



President
Reports

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

Annual Report / FY 2010

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

Southern Illinois University

SOUTHERN ILLINOIS UNIVERSITY

TWENTY-FOURTH ANNUAL REPORT

ON GOALS AND PLANS

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

IN ACADEMIC PROGRAMS;

AND THE RECRUITMENT AND RETENTION

OF MINORITY, WOMEN AND DISABLED

FACULTY AND STAFF

Prepared by the Office of Academic Affairs

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INTRODUCTION

In 2009, members of the Illinois Board of Higher Education approved the *Illinois Public Agenda for College and Career Success*, which serves as Illinois' strategic plan for higher education. One important goal coming forth from the *Illinois Public Agenda* was 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." In 2010, the board reaffirmed the goals outlined in the *Illinois Public Agenda*, and at the February 15, 2011, IBHE meeting, Arthur Sutton, Deputy Director of Diversity and Outreach, provided IBHE's plan to address the achievement gap goal.

The *Minority, Women and Disabled Students, Faculty and Staff Annual Report* documents the efforts of Southern Illinois University faculty and staff to eliminate achievement gaps identified in the *Illinois Public Agenda*. The report provides statistical information concerning students, faculty, and staff. Programs and related accomplishments are also described, along with challenges that continue to face the University. Faculty and administrators use these data to further strengthen and refine programs currently in place and provide support for the development and implementation of new programs when needed.

This year's report highlights four special program areas: (1) science, technology, engineering, and math (STEM) programs that have been implemented by SIU faculty and staff to encourage students to enter and succeed in a STEM field; (2) programs for disabled students at the Southern Illinois University Carbondale campus; (3) Southern Illinois University Edwardsville programs designed to improve teacher and school leader quality; and (4) School of Medicine programs that encourage minority and female high school students to think about a career in medicine and a college-level program that prepares students to successfully apply to medical and other health professional schools.

Several people contributed to the development of this report, including Linda McCabe Smith, Associate Chancellor for Institutional Diversity at SIUC; Penny McCarty, Associate Director of Human Resources at the School of Medicine; Paul Pitts, Assistant Chancellor for Institutional Compliance at SIUE; and Tracey Jarrell and Antoinette Moyers, of the Office of the President. Their efforts are greatly appreciated.

This report is the 24th such report submitted to IBHE. The data found in this report, along with data provided by other universities in the state, will enable statewide policy makers to review and evaluate over two decades of work related to increasing access and eliminating achievement gaps and disparities in Illinois.

Paul D. Sarvela
Vice President for Academic Affairs

SOUTHERN ILLINOIS UNIVERSITY

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

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

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

The two institutions that constitute Southern Illinois University today—Southern Illinois University Carbondale, with a School of Medicine in Springfield, and Southern Illinois University Edwardsville, with a School of Dental Medicine in Alton, a Center in East St. Louis, and a School of Pharmacy—reach from the Shawnee National Forest to the bluffs of the Mississippi River to the flatlands of central Illinois. With a total budget of more than \$830 million, the University serves approximately 34,300 students and offers 2 associate's, 145 bachelor's, 121 master's, and 34 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 2010 semester, 1,583 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 \$117.8 million in grants and contracts, Southern Illinois University has remained rooted in the lives of the people it serves and dedicated to excellence in learning. SIU was established in response to the needs of the people. It was built on their successes. It is growing for their future.

ALL-UNIVERSITY HIGHLIGHTS

Total Minority Enrollment

Progress

In the past year:

- Minority undergraduate enrollment increased by 3.9%.
- Minority graduate enrollment increased by 6.1%.
- Minority professional enrollment increased by 7.6%.
- Total minority enrollment increased 4.3%.
- The percentage of total minority enrollment to total enrollment increased 0.9%.

In the past five years:

- Minority undergraduate enrollment increased by 11.6%.
- Minority graduate enrollment increased by 2.0%.
- Minority professional enrollment increased by 16.6%.
- Total minority enrollment increased 10.5%.
- The percentage of total minority enrollment to total enrollment increased 2.3%.

Minority Enrollment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Undergraduate</i>	5,278	5,136	5,375	5,668	5,890
<i>Graduate</i>	786	719	727	756	802
<i>Professional</i>	145	147	161	157	169
<i>Total Minority</i>	6,209	6,002	6,263	6,581	6,861
<i>Total Enrollment</i>	35,082	34,901	32,423	34,381	34,290
<i>Percent of Total Minority Enrollment to Total Enrollment</i>	17.70%	17.20%	19.32%	19.14%	20.01%

SIUC Minority Enrollment

Progress

In the past year:

- Minority undergraduate enrollment increased by 2.3%.
- Minority graduate enrollment increased by 4.4%.
- Total minority enrollment increased 2.3%.
- The percentage of total minority enrollment to total enrollment increased 0.9%.

In the past five years:

- Minority undergraduate enrollment increased by 9.4%.
- Total minority enrollment increased 7.4%.
- The percentage of total minority enrollment to total enrollment increased 2.7%.

Challenges

In the past year:

- Minority professional enrollment decreased by 6.7%.

In the past five years:

- Minority graduate enrollment decreased by 3.3%.
- Minority professional enrollment decreased by 6.7%.

Minority Enrollment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Undergraduate</i>	3,765	3,710	3,859	4,028	4,120
<i>Graduate</i>	584	526	546	541	565
<i>Professional</i>	105	92	104	105	98
<i>Total Minority</i>	4,454	4,328	4,509	4,674	4,783
<i>Total Enrollment</i>	21,441	21,003	20,983	20,673	20,350
<i>Percent of Total Minority Enrollment to Total Enrollment</i>	20.77%	20.61%	21.49%	22.61%	23.50%

SIUE Minority Enrollment

Progress

In the past year:

- Minority undergraduate enrollment increased by 7.9%.
- Minority graduate enrollment increased by 10.2%.
- Minority professional enrollment increased by 36.5%.
- Total minority enrollment increased 9.0%.
- The percentage of total minority enrollment to total enrollment increased 0.9%.

In the past five years:

- Minority undergraduate enrollment increased by 17.0%.
- Minority graduate enrollment increased by 17.3%.
- Minority professional enrollment increased by 77.5%.
- Total minority enrollment increased 18.4%.
- The percentage of total minority enrollment to total enrollment increased 1.9%.

Minority Enrollment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Undergraduate</i>	1,513	1,426	1,516	1,640	1,770
<i>Graduate</i>	202	193	181	215	237
<i>Professional</i>	40	55	57	52	71
<i>Total Minority</i>	1,755	1,674	1,754	1,907	2,078
<i>Total Enrollment</i>	13,460	13,449	13,398	13,602	13,940
<i>Percent of Total Minority Enrollment to Total Enrollment</i>	13.04%	12.45%	13.09%	14.02%	14.91%

Total Black Enrollment

Progress

In the past year:

- Black undergraduate enrollment increased by 4.1%.
- Black graduate enrollment increased by 7.7%.
- Black professional enrollment increased by 11.5%.
- Total Black enrollment increased by 4.6%.
- The percentage of total Black enrollment to total enrollment increased 0.6%.

In the past five years:

- Black undergraduate enrollment increased by 10.4%.
- Black graduate enrollment increased by 0.2%.
- Black professional enrollment increased by 23.6%.
- Total Black enrollment increased by 9.2%.
- The percentage of total Black enrollment to total enrollment increased 1.4%.

Black Enrollment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Undergraduate</i>	3,850	3,725	3,905	4,084	4,250
<i>Graduate</i>	572	508	517	532	573
<i>Professional</i>	55	63	70	61	68
<i>Total Black</i>	4,477	4,296	4,492	4,677	4,891
<i>Total Enrollment</i>	34,901	32,423	34,381	34,275	34,290
<i>Percent of Total Black Enrollment to Total Enrollment</i>	12.83%	13.25%	13.07%	13.65%	14.26%

SIUC Black Enrollment

Progress

In the past year:

- Black undergraduate enrollment increased by 1.5%.
- Black graduate enrollment increased by 5.0%.
- Total Black enrollment increased by 1.8%.
- The percentage of total Black enrollment to total enrollment increased 0.6%.

In the past five years:

- Black undergraduate enrollment increased by 8.9%.
- Black professional enrollment increased by 14.3%.
- Total Black enrollment increased by 7.1%.
- The percentage of total Black enrollment to total enrollment increased 1.9%.

Challenges

In the past year:

- Black professional enrollment decreased by 5.9%.

In the past five years:

- Black graduate enrollment decreased by 5.7%.

Black Enrollment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Undergraduate</i>	2,748	2,715	2,844	2,949	2,993
<i>Graduate</i>	424	374	387	381	400
<i>Professional</i>	42	43	48	51	48
<i>Total Black</i>	3,214	3,132	3,279	3,381	3,441
<i>Total Enrollment</i>	21,441	21,003	20,983	20,673	20,350
<i>Percent of Total Black Enrollment to Total Enrollment</i>	14.99%	14.91%	15.63%	16.35%	16.91%

SIUE Black Enrollment

Progress

In the past year:

- Black undergraduate enrollment increased by 10.7%.
- Black graduate enrollment increased by 14.6%.
- Black professional enrollment increased by 100.0%.
- Total Black enrollment increased by 11.9%.
- The percentage of total Black enrollment to total enrollment increased 0.9%.

In the past five years:

- Black undergraduate enrollment increased by 14.1%.
- Black graduate enrollment increased by 16.9%.
- Black professional enrollment increased by 53.8%.
- Total Black enrollment increased by 14.8%.
- The percentage of total Black enrollment to total enrollment increased 1.0%.

