%	7	63	11.1%
<i>Total Female</i>	4,093		59.4%	4,100		59.5%
<i>Total Employment</i>		6,887			6,887	

Full-time female employment increased from fall 2012 to fall 2013 by 7 employees or 0.2%. The overall percentage of female employment to total employment increased by 0.1%.

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 affirmation 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.

Critical to SIU Carbondale's performance and its relationship to the state of Illinois' Public Agenda is the following passage from the descriptive "Mission Statement" featured in the undergraduate and graduate catalogs:

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

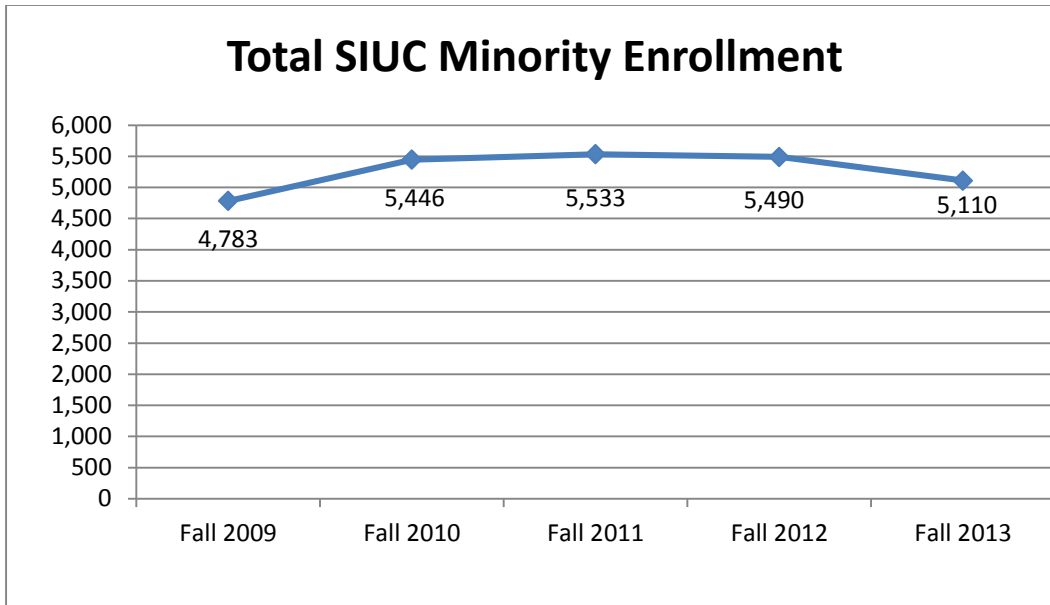
SIU Carbondale, a Carnegie classification Research University (high research activity), offers a full range of baccalaureate programs, is committed to graduate education through the doctoral degree, and gives a high priority to research. SIU Carbondale receives substantial federal support for research 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.

As stated in the Pathways to Excellence: A Strategic Plan, at SIU Carbondale, we celebrate a rich history of diversity within our student body and acknowledge this strength as a proud foundation to build upon. We recognize and value the diversity of our faculty, staff and campus leadership. We are committed to being mindful of the voices of the diverse campus community.

ENROLLMENT

SIU Carbondale's fall 2013 total enrollment including undergraduate, graduate and professional students was 17,964. A breakdown by category of the underrepresented students and a summary of the progress and challenges follow.



Minority Enrollment

	Fall 2009	% to Total Enrollment	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment
<i>Undergraduate</i>	4,120	20.2%	4,641	23.2%	4,755	24.0%	4,674	24.8%	4,281	23.8%
<i>Graduate</i>	565	2.8%	689	3.4%	671	3.4%	703	3.7%	715	4.0%
<i>Professional</i>	98	0.5%	116	0.6%	107	0.5%	113	0.6%	114	0.6%
Total Minority	4,783	23.5%	5,446	27.2%	5,533	27.9%	5,490	29.1%	5,110	28.4%
<i>Total Enrollment</i>	20,350		20,037		19,817		18,847		17,964	

Source: IPEDS

Progress: In 2013, Diverse Issues in Higher Education (<http://diverseeducation.com/top100/>) ranked SIU Carbondale 5th in the nation in overall number of minority students receiving baccalaureate degrees in Education, Transportation/Materials Moving, and in Engineering Technologies/ Engineering Related Fields. SIU Carbondale also ranked 7th in the nation in overall number of minorities receiving baccalaureate degrees in Health and Medical Administrative Services.

Considering minority enrollment, there has been an increase in the number and percentage of overall student population from 2009 to 2012. In comparing enrollment figures of all Illinois four-year public universities, the Integrated Postsecondary Education Data System (IPEDS) ranks SIU Carbondale 5th in minority enrollment with 28.4 percent of total enrollment.

The Retention Assessment conducted by Teresa Farnum & Associates, Inc. in 2013 states that *it is clear that there is an incredible focus on retention as well as many excellent strategies and elements of potentially outstanding organizational structure. Some observations include:*

- *Use of a predictive model in advising*
- *Organizational structure that has Student Affairs, Academics, Financial Aid and Enrollment Management at the same table (great for retention, which touches all of these)*
- *Plans to move offices to facilitate improvements in service to students*
- *Diversity component of CORE*
- *Veterans Services provided*
- *Living/Learning Program expanding*

The University offers a number of programs and/or initiative to help recruit and retain minority students. One of these is the creation of the Center for Inclusive Excellence (CIE) which supports retention efforts through mentoring, coaching, and advising students who request assistance. In addition, each of the resource centers in the CIE works with entities like the Writing Center, Morris Library, Exploratory Student Services, TRIO Student Support Services and academic units to promote the academic success of the students.

New Student Programs introduces all incoming students to the resources that are available for diverse student populations. A resource fair is offered at each New Student Orientation program and specific campus departments are invited to attend to provide information to the diverse student population. Those departments participating include the Center for Inclusive Excellence (Black Resource Center, Hispanic Resource Center, LGBTQ Resource Center, and Women’s Resource Center); Disability Supports Services; Non-Traditional Student Services; McNair Scholars; Trio Program; Veterans Services; Summer Bridge Program; and Conversation Partners Program.

Beginning in fall of 2012, all entering first-year students are required to take the 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.

University College (UCOL) provides academic support such as: advising; learning support services; CORE; and career services – all critical components in retention. UCOL 101 provides mentoring support for all minority and provisionally-admitted students. UCOL also requires these students to meet individually with their academic advisor and/or graduate assistant to check on academic progress and concerns on an average of three times a semester.

The Success in Engineering through Excellence and Diversity (SEED) program is offered by the College of Engineering. SEED 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.

The Living-Learning Community (LLC) is an intentional grouping of residential students who share common academic, cultural, or social interests. The LLCs for minority and female students include: First

Scholars (first-generation college students); Black Male Initiative; Campus Pride; Sisters Interacting Successfully, and Women United in Leadership.

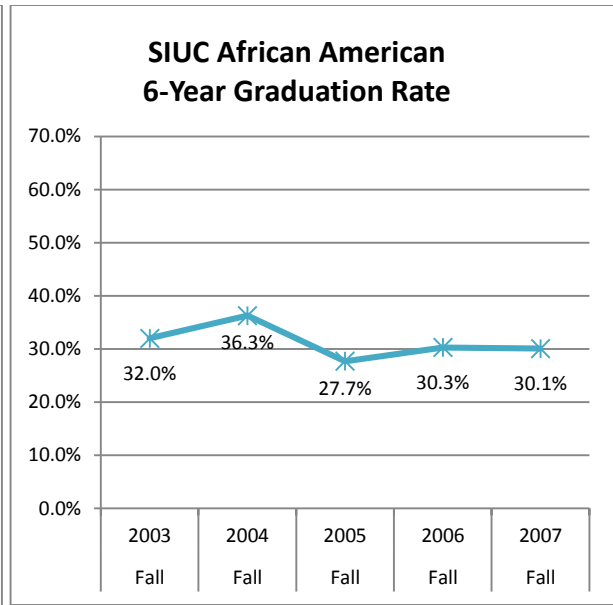
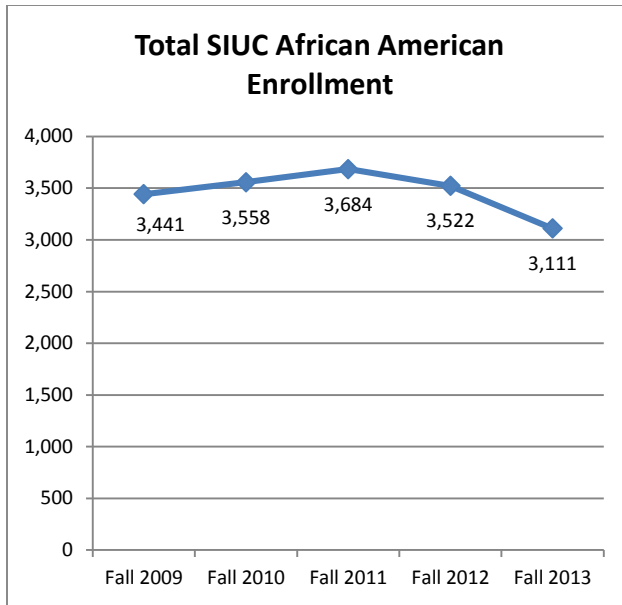
Several departments offer summer programs to recruit new minority students. These include:

- **Saluki Summer Bridge First Year Pilot Program:** In 2013, University College offered the Saluki Summer Bridge First Year Pilot Program. This program provides academic enrichment, articulates institutional and faculty expectations, and exposes students to behaviors and characteristics of successful students attending the university. This program is available for full-time first year students who have been accepted for admission to the University for the upcoming fall semester. The two-week residential program provides students the opportunity to gain an early start on their undergraduate career and transition to campus life. During their first year, Summer Bridge students participate in academic support services that continue the process of academic and social adjustment and enhance skills that will build a solid foundation for future success. These support services include peer mentoring, academic counseling, and workshops. The matriculation rate for the 2013 students was 100 percent; first semester to second semester persistence, 96 percent. Freshman to sophomore retention was 67.8 percent.
- **Exploring Careers in Accounting and Business Program:** The Minority Affairs Office of the College of Business conducts this summer program. High school sophomores, juniors and seniors make SIU their home for eight days during the summer to learn about careers in accounting and business. The students attend lectures about management, accounting and marketing. In addition to attending lectures, the students prepare for the ACT and practice skills such as time management and networking. Students also have the opportunity to see how some top U.S. companies, such as Boeing, Deloitte, and KPMG conduct business.
- **The Illinois Law & Leadership Institute:** This program is sponsored by the School of Law, in partnership with the Illinois State Bar Association. It is a statewide initiative directed at students from diverse populations that are currently underrepresented in the legal profession, including racial and ethnic minorities, students with disabilities, and students from modest or low-income families. Open to students who will be going into the 9th or 10th grades in the fall, the program is designed to expose students to interesting aspects of the law and a variety of legal careers.

Challenges: In fall 2013, the number of minority students decreased overall by 380 or 6.9 percent. The minority enrollment data broken down by racial and ethnic group show that the African American student population was down slightly more than 380; however, the Hispanic/Latino, Asian and Two or More Races student population had all increased. The demographic data indicates that the largest decline was in the African American freshmen and sophomore cohorts.

In the 2013 Retention Assessment, it is suggested that UCOL 101 streamline learning outcomes; increase traditional academic components; and increase number and effectiveness of specialized sections by student characteristics. This is a fundamental first-year course that sets the foundation for success for entering freshmen. As a new concept, the course and its delivery have been heavily evaluated and refined since its inception. The university is currently revamping the course for the fall 2015 semester to reflect feedback from students and instructors.

Refer to challenges in the Enrollment Executive Summary.



African American Enrollment

	<i>Fall</i> <i>2009</i>	<i>% to total</i> <i>Enrollment</i>	<i>Fall</i> <i>2010</i>	<i>% to total</i> <i>Enrollment</i>	<i>Fall</i> <i>2011</i>	<i>% to total</i> <i>Enrollment</i>	<i>Fall</i> <i>2012</i>	<i>% to total</i> <i>Enrollment</i>	<i>Fall</i> <i>2013</i>	<i>% to total</i> <i>Enrollment</i>
<i>Undergraduate</i>	2,993	14.7%	3,109	15.5%	3,244	16.4%	3,086	16.4%	2,678	14.9%
<i>Graduate</i>	400	2.0%	407	2.0%	399	2.0%	397	2.1%	394	2.2%
<i>Professional</i>	48	0.2%	42	0.2%	41	0.2%	39	0.2%	39	0.2%
<i>Total Black</i>	3,441	16.9%	3,558	17.8%	3,684	18.6%	3,522	18.7%	3,111	17.3%
<i>Total Enrollment</i>	20,350		20,037		19,817		18,847		17,964	

Source: IPEDS

Progress: In 2013, Diverse Issues in Higher Education (<http://diverseeducation.com/top100/>) ranked SIU Carbondale 2nd in the nation in the overall number of baccalaureate degrees awarded to African American students in Education; and 7th in the nation in both Health and Medical Administrative Services and Engineering Technologies/Engineering Related Fields.

Enrollment of African American students peaked in 2011. In comparing enrollment figures across the state in 2013, IPEDS ranked SIU Carbondale 2nd in the number of African American students at 3,111 and 2nd in African American students as a percentage of total enrollment at 17.3 percent.

African American focused recruitment activities took place at targeted high schools such as: Belleville East High School; Cahokia High School; Chicago Scholars; East St. Louis High School, Gateway STEM; and Gwendolyn Brooks College Prep Academy to name a few. The University hosted group visits such as: Cairo High School; Corliss Early College STEM High School; Hubbard High School; Introspect; Lindblom Math and Science Academy. Recruiters also attended multiple college fairs: Inaugural Black Student Leadership Conference College Fair; Indiana Black Expo, Inc.; Johnnie Coleman Academy College Fair; Morton College STEM College Fair; and Olive Harvey College Transfer Fair.

As part of the University's retention efforts, the Black Resource Center, which operates within the CIE, offers several programs to help African American students succeed.

- Black Male Initiative (BMI) seeks to meet the academic, professional, and cultural needs of African American male students on campus. BMI is dedicated to helping young African American men successfully navigate through the college experience. The program employs proven and effective strategies to improve African American male student engagement, retention, and graduation rates by providing events and services such as: the Learning Community, Living Learning Communities, Leadership Training, and Conference Participation.
- Sisters Interacting Successfully (S.I.S.) envisions a culture of unity for African American women that will help them develop positive social skills and increase self-worth while embodying the spirit of "Lifting as We Climb." S.I.S. provides "success advocates" for incoming students. Success advocates, comprised of upperclassmen, work with incoming students and offer supportive information and resources to help them succeed in the academic environment.

Challenges: African American overall enrollment decreased 411 students or 11.7 percent from 2012 to 2013.

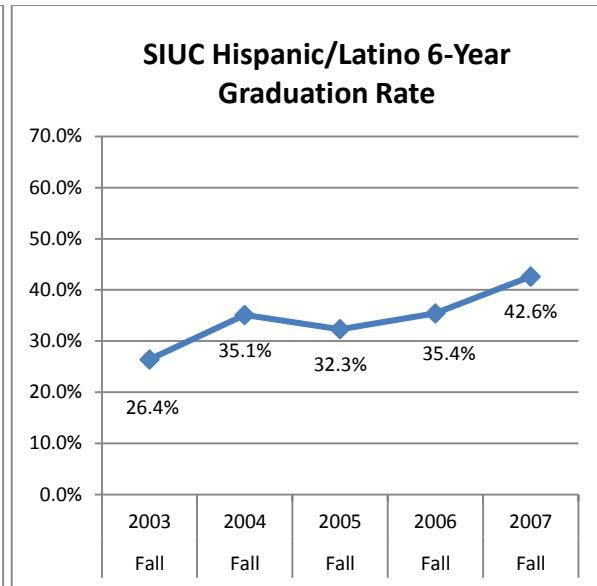
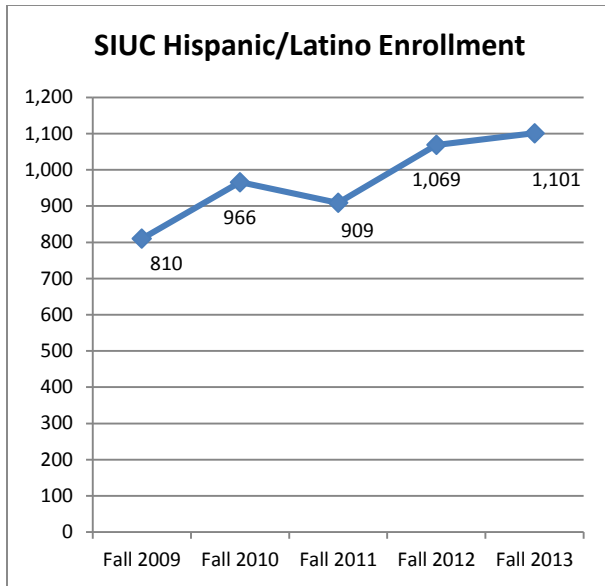
According to the Consortium for Student Retention Data Exchange – RETENTION SURVEY – THE UNIVERSITY OF OKLAHOMA (CSRDE), the freshmen-to-sophomore retention rates for African American students has decreased from 65.9 percent for freshmen entering in 2008 to 45.3 percent for freshmen entering in 2012.

The six year graduation rate for African American students declined between 2004 and 2005, but leveled off beginning in 2006.

There is an ongoing effort to improve the First-Year Advisement experience. The goals are to improve advisor accessibility and implement proactive outreach to at-risk, probationary, and provisionally-admitted freshmen.

The drop in enrollment of the African American population can be linked to our lack of ability to help relieve financial aid gaps that range from \$3,000 - \$6,000 per year.

Refer to Enrollment Executive Summary for additional challenges.



Hispanic/Latino Enrollment

	Fall 2009	% tot Total Enrollment	Fall 2010	% tot Total Enrollment	Fall 2011	% tot Total Enrollment	Fall 2012	% tot Total Enrollment	Fall 2013	% to Total Enrollment
<i>Undergraduate</i>	709	3.5%	824	4.1%	778	3.9%	914	4.8%	939	5.2%
<i>Graduate</i>	85	0.4%	121	0.6%	115	0.6%	133	0.7%	135	0.8%
<i>Professional</i>	16	0.1%	21	0.1%	16	0.1%	22	0.1%	27	0.2%
Total Hispanic	810	4.0%	966	4.8%	909	4.6%	1,069	5.7%	1,101	6.1%
<i>Total Enrollment</i>	20,350		20,037		19,817		18,847		17,964	

Source: IPEDS

Progress: In 2013, Diverse Issues in Higher Education (<http://diverseeducation.com/top100/>) ranked SIU Carbondale 5th in the nation in the overall number of baccalaureate degrees awarded to Hispanic/Latino students in Transportation and Materials Moving; and 9th in the nation in Health and Medical Administrative Services Fields.

The six year graduation rate for Hispanic/Latino student shows an increase of 16.2 percent from 2003 to 2007. The Hispanic/Latino overall enrollment numbers have shown an increase in four of the five years since 2009. Hispanic/Latino enrollment increased 32 students or 3.0 percent from 2012 to 2013.

The focused recruitment activities specifically targeted to Hispanic/Latino students likely played a major role in this positive trend. Some of the Hispanic schools targeted included: Academia San Jose; Benito Juarez Community Academy; Esteban Torres High School; Sagrado Corazon; Saint Francis School. There were numerous campus visits from Hispanic high school groups such as Benito Juarez; Aspira; Roberto Clemente Academy; Thomas Kelly High School; Dundee Crown High School; El Cuatro Ano High School. Admission recruiters also attended many Hispanic focused college fairs such as: Multicultural Arts High School College Fair; Morton College Fair; and Queen of Peace High School College Fair.

SIU Carbondale partnered with the Cristo Rey Network which comprises 25 high schools that provide a quality, Catholic, college preparatory education to urban young people who live in communities with limited educational options. The schools utilize an innovative work-study program to help make private education affordable to students who might not otherwise have access to traditional private schools.

As part of the University's retention efforts for Hispanic/Latino students, the Hispanic Resource Center (HRC), which operates within CIE, provides students and their families with information concerning support programs. Advocacy, mentoring and guidance is provided to all Hispanic/Latino students and their families by creating a welcoming environment in the resource center. In addition to events and student support, HRC provided Spanish translators to about 27 families who attended New Student Orientation and to families who had requested additional information on housing via telephone.

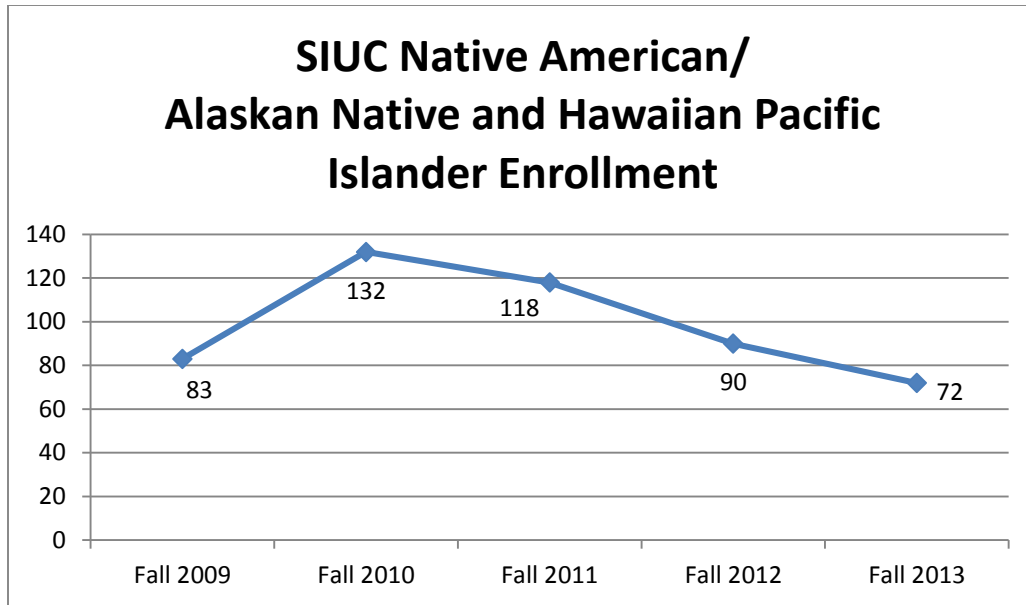
Challenges: According to SIU Carbondale's (CSRDE) the freshmen-to-sophomore retention rates for Hispanic/Latino students decreased from 67.4 percent for freshmen entering in 2008 to 58.0 percent for freshmen entering in 2012.

An impact of this decrease may be reflected in the population of undocumented students at SIU. Undocumented students face barriers such as financial, policy and non-bilingual Spanish speaking recruiters. It would also be advantages for SIU to include bilingual Spanish recruitment strategies to effectively market to this population.

In recognition of this challenge, the University has undertaken the planning stages to create Spanish language recruitment pieces and has in fact already tested a Spanish language advertising campaign in specific markets this year in preparation of a larger, more robust recruitment effort focused on Hispanic/Latino students. The University will have to identify funding sources for new advertising campaign strategies such as these, despite the challenging financial environment it faces.

Retaining this population is also connected to financial constraints, their lack of awareness of academic support and lack of bilingual support in all services areas.

Refer to Enrollment Executive Summary for additional challenges.



Note: Hawaiian Pacific Islander category was added in Fall 2010 to IPEDS categories.
Source: IPEDS

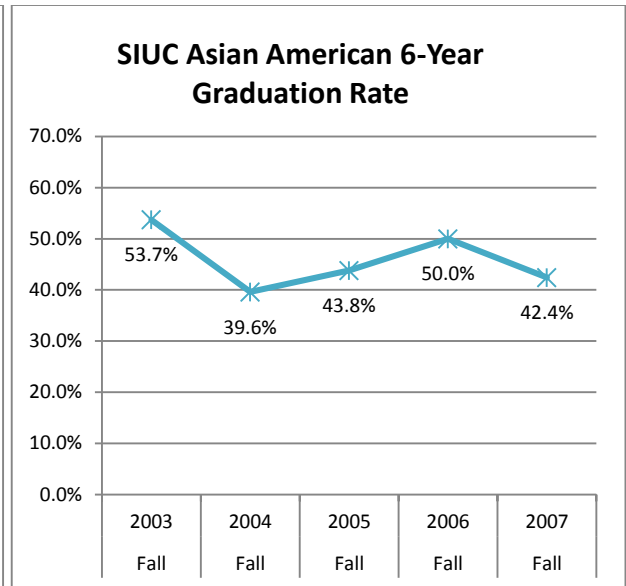
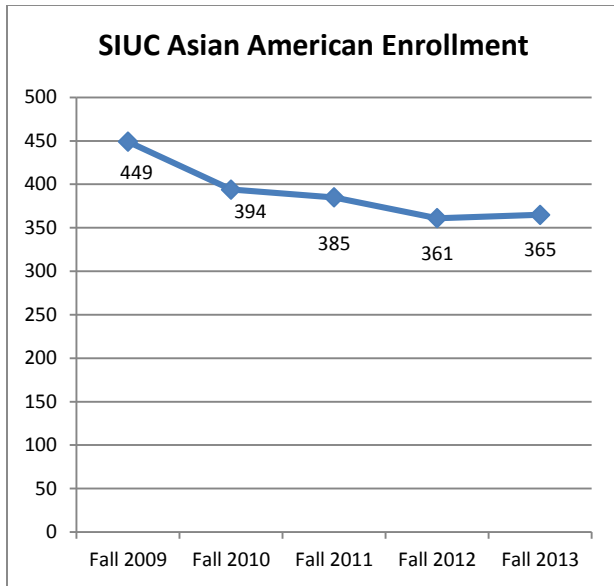
Native American/Alaskan Native and Hawaiian Pacific Islander Enrollment

	<i>Fall 2009</i>	<i>% to Total Enrollment</i>	<i>Fall 2010</i>	<i>% to Total Enrollment</i>	<i>Fall 2011</i>	<i>% to Total Enrollment</i>	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	68	0.3%	111	0.6%	103	0.5%	70	0.4%	47	0.3%
<i>Graduate</i>	11	0.1%	16	0.1%	10	0.1%	17	0.1%	20	0.1%
<i>Professional</i>	4	0.0%	5	0.0%	5	0.0%	3	0.0%	5	0.0%
<i>Total Native American/Alaskan Native and Hawaiian Pacific Islander</i>	83	0.4%	132	0.7%	118	0.6%	90	0.5%	72	0.4%
<i>Total Enrollment</i>	20,350		20,037		19,817		18,847		17,964	

Progress: Native American/Alaskan Native and Hawaiian Pacific Islander enrollment peaked in fall 2010.

Challenges: Native American/Alaskan Native and Hawaiian Pacific Islander enrollment decreased by 18 students or 20.0 percent from fall 2012 to 2013. The introduction of the two or more classification in 2010 may account for the decline in this student classification

A large number of Native Americans live in poverty. There are 33 tribal colleges in the United States. These students receive federal financial aid to attend these schools. Native Americans are predominantly located in the North and West, which hinders enrollment of these populations at SIU.



Asian American Enrollment

	Fall 2009	% to Total Enrollment	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment
<i>Undergraduate</i>	350	1.7%	279	1.4%	265	1.3%	246	1.3%	240	1.3%
<i>Graduate</i>	69	0.3%	76	0.4%	85	0.4%	81	0.4%	95	0.5%
<i>Professional</i>	30	0.1%	39	0.2%	35	0.2%	34	0.2%	30	0.2%
Total Asian	449	2.2%	394	2.0%	385	1.9%	361	1.9%	365	2.0%
<i>Total Enrollment</i>	20,350		20,037		19,817		18,847		17,964	

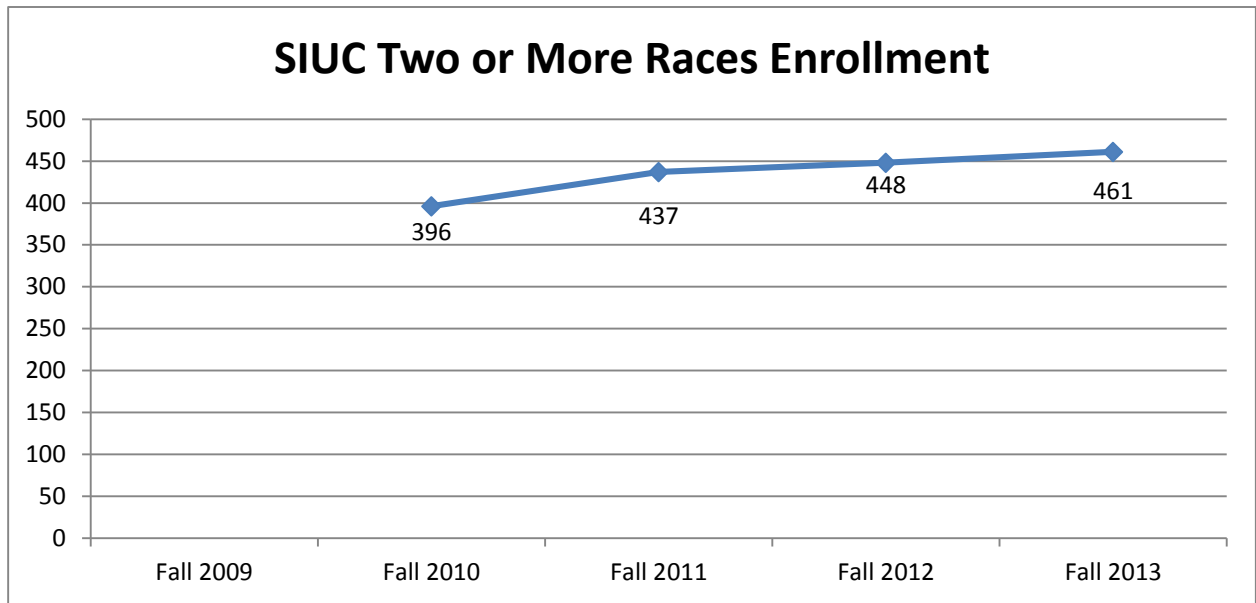
Source: IPEDS

Progress: In 2013, Diverse Issues in Higher Education (<http://diverseeducation.com/top100/>) ranked SIU Carbondale 10th in the nation in the overall number of baccalaureate degrees awarded to Asian American students in Health and Medical Administrative Services; 11th in Engineering Technologies and Engineering Related Field; and 17th in Education.

In fall of 2013 Asian American enrollment increased by 4 students or 1.1 percent.

Challenges: The six year graduation rate from Asian American students declined by 11.3 percent.

The challenge is to increase enrollment in this population and to promote support to graduation. There is a need for an assessment to gain insight into why Asian American students are leaving.



Two or More Races Enrollment

	<i>Fall</i>	<i>% to Total</i>	<i>Fall</i>	<i>% to Total</i>	<i>Fall</i>	<i>% to Total</i>	<i>Fall</i>	<i>% to Total</i>	<i>Fall</i>	<i>% to Total</i>
	<i>2009</i>	<i>Enrollment</i>	<i>2010</i>	<i>Enrollment</i>	<i>2011</i>	<i>Enrollment</i>	<i>2012</i>	<i>Enrollment</i>	<i>2013</i>	<i>Enrollment</i>
<i>Undergraduate</i>			318	1.6%	365	1.8%	358	1.9%	377	2.1%
<i>Graduate</i>			69	0.3%	62	0.3%	75	0.4%	71	0.4%
<i>Professional</i>			9	0.0%	10	0.1%	15	0.1%	13	0.1%
<i>Total Two or More Races</i>			396	2.0%	437	2.2%	448	2.4%	461	2.6%
<i>Total Enrollment</i>			20,037		19,817		18,847		17,964	

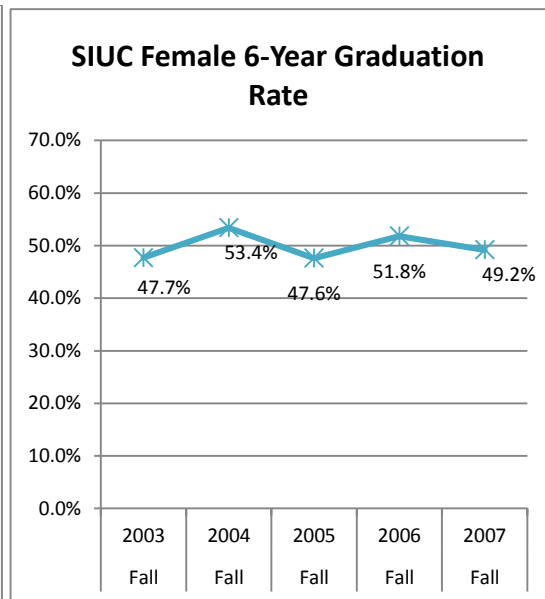
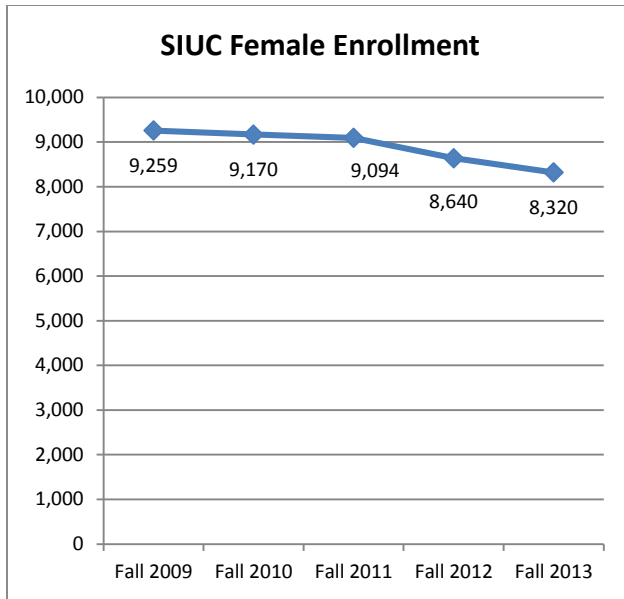
Source: IPEDS

Note: IPEDS added Two of More Races category in Fall 2010.

Progress: Two or More enrollment increased by 13 student or 2.9 percent from 2012 to 2013.

The enrollment figures for two or more races has continued to increase since this became a self-identification category in 2010. The increase in this classification may account for the decline in other racial and ethnic group enrollment.

Challenges: Refer to challenges in the Enrollment Executive Summary.



Female Enrollment

	Fall 2009	% to Total Enrollment	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment
<i>Undergraduate</i>	6,769	33.3%	6,658	33.2%	6,664	33.6%	6,295	33.4%	6,025	33.5%
<i>Graduate</i>	2,199	10.8%	2,229	11.1%	2,146	10.8%	2,072	11.0%	2,018	11.2%
<i>Professional</i>	291	1.4%	283	1.4%	284	1.4%	273	1.4%	277	1.5%
Total Female	9,259	45.5%	9,170	45.8%	9,094	45.9%	8,640	45.8%	8,320	46.3%
<i>Total Enrollment</i>	20,350		20,037		19,817		18,847		17,964	

Source: IPEDS

Progress: Female enrollment decreased each year from 2009 to 2013; however, the percentage of females compared to the total enrollment shows that female student enrollment has held steady with an actual percentage increase in 2013.

Female focused recruitment activities included yearly attendance at the Southern Illinois Women’s Teen Conference and on-campus events geared to women. SIU Carbondale hosted campus visits by many all-girls schools, some of which were: De La Salle Institute-Lourdes Hall Campus; Hales Franciscan High School; Mount Assisi Academy; Notre Dame High School; and Regina Dominican High School.