Black Enrollment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Undergraduate</i>	1,102	1,010	1,061	1,135	1,257
<i>Graduate</i>	148	134	130	151	173
<i>Professional</i>	13	20	22	10	20
<i>Total Black</i>	1,263	1,164	1,213	1,296	1,450
<i>Total Enrollment</i>	13,460	13,449	13,398	13,602	13,940
<i>Percent of Total Black Enrollment to Total Enrollment</i>	9.38%	8.65%	9.05%	9.53%	10.40%

Total Hispanic Enrollment

Progress

In the past year:

- Hispanic undergraduate enrollment increased by 10.1%.
- Hispanic professional enrollment increased by 10.7%.
- Total Hispanic enrollment increased by 8.5%.
- The percentage of total Hispanic enrollment to total enrollment increased 0.3%.

In the past five years:

- Hispanic undergraduate enrollment increased by 23.6%.
- Hispanic graduate enrollment increased by 10.5%.
- Hispanic professional enrollment increased by 40.9%.
- Total Hispanic enrollment increased by 22.5%.
- The percentage of total Hispanic enrollment to total enrollment increased 0.6%.

Challenges

In the past year:

- Hispanic graduate enrollment decreased by 3.3%.

Hispanic Enrollment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Undergraduate</i>	777	751	792	872	960
<i>Graduate</i>	105	104	107	120	116
<i>Professional</i>	22	18	24	28	31
<i>Total Hispanic</i>	904	873	923	1,020	1,107
<i>Total Enrollment</i>	34,901	34,452	34,381	34,275	34,290
<i>Percent of Total Hispanic Enrollment to Total Enrollment</i>	2.59%	2.53%	2.68%	2.98%	3.23%

SIUC Hispanic Enrollment

Progress

In the past year:

- Hispanic undergraduate enrollment increased by 11.3%.
- Total Hispanic enrollment increased by 8.6%.
- The percentage of total Hispanic enrollment to total enrollment increased 0.4%.

In the past five years:

- Hispanic undergraduate enrollment increased by 19.6%.
- Hispanic professional enrollment increased by 33.3%.
- Total Hispanic enrollment increased by 17.1%.
- The percentage of total Hispanic enrollment to total enrollment increased 0.8%.

Challenges

In the past year:

- Hispanic graduate enrollment decreased by 7.6%.
- Hispanic professional enrollment decreased by 5.9%.

In the past five years:

- Hispanic graduate enrollment decreased by 2.3%.

Hispanic Enrollment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Undergraduate</i>	593	558	585	637	709
<i>Graduate</i>	87	85	92	92	85
<i>Professional</i>	12	10	16	17	16
<i>Total Hispanic</i>	692	653	693	746	810
<i>Total Enrollment</i>	21,441	21,003	20,983	20,673	20,350
<i>Percent of Total Hispanic Enrollment to Total Enrollment</i>	3.23%	3.11%	3.30%	3.61%	3.98%

SIUE Hispanic Enrollment

Progress

In the past year:

- Hispanic undergraduate enrollment increased by 6.8%.
- Hispanic graduate enrollment increased by 10.7%.
- Hispanic professional enrollment increased by 36.4%.
- Total Hispanic enrollment increased by 8.4%.
- The percentage of total Hispanic enrollment to total enrollment increased 0.1%.

In the past five years:

- Hispanic undergraduate enrollment increased by 36.4%.
- Hispanic graduate enrollment increased by 72.2%.
- Hispanic professional enrollment increased by 50.0%.
- Total Hispanic enrollment increased by 40.1%.
- The percentage of total Hispanic enrollment to total enrollment increased 0.6%.

Hispanic Enrollment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Undergraduate</i>	184	193	207	235	251
<i>Graduate</i>	18	19	15	28	31
<i>Professional</i>	10	8	8	11	15
<i>Total Hispanic</i>	212	220	230	274	297
<i>Total Enrollment</i>	13,460	13,449	13,398	13,602	13,940
<i>Percent of Total Hispanic Enrollment to Total Enrollment</i>	1.58%	1.64%	1.72%	2.01%	2.13%

Total Native American Enrollment

Progress

In the past year:

- Native American graduate enrollment increased by 23.1%.

Challenges

In the past year:

- Native American undergraduate enrollment decreased by 2.1%.
- Native American professional enrollment decreased by 16.7%.

In the past five years:

- Native American undergraduate enrollment decreased by 18.1%.
- Native American graduate enrollment decreased by 27.3%.
- Native American professional enrollment decreased by 28.6%.
- Total Native American enrollment decreased by 20.0%.
- The percentage of total Native American enrollment to total enrollment decreased by 0.1%.

Native American Enrollment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Undergraduate</i>	116	117	102	97	95
<i>Graduate</i>	22	27	23	13	16
<i>Professional</i>	7	4	4	6	5
<i>Total Native American</i>	145	148	129	116	116
<i>Total Enrollment</i>	34,901	34,452	34,381	34,275	34,290
<i>Percent of Total Native American Enrollment to Total Enrollment</i>	0.42%	0.43%	0.38%	0.34%	0.34%

SIUC Native American Enrollment

Progress

In the past year:

- Native American graduate enrollment increased by 37.5%.
- Total Native American enrollment increased by 1.2%.

Challenges

In the past year:

- Native American undergraduate enrollment decreased by 2.9%.

In the past five years:

- Native American undergraduate enrollment decreased by 19.0%.
- Native American graduate enrollment decreased by 26.7%.
- Native American professional enrollment decreased by 33.3%.
- Total Native American enrollment decreased by 21.0%.
- The percentage of total Native American enrollment to total enrollment decreased by 0.1%.

Native American Enrollment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Undergraduate</i>	84	90	78	70	68
<i>Graduate</i>	15	18	16	8	11
<i>Professional</i>	6	3	4	4	4
<i>Total Native American</i>	105	111	98	82	83
<i>Total Enrollment</i>	21,441	21,003	20,983	20,673	20,350
<i>Percent of Total Native American Enrollment to Total Enrollment</i>	0.49%	0.53%	0.47%	0.40%	0.41%

SIUE Native American Enrollment

Challenges

In the past year:

- Native American professional enrollment decreased by 50.0%.
- Total Native American enrollment decreased by 2.9%.

In the past five years:

- Native American undergraduate enrollment decreased by 15.6%.
- Native American graduate enrollment decreased by 28.6%.
- Total Native American enrollment decreased by 17.5%.
- The percentage of total Native American enrollment to total enrollment decreased by 0.1%.

Native American Enrollment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Undergraduate</i>	32	27	24	27	27
<i>Graduate</i>	7	9	7	5	5
<i>Professional</i>	1	1	0	2	1
<i>Total Native American</i>	40	37	31	34	33
<i>Total Enrollment</i>	13,460	13,449	13,398	13,602	13,940
<i>Percent of Total Native American Enrollment to Total Enrollment</i>	0.30%	0.28%	0.23%	0.25%	0.24%

Total Asian Enrollment

Progress

In the past year:

- Asian graduate enrollment increased by 6.6%.
- Asian professional enrollment increased by 4.8%.

In the past five years:

- Asian undergraduate enrollment increased by 9.3%.
- Asian graduate enrollment increased by 11.5%.
- Asian professional enrollment increased by 6.6%.
- Total Asian enrollment increased by 9.4%.
- The percentage of total Asian enrollment to total enrollment increased by 0.2%.

Challenges

In the past year:

- Asian undergraduate enrollment decreased by 4.9%.
- Total Asian enrollment decreased by 2.7%.
- The percentage of total Asian enrollment to total enrollment decreased by 0.1%.

Asian Enrollment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Undergraduate</i>	535	543	576	615	585
<i>Graduate</i>	87	80	80	91	97
<i>Professional</i>	61	62	63	62	65
<i>Total Asian</i>	683	685	719	768	747
<i>Total Enrollment</i>	34,901	32,423	32,423	34,275	34,290
<i>Percent of Total Asian Enrollment to Total Enrollment</i>	1.96%	2.11%	2.22%	2.24%	2.18%

SIUC Asian Enrollment

Progress

In the past year:

- Asian graduate enrollment increased by 15.0%.

In the past five years:

- Asian undergraduate enrollment increased by 2.9%.
- Asian graduate enrollment increased by 19.0%.
- Total Asian enrollment increased by 1.4%.
- The percentage of total Asian enrollment to total enrollment increased by 0.1%.

Challenges

In the past year:

- Asian undergraduate enrollment decreased by 5.9%.
- Asian professional enrollment decreased by 9.1%.
- Total Asian enrollment decreased by 3.4%.

In the past five years:

- Asian professional enrollment decreased by 33.3%.

Asian Enrollment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Undergraduate</i>	340	347	352	372	350
<i>Graduate</i>	58	49	51	60	69
<i>Professional</i>	45	36	36	33	30
<i>Total Asian</i>	443	432	439	465	449
<i>Total Enrollment</i>	21,441	21,003	20,983	20,673	20,350
<i>Percent of Total Asian Enrollment to Total Enrollment</i>	2.07%	2.06%	2.09%	2.25%	2.21%

SIUE Asian Enrollment

Progress

In the past year:

- Asian professional enrollment increased by 20.7%.

In the past five years:

- Asian undergraduate enrollment increased by 20.5%.
- Asian professional enrollment increased by 118.8%.
- Total Asian enrollment increased by 24.2%.
- The percentage of total Asian enrollment to total enrollment increased by 0.4%.

Challenges

In the past year:

- Asian undergraduate enrollment decreased by 3.3%.
- Asian graduate enrollment decreased by 9.7%.
- Total Asian enrollment decreased by 1.7%.
- The percentage of total Asian enrollment to total enrollment decreased by 0.1%.

In the past five years:

- Asian graduate enrollment decreased by 3.4%.