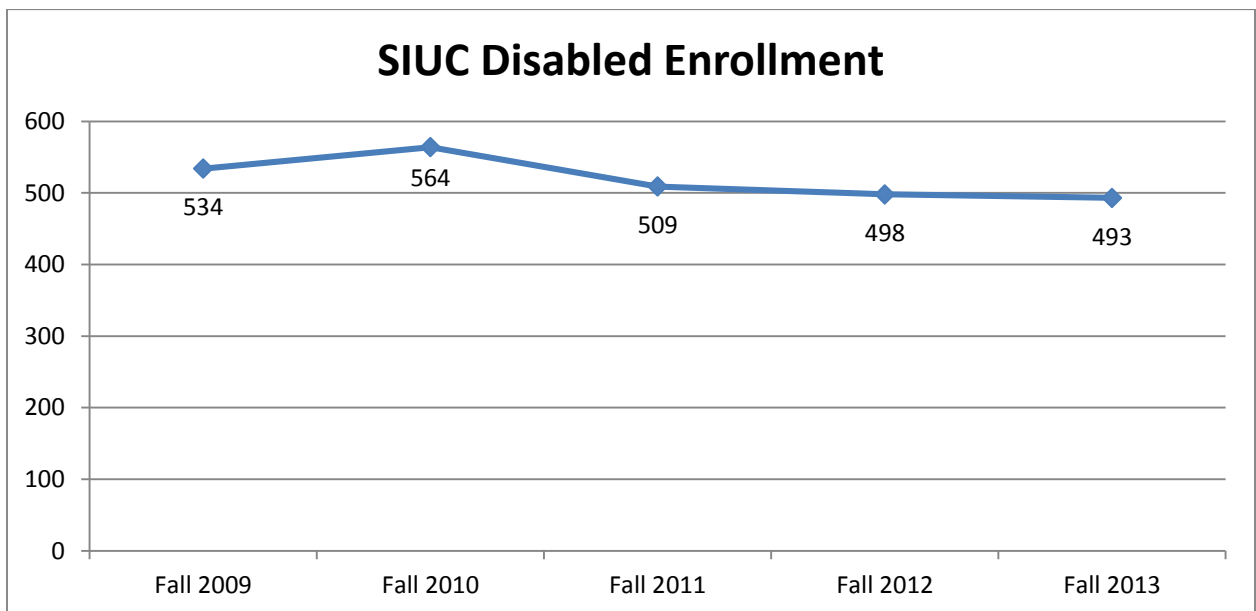
In the University’s efforts to retain female students, the Women’s Resource Center (WRC), which operates within CIE, was opened in FY 13. The WRC seeks to improve recruitment, retention, empowerment, education, wellness and college-career preparation for the women students of SIU Carbondale. This program will address and include all aspects of women’s wellness as outlined by the Chancellor’s SIU Wellness initiative and include a focus on professional and leadership development. The WRC celebrates the accomplishments, history and achievements of women and connects current faculty, staff and civic leaders with our current students as exemplars and mentors.

Women United in Leadership (WUL) is a Living Learning Community (LLC) that partners with the Women, Gender, and Sexuality Studies department, Center for Inclusive Excellence, and University Women’s Professional Advancement. WUL will provide involved students a focus on leadership, activism and community building. The LLC is a collective environment where students can discuss and examine their experiences, achievements and positions in higher education and society

Challenges: Overall female enrollment decreased by 320 students or 3.7 percent from 2012 to 2013.

According to SIUC Carbondale’s (CSRDE), the freshmen-to-sophomore retention rates have decreased from 70.7 percent for freshmen entering in 2008 to 60.8 percent for freshmen entering in 2012.

Generally speaking, more women attend post-secondary institutions than men. That’s not the case at SIUC. According to a quick search, women look at facilities and graduation rates as their top two factors when considering a four-year institution. Southern Illinois is also an economically depressed area. Internships and job possibilities after graduation are not as prevalent in the region.



Disabled Enrollment

	Fall 2009	% to Total Enrollment	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment
<i>Undergraduate</i>	422	2.07%	459	2.29%	425	2.14%	408	2.16%	397	2.21%
<i>Graduate</i>	108	0.53%	101	0.50%	82	0.41%	88	0.47%	94	0.52%
<i>Professional</i>	4	0.02%	4	0.02%	2	0.01%	2	0.01%	2	0.01%
Total Disabled	534	2.62%	564	2.81%	509	2.57%	498	2.64%	493	2.74%
<i>Total Enrollment</i>	20,350		20,037		19,817		18,847		17,964	

Source: SIUC Institutional Diversity Office

Progress: 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 New Student Programs. The previous challenge of adequate reduced distraction space for testing purposes will soon be remedied with upcoming remodeling project.

The Achieve Program 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. The 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.

Challenges: In the past, DSS referred students to Counseling and Psychological Services as needed. However, due to the increased number of students needing therapy in recent years, the Counseling Center has been unable to continue the psychoeducational assessments requested by DSS to determine if students have learning disabilities. This is a high risk group of students and they are not being assessed to find out what their challenges are and how they might be supported.

VETERANS SERVICE CENTER

Progress: The MWD would not be complete without a report of progress and challenges for the Veterans Services Center. This student support center is committed to making the transition of veterans from the military to SIU Carbondale a seamless process. Veterans Educational Services provides assistance for veterans and their families with certification for Veterans Administration benefits including all chapters of the Montgomery GI Bill. The office also assists veterans and their families with application for other benefits such as the National Guard Grant, Illinois Veterans Grant, and the MIA/POW Scholarship. The office is staffed by a certifying official and four to five veteran student workers. All applications and necessary paperwork for veteran educational benefits can be found at the office, as well as a computer for those who wish to fill out an online application for veteran benefits with the assistance of a student worker.

Military Times magazine recently ranked SIU Carbondale among the best in the nation when it comes to assisting student veterans as they return to the classroom and 30th out of 250 four-year institutions in its “Best for Vets: Colleges 2015” rankings.

Last March, the magazine ranked the College of Business 24th in the nation in its “Best for Vets: Business Schools 2014” rankings. Victory Media has named SIU Carbondale a “Military Friendly School, an honor for the top 15 percent of colleges, universities and trade schools in the United States “doing the most to embrace America’s military students, and to dedicate resources to ensure their success in the classroom and after graduation. SIU Carbondale has earned this status for five years.

Challenges: Recruiting challenges are centered on identifying prospects. The Veterans Service Center has participated in college fair events at Fort Campbell and Scott Air Force Base; however, for military outside the region who might consider coming to SIU Carbondale, the Veterans Service Center does not have a mechanism in place to make contact. It depends on organizations who publish lists of

military/veteran friendly institutions to help get the word out. There is not a dedicated communication stream to reach out to potential students.

Retention is a challenge which is shared with the institution. There is a need to identify early on those veterans who are having difficulties so that resources can be made available. Without this assistance, the veteran becomes discouraged and often will not return to the University.

ENROLLMENT EXECUTIVE SUMMARY

In gathering the data for this report, it was found that many of the challenges in recruitment and retention of minority students are similar regardless of the racial or ethnic group. Listed below is a summary of those challenges.

- Financial gaps play a critical role in recruitment and retention of minority students. The significant reduction in and uncertainty of the state's Monetary Assistance Program (MAP) has negatively impacted the minority student population. Additionally, in many cases, the University loses students to schools which provide greater institutional funding in the form of minority-based grants and scholarships.
- Additionally, cultural barriers also play a significant role in the recruitment of this population. The minority student population has a high percentage of first generation students which results in the parents' inability to help their child understand and navigate the higher education process.
- There is an ongoing effort to improve the First-Year Advisement experience. The goals are to improve advisor accessibility and implement proactive outreach to at-risk, probationary, and provisionally-admitted freshmen.
- The University's self-study on retention and its task force members helped identify a number of successful programs that need to be expanded as well as a number of programs that need to be updated, refined or reworked to have even greater impact on students who need more support in mentoring, academics, advisement and understanding the expectations of a research intensive University.
- Retention is connected to advisement, financial issues and publicized support avenues. There is an assumption that this population knows how to ask for help; however, as many of these students are first generation college students, this is not often the case.

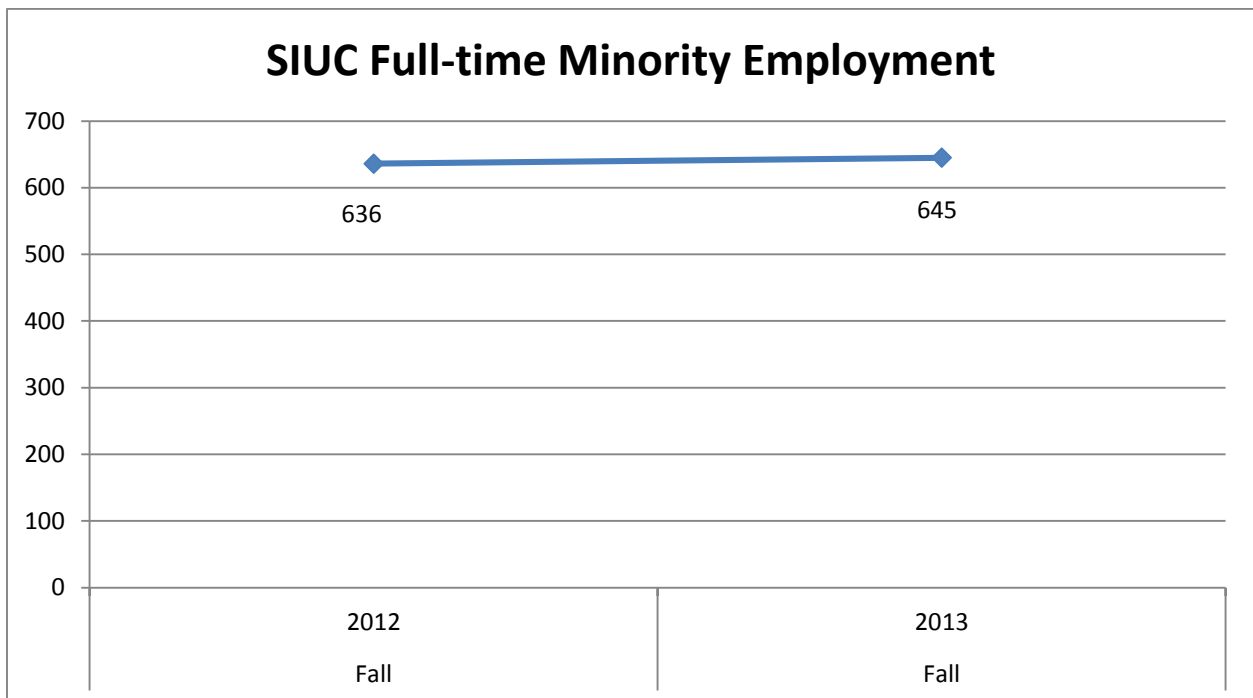
EMPLOYMENT

“Diversity is a valued principle that enhances cultures, ideas, social positions, and beliefs. Our intention is to be proactive to ensure all voices are heard in an equitable manner. In doing so, we maintain a history of welcoming individuals of various backgrounds. By recognizing the intersection of such dimensions as race, age, ethnicity, gender, sexual orientation, gender identity, (dis)ability, socioeconomic status, religious beliefs, educational background, political beliefs, military experiences, geographic location, language, and work experience, we strive for inclusive excellence” (<http://diversity.siu.edu/glossary.html#Diversity>).

In the fall of 2012, all federal agencies that publish occupational data for statistical purposes were required to begin using the Standard Occupational Classification system (SOC) for data collection instead of the previous Equal Employment Opportunity (EEO) job categories. The SOC system is designed to reflect the current occupational structure of the United States and to increase data comparability.

It is important to note that SIU Carbondale implemented a “hiring freeze” in September 2009 which was in effect until July 2014. During this period, all hiring required the approval of the central administration, which was sensitive to employee diversity and was supportive of efforts to strongly focus on recruitment of minority and female employees at all levels.

In fall 2013, SIU Carbondale had 4,783 full-time employees. This was an increase of 5 employees or 0.1 percent from fall 2012. The employment tables below provide the new data obtained from the SOC system and can only be compared for two years.



Minority Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	298	1345	22.2%	296	1301	22.8%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	51	345	14.8%	34	255	13.3%
<i>Management</i>	21	178	11.8%	13	155	8.4%
<i>Business and Finance Operations</i>	18	346	5.2%	19	389	4.9%
<i>Computer, Engineer and Science</i>	20	260	7.7%	25	265	9.4%
<i>Community, Social Services, Legal, Arts, Design, Entertain, Sports and Media</i>	43	282	15.2%	55	351	15.7%
<i>Healthcare Practice and Technical</i>	40	418	9.6%	35	412	8.5%
<i>Service Occupations</i>	71	389	18.3%	84	443	19.0%
<i>Sales and Related Occupations</i>	1	4	25.0%	2	5	40.0%
<i>Office and Administrative Support</i>	61	1019	6.0%	64	1007	6.4%
<i>Natural Resources, Construction and Maintenance</i>	9	155	5.8%	13	162	8.0%
<i>Production, Transportation and Material Moving</i>	3	37	8.1%	5	38	13.2%
Total Minority	636		13.3%	645		13.5%
Total Employment		4,778			4,783	

Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 2 years.
Source: IPEDS

Progress: The analysis of minority population of full-time employees show an increase of 9 or 1.4 percent.

Based upon our utilization findings, SIU Carbondale has established goals for all job groups in which minorities and/or women are underutilized. The purpose of establishing goals is to achieve equitable representation in the workforce and ensure concrete, measurable results. Our goals are a projection of the likely representation of minorities and women as a result of SIU Carbondale’s good faith efforts (AA Plan, March 2014 - February 2015, p. 7).

Faculty Recruiting and Hiring – the availability for faculty positions is based upon national data for the number and percentage of minorities and women among recipients of doctorate or other appropriate degrees, e.g., M.S.W., M.F.A., M.D., or J.D. Academic departments are required to actively recruit minorities and woman and must provide adequate justification for non-selection when minorities and/or women are in the applicant pool for positions identified as underutilizing these populations (AA Plan, March 2014 – February 2015, p. 8-9). A similar process is used to determine goals for administrative/professional (local and/or national data) and civil service (local data) to proactively recruit and hire minorities and women in these positions.

Self-Imposed/Voluntary Goals:

At SIU Carbondale, the administration has supported a self-imposed/voluntary goal of minority or female on positions that are: a) Tenure-Track (Assistant, Associate, or Full Professor); and, b) have in their title the words: Chancellor, Dean, Chair, Coach, Director, Legal Counsel, Physician, Manager, or Coordinator. Units are notified at the approval to advertise stage of the designated goal on their search.

SIU Carbondale supports the hiring of underrepresented faculty with a major focus on tenure, promotion, and retention. In order to achieve the spirit and intent of SIU Carbondale's affirmative action policies, a commitment to aggressive recruitment and timely development of a representative pool of candidates is required. At present, all tenure-track faculty and selected administrative/professional appointments have been designated targeted positions for women and minorities and, therefore, are considered to be underutilized positions. For administrative/ professional, non-tenure-track faculty, and civil service positions, Affirmative Action will notify the hiring unit whether or not a goal is assigned to the position. The hiring unit is required to submit a "Recruitment Strategies for Promoting Diversity" form with their request to advertise a position. This form identifies the members of the search committee by gender and race and lists all venues, including at least one diversity venue relative to the specific field which the unit designates, to be used for advertising. The unit may also utilize the campus listserves for diversity advertising: Black Staff and Faculty Council; Latino Council; University Women's Professional Advancement. The office of the Associate Chancellor for Institutional Diversity and the Affirmative Action Office absorb the costs and provide the personnel to post job listings to the following: Higher Ed Jobs.com; Veterans Advantage.com; The Illinois Job Service; SIU Listing online (www.siu.edu/jobs); and Insight into Diversity online posting.

The Diversifying Faculty in Illinois (DFI) program was developed by IBHE to increase the number of Black and Hispanic faculty in Illinois colleges and universities to better represent the diversity of the student population. SIU Carbondale participates in the Diversifying Faculty in Illinois (DFI) program which is funded by IBHE. In FY 13, SIU Carbondale was awarded two DFI fellowships. In FY 14, we had 5 new DFI fellows. All FY 14 DFI fellows have been renewed for FY 15.

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 faculty salary or graduate research assistants to encourage the best-in-field to become a part of our institution. In return for funding, the deans provide the associate chancellor with an annual update of the new minority faculty members' progress toward tenure. In 2014, two minority tenure-track faculty were hired with the assistance of the Diversity Opportunity Hire Fund.

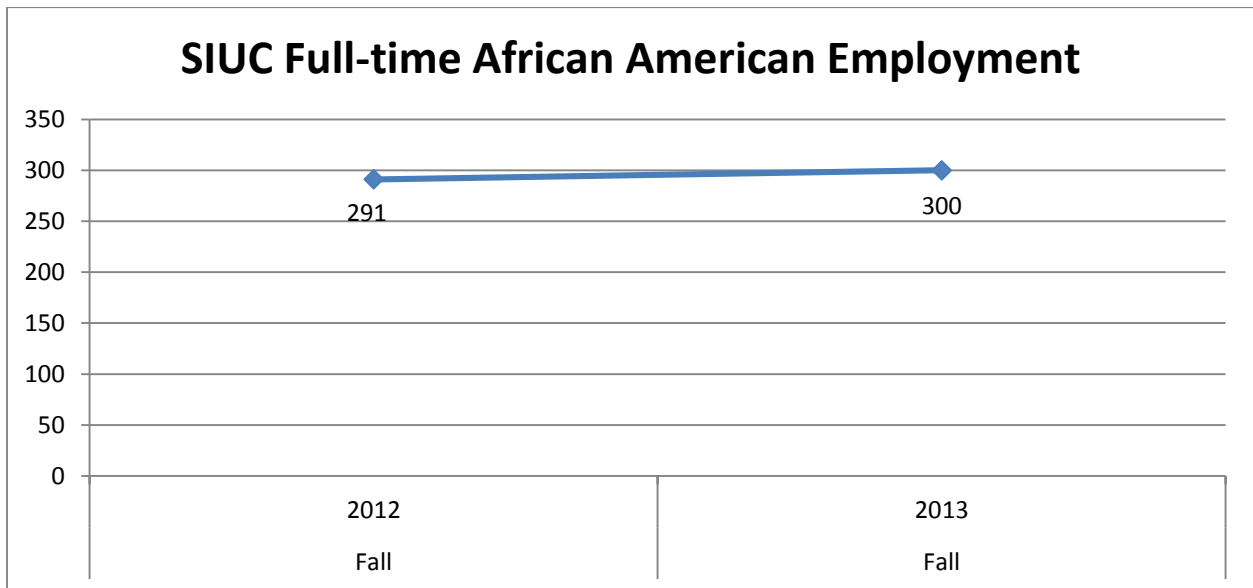
Progress in Retention

The mission of the Underrepresented Tenure Track Faculty Program (URTT) is to support 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 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. During FY 14, approximately 10-15 tenure track faculty regularly participated in the program.

Challenges: The analysis of full-time minority employees shows an increase from 2012 to 2013. Full-time minority employment represents 13.5 percent of total employment. The challenge is to recruit and retain minority employees. There is a need for an assessment to gain insight into why minority employees are leaving or staying.

Conducting exit interviews may provide some insight. Conducting these interviews, however, presents a challenge in terms of personnel and resources to accomplish the task.