Asian Enrollment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Undergraduate</i>	195	196	224	243	235
<i>Graduate</i>	29	31	29	31	28
<i>Professional</i>	16	26	27	29	35
<i>Total Asian</i>	240	253	280	303	298
<i>Total Enrollment</i>	13,460	13,449	13,398	13,602	13,940
<i>Percent of Total Asian Enrollment to Total Enrollment</i>	1.78%	1.88%	2.09%	2.23%	2.14%

Total Female Enrollment

Progress

In the past year:

- Female graduate enrollment increased by 4.2%.
- Total female enrollment increased by 0.4%.
- The percentage of total female enrollment to total enrollment increased by 0.2%.

In the past five years:

- Female graduate enrollment increased by 1.9%.
- Female professional enrollment increased by 27.9%.
- The percentage of total female enrollment to total enrollment increased by 0.3%.

Challenges

In the past year:

- Female undergraduate enrollment decreased by 0.7%.

In the past five years:

- Female undergraduate enrollment decreased by 3.0%.
- Total female enrollment decreased by 1.2%.

Female Enrollment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Undergraduate</i>	13,168	12,938	12,836	12,853	12,769
<i>Graduate</i>	3,578	3,502	3,484	3,497	3,645
<i>Professional</i>	434	487	517	555	555
<i>Total Female</i>	17,180	16,927	16,837	16,905	16,969
<i>Total Enrollment</i>	34,901	32,423	32,423	34,275	34,290
<i>Percent of Total Female Enrollment to Total Enrollment</i>	49.22%	52.21%	51.93%	49.32%	49.49%

SIUC Female Enrollment

Progress

In the past year:

- Female graduate enrollment increased by 1.3%.
- Total female professional enrollment increased by 1.4%.
- The percentage of total female enrollment to total enrollment increased by 0.2%.

In the past five years:

- Female graduate enrollment increased by 2.0%.
- The percentage of total female enrollment to total enrollment increased by 0.7%.

Challenges

In the past year:

- Female undergraduate enrollment decreased by 1.9%.
- Total female enrollment decreased by 1.1%.

In the past five years:

- Female undergraduate enrollment decreased by 5.2%.
- Total female professional enrollment decreased by 2.3%.
- Total female enrollment decreased by 3.5%.

Female Enrollment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Undergraduate</i>	7,142	6,926	6,944	6,901	6,769
<i>Graduate</i>	2,156	2,163	2,209	2,171	2,199
<i>Professional</i>	298	304	293	287	291
<i>Total Female</i>	9,596	9,393	9,446	9,359	9,259
<i>Total Enrollment</i>	21,441	21,003	20,983	20,673	20,350
<i>Percent of Total Female Enrollment to Total Enrollment</i>	44.76%	44.72%	45.02%	45.27%	45.50%

SIUE Female Enrollment

Progress

In the past year:

- Female undergraduate enrollment increased by 0.8%.
- Female graduate enrollment increased by 9.4%.
- Female total enrollment increased by 2.2%.

In the past five years:

- Female graduate enrollment increased by 1.0%.
- Female professional enrollment increased by 94.0%.
- Female total enrollment increased by 1.6%.

Challenges

In the past year:

- Female professional enrollment decreased by 3.3%.
- The percentage of total female enrollment to total enrollment decreased by 0.2%.

In the past five years:

- Female undergraduate enrollment decreased by 0.3%.
- The percentage of total female enrollment to total enrollment decreased by 1.1%.

Female Enrollment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Undergraduate</i>	6,017	5,995	5,892	5,952	6,000
<i>Graduate</i>	1,435	1,356	1,275	1,325	1,450
<i>Professional</i>	134	183	224	269	260
<i>Total Female</i>	7,586	7,534	7,391	7,546	7,710
<i>Total Enrollment</i>	13,460	13,449	13,398	13,602	13,940
<i>Percent of Total Female Enrollment to Total Enrollment</i>	56.36%	56.02%	55.16%	55.48%	55.31%

Total Disabled Enrollment

Progress

In the past year:

- Disabled undergraduate enrollment increased by 23.9%.
- Disabled professional enrollment increased by 300.0%.
- Total disabled enrollment increased by 21.5%.
- The percentage of total disabled enrollment to total enrollment increased by 0.5%.

In the past five years:

- Disabled undergraduate enrollment increased by 17.5%.
- Disabled professional enrollment increased by 140.0%.
- Total disabled enrollment increased by 10.3%.
- The percentage of total disabled enrollment to total enrollment increased by 0.3%.

Challenges

In the past five years:

- Disabled graduate enrollment decreased by 26.1%.

Disabled Enrollment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Undergraduate</i>	693	794	682	657	814
<i>Graduate</i>	153	125	100	113	113
<i>Professional</i>	5	3	4	3	12
<i>Total Disabled</i>	851	922	786	773	939
<i>Total Enrollment</i>	34,901	32,423	32,423	34,275	34,290
<i>Percent of Total Disabled Enrollment to Total Enrollment</i>	2.44%	2.84%	2.42%	2.26%	2.74%

Total SIU Full-Time Minority Employment

Progress

In the past year:

- The number of minority employees increased in three categories: executive/administrative/managerial, 2.1%; faculty, 0.9%; and skilled craft, 18.2%.

In the past five years:

- The number of minority employees increased in five categories: executive/administrative/managerial, 4.3%; faculty, 23.8%; professional non-faculty, 1.2%; secretarial/clerical, 8.3%; and skilled craft, 30.0%.
- Total minority employment increased by 3.2%.

Challenges

In the past year:

- The number of minority employees decreased in four categories: professional non-faculty, 2.4%; secretarial/clerical, 7.1%; technical/paraprofessional, 3.0%; and service/maintenance, 2.0%.
- Total minority employment decreased by 1.3%.
- The percentage of total minority employment to total employment decreased by 0.4%.

In the past five years:

- The number of minority employees decreased in two categories: technical/paraprofessional, 1.5%; and service/maintenance, 33.3%.
- The percentage of total minority employment to total employment decreased by 0.4%.

Minority Employment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	46	50	50	47	48
<i>Faculty</i>	273	300	297	335	352
<i>Professional Non-Faculty</i>	245	238	246	254	248
<i>Secretarial/Clerical</i>	84	90	94	98	91
<i>Technical/Paraprofessional</i>	133	132	128	135	131
<i>Skilled Craft</i>	10	10	10	11	13
<i>Service/Maintenance</i>	144	132	104	98	96
<i>Total Minority</i>	935	952	929	978	979
<i>Total Employees</i>	6,767	6,889	6,976	7,093	7,199
<i>Percent of Total Minority Employees to Total Employees</i>	13.82%	13.82%	13.32%	13.79%	13.60%

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

SIUC Full-Time Minority Employment

Progress

In the past year:

- The number of minority employees increased in executive/administrative/managerial, 3.2%.

In the past five years:

- The number of minority employees increased in four categories: executive/administrative/managerial, 10.3%; faculty, 24.4%; technical/paraprofessional, 21.2%; and skilled craft, 12.5%.
- Total minority employment increased by 8.1%.
- The percentage of total minority employment to total employment increased by 0.1%.

Challenges

In the past year:

- The number of minority employees decreased in five categories: faculty, 0.4%; professional non-faculty, 7.9%; secretarial/clerical, 7.0%; technical/paraprofessional, 2.4%; and service/maintenance, 2.5%.
- Total minority employment decreased by 3.0%.
- The percentage of total minority employment to total employment decreased by 0.5%.

In the past five years:

- The number of minority employees decreased in two categories: professional non-faculty, 9.2%; and secretarial/clerical, 3.6%.

Minority Employment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	29	31	32	31	32
<i>Faculty</i>	197	223	227	246	259
<i>Professional Non-Faculty</i>	142	133	139	140	129
<i>Secretarial/Clerical</i>	55	58	57	57	53
<i>Technical/Paraprofessional</i>	33	39	36	41	40
<i>Skilled Craft</i>	8	8	8	9	9
<i>Service/Maintenance</i>	79	82	84	81	79
<i>Total Minority</i>	543	574	583	605	601
<i>Total Employees</i>	4,774	4,907	4,922	5,039	5,103
<i>Percent of Total Minority Employees to Total Employees</i>	11.37%	11.70%	11.84%	12.01%	11.78%

Source: SIUC Factbook 2008-2009.

SIUE Full-Time Minority Employment

Progress

In the past year:

- The number of minority employees increased in three categories: faculty, 4.5%; professional non-faculty, 4.4%; and skilled craft, 100.0%.
- Total minority employment increased by 1.3%.

In the past five years:

- The number of minority employees increased in four categories: faculty, 22.4%; professional non-faculty, 15.5%; secretarial/clerical, 31.0%; and skilled craft, 100.0%.

Challenges

In the past year:

- The number of minority employees decreased in two categories: secretarial/clerical, 7.3%; and technical/paraprofessional, 3.2%.
- The percentage of total minority employment to total employment decreased by 0.1%.

In the past five years:

- The number of minority employees decreased in three categories: executive/administrative/managerial, 5.9%; technical/paraprofessional, 9.0%; and service/maintenance, 73.8%.
- Total minority employment decreased by 3.6%.
- The percentage of total minority employment to total employment decreased by 1.6%.

Minority Employment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	17	19	18	16	16
<i>Faculty</i>	76	77	70	89	93
<i>Professional Non-Faculty</i>	103	105	107	114	119
<i>Secretarial/Clerical</i>	29	32	37	41	38
<i>Technical/Paraprofessional</i>	100	93	92	94	91
<i>Skilled Craft</i>	2	2	2	2	4
<i>Service/Maintenance</i>	65	50	20	17	17
Total Minority	392	378	346	373	378
<i>Total Employees</i>	1,993	1,982	2,054	2,054	2,096
Percent of Total Minority Employees to Total Employees	19.67%	19.07%	16.85%	18.16%	18.03%

Source: SIUE Factbook 2009-2010.

Total SIU Full-Time Black Employment

Progress

In the past year:

- The number of Black employees increased in two categories: faculty, 7.3%; and skilled craft, 12.5%.

In the past five years:

- The number of Black employees increased in three categories: faculty, 13.6%; secretarial/clerical, 15.9%; and skilled craft, 12.5%.

Challenges

In the past year:

- The number of Black employees decreased in four categories: executive/administrative/managerial, 3.6%; professional non-faculty, 1.7%; secretarial/clerical, 6.4%; and technical/paraprofessional, 5.0%.
- Total Black employment decreased by 1.0%.
- The percentage of total Black employment to total employment decreased by 0.2%.

In the past five years:

- The number of Black employees decreased in four categories: executive/administrative/managerial, 6.9%; professional non-faculty, 1.7%; technical/paraprofessional, 4.2%; and service/maintenance, 36.1%.
- Total Black employment decreased by 4.7%.
- The percentage of total Black employment to total employment decreased by 1.0%.

Black Employment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	29	32	29	28	27
<i>Faculty</i>	103	112	102	109	117
<i>Professional Non-Faculty</i>	174	172	174	174	171
<i>Secretarial/Clerical</i>	63	69	75	78	73
<i>Technical/Paraprofessional</i>	120	122	116	121	115
<i>Skilled Craft</i>	8	8	8	8	9
<i>Service/Maintenance</i>	122	111	84	78	78
<i>Total Black</i>	619	626	588	596	590
<i>Total Employees</i>	6,767	6,889	6,976	7,093	7,199
<i>Percent of Total Black Employees to Total Employees</i>	9.15%	9.09%	8.43%	8.40%	8.20%

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

SIUC Full-Time Black Employment

Progress

In the past year:

- The number of Black employees increased in faculty, 7.8%.

In the past five years:

- The number of Black employees increased in three categories: faculty, 20.3%; secretarial/clerical, 5.4%; and technical/paraprofessional, 20.8%.
- Total Black employment increased by 1.7%.

Challenges

In the past year:

- The number of Black employees decreased in five categories: professional non-faculty, 10.3%; secretarial/clerical, 4.9%; technical/paraprofessional, 9.4%; skilled craft, 14.3%; and service/maintenance, 3.1%.
- Total Black employment decreased by 3.2%.
- The percentage of total Black employment to total employment decreased by 0.3%.

In the past five years:

- The number of Black employees decreased in three categories: executive/administrative/managerial, 6.7%; professional non-faculty, 16.7%; and skilled craft, 14.3%.
- The percentage of total Black employment to total employment decreased by 0.3%.

Black Employment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	15	16	14	14	14
<i>Faculty</i>	69	78	72	77	83
<i>Professional Non-Faculty</i>	84	82	82	78	70
<i>Secretarial/Clerical</i>	37	39	41	41	39
<i>Technical/Paraprofessional</i>	24	32	29	32	29
<i>Skilled Craft</i>	7	7	7	7	6
<i>Service/Maintenance</i>	62	63	66	64	62
Total Black	298	317	311	313	303
<i>Total Employees</i>	4,774	4,907	4,922	5,039	5,103
Percent of Total Black Employees to Total Employees	6.24%	6.46%	6.32%	6.21%	5.94%

Source: SIUC Factbook 2009-2010.

SIUE Full-Time Black Employment

Progress

In the past year:

- The number of Black employees increased in four categories: faculty, 6.3%; professional non-faculty, 5.2%; skilled craft, 200.0%; and service/maintenance, 14.3%.
- Total Black employment increased by 1.4%.

In the past five years:

- The number of Black employees increased in three categories: professional non-faculty, 12.2%; secretarial/clerical, 30.8%; and skilled craft, 200.0%.

Challenges

In the past year:

- The number of Black employees decreased in three categories: executive/administrative/managerial, 7.1%; secretarial/clerical, 8.1%; and technical/paraprofessional, 3.4%.
- The percentage of total Black employment to total employment decreased by 0.1%.

In the past five years:

- The number of Black employees decreased in three categories: executive/administrative/managerial, 7.1%; technical/paraprofessional, 10.4%; and service/maintenance, 73.3%.
- Total Black employment decreased by 10.6%.
- The percentage of total Black employment to total employment decreased by 2.4%.

Black Employment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	14	16	15	14	13
<i>Faculty</i>	34	34	30	32	34
<i>Professional Non-Faculty</i>	90	90	92	96	101
<i>Secretarial/Clerical</i>	26	30	34	37	34
<i>Technical/Paraprofessional</i>	96	90	87	89	86
<i>Skilled Craft</i>	1	1	1	1	3
<i>Service/Maintenance</i>	60	48	18	14	16
<i>Total Black</i>	321	309	277	283	287
<i>Total Employees</i>	1,993	1,982	2,054	2,054	2,096
<i>Percent of Total Black Employees to Total Employees</i>	16.11%	15.59%	13.49%	13.78%	13.69%

Source: SIUE Factbook 2009-2010.

Total SIU Full-Time Hispanic Employment

Progress

In the past year:

- The number of Hispanic employees increased in three categories: faculty, 8.9%; technical/paraprofessional, 25.0%; and skilled craft, 50.0%.

In the past five years:

- The number of Hispanic employees increased in four categories: executive/administrative/managerial, 66.7%; faculty, 58.1%; professional non-faculty, 5.6%; and skilled craft, 50.0%.
- Total Hispanic employment increased by 22.8%.
- The percentage of total Hispanic employment to total employment increased by 0.2%.

Challenges

In the past year:

- The number of Hispanic employees decreased in three categories: executive/administrative/managerial, 16.7%; professional non-faculty, 17.4%; and secretarial/clerical, 22.2%.
- Total Hispanic employment decreased by 1.0%.

In the past five years:

- The number of Hispanic employees decreased in two categories: secretarial/clerical, 30.0%; and service/maintenance, 10.0%.

Hispanic Employment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	3	4	6	6	5
<i>Faculty</i>	31	36	42	45	49
<i>Professional Non-Faculty</i>	18	19	16	23	19
<i>Secretarial/Clerical</i>	10	11	8	9	7
<i>Technical/Paraprofessional</i>	5	3	4	4	5
<i>Skilled Craft</i>	2	2	2	2	3
<i>Service/Maintenance</i>	10	11	10	9	9
<i>Total Hispanic</i>	79	86	88	98	97
<i>Total Employees</i>	6,767	6,889	6,976	7,093	7,199
<i>Percent of Total Hispanic Employees to Total Employees</i>	1.17%	1.25%	1.26%	1.38%	1.35%

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

SIUC Full-Time Hispanic Employment

Progress

In the past year:

- The number of Hispanic employees increased in four categories: faculty, 11.8%; technical/paraprofessional, 50.0%; skilled craft, 100.0%; and service/maintenance, 14.3%.

In the past five years:

- The number of Hispanic employees increased in four categories: executive/administrative/managerial, 33.3%; faculty, 65.2%; skilled craft, 100.0%; and service/maintenance, 14.3%.
- Total Hispanic employment increased by 25.4%.
- The percentage of total Hispanic employment to total employment increased by 0.2%.

Challenges

In the past year:

- The number of Hispanic employees decreased in three categories: executive/administrative/managerial, 33.3%; professional non-faculty, 20.0%; and secretarial/clerical, 22.2%.

In the past five years:

- The number of Hispanic employees decreased in secretarial/clerical, 30.0%.

Hispanic Employment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	3	4	6	6	4
<i>Faculty</i>	23	28	32	34	38
<i>Professional Non-Faculty</i>	12	12	11	15	12
<i>Secretarial/Clerical</i>	10	11	8	9	7
<i>Technical/Paraprofessional</i>	3	2	2	2	3
<i>Skilled Craft</i>	1	1	1	1	2
<i>Service/Maintenance</i>	7	9	8	7	8
<i>Total Hispanic</i>	59	67	68	74	74
<i>Total Employees</i>	4,774	4,907	4,922	5,039	5,103
<i>Percent of Total Hispanic Employees to Total Employees</i>	1.24%	1.37%	1.38%	1.47%	1.45%

Source: SIUC Factbook 2009-2010.

SIUE Full-Time Hispanic Employment

Progress

In the past year:

- The number of Hispanic employees increased in executive/administrative/managerial category by 100.0%.

In the past five years:

- The number of Hispanic employees increased in three categories: executive/administrative/managerial, 100.0%; faculty, 37.5%; and professional non-faculty, 16.7%.
- Total Hispanic employment increased by 15.0%.
- The percentage of total Hispanic employment to total employment increased by 0.1%.

Challenges

In the past year:

- The number of Hispanic employees decreased in two categories: professional non-faculty, 12.5%; and service/maintenance, 50.0%.
- Total Hispanic employment decreased by 4.2%.
- The percentage of total Hispanic employment to total employment decreased by 0.1%.

In the past five years:

- The number of Hispanic employees decreased in service/maintenance, 66.7%.

Hispanic Employment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	1
<i>Faculty</i>	8	8	10	11	11
<i>Professional Non-Faculty</i>	6	7	5	8	7
<i>Secretarial/Clerical</i>	0	0	0	0	0
<i>Technical/Paraprofessional</i>	2	1	2	2	2
<i>Skilled Craft</i>	1	1	1	1	1
<i>Service/Maintenance</i>	3	2	2	2	1
<i>Total Hispanic</i>	20	19	20	24	23
<i>Total Employees</i>	1,993	1,982	2,054	2,054	2,096
<i>Percent of Total Hispanic Employees to Total Employees</i>	1.00%	0.96%	0.97%	1.17%	1.10%

Source: SIUE Factbook 2009-2010.

Total SIU Full-Time Native American Employment

Progress

In the past year:

- The number of Native American employees increased in professional non-faculty, 25.0%.