African American Employment

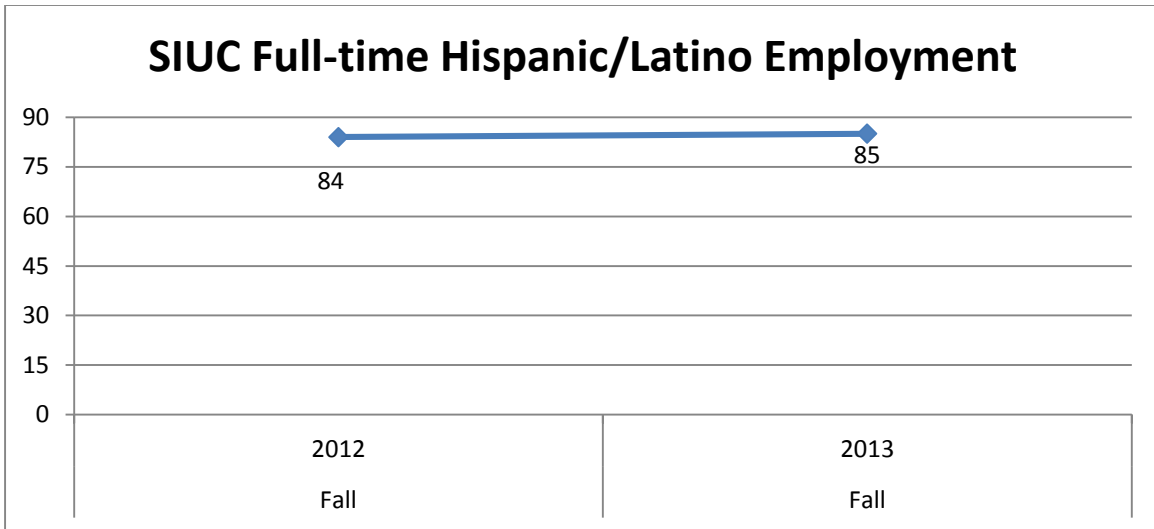
	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>
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<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	16	345	4.6%	14	255	5.5%
<i>Management</i>	9	178	5.1%	7	155	4.5%
<i>Business and Financial Operations</i>	8	346	2.3%	5	389	1.3%
<i>Computer, Engineering, and Science</i>	12	260	4.6%	12	265	4.5%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	33	282	11.7%	41	351	11.7%
<i>Healthcare Practice and Technical</i>	33	418	7.9%	27	412	6.6%
<i>Service Occupations</i>	55	389	14.1%	64	443	14.4%
<i>Sales and Related Occupations</i>	1	4	25.0%	2	5	40.0%
<i>Office and Administrative Support</i>	39	1019	3.8%	43	1007	4.3%
<i>Natural Resources, Construction and Maintenance</i>	7	155	4.5%	10	162	6.2%
<i>Production, Transportation, and Material Moving</i>	1	37	2.7%	3	38	7.9%
<i>Total African American Employment</i>	291		6.1%	300		6.3%
<i>Total Employment</i>		4,778			4,783	

Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 2 years.
Source: IPEDS

Progress: Due to the University’s established goals targeted for positions in which African American employees are underrepresented combined with the programs in place for recruitment and retention, we have seen an increase in African American employment from 2012 to 2013.

An analysis of the African American population of full-time employees shows an increase of 9 African American employees or 3.1 percent.

Challenges: Although overall African American employment has increased, some specific occupational categories, such as *Instructional, Research and Public Service Staff*; *Management*; *Business and Financial Operations* and *Healthcare Practice and Technical* have decreased. The University may consider conducting a campus assessment to increase recruitment and retention efforts of African American employees. A spirited exit interview process may address the factors that are the most compelling to their decision to leave SIU employment. This could provide valuable information, but the University is currently limited by staffing and funding levels to conduct such a program.



Hispanic/Latino Employment

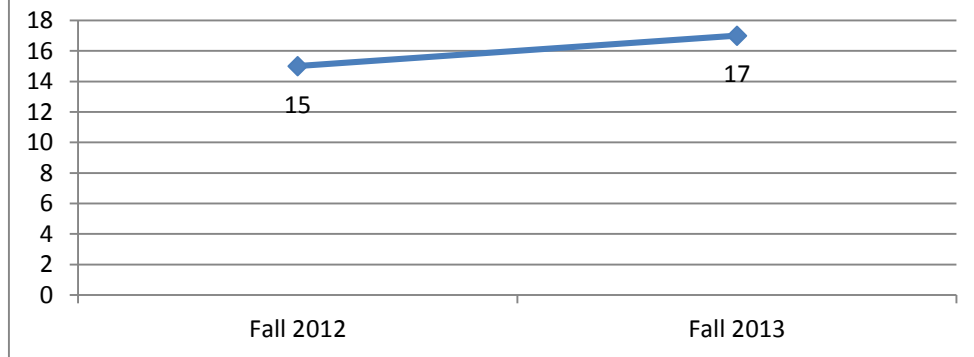
	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	42	1345	3.1%	42	1301	3.2%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	7	345	2.0%	8	255	3.1%
<i>Management</i>	6	178	3.4%	3	155	1.9%
<i>Business and Financial Operations</i>	1	346	0.3%	3	389	0.8%
<i>Computer, Engineering, and Science</i>	2	260	0.8%	3	265	1.1%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	4	282	1.4%	4	351	1.1%
<i>Healthcare Practice and Technical</i>	2	418	0.5%	2	412	0.5%
<i>Service Occupations</i>	9	389	2.3%	10	443	2.3%
<i>Sales and Related Occupations</i>	0	4	0.0%	0	5	0.0%
<i>Office and Administrative Support</i>	10	1019	1.0%	9	1007	0.9%
<i>Natural Resources, Construction and Maintenance</i>	1	155	0.6%	1	162	0.6%
<i>Production, Transportation, and Material Moving</i>	0	37	0.0%	0	38	0.0%
Total Hispanic/Latino Employment	84		1.8%	85		1.8%
Total Employment		4,778			4,783	

Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 2 years.
Source: IPEDS

Progress: The University's established goals targeted for positions in which Hispanic/Latino employees are underrepresented, combined with the programs in place for recruitment and retention, are likely the reasons for maintaining our Hispanic/Latino employment from 2012 to 2013.

Challenges: Hispanic/Latino employment has remained steady at 1.8% of total employment. The University needs to continue its efforts to recruit and retain Hispanic/Latino employees.

SIUC Full-time Native American /Alaskan Native and Hawaiian Pacific Islander Employment



Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 2 years.
Source: IPEDS

Other: Native American/Alaskan Native and Hawaiian Pacific Islander

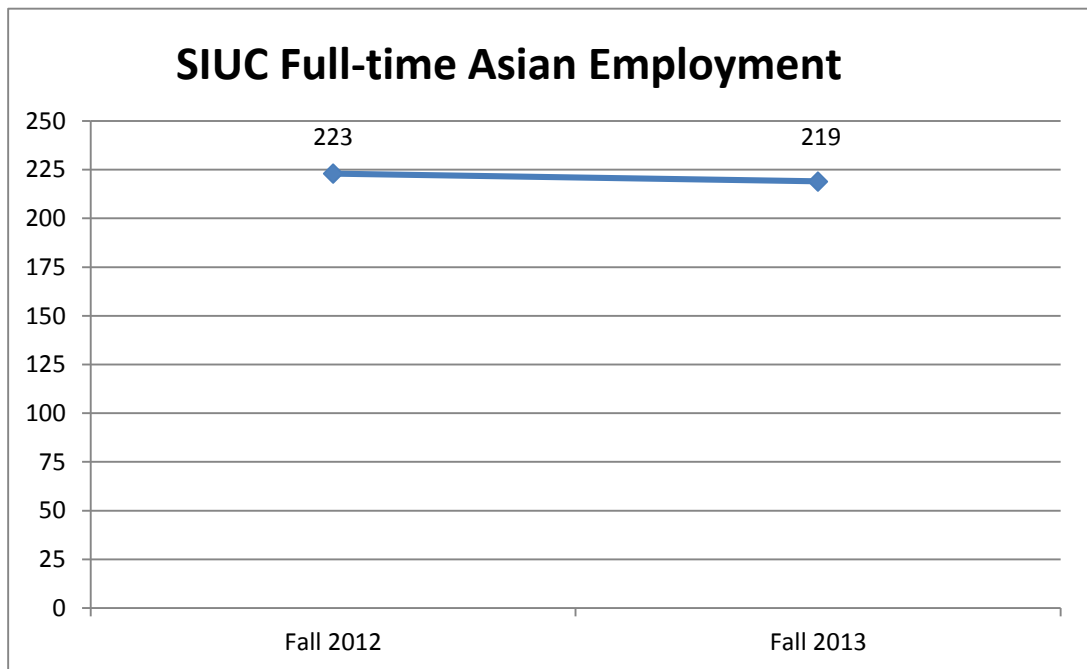
	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	5	1345	0.4%	5	1301	0.4%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	0	345	0.0%	0	255	0.0%
<i>Management</i>	1	178	0.6%	0	155	0.0%
<i>Business and Financial Operations</i>	0	346	0.0%	1	389	0.3%
<i>Computer, Engineering, and Science</i>	0	260	0.0%	0	265	0.0%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	0	282	0.0%	0	351	0.0%
<i>Healthcare Practice and Technical</i>	1	418	0.2%	0	412	0.0%
<i>Service Occupations</i>	3	389	0.8%	6	443	1.4%
<i>Sales and Related Occupations</i>	0	4	0.0%	0	5	0.0%
<i>Office and Administrative Support</i>	2	1019	0.2%	2	1007	0.2%
<i>Natural Resources, Construction and Maintenance</i>	1	155	0.6%	1	162	0.6%
<i>Production, Transportation, and Material Moving</i>	2	37	5.4%	2	38	5.3%
<i>Total Native American/Alaskan Native and Hawaiian Pacific Islander Employment</i>	15		0.3%	17		0.4%
<i>Total Employment</i>		4,778			4,783	

Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 2 years.
Source: IPEDS

Progress: In fall 2013, Native American/Alaskan Native and Hawaiian Pacific Islander full-time employment increased by 2 employees or 13.3 percent.

Challenges: It is worth noting that the Native American/Alaskan Native and Hawaiian Pacific Islander population reported in the 2010 Illinois Census represented only 0.1 percent of the total state population. The pool from which to draw Native Americans/Alaskan Native and Hawaiian Pacific Islander in Illinois is quite small.

There is a need for an assessment to gain insight into why Native American/Alaskan Native and Hawaiian Pacific Islander employees are leaving or staying. Conducting exit interviews could also provide some answers. Conducting these, however, presents a challenge in terms of personnel and resources to accomplish this.



Asian American

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	166	1345	12.3%	170	1301	13.1%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	24	345	7.0%	9	255	3.5%
<i>Management</i>	5	178	2.8%	3	155	1.9%
<i>Business and Financial Operations</i>	8	346	2.3%	9	389	2.3%
<i>Computer, Engineering, and Science</i>	6	260	2.3%	9	265	3.4%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	5	282	1.8%	9	351	2.6%
<i>Healthcare Practice and Technical</i>	1	418	0.2%	2	412	0.5%
<i>Service Occupations</i>	3	389	0.8%	3	443	0.7%
<i>Sales and Related Occupations</i>	0	4	0.0%	0	5	0.0%
<i>Office and Administrative Support</i>	5	1019	0.5%	5	1007	0.5%
<i>Natural Resources, Construction and Maintenance</i>	0	155	0.0%	0	162	0.0%
<i>Production, Transportation, and Material Moving</i>	0	37	0.0%	0	38	0.0%
Total Asian American Employment	223		4.7%	219		4.6%
Total Employment		4,778			4,783	

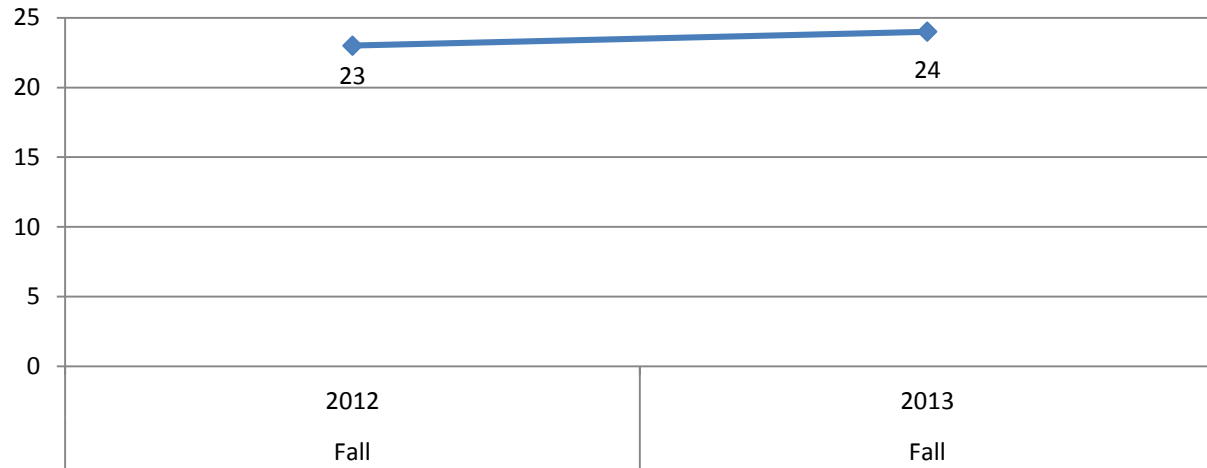
Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 2 years.
Source: IPEDS

Progress: An increase in full-time employment for Asian Americans was reported in: Instructional, Research and Public Service Staff; Business and Financial Operations; Computer, Engineering, and Science; and Community, Social Service, Legal, Arts, Design, Entertainment Sports and Media and Healthcare Practice and Technical.

Challenges: Total Asian American employment decreased from 2012 to 2013 by 4 full-time employees or 1.8 percent.

There is a need for an assessment to gain insight into why Asian American employees are leaving. Conducting exit interviews could also provide reasons for this. Conducting these interviews, however, presents a challenge in terms of personnel and resources to accomplish this.

SIUC Full-time Two or More Races Employment



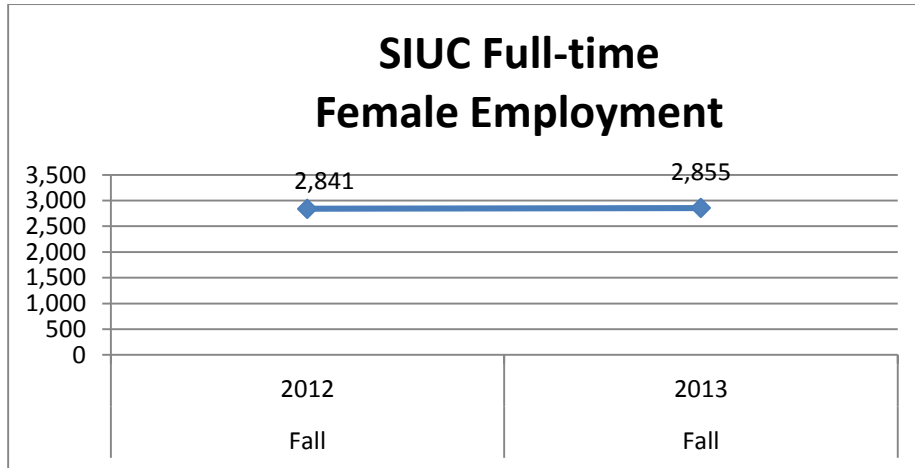
Two or More Races Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	8	1345	0.6%	7	1301	0.5%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	4	345	1.2%	3	255	1.2%
<i>Management</i>	0	178	0.0%	0	155	0.0%
<i>Business and Financial Operations</i>	1	346	0.3%	1	389	0.3%
<i>Computer, Engineering, and Science</i>	0	260	0.0%	1	265	0.4%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	1	282	0.4%	1	351	0.3%
<i>Healthcare Practice and Technical</i>	3	418	0.7%	4	412	1.0%
<i>Service Occupations</i>	1	389	0.3%	1	443	0.2%
<i>Sales and Related Occupations</i>	0	4	0.0%	0	5	0.0%
<i>Office and Administrative Support</i>	5	1019	0.5%	5	1007	0.5%
<i>Natural Resources, Construction and Maintenance</i>	0	155	0.0%	1	162	0.6%
<i>Production, Transportation, and Material Moving</i>	0	37	0.0%	0	38	0.0%
<i>Total Two or More Races Employment</i>	23		0.5%	24		0.5%
<i>Total Employment</i>		4,778			4,783	

Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 2 years.
Source: IPEDS

Progress: The employment rate for those self-identified as “two or more” has remained steady. The introduction of this classification in 2010 may account for the decline in certain racial and ethnic group enrollment.

Challenges: There is a need for an assessment to gain insight into why this groups of employees are leaving or staying. Conducting exit interviews could also provide some answers. This however, presents a challenge in terms of personnel and resources to accomplish the task.



Female Employment

	Fall 2012 Minority	Fall 2012 Total	% to Total Employment	Fall 2013 Minority	Fall 2013 Total	% to Total Employment
<i>Instructional, Research and Public Service Staff</i>	572	1345	42.5%	592	1301	45.5%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	234	345	67.8%	133	255	52.2%
<i>Management</i>	94	178	52.8%	80	155	51.6%
<i>Business and Financial Operations</i>	245	346	70.8%	278	389	71.5%
<i>Computer, Engineering, and Science</i>	65	260	25.0%	74	265	27.9%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	158	282	56.0%	218	351	62.1%
<i>Healthcare Practice and Technical</i>	390	418	93.3%	385	412	93.4%
<i>Service Occupations</i>	136	389	35.0%	157	443	35.4%
<i>Sales and Related Occupations</i>	2	4	50.0%	3	5	60.0%
<i>Office and Administrative Support</i>	927	1019	91.0%	916	1007	91.0%
<i>Natural Resources, Construction and Maintenance</i>	11	155	7.1%	12	162	7.4%
<i>Production, Transportation, and Material Moving</i>	7	37	18.9%	7	38	18.4%
Total Female Employment	2,841		59.5%	2,855		59.7%
Total Employment		4,778			4,783	

Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 2 years.
Source: IPEDS

Progress: In fall 2013, SIU Carbondale had 4,783 full-time employees. The number of full-time, female employees increased by 14 or 0.5%. This is likely due to the University's self-imposed/ voluntary female goal. It should be noted that females occupied the following, not all inclusive, administrative positions in FY 14:

- Chancellor
- Associate Chancellor for Institutional Diversity
- Associate Vice Chancellor and Director of Development Alumni Relations
- Associate Vice Chancellor and Executive Director of Alumni
- 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; School of Law; College of Liberal Arts; Mass Communication and Media Arts; College of Science; University College

Programming for Women

The mission of University Women's Professional Advancement (UWPA) is to create and support equitable opportunities for all women throughout the SIU Carbondale campus and community. This intention is met through UWPA's signature programming, advisory board and ongoing support for women's professional development, social empowerment and personal advancement. Signature programs include: UWPA Leadership Series (Monthly Workshops); Mentoring Female Faculty, AP and Civil Service; travel/research grants for Faculty, AP, Civil Service and Graduate Students; Civil Service Connections Group Support and Network; Civil Service Professional Development Programming.