In the past five years:

- The number of Native American employees increased in two categories: technical/paraprofessional, 100.0%; and skilled craft, 100.0%.

Challenges

In the past year:

- The number of Native American employees decreased in service/maintenance, 20.0%.

In the past five years:

- The number of Native American employees decreased in three categories: executive/administrative/managerial, 50.0%; professional non-faculty, 16.7%; and secretarial/clerical, 25.0%.

Native American Employment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	2	2	2	1	1
<i>Faculty</i>	3	3	3	3	3
<i>Professional Non-Faculty</i>	6	5	5	4	5
<i>Secretarial/Clerical</i>	4	4	5	3	3
<i>Technical/Paraprofessional</i>	0	0	1	2	2
<i>Skilled Craft</i>	0	0	0	1	1
<i>Service/Maintenance</i>	4	4	4	5	4
<i>Total Native American</i>	19	18	20	19	19
<i>Total Employees</i>	6,767	6,889	6,976	7,093	7,199
<i>Percent of Total Native American Employees to Total Employees</i>	0.28%	0.26%	0.29%	0.27%	0.26%

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

SIUC Full-Time Native American Employment

Progress

In the past year:

- The number of Native American employees increased in professional non-faculty, 33.3%.

In the past five years:

- The number of Native American employees increased in two categories: technical/paraprofessional, 100.0%; and skilled craft, 100.0%.
- Total Native American employment increased by 5.9%.

Challenges

In the past year:

- The number of Native American employees decreased in service/maintenance, 20.0%.

In the past five years:

- The number of Native American employees decreased in two categories: professional non-faculty, 20.0%; and secretarial/clerical, 25.0%.

Native American Employment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	1	1	1	1	1
<i>Faculty</i>	3	3	3	3	3
<i>Professional Non-Faculty</i>	5	4	4	3	4
<i>Secretarial/Clerical</i>	4	4	5	3	3
<i>Technical/Paraprofessional</i>	0	0	1	2	2
<i>Skilled Craft</i>	0	0	0	1	1
<i>Service/Maintenance</i>	4	4	4	5	4
<i>Total Native American</i>	17	16	18	18	18
<i>Total Employees</i>	4,774	4,907	4,922	5,039	5,103
<i>Percent of Total Native American Employees to Total Employees</i>	0.36%	0.33%	0.37%	0.36%	0.35%

Source: SIUC Factbook 2009-2010.

SIUE Full-Time Native American Employment

Challenges

In the past five years:

- The number of Native American employees decreased in executive/administrative/managerial, 100.0%.
- Total Native American employment decreased by 50.0%.
- The percentage of total Native American employment to total employment decreased by 0.1%.

Native American Employment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	1	1	1	0	0
<i>Faculty</i>	0	0	0	0	0
<i>Professional Non-Faculty</i>	1	1	1	1	1
<i>Secretarial/Clerical</i>	0	0	0	0	0
<i>Technical/Paraprofessional</i>	0	0	0	0	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	0	0	0	0
<i>Total Native American</i>	2	2	2	1	1
<i>Total Employees</i>	1,993	1,982	2,054	2,054	2,096
<i>Percent of Total Native American Employees to Total Employees</i>	0.10%	0.10%	0.10%	0.05%	0.05%

Source: SIUE Factbook 2009-2010.

Total SIU Full-Time Asian Employment

Progress

In the past year:

- The number of Asian employees increased in three categories: executive/administrative/managerial, 25.0%; faculty, 2.8%; and technical/paraprofessional, 12.5%.
- Total Asian employment increased by 3.0%.
- The percentage of total Asian employment to total employment increased by 0.1%.

In the past five years:

- The number of Asian employees increased in five categories: executive/administrative/managerial, 25.0%; faculty, 34.6%; professional non-faculty, 12.8%; secretarial/clerical, 14.3%; and technical/paraprofessional, 12.5%.
- Total Asian employment increased by 25.2%.
- The percentage of total Asian employment to total employment increased by 0.6%.

Challenges

In the past year:

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

In the past five years:

- The number of Asian employees decreased in service/maintenance by 37.5%.

Asian Employment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	12	12	13	12	15
<i>Faculty</i>	136	149	150	178	183
<i>Professional Non-Faculty</i>	47	42	51	53	53
<i>Secretarial/Clerical</i>	7	6	6	8	8
<i>Technical/Paraprofessional</i>	8	7	7	8	9
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	8	6	6	6	5
<i>Total Asian</i>	218	222	233	265	273
<i>Total Employees</i>	6,767	6,889	6,976	7,093	7,199
<i>Percent of Total Asian Employees to Total Employees</i>	3.22%	3.22%	3.34%	3.74%	3.79%

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

SIUC Full-Time Asian Employment

Progress

In the past year:

- The number of Asian employees increased in three categories: executive/administrative/managerial, 30.0%; faculty, 2.3%; and technical/paraprofessional, 20.0%.
- Total Asian employment increased by 3.0%.
- The percentage of total Asian employment to total employment increased by 0.1%.

In the past five years:

- The number of Asian employees increased in three categories: executive/administrative/managerial, 30.0%; faculty, 32.4%; and professional non-faculty, 4.9%.
- Total Asian employment increased by 21.9%.
- The percentage of total Asian employment to total employment increased by 0.5%.

Challenges

In the past year:

- The number of Asian employees decreased in professional non-faculty, 2.3%.

In the past five years:

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

Asian Employment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	10	10	11	10	13
<i>Faculty</i>	102	114	120	132	135
<i>Professional Non-Faculty</i>	41	35	42	44	43
<i>Secretarial/Clerical</i>	4	4	3	4	4
<i>Technical/Paraprofessional</i>	6	5	4	5	6
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	6	6	6	5	5
<i>Total Asian</i>	169	174	186	200	206
<i>Total Employees</i>	4,774	4,907	4,922	5,039	5,103
<i>Percent of Total Asian Employees to Total Employees</i>	3.54%	3.55%	3.78%	3.97%	4.04%

Source: SIUC Factbook 2009-2010.

SIUE Full-Time Asian Employment

Progress

In the past year:

- The number of Asian employees increased in two categories: faculty, 4.3%; and professional/non-faculty, 11.1%.
- Total Asian employment increased by 3.1%.

In the past five years:

- The number of Asian employees increased in four categories: faculty, 41.2%; professional non-faculty, 66.7%; secretarial/clerical, 33.3%; and technical/paraprofessional, 50.0%.
- Total Asian employment increased by 36.7%.
- The percentage of total Asian employment to total employment increased by 0.7%.

Challenges

In the past year:

- The number of Asian employees decreased in service maintenance by 100.0%.

In the past five years:

- The number of Asian employees decreased in service/maintenance, 100.0%.

Asian Employment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	2	2	2	2	2
<i>Faculty</i>	34	35	30	46	48
<i>Professional Non-Faculty</i>	6	7	9	9	10
<i>Secretarial/Clerical</i>	3	2	3	4	4
<i>Technical/Paraprofessional</i>	2	2	3	3	3
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	2	0	0	1	0
<i>Total Asian</i>	49	48	47	65	67
<i>Total Employees</i>	1,993	1,982	2,054	2,054	2,096
<i>Percent of Total Asian Employees to Total Employees</i>	2.46%	2.42%	2.29%	3.16%	3.20%

Source: SIUE Factbook 2009-2010.

Total SIU Full-Time Female Employment

Progress

In the past year:

- The number of female employees increased in five categories: executive/administrative/managerial, 3.2%; faculty, 2.0%; professional non-faculty, 3.7%; secretarial/clerical, 0.1%; and service/maintenance, 2.4%.
- Total female employment increased by 1.8%.
- The percentage of total female employment to total employment increased by 0.2%.

In the past five years:

- The number of female employees increased in six categories: executive/administrative/managerial, 17.4%; faculty, 10.7%; professional non-faculty, 19.0%; secretarial/clerical, 2.3%; technical/paraprofessional, 14.1%; and skilled craft, 80.0%.
- Total female employment increased by 9.9%.
- The percentage of total female employment to total employment increased by 1.9%.

Challenges

In the past year:

- The number of female employees decreased in technical/paraprofessional, 0.2%.

In the past five years:

- The number of female employees decreased in service/maintenance, 10.0%.

Female Employment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	138	145	147	157	162
<i>Faculty</i>	793	833	843	861	878
<i>Professional Non-Faculty</i>	1082	1137	1174	1242	1288
<i>Secretarial/Clerical</i>	1177	1189	1180	1203	1204
<i>Technical/Paraprofessional</i>	397	423	444	454	453
<i>Skilled Craft</i>	5	7	7	9	9
<i>Service/Maintenance</i>	239	208	203	210	215
<i>Total Female</i>	3,831	3,942	3,998	4,136	4,209
<i>Total Employees</i>	6,767	6,889	6,976	7,093	7,199
<i>Percent of Total Female Employees to Total Employees</i>	56.61%	57.22%	57.31%	58.31%	58.47%

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

SIUC Full-Time Female Employment

Progress

In the past year:

- The number of female employees increased in four categories: executive/administrative/managerial, 5.4%; faculty, 0.5%; professional non-faculty, 1.8%; and technical/paraprofessional, 7.1%.
- Total female employment increased by 1.3%.

In the past five years:

- The number of female employees increased in all seven categories: executive/administrative/managerial, 20.6%; faculty, 5.1%; professional non-faculty, 20.3%; secretarial/clerical, 0.8%; technical/paraprofessional, 36.0%; skilled craft, 80.0%; and service/maintenance, 2.1%.
- Total female employment increased by 11.3%.
- The percentage of total female employment to total employment increased by 2.3%.

Challenges

In the past year:

- The number of female employees decreased in two categories: secretarial/clerical, 0.7%; and service/managerial, 0.7%.