UWPA and Women's Gender and Sexuality Studies (WGSS) cosponsor the annual Research, Scholarly and Creative Activities Awards. Female faculty may submit a proposal that describes research, scholarly and/or creative activity. Proposals are reviewed and evaluated based on the following criteria: purpose/relevance of research; enhancement of professional development; need/justification and completeness of proposal. The recipients of this award received \$1,000 to assist them with their research and are honored at the annual Celebrate Women's Scholarship Luncheon in the spring.

Challenges: There has been a turnover in the UWPA coordinator position which has disrupted the programming that had been initiated. At this point, we have not received approval to hire a new coordinator so the program is not what it had been previously.

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

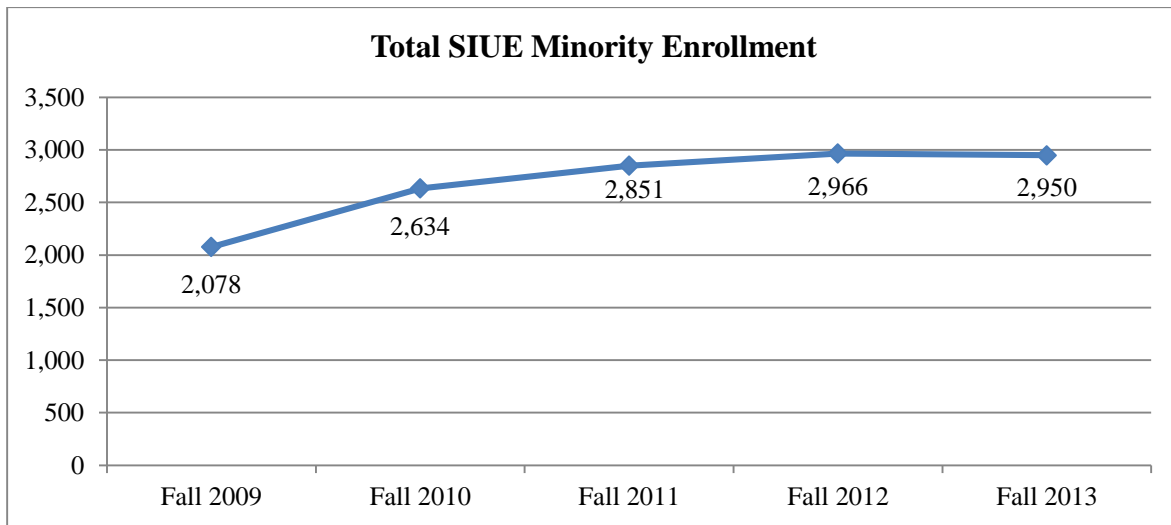
- Creation, preservation, and sharing of knowledge
- Application of knowledge in a manner that promotes the common good
- Life-long learning

– 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.

– ENROLLMENT –

For fall 2013, the University enrolled 13,850 total students with 11,229 undergraduate students and 2,621 graduate and professional students. A breakdown by category of the underrepresented students and a summary of the progress and challenges follow.



Minority Enrollment

	Fall 2009	% to Total Enrollment	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment
<i>Undergraduate</i>	1,770	12.7%	2,267	16.0%	2,473	17.4%	2,568	18.3%	2,567	18.5%
<i>Graduate</i>	237	1.7%	304	2.2%	314	2.2%	327	2.3%	323	2.3%
<i>Professional</i>	71	0.5%	63	0.4%	64	0.4%	71	0.5%	60	0.4%
Total Minority	2,078	14.9%	2,634	18.6%	2,851	20.0%	2,966	21.1%	2,950	21.3%
<i>Total Enrollment</i>	13,940		14,133		14,235		14,055		13,850	

Progress: Over the past five years, SIUE has experienced record levels of enrollment, with a high in fall 2011. Although the last two years have seen a slight decrease, both years are still historical highs. During the same time frame, the percentage of minority students increased significantly, with most of the increase in the undergraduate population. For fall 2013, minority students comprised nearly 23% of the undergraduate population, a significant increase from 16% in fall 2009. During the last year, even though there was a decline overall in enrollment for fall 2013, the number of minority students was essentially unchanged, and was therefore a larger percentage of the student body.

This progress has been accomplished through efforts across the campus from recruiting efforts, retention efforts, and creating an inclusive and welcoming environment for all students. The Office of Admissions used a variety of initiatives to recruit underrepresented students. The Office of Admissions has conducted an annual targeted bus tour for admitted students from the Chicago area, including the Chicago Public Schools, allowing the admitted students to interact with faculty, staff and current SIUE students. The Office of Admissions also regularly attends college fair programs targeting minority students in St. Louis and Chicago, along with targeted mailings to accepted students, and student-to-student contacts. These efforts have resulted in a significant increase in the number of students from Cook County. In 2009, 744 enrolled students were from Cook County. By 2013, the number of enrolled students from Cook County increased to 1,066, an increase of over 40% and the vast majority of the enrolled students were minority students.

Likewise, the Office of Retention and Student Success and Student Opportunities for Academic Success (SOAR) have a number of initiatives that directly impact minority students at SIUE that have resulted in higher retention rates for the participants. A new initiative was started in spring 2013 by the Office of Retention called Academic Recovery Informational Sessions—Partners for Success. Students who failed to remain in good academic standing were asked to attend an informational session where they were informed of the critical nature of academic probation as well as techniques and support services available. Of those taking advantage of the program, 38% were minority students. Nearly three-fifths participating in the program earned a 2.0 or higher GPA when participating in the program. Another initiative is Taking Aim. This retention initiative is critical as graduate students will personally contact first and second year students who have not registered for the upcoming semester and discuss the student's future semester registration, academic support services that are available and also answer any other questions the student might have at the time.

SOAR 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 220 undergraduate students throughout the academic year and provides mentoring, tutoring and study skills development. The SOAR program delivers institutional support proactively and early in the first year, in order to intercept potential first-year attrition. By utilizing proactive retention strategies such as: 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. During the 2013-14 academic year, approximately 66 students SOAR and Johnetta Haley Scholars (94%) achieved a grade point average of 3.00 or better.

Several colleges and departments offer programs to recruit and/or retain students. SIUE School of Nursing's Student Nurse Achievement Program (SNAP) is a federally funded program designed to recruit racially, ethnically and culturally diverse high school graduates interested in pursuing a Bachelor of

Science degree in nursing. Students are recruited from educationally underserved circumstances that limit opportunities for successful post-secondary education. Beginning in their freshman year, SNAP students receive faculty and peer support through mentorship programs, remediation and study groups. School of Nursing faculty advises and monitors student progress throughout the program, promoting academic and personal success. SNAP participated in Summer Diversity Camp for summer 2014 and welcomed 16 new students into the program for fall 2014.

The School of Pharmacy has held a Diversity Summer Camp for high school juniors and seniors with an interest in pursuing a degree in healthcare. The aims of the summer camp was to expose students to careers in healthcare offered at SIUE and increase the number of minority students who apply and enroll in the 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.

The School of Engineering has hosted an "Introduction to Engineering" program for high school students during the summer. This is a five-day residential program whereby high school students are introduced to engineering, computer science, and construction disciplines with hands-on projects. The objective of the program is to attract students to the field of engineering with an emphasis to recruit minority and female students. In 2014, a total of 71 students participated in two sessions. Of the 71 students, 10 were minority male, 7 were minority female, and 10 were white female. Over 38 percent of the participants were minority and/or female students. This past year, the School of Engineering reached a record high minority student enrollment of 152 students in fall 2014, constituting 11.0 % of the undergraduate population and represents an increase of over 50% in the past 4 years. The female enrollment increased to 146 in 2014, constituting 10.6 % of the undergraduate population and in increase of nearly 40% over the last 5 years.

The Upward Bound Program of SIUE-East St. Louis Center serves approximately 275 high school students in a college preparatory program designed to serve low-income and/or potential first-generation college students.

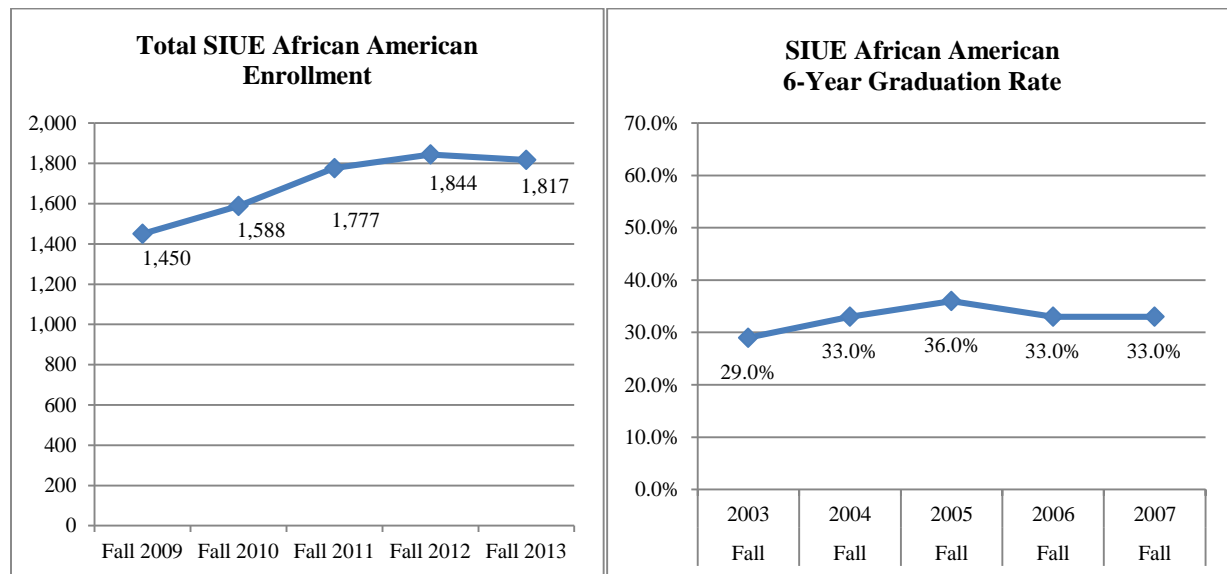
SIUE's Charter High School (CHS) had a graduation rate of 97% for the 2014 graduating class with a 77% acceptance rate at post-secondary schools including both four and two institutions and the other 23% went to the military and employment. In 2014 CHS offered new classes including Project Lead the Way (STEM program), African American History and Women in Literature.

The University also works to create an inclusive and welcoming environment for students. SIUE received the 2014 Higher Education Excellence in Diversity (HEED) award from *INSIGHT Into Diversity* magazine, the oldest and largest diversity-focused publication in higher education, which is awarded to institutions that demonstrate outstanding commitment to diversity and inclusion. The Office of Institutional Diversity and Inclusion developed an Online Diversity and Inclusion Learning Community, which provides diversity and inclusion training to the entire university community 24/7. The SIUE Multicultural Center had its ribbon cutting in November and since opening has provided programming to the University community by recognizing and celebrating heritage months. The Multicultural Center also provides office space and a meeting place for student groups. The Office of Institutional Diversity and Inclusion continued its film series to promote cultural awareness on campus.

The Office of Institutional Diversity and Inclusion continues to offer mentoring to student athletes through its Faculty/Staff Mentoring Student Athletes Program.

In addition to the many programs, events and services listed above, SIUE funds and provides advisors for a number of student groups, both professional and social, to the benefit of minority students to create a more engaging, welcoming campus. Some of the organizations are Black Student Union, Hispanic Student Union, Society of Chinese Students, Black Heritage Committee, Fraternity and Sororities, Indian Student Association, Gospel Choir, National Society of Black Engineers, and PRIME.

Challenges: The yield rate for admitted minority applicants is lower than the average for all admitted students, resulting than fewer minority students on campus. Additionally, the yield rate for admitted students from Chicago is about half the average of all admitted students. For comparison, about 50% of local admitted students enroll, while about 20% of Chicago students enroll. While the percentage of undergraduate African American students is higher than the Illinois’ percentage of African American students in high school, the percentages of the number of enrolled Hispanic/Latino and Asian American students is significantly less than the Illinois high school population. This geographic disparity is representative of enrollment as a whole. About 90% of enrolled students are from Illinois. Of that 90%, about 45% of the enrolled students are from Madison and St. Clair Counties, which are closest to SIUE. This highlights the success and need for initiatives such as the I-55 Bus Tour that brings admitted students to campus. For 2014, the Bus Tour had to be cancelled due to inclement weather, and over one-hundred students were denied the opportunity to visit campus. Once on campus, the freshmen retentions rates from some minority students are below the average of the student body.



African American Enrollment

	<i>Fall 2009</i>	<i>% to total Enrollment</i>	<i>Fall 2010</i>	<i>% to total Enrollment</i>	<i>Fall 2011</i>	<i>% to total Enrollment</i>	<i>Fall 2012</i>	<i>% to total Enrollment</i>	<i>Fall 2013</i>	<i>% to total Enrollment</i>
<i>Undergraduate</i>	1,257	9.0%	1,394	9.9%	1,583	11.1%	1,648	11.7%	1,623	11.7%
<i>Graduate</i>	173	1.2%	181	1.3%	182	1.3%	184	1.3%	183	1.3%
<i>Professional</i>	20	0.1%	13	0.1%	12	0.1%	12	0.1%	11	0.1%
<i>Total African American</i>	1,450	10.4%	1,588	11.2%	1,777	12.5%	1,844	13.1%	1,817	13.1%
<i>Total Enrollment</i>	13,940		14,133		14,235		14,055		13,850	

Progress: SIUE has made significant process regarding the enrollment of African American students over the past five years in both total numbers and percentages, including record highs. Most of the increases are in the undergraduate ranks, although there has also been a slight increase in the percentage of graduate students, including professional students. The percentage of enrolled African American students is well above the population of African American students in Illinois high schools. As mentioned above, the Office of Admissions has instituted a number of practices that target minority students in Cook County, such as the Bus Tour and attending the 100 Black Men College fair. Of the students that enrolled in the past year from Cook County, more than 75% were African American. The Office of Admissions also targets students in the vicinity of campus by attending college fairs targeting minority students and visiting the SIUE East St. Louis Charter High School. While there, the office conducts an on-site admission program. Once a student has been admitted, the Office of Admissions will send a series of emails and a postcard campaign to inform the students and their parents about the value of a SIUE education.

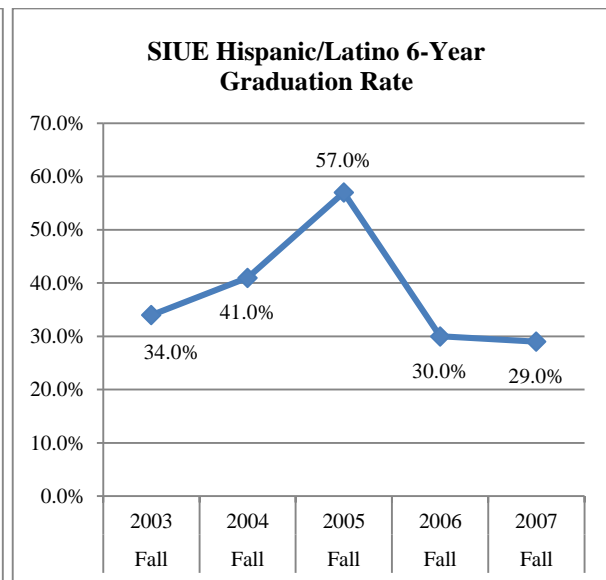
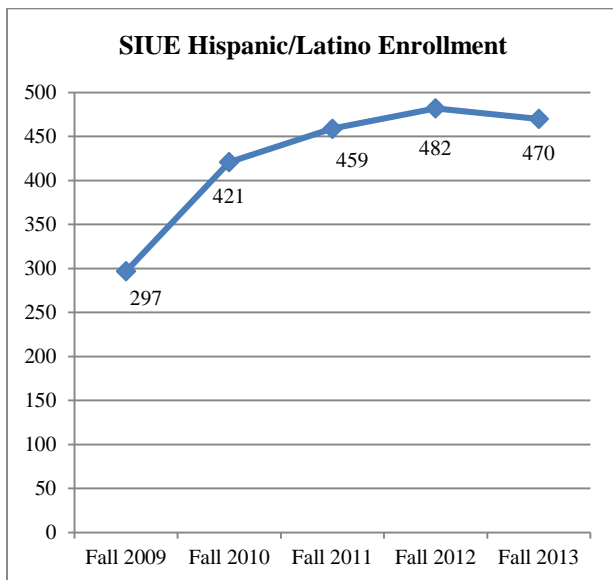
SIUE has initiated a number of programs to improve the retention of students that directly impact African American students and other minorities. The Office of Retention and Student Success has three programs in particular. As mentioned above, Taking Aim at SIUE is an initiative where graduate students contact first and second year students who have not registered for the upcoming semester and discuss the student's future registration. The graduate students also discuss the academic support services that are available and address other questions. This and other efforts have led to a 7.1% increase over the previous year for African American students' retention from fall 2013 to spring 2014. Over the past five years, there has been a slight increase in the graduation rates for African American students.

SOAR also administers Project Game (Goal-Oriented African American Men Excel) and Project Fame (Females of African-descent Modeling Excellence). Project GAME has successfully been serving African-American males at SIUE since 1999, providing tools and resources for academic advancement and leadership development. GAME is a two-semester course for 20-25 African American males, which 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.

F.A.M.E. is a six-credit, two-semester program for entering freshmen. It is designed to assist African-American females in their success at 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. The programs are two-semester courses and provide tools and resources for academic advancement and leadership.