Female Employment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	97	103	105	111	117
<i>Faculty</i>	547	570	569	572	575
<i>Professional Non-Faculty</i>	797	857	891	942	959
<i>Secretarial/Clerical</i>	847	858	840	860	854
<i>Technical/Paraprofessional</i>	211	244	261	268	287
<i>Skilled Craft</i>	5	7	7	9	9
<i>Service/Maintenance</i>	140	135	140	144	143
<i>Total Female</i>	2,644	2,774	2,813	2,906	2,944
<i>Total Employees</i>	4,774	4,907	4,922	5,039	5,103
<i>Percent of Total Female Employees to Total Employees</i>	55.38%	56.53%	57.15%	57.67%	57.69%

Source: SIUC Factbook 2009-2010.

SIUE Full-Time Female Employment

Progress

In the past year:

- The number of female employees increased in four categories: faculty, 5.5%; professional non-faculty, 9.7%; secretarial/clerical, 2.0%; and service/maintenance, 9.1%.
- Total female employment increased by 2.8%.
- The percentage of total female employment to total employment increased by 0.5%.

In the past five years:

- The number of female employees increased in four categories: executive/administrative/managerial, 9.8%; faculty, 23.2%; professional non-faculty, 15.4%; and secretarial/clerical, 6.1%.
- Total female employment increased by 6.6%.
- The percentage of total female employment to total employment increased by 0.8%.

Challenges

In the past year:

- The number of female employees decreased in two categories: executive/administrative/managerial, 2.2%; and technical/paraprofessional, 10.8%.

In the past five years:

- The number of female employees decreased in two categories: technical/paraprofessional, 10.8%; and service/maintenance, 27.3%.

Female Employment

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	41	42	42	46	45
<i>Faculty</i>	246	263	274	289	303
<i>Professional Non-Faculty</i>	285	280	283	300	329
<i>Secretarial/Clerical</i>	330	331	340	343	350
<i>Technical/Paraprofessional</i>	186	179	183	186	166
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	99	73	63	66	72
<i>Total Female</i>	1,187	1,168	1,185	1,230	1,265
<i>Total Employees</i>	1,993	1,982	2,054	2,054	2,096
<i>Percent of Total Female Employees to Total Employees</i>	59.56%	58.93%	57.69%	59.88%	60.35%

Source: SIUE Factbook 2009-2010.

Total SIU Full-Time Minority New Hires

Progress

In the past year:

- The number of minority new hires increased in two categories: skilled craft, 100.0%; and service maintenance, 100.0%.

In the past five years:

- The number of minority new hires increased in three categories: executive/administrative/managerial, 100.0%; technical/paraprofessional, 25.0%; and skilled craft, 100.0%.

Challenges

In the past year:

- The number of minority new hires decreased in three categories: faculty, 36.6%; professional non-faculty, 50.0%; and secretarial/clerkal, 75.0%.
- Total minority new hires decreased by 36.1%.
- The percentage of total minority new hires to total new hires decreased by 5.5%.

In the past five years:

- The number of minority new hires decreased in four categories: faculty, 40.9%; professional non-faculty, 23.1%; secretarial/clerkal, 75.0%; and service/maintenance, 94.9%.
- Total minority new hires decreased by 55.8%.
- The percentage of total minority new hires to total new hires decreased by 10.3%.

Minority New Hires

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	0	1	3	1	1
<i>Faculty</i>	44	29	28	41	26
<i>Professional Non-Faculty</i>	13	14	20	20	10
<i>Secretarial/Clerical</i>	4	8	3	4	1
<i>Technical/Paraprofessional</i>	4	4	8	5	5
<i>Skilled Craft</i>	0	0	0	0	1
<i>Service/Maintenance</i>	39	27	2	1	2
<i>Total Minority New Hires</i>	104	83	64	72	46
<i>Total New Hires</i>	361	349	332	300	249
<i>Percent of Total Minority New Hires to Total New Hires</i>	28.81%	23.78%	19.28%	24.00%	18.47%

Note: Total does not include the SOM. Fall 2005 and Fall 2006 totals have been revised.

Source: SIUC and SIUE IPEDS 2009-2010.

SIUC Full-Time Minority New Hires

Progress

In the past five years:

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

Challenges

In the past year:

- The number of minority new hires decreased in six categories: executive/administrative/managerial, 100.0%; faculty, 43.8%; professional non-faculty, 42.9%; secretarial/clerical, 66.7%; technical/paraprofessional, 60.0%; and service/maintenance, 100.0%.
- Total minority new hires decreased by 48.2%.
- The percentage of total minority new hires to total new hires decreased by 8.6%.

In the past five years:

- The number of minority new hires decreased in four categories: faculty, 55.0%; professional non-faculty, 20.0%; secretarial/clerical, 50.0%; and service/maintenance, 100.0%.
- Total minority new hires decreased by 46.3%.
- The percentage of total minority new hires to total new hires decreased by 6.2%.

Minority New Hires

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	0	1	3	1	0
<i>Faculty</i>	40	22	22	32	18
<i>Professional Non-Faculty</i>	10	11	11	14	8
<i>Secretarial/Clerical</i>	2	6	2	3	1
<i>Technical/Paraprofessional</i>	1	4	3	5	2
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	1	1	2	1	0
<i>Total Minority New Hires</i>	54	45	43	56	29
<i>Total New Hires</i>	226	240	230	213	164
<i>Percent of Total Minority New Hires to Total New Hires</i>	23.89%	18.75%	18.70%	26.29%	17.68%

Note: Total does not include the SOM. Fall 2005 and Fall 2006 totals have been revised.

Source: SIUC Factbook 2009-2010.

SIUE Full-Time Minority New Hires

Progress

In the past year:

- The number of minority new hires increased in four categories: executive/administrative/managerial, 100.0%; technical/paraprofessional, 100.0%; skilled craft, 100.0%; and service/maintenance, 100.0%.
- Total minority new hires increased by 6.3%.
- The percentage of total minority new hires to total new hires increased by 1.6%.

In the past five years:

- The number of minority new hires increased in three categories: executive/administrative/managerial, 100.0%; faculty, 100.0%; and skilled craft, 100.0%.

Challenges

In the past year:

- The number of minority new hires decreased in three categories: faculty, 11.1%; professional non-faculty, 66.7%; and secretarial/clerical, 100.0%.

In the past five years:

- The number of minority new hires decreased in three categories: professional non-faculty, 33.3%; secretarial/clerical, 100.0%; and service/maintenance, 94.7%.
- Total minority new hires decreased by 66.0%.
- The percentage of total minority new hires to total new hires decreased by 17.0%.

Minority New Hires

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	1
<i>Faculty</i>	4	7	6	9	8
<i>Professional Non-Faculty</i>	3	3	9	6	2
<i>Secretarial/Clerical</i>	2	2	1	1	0
<i>Technical/Paraprofessional</i>	3	0	5	0	3
<i>Skilled Craft</i>	0	0	0	0	1
<i>Service/Maintenance</i>	38	26	0	0	2
<i>Total Minority New Hires</i>	50	38	21	16	17
<i>Total New Hires</i>	135	109	102	87	85
<i>Percent of Total Minority New Hires to Total New Hires</i>	37.04%	34.86%	20.59%	18.39%	20.00%

Source: SIUE IPEDS.

Total SIU Full-Time Black New Hires

Progress

In the past year:

- The number of Black new hires increased in three categories: technical/paraprofessional, 25.0%; skilled craft, 100.0%; and service/maintenance, 100.0%.

In the past five years:

- The number of Black new hires increased in two categories: technical/paraprofessional, 25.0%; and skilled craft, 100.0%.

Challenges

In the past year:

- The number of Black new hires decreased in four categories: executive/administrative/managerial, 100.0%; faculty, 22.2%; professional non-faculty, 75.0%; and secretarial/clerical, 100.0%.
- Total Black new hires decreased by 29.2%.
- The percentage of total Black new hires to total new hires decreased by 1.2%.

In the past five years:

- The number of Black new hires decreased in four categories: faculty, 53.3%; professional non-faculty, 50.0%; secretarial/clerical, 100.0%; and service/maintenance, 94.7%.
- Total Black new hires decreased by 73.0%.
- The percentage of total Black new hires to total new hires decreased by 11.7%

Black New Hires

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	0	0	2	1	0
<i>Faculty</i>	15	8	8	9	7
<i>Professional Non-Faculty</i>	4	9	9	8	2
<i>Secretarial/Clerical</i>	2	7	3	1	0
<i>Technical/Paraprofessional</i>	4	4	7	4	5
<i>Skilled Craft</i>	0	0	0	0	1
<i>Service/Maintenance</i>	38	26	2	1	2
Total Black New Hires	63	54	31	24	17
<i>Total New Hires</i>	361	349	332	300	249
Percent of Total Black New Hires to Total New Hires	17.45%	15.47%	9.34%	8.00%	6.83%

Note: Total does not include the SOM. Fall 2005 and Fall 2006 totals have been revised.

Source: SIUC and SIUE IPEDS 2005-2009.

SIUC Full-Time Black New Hires

Progress

In the past five years:

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

Challenges

In the past year:

- The number of Black new hires decreased in six categories: executive/administrative/managerial, 100.0%; faculty, 28.6%; professional non-faculty; 66.7%; secretarial/clerical, 100.0%; technical/paraprofessional, 50.0%; and service/maintenance, 100.0%.
- Total Black new hires decreased by 52.9%.
- The percentage of total Black new hires to total new hires decreased by 3.1%.

In the past five years:

- The number of Black new hires decreased in three categories: faculty, 64.3%; professional non-faculty, 50.0%; and service/maintenance, 100.0%.
- Total Black new hires decreased by 55.6%.
- The percentage of total Black new hires to total new hires decreased by 4.4%.