Challenges: A challenge has been getting more African American students that have been admitted to enroll. For the past few years, less than 25% of admitted African American students enrolled at SIUE. This is even more of an issue of students admitted from Cook County, who only enrolled about 20% of the time. Both numbers are significantly lower than the school average of over 30% enrollment for admitted students. Regarding retention, despite the recent improvements in retention of African American students, the freshmen retention of African American students still lags behind the school average. Despite recent improvements in retention, the graduation rate has remained static and well behind the overall rate of graduation, which is about 50%.

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.



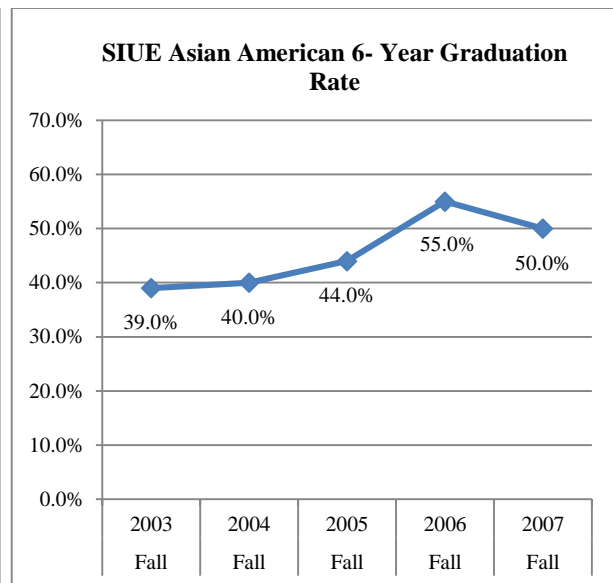
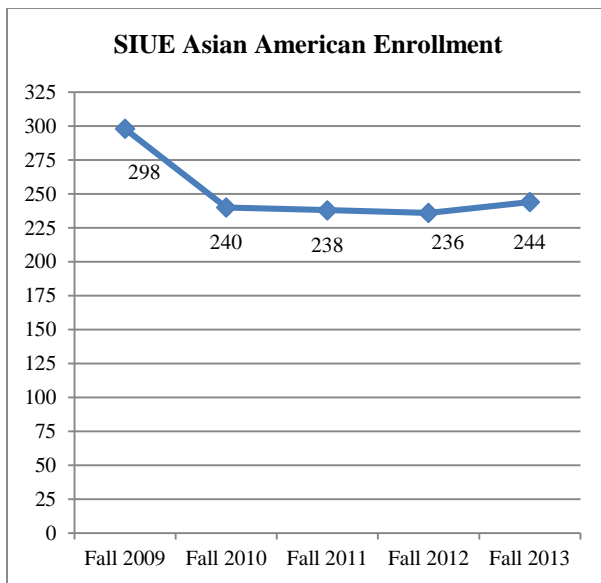
Hispanic/Latino Enrollment

	Fall 2009	% to Total Enrollment	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment
<i>Undergraduate</i>	251	1.8%	354	2.5%	390	2.7%	408	2.9%	405	2.9%
<i>Graduate</i>	31	0.2%	45	0.3%	48	0.3%	53	0.4%	49	0.4%
<i>Professional</i>	15	0.1%	22	0.2%	21	0.1%	21	0.1%	16	0.1%
Total Hispanic/Latino	297	2.1%	421	3.0%	459	3.2%	482	3.4%	470	3.4%
<i>Total Enrollment</i>	13,940		14,133		14,235		14,055		13,850	

Progress: During the past five years, SIUE has experience a significant increase in the number and percentage of enrolled Hispanic/Latino students. As mentioned above, the Office of Admissions has instituted a number of practices that target minority students, including several that target Hispanic/Latino students. The Office of Admissions participated in the National Hispanic Leadership Institute College Fair in Chicago. The office also participated in the 3rd Annual Hispanic College Fair in St. Louis, as well as the Hispanic Graduate Fair. The office advertised in the United States Hispanic Leadership Institute booklet. Various offices created developed a partnership with the St. Louis Hispanic Chamber of Commerce. Once a student has been admitted, the Office of Admissions will send a series of emails and a postcard campaign to inform the students and their parents about the value of a SIUE education.

The retention efforts discussed above have benefitted Hispanic/Latino students. The Office of Retention and Support Services reported that the persistence rate increased 11.6% for Hispanic/Latino students from fall 2013 to spring 2014, and was a record high. Freshmen retention also saw a significant increase and was comparable to the overall average for all freshmen students.

Challenges: A challenge exists regarding the overall number of Hispanic/Latino students enrolled on campus. Despite the significant increases of recent years, the overall percentage of Hispanic/Latino students is less than Illinois' population of Hispanic/Latino high school students. Review of local data shows that larger Hispanic/Latino populations are a significant distance from campus. This could impact that a lower percentage of accepted Hispanic/Latino students who choose to enroll than the school's average. The enrollment rate for Hispanic/Latino students declined to under 20% this past year, while the average for the school was over 30%. With that stated, the number of new students this past year was the same as the year prior.

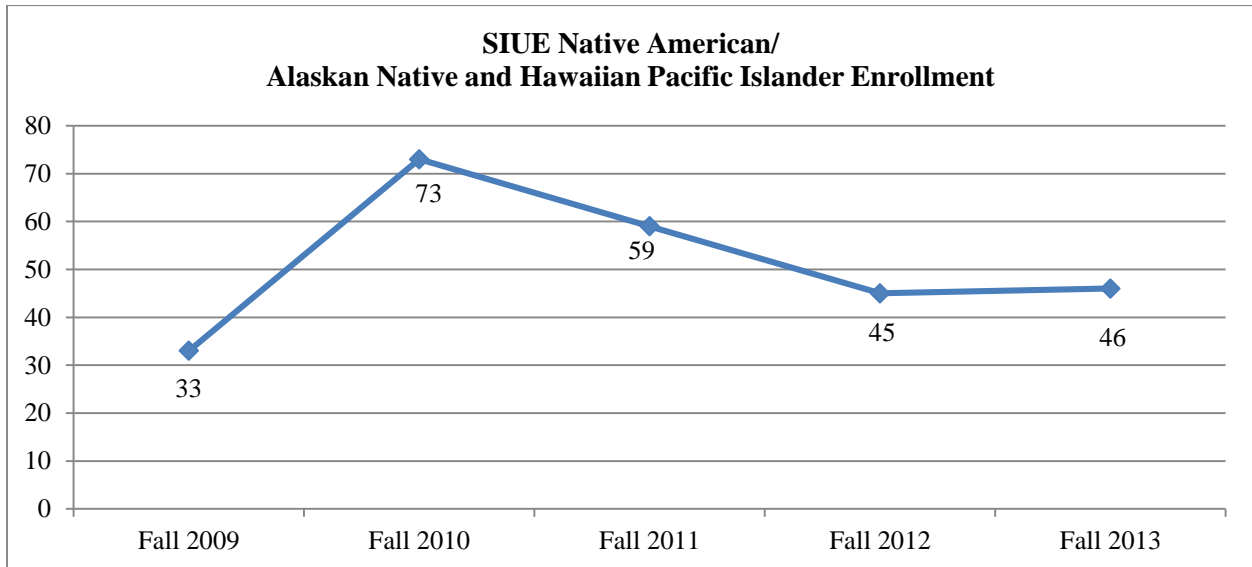


Asian American Enrollment

	Fall 2009	% to Total Enrollment	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment
<i>Undergraduate</i>	235	1.7%	183	1.3%	172	1.2%	159	1.1%	172	1.2%
<i>Graduate</i>	28	0.2%	39	0.3%	45	0.3%	50	0.4%	48	0.3%
<i>Professional</i>	35	0.3%	18	0.1%	21	0.1%	27	0.2%	24	0.2%
Total Asian American	298	2.1%	240	1.7%	238	1.7%	236	1.7%	244	1.8%
<i>Total Enrollment</i>	13,940		14,133		14,235		14,055		13,850	

Progress: The number of Asian American students enrolled at SIUE is a small portion of the student body. According to data provided by the ACT, about 5% of graduating seniors in Illinois high schools are Asian American, which is greater than the percentage at SIUE, especially at the undergraduate level. There is greater representation in the graduate students than undergraduate students and it has increased over the last five years. The last four years of undergraduate enrollment has been fairly steady.

Challenges: The challenge is to continue to see an increase in enrollment for this student population and to encourage more of them to continue their graduate studies at SIUE, which would allow us to see an increase in graduate enrollment.

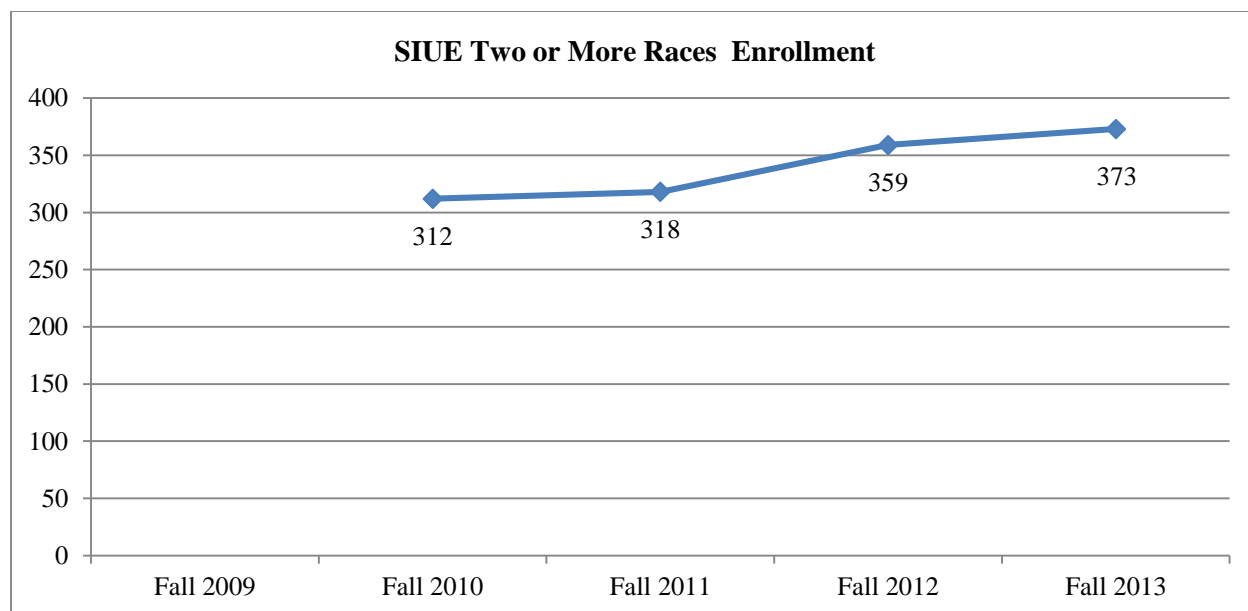


Native American/Alaskan Native and Hawaiian Pacific Islander Enrollment

	<i>Fall 2009</i>	<i>% to Total Enrollment</i>	<i>Fall 2010</i>	<i>% to Total Enrollment</i>	<i>Fall 2011</i>	<i>% to Total Enrollment</i>	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	27	0.2%	61	0.4%	50	0.4%	39	0.3%	41	0.3%
<i>Graduate</i>	5	0.0%	9	0.1%	6	0.0%	4	0.0%	4	0.0%
<i>Professional</i>	1	0.0%	3	0.0%	3	0.0%	2	0.0%	1	0.0%
<i>Total Native American/Alaskan Native and Hawaiian Pacific Islander</i>	33	0.2%	73	0.5%	59	0.4%	45	0.3%	46	0.3%
<i>Total Enrollment</i>	13,940		14,133		14,235		14,055		13,850	

Progress: This population comprises .3% of the undergraduate and total student body. This number has remained consistent over this past four years and is consistent with the number of high school seniors in Illinois, according to ACT data. The efforts that the Office of Admissions applies to other minority students apply to this population as well. The Office works with high school counselors and fair organizers and offer on-site admission to those who meet the SIUE admission criteria. This allows SIUE to be one of the first universities students are admitted to and letting the student know the next steps toward enrolling. Admitted students and parents/guardians are sent letters to inform the students and their families of the value of a SIUE education. The Office also published the Multicultural Recruitment brochure to appeal to a diverse student body. While only a handful of students have been admitted during the past few years, nearly half have enrolled, which is significantly above the school’s average enrollment rate. The efforts of the Office of Retention and Student Success are available to this population as well.

Challenges: The new racial classification of two or more races might account for this decline. There appears to be a limited number of these students in the targeted recruitment region. However, more efforts can be made to connect to organizations that reach this population.

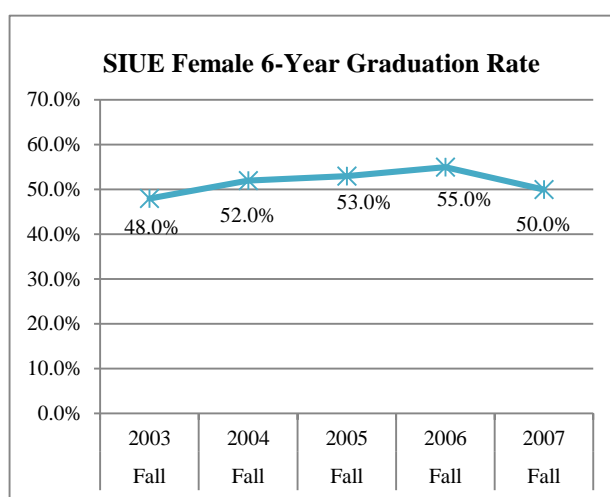
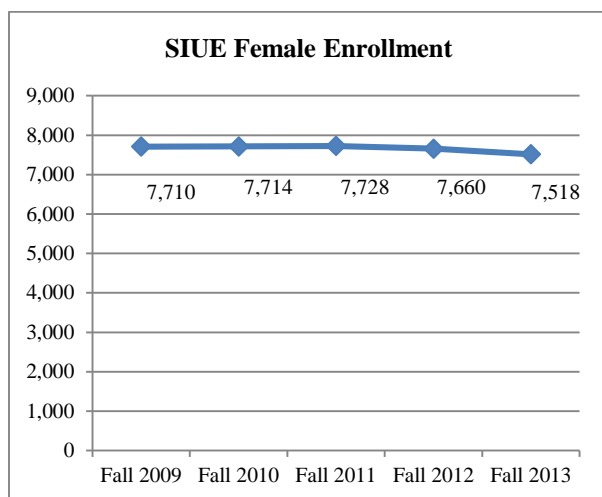


Two or More Races Enrollment

	Fall 2009	% to Total Enrollment	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment
<i>Undergraduate</i>			275	1.9%	278	2.0%	314	2.2%	326	2.4%
<i>Graduate</i>			30	0.2%	33	0.2%	36	0.3%	39	0.3%
<i>Professional</i>			7	0.0%	7	0.0%	9	0.1%	8	0.1%
Total Two or More Races			312	2.2%	318	2.2%	359	2.6%	373	2.7%
<i>Total Enrollment</i>			14,133		14,235		14,055		13,850	

Progress: Over the last four years, there has been a significant increase in the number of students in this population. The increased number of enrolled students is comparable to the data provided by the ACT, which shows 3% of Illinois high school students identify with this population. The efforts that the Office of Admissions applies to other minority students apply to this population as well. The Office works with high school counselors and fair organizers and offers on-site admission to those who meet the SIUE admission criteria. This allows SIUE to be one of the first universities students are admitted to and letting the student know the next steps toward enrolling. Admitted students and parents/guardians are sent letters to inform the students and their families of the value of a SIUE education. The Office also published the Multicultural Recruitment brochure to appeal to a diverse student body. The percentage of students that enroll is comparable to the school’s average enrollment rate. The services of the Office of Retention and Student Success and SOAR are available to this population as well.

Challenges: There appears to be a slight increase in the number of students identifying themselves as two or more races. It is unknown why there is an increase but it might be good in the sense that students are feeling more comfortable identifying their ethnicity. It would be interested to find out why there is an increase maybe this is a questions we can ask on one of the student assessments.



Female Enrollment

	Fall 2009	% to Total Enrollment	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment
<i>Undergraduate</i>	6,000	43.04%	6,027	42.64%	6,047	42.48%	6,035	42.94%	5,935	42.85%
<i>Graduate</i>	1,450	10.40%	1,423	10.07%	1,412	9.92%	1,351	9.61%	1,300	9.39%
<i>Professional</i>	260	1.87%	264	1.87%	269	1.89%	274	1.95%	283	2.04%
Total Female	7,710	55.3%	7,714	54.6%	7,728	54.3%	7,660	54.5%	7,518	54.3%
<i>Total Enrollment</i>	13,940		14,133		14,235		14,055		13,850	

Progress: Female enrollment has remained steady over the past five years. Female students make up 53% of undergraduate students and 60% of graduate students (including Doctorate students). Over the past few years, the University had admitted more than 1,000 more female applicants than male applicants and more ultimately enroll at SIUE as well. At the same time, the average ACT scores of females admitted and enrolled increased from the year before.

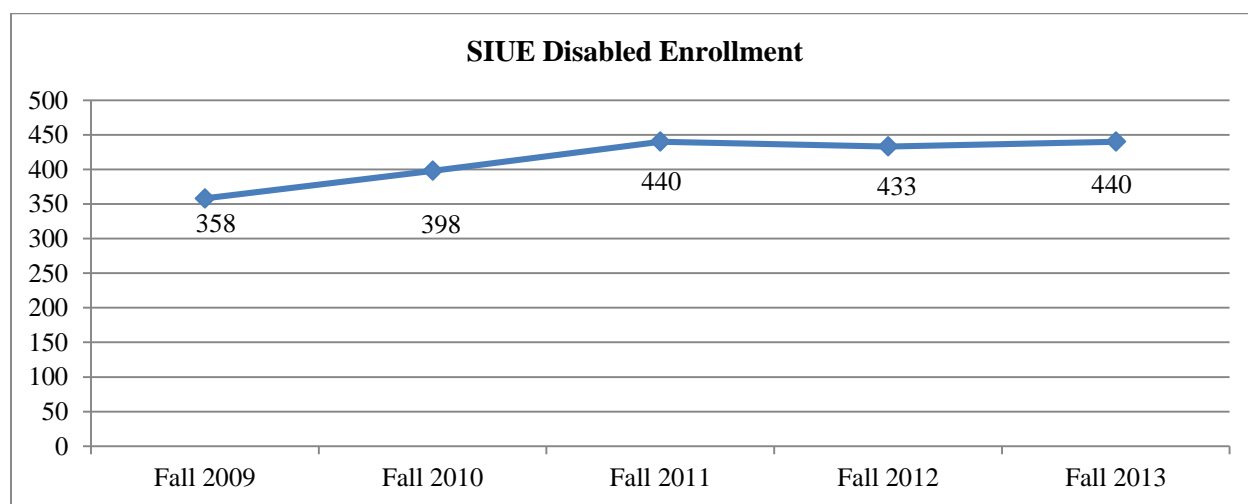
Once on campus, the enrolled female students persist as well or better than male students. The services of the Office of Retention and Student Success and SOAR are available to this population as well. As mentioned above, the new initiative, Academic Recovery Informational Sessions, began in spring 2013. To date, this effort has helped 503 SIUE students. Of those in attendance, 46% were women and 59% of those participating in the program have earned a 2.0 or higher when participating in the program. The Office of Retention and Student Success reported that female students improved their persistence rates 2.3% from fall 2013 to spring 2014 and were at record highs.

As mentioned above, the School of Engineering has several programs designed to improve diversity. The School of Engineering and the Society of Women Engineers hosted 100 middle school-age girls for the third annual Introduce a Girl to Engineering Day. The program offered young girls exposure to the engineering field. Nearly a quarter of the participating students to “Introduction to Engineering” were female students. The female enrollment in the School of Engineering increased to 146 in 2014, constituting 10.6 % of the undergraduate population and in increase of nearly 40% over the last 5 years.

In addition to the many programs, events and services listed above, SIUE funds and provide advisors for a number of student groups, both professional and social, to the benefit of female students and female students of color to create a more engaging, welcoming campus. Some of the organizations are Making Waves, Society of Women Engineers, Women’s Bowling Club, Black Girls Rock, and Sororities.

The Women's Studies Program offered a robust slate of over thirty events in 2014. Highlights included a lecture on diversity in popular media by artist Samir Barrett, a talk on gender entitlement by national transgender activist Julia Serano, a screening of the film "Feminist: Stories from Women's Liberation" with director Jennifer Lee, a series of events devoted to domestic violence given by speakers from Safe Connections in St. Louis and Oasis in Alton, and a screening and panel discussion of sexual assault in the military. In addition, we continued our flash-mentoring series, Coffee with Cool Women, bringing six women of "imagination and accomplishment" to campus for small-group conversations, and we sponsored two exhibits, "Women in Art," a digital exhibition, and "Feminist Awakenings: Artifacts of Impact" in Lovejoy Library.

Challenges: Female enrollment has decreased slightly in the last four years. It is unknown as to why this is an issue however, a number of targeted programs have been developed to address female socialization issues. There should be some assessment conducted to address retention of female students. For the first time since the Office of Retention was established, SIUE has retained fewer females than males and are making efforts to determine the cause.



Disabled Enrollment

	Fall 2009	% to Total Enrollment	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment
<i>Undergraduate</i>	329	2.36%	364	2.58%	400	2.81%	388	2.76%	394	2.84%
<i>Graduate</i>	29	0.21%	34	0.24%	40	0.28%	45	0.32%	46	0.33%
<i>Professional</i>	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total Disabled	358	2.6%	398	2.8%	440	3.1%	433	3.1%	440	3.2%
<i>Total Enrollment</i>	13,940		14,133		14,235		14,055		13,850	

Progress: SIUE has experienced a large increase in the number and percentage of enrolled students with disabilities. Over the past five years, there has been a significant increase in the number and percentage of students with disabilities. Disability Support Services (DSS) provided academic accommodations and services for 400 SIUE students with disabilities during the 2013-2014 Academic Year. These accommodations include: priority registration; advocacy; extended time on exams and quizzes; interpreting for the deaf and hard-of-hearing; note-taking services; and textbooks in accessible formats.

Additionally, to create an inclusive environment, DSS has initiatives that include: Disability Awareness Month; the Great Disability Challenge as part of the Cougar World Games; the New Horizons student organization; the Workforce Recruitment Program; the Online Learning Community for Students with Disabilities; a Kindle learning program; scholarships for students with disabilities; personal adjustment counseling; one-on-one goal-setting for learning with the DSS learning specialist; technology review and recommendations; and in-class diversity training programs relating to students with disabilities. The Office of Institutional Diversity and Inclusion in collaboration with Disability Support Services established the Faculty Mentoring Students with Disabilities Program.

Challenges: One of the challenges is the number of students with disabilities needing more therapeutic services beyond accommodations. This may be something counseling services begin to look at more closely and coordinate the learning disabilities of students with their psychological needs. For example, we have students that need immediate help, however, there is a delay in service delivery due to staffing in Counseling Services.

Veterans Enrollment

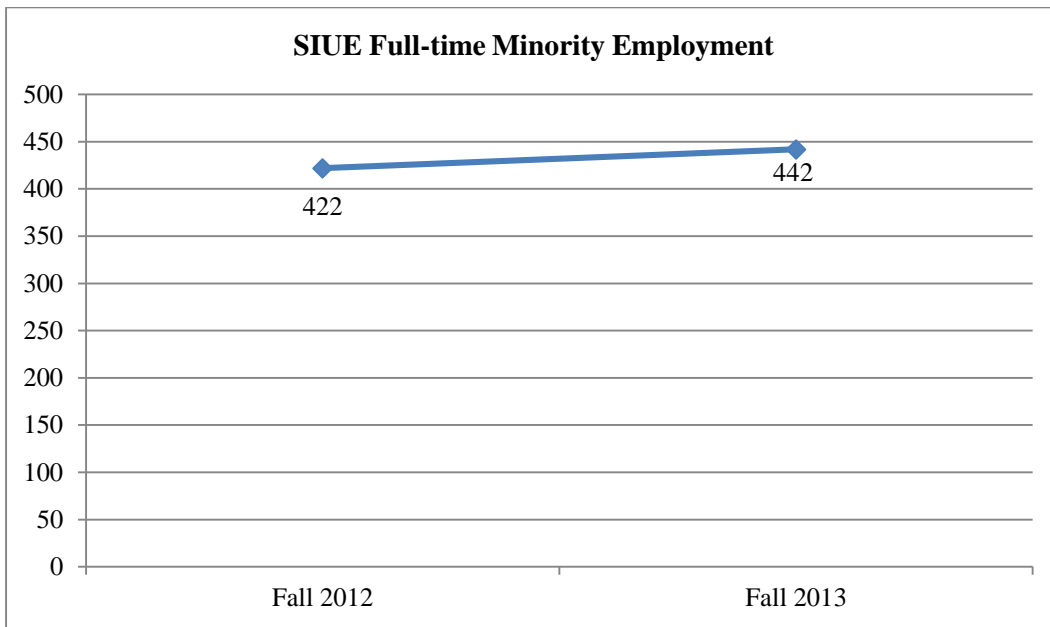
Progress: In October 2014, Chancellor Furst-Bowe created a Veteran Students Study Committee to explore the needs and expectations of the veteran-student and ROTC populations on campus, develop recommendations for additional academic and support services for these students, based on the results of the needs assessment and to identify funding sources to provide additional support to veteran and ROTC students. According to the fall 2013 census, SIUE had 554 veteran students using benefits. There was a slight increase in fall 2014 to 560 veteran students. Victory Media, the premier media entity for military personnel transitioning into civilian life, has named SIUE a Military Friendly School for the sixth-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. The services of the Office of Retention and Student Success are available to this population as well.

Challenges: While SIUE has designated staff members who assist veterans and military service personnel with very specific administrative tasks at the University, there is a lack of attention to the unique and varied needs of this population regarding their transition into higher education, issues related to their future service commitments, integration into campus life, as well as progress toward their educational goals.

– EMPLOYMENT –

The University employed 2,509 full-time employees in faculty, administrative, professional, and civil service positions in fall 2014, of which 59% were female, 21% minority, including 13% African American, 4% Asian American and 2% Hispanic/Latino. 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.

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.



Minority Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	112	631	17.7%	123	626	19.6%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	134	296	45.3%	141	299	47.2%
<i>Management</i>	14	104	13.5%	12	106	11.3%
<i>Business and Financial Operations</i>	14	98	14.3%	16	99	16.2%
<i>Computer, Engineering, and Science</i>	17	123	13.8%	21	125	16.8%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	47	102	46.1%	41	90	45.6%
<i>Healthcare Practice and Technical</i>	2	15	13.3%	2	13	15.4%
<i>Service Occupations</i>	38	287	13.2%	39	292	13.4%
<i>Sales and Related Occupations</i>	2	13	15.4%	2	13	15.4%
<i>Office and Administrative Support</i>	37	361	10.2%	41	360	11.4%
<i>Natural Resources, Construction and Maintenance</i>	4	53	7.5%	3	56	5.4%
<i>Production, Transportation, and Material Moving</i>	1	26	3.8%	1	25	4.0%
<i>Total Minority Employment</i>	422			442		
<i>Total Employment</i>		2,109			2,104	

Progress: Due to the fact that employment categories were changed for fall 2012, it is not feasible to do a five-year progress analysis for specific job groups. However, comparisons of total employment and total minority employment can be compared. Since 2009, SIUE has added 50 positions to the total workforce. Over that same time, the number of minority employees increased by 64 positions. Total minority employment is now more than 20% of the workforce. Thirteen hires helped to meet goals established by the affirmative action plan. Based on our utilization findings, SIUE has established goals for all positions where minorities, women and/or disabilities are underutilized. The goal of the university is to ensure equitable representation in the workforce and undertakes steps to actively recruit minority applicants. The University now posts all goal-related positions on the website of Insight to Diversity and requires a search plan be developed to determine how to publicize the job opening to increase the diversity of the applicant pool. The Office of Institutional Diversity and Inclusion in collaboration with a number of units on campus created the Guidelines for Recruiting and Retaining a Diverse Workforce to be used in all searches.

The SIUE 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.

The Minority and Recruitment and Retention Program is designed to assist Deans and Directors in recruiting minorities and ensuring we can retain them. This program has assisted in salary support to departments and also graduate assistants to assist faculty with their research.

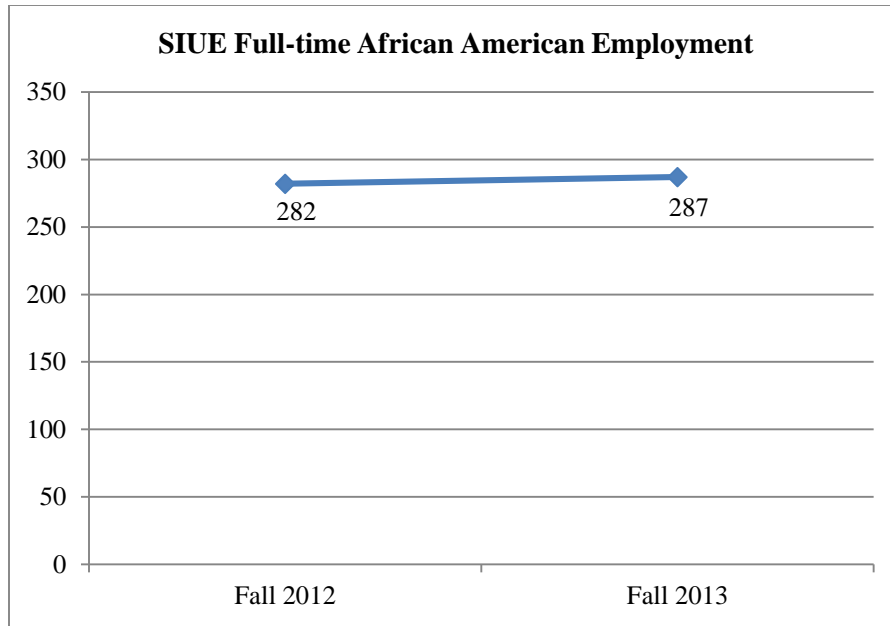
Minorities hold key positions University-wide, including Vice Chancellor for Student Affairs; Associate Chancellor for Institutional Diversity and Inclusion; Dean, School of Pharmacy; Assistant Dean, School of Dental Medicine; Director, Lovejoy Library; Director, Mechanical and Industrial Engineering; Director, Research and Projects Fiscal Management, Graduate Studies and Research; Director, Center for Advanced Management and Production and Director, Equal Opportunity, Access and Title IX Coordination.

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

- Director, Equal Opportunity, Access and Title IX Coordination
- Director, Research and Projects Fiscal Management
- Dental Hygienist, School of Dental Medicine
- IT Technical Associate, Information Technology
- Building Service Worker Sub-Foreman, Facilities Management
- Payroll Specialist II, Facilities Management
- Accountant I, Research and Projects Fiscal Management

As mentioned above, SIUE received the 2014 Higher Education Excellence in Diversity (HEED) award from INSIGHT Into Diversity magazine, the oldest and largest diversity-focused publication in higher education, which is awarded to institutions that demonstrate outstanding commitment to diversity and inclusion. To promote the importance of creating a diverse and inclusive environment, the University Diversity Council and the Office of Institutional Diversity and Inclusion created the Champion for Diversity Award to be given to a faculty or staff member for promoting diversity and inclusion on and off campus. The first award was announced in fall 2014.

Challenges: While there is an increase in employing minority staff the challenge remains with recruiting and retaining faculty of color. In the past year, the number of jobs declined, even if slightly and hiring will be limited going forward, while additional job losses are expected.

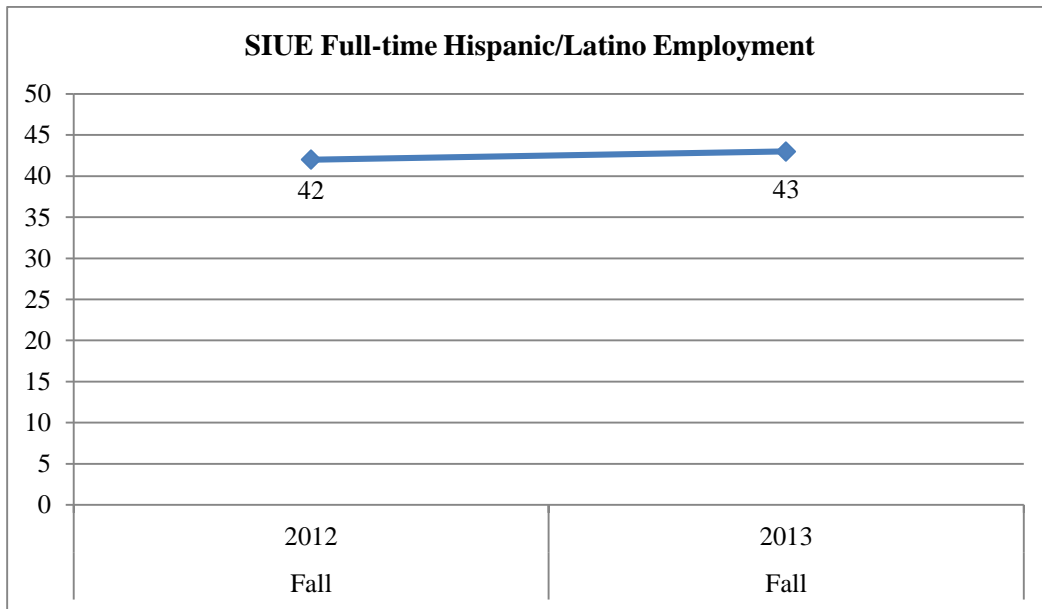


African American

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	36	631	5.7%	37	626	5.9%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	118	296	39.9%	125	299	41.8%
<i>Management</i>	9	104	8.7%	9	106	8.5%
<i>Business and Financial Operations</i>	13	98	13.3%	13	99	13.1%
<i>Computer, Engineering, and Science</i>	5	123	4.1%	6	125	4.8%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	44	102	43.1%	37	90	41.1%
<i>Healthcare Practice and Technical</i>	1	15	6.7%	1	13	7.7%
<i>Service Occupations</i>	26	287	9.1%	26	292	8.9%
<i>Sales and Related Occupations</i>	1	13	7.7%	1	13	7.7%
<i>Office and Administrative Support</i>	28	361	7.8%	31	360	8.6%
<i>Natural Resources, Construction and Maintenance</i>	1	53	1.9%	1	56	1.8%
<i>Production, Transportation, and Material Moving</i>	0	26	0.0%	0	25	0.0%
<i>Total African American</i>	282			287		
<i>Total Employment</i>		2,109			2,104	

Progress: Over the past five years, the overall number of African American employees has been steady, with a small increase this past year. African American full-time instructional faculty represented 6% of all full-time instructors. In FY 2013, African American employees accounted for 20 new full-time hires, which was more than 20% of all new hires that year. Of those 20 new hires, 9 helped to achieve a goal related hire.

Challenges: Only 25% of African American employees are male and none of the hires in FY2013 were African American males.