Black New Hires

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	0	0	2	1	0
<i>Faculty</i>	14	7	4	7	5
<i>Professional Non-Faculty</i>	2	8	3	3	1
<i>Secretarial/Clerical</i>	0	5	2	1	0
<i>Technical/Paraprofessional</i>	1	4	2	4	2
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	1	1	2	1	0
<i>Total Black New Hires</i>	18	25	15	17	8
<i>Total New Hires</i>	226	240	230	213	164
<i>Percent of Total Black New Hires to Total New Hires</i>	7.96%	10.42%	6.52%	7.98%	4.88%

Note: Total does not include the SOM. Fall 2005 and Fall 2006 totals have been revised.

Source: SIUC IPEDS.

SIUE Full-Time Black New Hires

Progress

In the past year:

- The number of Black new hires increased in three categories: technical/paraprofessional, 100.0%; skilled craft, 100%; and service/maintenance, 100.0%.
- Total Black new hires increased by 28.6%.
- The percentage of total Black new hires to total new hires increased by 2.5%.

In the past five years:

- The number of Black new hires increased in two categories: faculty, 100.0%; and skilled craft, 100.0%.

Challenges

In the past year:

- The number of Black new hires decreased in professional non-faculty by 80.0%.

In the past five years:

- The number of Black new hires decreased in three categories: professional non-faculty, 50.0%; secretarial/clerical, 100.0%; and service/maintenance, 95.0%.
- Total Black new hires decreased by 80.0%.
- The percentage of total Black new hires to total new hires decreased by 20.0%.

Black New Hires

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	1	1	4	2	2
<i>Professional Non-Faculty</i>	2	1	6	5	1
<i>Secretarial/Clerical</i>	2	2	1	0	0
<i>Technical/Paraprofessional</i>	3	0	5	0	3
<i>Skilled Craft</i>	0	0	0	0	1
<i>Service/Maintenance</i>	37	25	0	0	2
<i>Total Black New Hires</i>	45	29	16	7	9
<i>Total New Hires</i>	135	109	102	87	85
<i>Percent of Total Black New Hires to Total New Hires</i>	33.33%	26.61%	15.69%	8.05%	10.59%

Source: SIUE IPEDS.

Total SIU Full-Time Hispanic New Hires

Progress

In the past year:

- The number of Hispanic new hires increased in two categories: executive/administrative/managerial, 100.0%; and faculty, 16.7%.
- The percentage of total Hispanic new hires to total new hires increased by 0.7%.

In the past five years:

- The number of Hispanic new hires increased in three categories: executive/administrative/managerial, 100.0%; faculty, 16.7%; and professional non-faculty, 100.0%.
- Total Hispanic new hires increased by 25.0%.
- The percentage of total Hispanic new hires to total new hires increased by 1.7%.

Challenges

In the past year:

- The number of Hispanic new hires decreased in two categories: professional non-faculty, 33.3%; and secretarial/clerical, 100.0%.

In the past five years:

- The number of Hispanic new hires decreased in secretarial/clerical by 100.0%.

Hispanic New Hires

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	0	1	1	0	1
<i>Faculty</i>	6	3	4	6	7
<i>Professional Non-Faculty</i>	1	1	0	3	2
<i>Secretarial/Clerical</i>	1	0	0	1	0
<i>Technical/Paraprofessional</i>	0	0	0	0	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	1	0	0	0
<i>Total Hispanic New Hires</i>	8	6	5	10	10
<i>Total New Hires</i>	361	349	332	300	249
<i>Percent of Total Hispanic New Hires to Total New Hires</i>	2.22%	1.72%	1.51%	3.33%	4.02%

Note: Total does not include the SOM. Fall 2005 and Fall 2006 totals have been revised.

Source: SIUC and SIUE IPEDS 2005-2009.

SIUC Full-Time Hispanic New Hires

Progress

In the past five years:

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

Challenges

In the past year:

- The number of Hispanic new hires decreased in three categories: faculty, 20.0%; professional non-faculty, 50.0%; and secretarial/clerical, 100.0%.
- Total Hispanic new hires decreased by 37.5%.
- The percentage of total Hispanic new hires to total new hires decreased by 0.7%.

In the past five years:

- The number of Hispanic new hires decreased in two categories: faculty, 33.3%; and secretarial/clerical, 100.0%.
- Total Hispanic new hires decreased by 28.6%.
- The percentage of total Hispanic new hires to total new hires decreased by 0.6%.

Hispanic New Hires

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	0	1	1	0	0
<i>Faculty</i>	6	1	3	5	4
<i>Professional Non-Faculty</i>	0	0	0	2	1
<i>Secretarial/Clerical</i>	1	0	0	1	0
<i>Technical/Paraprofessional</i>	0	0	0	0	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	0	0	0	0
<i>Total Hispanic New Hires</i>	7	2	4	8	5
<i>Total New Hires</i>	226	240	230	213	164
<i>Percent of Total Hispanic New Hires to Total New Hires</i>	3.10%	0.83%	1.74%	3.76%	3.05%

Note: Total does not include the SOM. Fall 2005 and Fall 2006 totals have been revised.

Source: SIUC IPEDS.

SIUE Full-Time Hispanic New Hires

Progress

In the past year:

- The number of Hispanic new hires increased in two categories: executive/administrative/managerial, 100.0%; and faculty, 200.0%.
- Total Hispanic new hires increased by 150.0%.
- The percentage of total Hispanic new hires to total new hires increased by 3.6%.

In the past five years:

- The number of Hispanic new hires increased in two categories: executive/administrative/managerial, 100.0%; and faculty, 100.0%.
- Total Hispanic new hires increased by 400.0%.
- The percentage of total Hispanic new hires to total new hires increased by 5.2%.

Hispanic New Hires

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	1
<i>Faculty</i>	0	2	1	1	3
<i>Professional Non-Faculty</i>	1	1	0	1	1
<i>Secretarial/Clerical</i>	0	0	0	0	0
<i>Technical/Paraprofessional</i>	0	0	0	0	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	1	0	0	0
<i>Total Hispanic New Hires</i>	1	4	1	2	5
<i>Total New Hires</i>	135	109	102	87	85
<i>Percent of Total Hispanic New Hires to Total New Hires</i>	0.74%	3.67%	0.98%	2.30%	5.88%

Source: SIUE IPEDS.

Total SIU Full-Time Native American New Hires

Native American New Hires

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	0	0	0	0	0
<i>Professional Non-Faculty</i>	0	0	0	0	0
<i>Secretarial/Clerical</i>	0	0	0	0	0
<i>Technical/Paraprofessional</i>	0	0	1	0	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	0	0	0	0
<i>Total Native American New Hires</i>	0	0	1	0	0
<i>Total New Hires</i>	361	349	332	300	249
<i>Percent of Total Native American New Hires to Total New Hires</i>	0.00%	0.00%	0.30%	0.00%	0.00%

Note: Total does not include the SOM. Fall 2005 and Fall 2006 totals have been revised.

Source: SIUC and SIUE IPEDS 2005-2009.

SIUC Full-Time Native American New Hires

Native American New Hires

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	0	0	0	0	0
<i>Professional Non-Faculty</i>	0	0	0	0	0
<i>Secretarial/Clerical</i>	0	0	0	0	0
<i>Technical/Paraprofessional</i>	0	0	1	0	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	0	0	0	0
<i>Total Native American New Hires</i>	0	0	1	0	0
<i>Total New Hires</i>	226	240	230	213	164
<i>Percent of Total Native American New Hires to Total New Hires</i>	0.00%	0.00%	0.43%	0.00%	0.00%

Note: Total does not include the SOM. Fall 2005 and Fall 2006 totals have been revised.

Source: SIUC IPEDS.

SIUE Full-Time Native American New Hires

Native American New Hires

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	0	0	0	0	0
<i>Professional Non-Faculty</i>	0	0	0	0	0
<i>Secretarial/Clerical</i>	0	0	0	0	0
<i>Technical/Paraprofessional</i>	0	0	0	0	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	0	0	0	0
<i>Total Native American New Hires</i>	0	0	0	0	0
<i>Total New Hires</i>	135	109	102	87	85
<i>Percent of Total Native American New Hires to Total New Hires</i>	0.00%	0.00%	0.00%	0.00%	0.00%

Source: SIUE IPEDS.

Total SIU Full-Time Asian New Hires

Challenges

In the past year:

- The number of Asian new hires decreased in four categories: faculty, 53.8%; professional non-faculty, 33.3%; secretarial/clerical, 50.0%; and technical/paraprofessional, 100.0%.
- Total Asian new hires decreased by 50.0%.
- The percentage of total Asian new hires to total new hires decreased by 5.0%.

In the past five years:

- The number of Asian new hires decreased in three categories: faculty, 47.8%; professional non-faculty, 25.0%; and service/maintenance, 100.0%.
- Total Asian new hires decreased by 42.4%.
- The percentage of total Asian new hires to total new hires decreased by 2.1%.

Asian New Hires

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	23	18	16	26	12
<i>Professional Non-Faculty</i>	8	4	11	9	6
<i>Secretarial/Clerical</i>	1	1	0	2	1
<i>Technical/Paraprofessional</i>	0	0	0	1	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	1	0	0	0	0
<i>Total Asian New Hires</i>	33	23	27	38	19
<i>Total New Hires</i>	361	349	332	300	249
<i>Percent of Total Asian New Hires to Total New Hires</i>	9.14%	6.59%	8.13%	12.67%	7.63%

Note: Total does not include the SOM. Fall 2005 and Fall 2006 totals have been revised.

Source: SIUC and SIUE IPEDS 2004-2008.