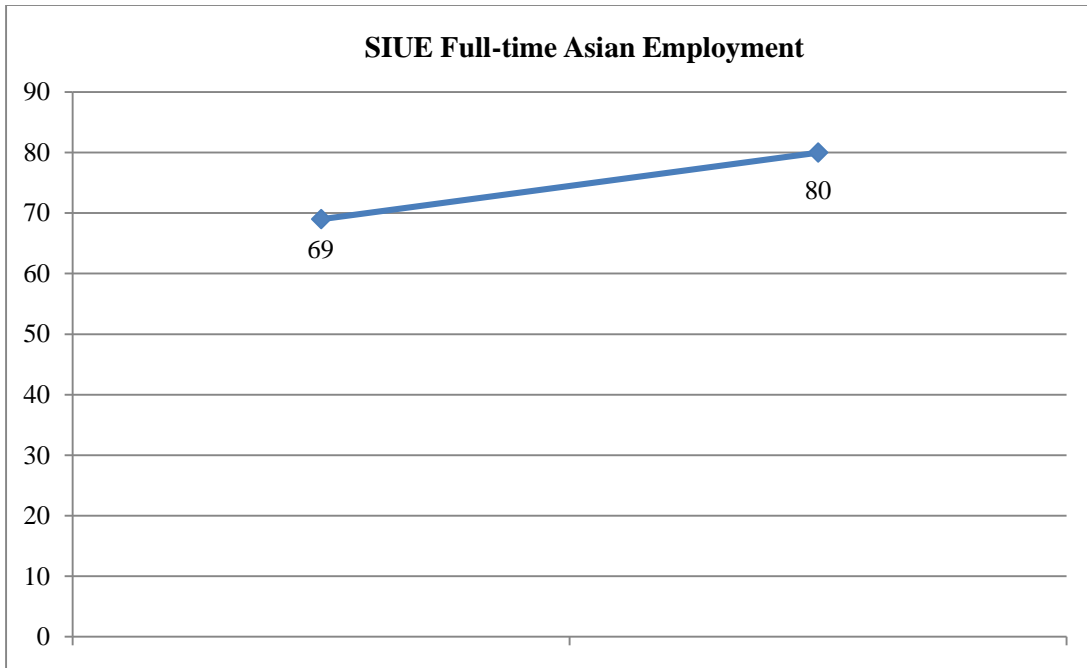


Hispanic/Latino Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Full-time Employment</i>
<i>Instructional, Research and Public Service Staff</i>	18	631	2.9%	19	626	3.0%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	5	296	1.7%	4	299	1.3%
<i>Management</i>	2	104	1.9%	1	106	0.9%
<i>Business and Financial Operations</i>	0	98	0.0%	2	99	2.0%
<i>Computer, Engineering, and Science</i>	4	123	3.3%	4	125	3.2%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	2	102	2.0%	2	90	2.2%
<i>Healthcare Practice and Technical</i>	1	15	6.7%	1	13	7.7%
<i>Service Occupations</i>	4	287	1.4%	4	292	1.4%
<i>Sales and Related Occupations</i>	1	13	7.7%	1	13	7.7%
<i>Office and Administrative Support</i>	3	361	0.8%	3	360	0.8%
<i>Natural Resources, Construction and Maintenance</i>	1	53	1.9%	1	56	1.8%
<i>Production, Transportation, and Material Moving</i>	1	26	3.8%	1	25	4.0%
<i>Total Hispanic/Latino Employment</i>	42			43		
<i>Total Employment</i>		2,109			2,104	

Progress: There was essentially no change in the past year. Since fall 2010, the total number of Hispanic/Latino employees has increased nearly 40%. The University has partnered with the St. Louis Hispanic Chamber of Commerce to raise the profile of the University within the community and has recently participated in the organization’s job fair held in St. Louis.

Challenges: The recruitment area for local job searches does not have a significant Hispanic/Latino population to recruit.

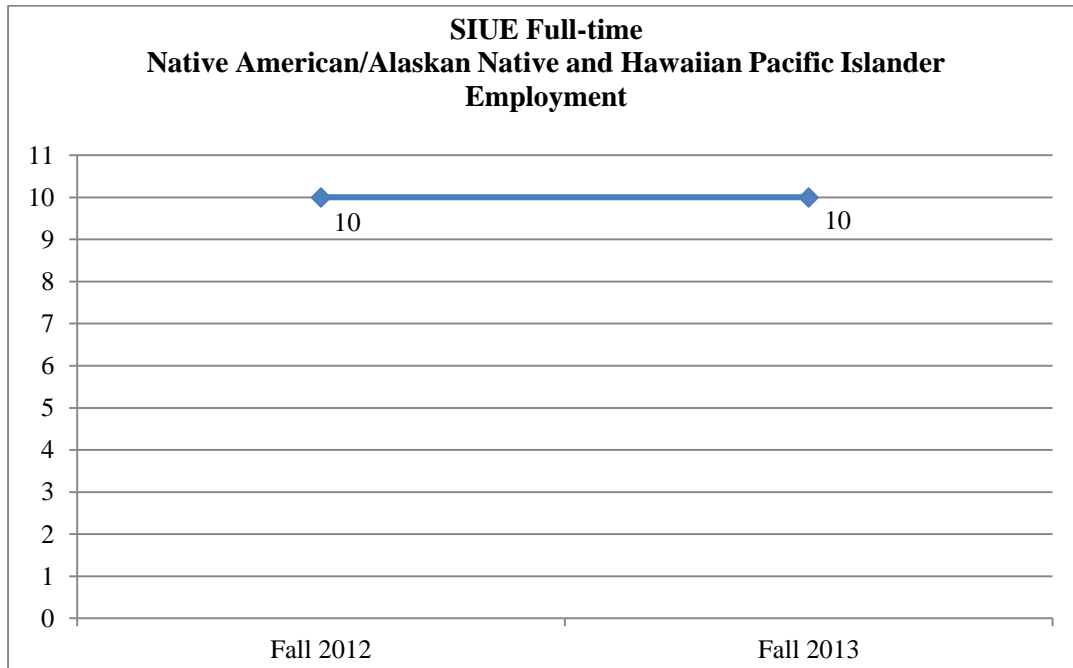


Asian American Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Full-time Employment</i>
<i>Instructional, Research and Public Service Staff</i>	50	631	7.9%	60	626	9.6%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	6	296	2.0%	6	299	2.0%
<i>Management</i>	3	104	2.9%	2	106	1.9%
<i>Business and Financial Operations</i>	0	98	0.0%	0	99	0.0%
<i>Computer, Engineering, and Science</i>	5	123	4.1%	7	125	5.6%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	0	102	0.0%	0	90	0.0%
<i>Healthcare Practice and Technical</i>	0	15	0.0%	0	13	0.0%
<i>Service Occupations</i>	3	287	1.0%	3	292	1.0%
<i>Sales and Related Occupations</i>	0	13	0.0%	0	13	0.0%
<i>Office and Administrative Support</i>	2	361	0.6%	2	360	0.6%
<i>Natural Resources, Construction and Maintenance</i>	0	53	0.0%	0	56	0.0%
<i>Production, Transportation, and Material Moving</i>	0	26	0.0%	0	25	0.0%
Total Asian American	69			80		
Total Employment		2,109			2,104	

Progress: There was a 20% increase in the number of Asian American employees in the last year in the Instructional/Research job group in the past year. Nearly the entire increase in Asian American employment was in that one job group, which accounts for 75% of all Asian American employees. Asian American is nearly 10% of full-time instructional faculty.

Challenges: There needs to be an assessment to show how we are able to recruit more Asian American employees so that maybe this strategy might be applied to other underrepresented groups. There is not a significant Asian American population to recruit from for local job searches.

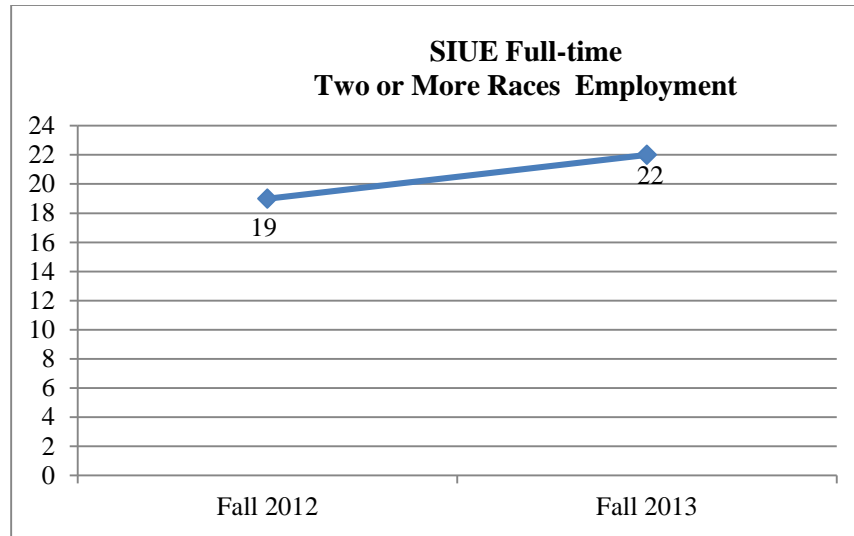


Native American/Alaskan Native and Hawaiian Pacific Islander Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Full-time Employment</i>
<i>Instructional, Research and Public Service Staff</i>	2	631	0.3%	2	626	0.3%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	2	296	0.7%	2	299	0.7%
<i>Management</i>	0	104	0.0%	0	106	0.0%
<i>Business and Financial Operations</i>	0	98	0.0%	0	99	0.0%
<i>Computer, Engineering, and Science</i>	1	123	0.8%	1	125	0.8%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	0	102	0.0%	0	90	0.0%
<i>Healthcare Practice and Technical</i>	0	15	0.0%	0	13	0.0%
<i>Service Occupations</i>	2	287	0.7%	2	292	0.7%
<i>Sales and Related Occupations</i>	0	13	0.0%	0	13	0.0%
<i>Office and Administrative Support</i>	3	361	0.8%	3	360	0.8%
<i>Natural Resources, Construction and Maintenance</i>	0	53	0.0%	0	56	0.0%
<i>Production, Transportation, and Material Moving</i>	0	26	0.0%	0	25	0.0%
<i>Total Native American/Alaskan Native and Hawaiian Pacific Islander Employment</i>	10			10		
<i>Total Employment</i>		2,109			2,104	

Progress: The progress is that the number of full-time employment remain the same.

Challenges: The challenge is the number in this population to recruit in the region.

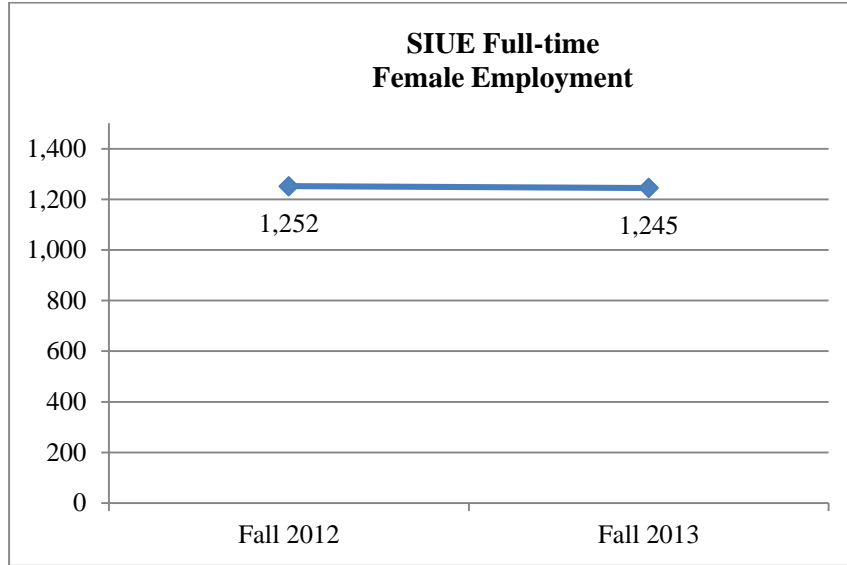


Two or More Races Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Full-time Employment</i>
<i>Instructional, Research and Public Service Staff</i>	6	631	1.0%	5	626	0.8%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	3	296	1.0%	4	299	1.3%
<i>Management</i>	0	104	0.0%	0	106	0.0%
<i>Business and Financial Operations</i>	1	98	1.0%	1	99	1.0%
<i>Computer, Engineering, and Science</i>	2	123	1.6%	3	125	2.4%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	1	102	1.0%	2	90	2.2%
<i>Healthcare Practice and Technical</i>	0	15	0.0%	0	13	0.0%
<i>Service Occupations</i>	3	287	1.0%	4	292	1.4%
<i>Sales and Related Occupations</i>	0	13	0.0%	0	13	0.0%
<i>Office and Administrative Support</i>	1	361	0.3%	2	360	0.6%
<i>Natural Resources, Construction and Maintenance</i>	2	53	3.8%	1	56	1.8%
<i>Production, Transportation, and Material Moving</i>	0	26	0.0%	0	25	0.0%
Total Two or More Races	19			22		
Total Employment		2,109			2,104	

Progress: The progress is that there is a slight increase in the number of full-time employees who identify as two or more races.

Challenges: There appear to be no identified challenges at this time.



Female Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Full-time Employment</i>
<i>Instructional, Research and Public Service Staff</i>	312	631	49.4%	307	626	49.0%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	235	296	79.4%	244	299	81.6%
<i>Management</i>	46	104	44.2%	45	106	42.5%
<i>Business and Financial Operations</i>	71	98	72.4%	70	99	70.7%
<i>Computer, Engineering, and Science</i>	42	123	34.1%	42	125	33.6%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	68	102	66.7%	57	90	63.3%
<i>Healthcare Practice and Technical</i>	12	15	80.0%	10	13	76.9%
<i>Service Occupations</i>	114	287	39.7%	123	292	42.1%
<i>Sales and Related Occupations</i>	13	13	100.0%	13	13	100.0%
<i>Office and Administrative Support</i>	337	361	93.4%	332	360	92.2%
<i>Natural Resources, Construction and Maintenance</i>	2	53	3.8%	2	56	3.6%
<i>Production, Transportation, and Material Moving</i>	0	26	0.0%	0	25	0.0%
Total Female	1,252			1,245		
Total Employment		2,109			2,104	

Progress: Overall female employment is nearly 60% of the workforce and nearly half of full-time instructors. Eleven women were hired in goal-related positions established by the affirmative action plan.

Women continue to hold key positions University-wide, including the Chancellor; Vice Chancellor for University Advancement, SIUE Foundation; Associate Provost for Academic Planning and Program Development; Associate Vice Chancellor for Information Technology and Chief Information Officer; Dean, School of Nursing; Dean, Library and Information Services; Associate Vice Chancellor for Student Affairs; Associate Chancellor for Institutional Diversity and Inclusion; Director, Human Resources; Director, Health Services; Director, Student Involvement; and Registrar.

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

- Director, Grant Development, Office of Research and Projects
- Community Director, University Housing
- Academic Advisor, School of Engineering
- Financial Aid Advisor Coordinator, Student Financial Aid
- Human Resources Associate, Human Resources
- Special Events Facilitator, MUC/Events Services
- Office Support Specialist, Office of the Provost
- Multi-Cultural Counselor/Psychologist, Counseling Services

Challenges: The challenge is to ensure that more women are a part of the applicant pool and that more attention is to the hiring process to ensure women are equitable in all positions, particularly in areas where females are underrepresented.

Veterans Employment

JOB CATEGORIES	2010	2011	2012	2013	2014
EXECUTIVE/SENIOR LEVEL OFFICIALS AND MANAGERS	1	4	4	3	3
FIRST/MID LEVEL OFFICIALS AND MANAGERS	3				
PROFESSIONALS	17	17	14	13	35
TECHNICIANS	8	7	7	7	10
SALES WORKERS					
ADMINISTRATIVE SUPPORT WORKERS	12	12	12	12	17
CRAFT WORKERS	9	10	10	10	10
OPERATIVES					
LABORERS					
SERVICE WORKERS	36	45	43	40	44
TOTAL	86	95	90	85	119

**Data from Vets-100 reports*

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, masters-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, 865 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 physician assistants, 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 230 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 516,000 total patient visits. More than 350,000 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 176 externally-funded research projects underway 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 is completing its next scheduled LCME review – accreditation decision expected later in 2015. 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 20.3% minority in the 2004/2005 student body to 23.0% for all classes in the 2013/14 student body.
- Improved recruitment focus resulting in increased diversity of the total workforce from 12.2% minority hires for all faculty and staff combined in 2004 to 17.7% of new hires in 2013. 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 7.2% in 2013.
- Continued outreach and educational programs celebrating the ethnic and cultural diversity of the central and southern Illinois region. Programs include a Diversity Enrichment 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.
- Diversity training was held for supervisors on all campuses in the fall of 2014.

– A FOCUS ON RETENTION AND COMPLETION –

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 20 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. An Academic Skills Coach meets 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 2,616th medical student during its May 2014 commencement. Of the graduates who have completed their clinical residencies and are currently practicing physicians, 43.0% are practicing in Illinois and 21% are practicing in the contiguous states of Wisconsin, Iowa, Missouri, Kentucky, and Indiana. Of those practicing in Illinois, 28% are in rural locations.

In the 2013-2014 Admissions Cycle, the school received 1,263 applications. Of the 71 incoming students who accepted invitations to enroll in the class, 15 (21.1%) were minority students and 11 (15.5%) of those were underrepresented minority students. SIU School of Medicine’s female enrollment is 48.1%, which is higher than the national average of 47% females.

REPORT ON STUDENTS

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
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
2017	54%	39	32	22.5	20-29	21

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	8.5%	5.6%	78.9%	0.0%	7.0%	0.0%	21.1%
Total 2013/14 Enrollment	9.1%	2.4%	77.0%	0.0%	11.5%	0.0%	23.0%

Census data – 2010 U.S. Population census data estimate for 86 central and southern Illinois counties served by the School of Medicine.
 New enrollees – 2013 *new* enrollees/matriculants to SIU School of Medicine
 Total 2013/14 enrollment – Fall 2013 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 23.0%. 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, 2013, there were thirty-one (31) 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	6.5%	6.5%	58.0%	0.0%	29.0%	0.0%	42.0%
Total Faculty	2.9%	3.2%	72.6%	0.3%	20.4%	0.6%	27.4%

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, 2013

Total faculty – tenure and alternate faculty on staff as of December 31, 2013

Of the total faculty population in 2013, 43.0% were females on the tenure and alternate track, and 45.1% of the new faculty hires were female.

The school's faculty shows a steady growth in overall minority representation from 17.7% in 2004, to 23.5% in 2009, and to 27.4% in 2013 for total faculty population. 41.9% of the new hires in 2013 were minority hires.

REPORT ON STAFF

Principal Administrative Appointment Staff

A total of thirty-five (35) 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 thirty-five (35) new Principal Administrative Appointment staff hired, ten (10) 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	5.7%	0.0%	68.6%	0.0%	22.8%	2.9%	31.4%
Total PAA	2.5%	0.7%	87.0%	0.0%	8.7%	1.1%	13.0%

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, 2013

Total PAA – Principal Administrative Appointments on staff as of December 31, 2013

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 over 4%, from 8.6% to 13.0%.

Civil Service Staff

A total of one hundred and seventy-seven (177) 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	6.8%	0.0%	89.2%	0.0%	0.0%	4.0%	10.7%
Total CS Staff	4.8%	0.4%	92.8%	0.1%	0.5%	1.4%	7.2%

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, 2013

Total CS staff – Civil Service staff as of December 31, 2013

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, a minority staff recruitment plan was put in place. As part of that plan, the school's Human Resources staff began posting a weekly listing of vacancies on Illinois Job Link, is now regularly advertising in local minority publications, and has increased participation in career fairs in diverse geographic markets. 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 2013, 15 employees (.9%) 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 steady improvement to meet our goal of reflecting the region's socio-economic, ethnic and cultural diversity.