SIUC Full-Time Asian New Hires

Challenges

In the past year:

- The number of Asian new hires decreased in three categories: faculty, 55.0%; professional non-faculty, 33.3%; and technical/paraprofessional, 100.0%.
- Total Asian new hires decreased by 48.4%.
- The percentage of total Asian new hires to total new hires decreased by 4.8%.

In the past five years:

- The number of Asian new hires decreased in two categories: faculty, 55.0%; and professional non-faculty, 25.0%.
- Total Asian new hires decreased by 44.8%.
- The percentage of total Asian new hires to total new hires decreased by 5.3%.

Asian New Hires

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	20	14	15	20	9
<i>Professional Non-Faculty</i>	8	3	8	9	6
<i>Secretarial/Clerical</i>	1	1	0	1	1
<i>Technical/Paraprofessional</i>	0	0	0	1	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	0	0	0	0
<i>Total Asian New Hires</i>	29	18	23	31	16
<i>Total New Hires</i>	226	240	230	213	164
<i>Percent of Total Asian New Hires to Total New Hires</i>	12.83%	7.50%	10.00%	14.55%	9.76%

Note: Total does not include the SOM. Fall 2005 and Fall 2006 totals have been revised.

Source: SIUC IPEDS.

SIUE Full-Time Asian New Hires

Progress

In the past five years:

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

Challenges

In the past year:

- The number of Asian new hires decreased in two categories: faculty, 50.0%; and secretarial/clerical, 100.0%.
- Total Asian new hires decreased by 57.1%.
- The percentage of total Asian new hires to total new hires decreased by 4.5%.

In the past five years:

- The number of Asian new hires decreased in service/maintenance, 100.0%.
- Total Asian new hires decreased by 25.0%.

Asian New Hires

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	3	4	1	6	3
<i>Professional Non-Faculty</i>	0	1	3	0	0
<i>Secretarial/Clerical</i>	0	0	0	1	0
<i>Technical/Paraprofessional</i>	0	0	0	0	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	1	0	0	0	0
<i>Total Asian New Hires</i>	4	5	4	7	3
<i>Total New Hires</i>	135	109	102	87	85
<i>Percent of Total Asian New Hires to Total New Hires</i>	2.96%	4.59%	3.92%	8.05%	3.53%

Source: SIUE IPEDS.

Total SIU Full-Time Female New Hires

Progress

In the past year:

- The number of female new hires increased in faculty, 14.8%.

In the past five years:

- The number of female new hires increased in technical/paraprofessional, 33.3%.
- The percentage of total female new hires to total new hires increased by 3.3%.

Challenges

In the past year:

- The number of female new hires decreased in five categories: executive/administrative/managerial, 100.0%; professional non-faculty, 30.5%; secretarial/clerical, 30.0%; technical/paraprofessional, 20.0%; and service/maintenance; 75.0%.
- Total female new hires decreased by 17.9%.
- The percentage of total female new hires to total new hires decreased by 0.6%.

In the past five years:

- The number of female new hires decreased in five categories: executive/administrative/managerial, 100.0%; faculty, 13.9%; professional non-faculty, 10.9%; secretarial/clerical, 22.2%; and service/maintenance, 94.4%.
- Total female new hires decreased by 26.8%.

Female New Hires

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	1	2	5	2	0
<i>Faculty</i>	72	68	61	54	62
<i>Professional Non-Faculty</i>	46	51	63	59	41
<i>Secretarial/Clerical</i>	27	46	36	30	21
<i>Technical/Paraprofessional</i>	12	12	29	20	16
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	36	22	7	8	2
<i>Total Female New Hires</i>	194	201	201	173	142
<i>Total New Hires</i>	361	349	332	300	249
<i>Percent of Total Female New Hires to Total New Hires</i>	53.74%	57.59%	60.54%	57.67%	57.03%

Note: Total does not include the SOM. Fall 2005 and Fall 2006 totals have been revised.

Source: SIUC and SIUE IPEDS 2009-2010.

SIUC Full-Time Female New Hires

Progress

In the past year:

- The percentage of total female new hires to total new hires increased by 0.2%.

In the past five years:

- The number of female new hires increased in technical/paraprofessional, 44.4%.
- The percentage of total female new hires to total new hires increased by 8.3%.

Challenges

In the past year:

- The number of female new hires decreased in five categories: executive/administrative/managerial, 100.0%; faculty, 3.1%; professional non-faculty, 26.7%; secretarial/clerical, 41.7%; and service/maintenance, 75.0%.
- Total female new hires decreased by 22.7%.

In the past five years:

- The number of female new hires decreased in three categories: faculty, 35.4%; professional non-faculty, 2.9%; and secretarial/clerical, 12.5%.
- Total female new hires decreased by 14.8%.

Female New Hires

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	0	2	4	1	0
<i>Faculty</i>	48	38	37	32	31
<i>Professional Non-Faculty</i>	34	46	46	45	33
<i>Secretarial/Clerical</i>	16	42	31	24	14
<i>Technical/Paraprofessional</i>	9	11	17	13	13
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	1	3	4	4	1
<i>Total Female New Hires</i>	108	142	139	119	92
<i>Total New Hires</i>	226	240	230	213	164
<i>Percent of Total Female New Hires to Total New Hires</i>	47.79%	59.17%	60.43%	55.87%	56.10%

Note: Total does not include the SOM. Fall 2005 and Fall 2006 totals have been revised.

Source: SIUC Factbook 2009-2010.

SIUE Full-Time Female New Hires

Progress

In the past year:

- The number of female new hires increased in two categories: faculty, 40.9%; and secretarial/clerical, 16.7%.

In the past five years:

- The number of female new hires increased in faculty, 29.2%.

Challenges

In the past year:

- The number of female new hires decreased in four categories: executive/administrative/managerial, 100.0%; professional non-faculty, 42.9%; technical/paraprofessional, 57.1%; and service/maintenance, 75.0%.
- Total female new hires decreased by 7.4%.
- The percentage of total female new hires to total new hires decreased by 3.3%.

In the past five years:

- The number of female new hires decreased in four categories: executive/administrative/managerial, 100.0%; professional non-faculty, 33.3%; secretarial/clerical, 36.4%; and service/maintenance, 97.1%.
- Total female new hires decreased by 41.9%.
- The percentage of total female new hires to total new hires decreased by 4.9%.

Female New Hires

	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>
<i>Executive/Administrative/Managerial</i>	1	0	1	1	0
<i>Faculty</i>	24	30	24	22	31
<i>Professional Non-Faculty</i>	12	5	17	14	8
<i>Secretarial/Clerical</i>	11	4	5	6	7
<i>Technical/Paraprofessional</i>	3	1	12	7	3
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	35	19	3	4	1
<i>Total Female New Hires</i>	86	59	62	54	50
<i>Total New Hires</i>	135	109	102	87	85
<i>Percent of Total Female New Hires to Total New Hires</i>	63.70%	54.13%	60.78%	62.07%	58.82%

Source: SIUE Factbook 2009-2010.

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

– GOAL AND MISSION –

Southern Illinois University Carbondale (SIUC), 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, SIUC actively promotes the intellectual and social benefits of cultural pluralism, encourages the participation of nontraditional groups, and intentionally provides a cosmopolitan and general education context that expands students' cultural competencies and leads to superior undergraduate education.

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

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

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

– INSTITUTIONAL PROFILE –

Southern Illinois University Carbondale, a Carnegie classification Research University (high research activity), offers a full range of baccalaureate programs, is committed to graduate education through the doctoral degree, and gives a high priority to research. SIUC 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, SIUC 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.

SIUC's fall 2009 total enrollment was 20,350; specific populations are as follows:

- 4,783 (23.5%) minority students
- 3,441 (16.9%) African American students
- 810 (4.0%) Hispanic/Latino students
- 83 (0.4%) Native American students
- 449 (2.2%) Asian students
- 9,259 (45.5%) female students
- 534 (2.6%) disabled students

SIUC's fall 2009 total number of full-time employees was 5,103; specific populations are as follows:

- 601 (11.8%) minority employees
- 303 (5.9%) African American employees
- 74 (1.5%) Hispanic/Latino employees
- 18 (0.4%) Native American employees
- 206 (4.0%) Asian employees
- 2,944 (57.7%) female employees

– ACCOMPLISHMENTS –

SIUC continues to be recognized nationally by *Diverse: Issues in Higher Education* (<http://diverseeducation.com/top100/>) for the following:

- In the past year, SIUC was ranked 33rd in the total number of baccalaureate degrees awarded to African American students.
- SIUC was ranked 25th in the total number of doctorate degrees and 75th in the total number of first-professional degrees conferred to Native American students.
- SIUC was nationally ranked as follows in the number of baccalaureate degrees in education awarded:
 - ❖ 4th for degrees awarded to minority students,
 - ❖ 1st for degrees awarded to African American students,
 - ❖ 17th for degrees awarded to Native American students, and
 - ❖ 26th for degrees awarded to Hispanic/Latino students and Asian students.
- SIUC was ranked 47th in the nation for the number of first-professional degrees in medicine conferred to African American students.

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

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

Enrollment

- Minority enrollment increased 2.3%.
- African American enrollment increased 1.8%.
- Hispanic/Latino enrollment increased 8.6%.
- Native American enrollment increased 1.2%.

Employment

- Female employees in all areas increased 1.3%.
- Minority tenured faculty increased 7.8%.
- African American tenured faculty increased 16.7%.
- Hispanic/Latino tenured faculty increased 9.1%.
- Female tenured faculty increased 4.4%.

– ENROLLMENT –

Enrollment Trends

The overall enrollment at SIUC has been consistently decreasing since fall 2006. In these four years, total enrollment has decreased by 653 students, or 3.1%. The enrollment of female students has followed this trend and decreased by 134 students, or 1.4%. Unlike the overall enrollment, the racial and ethnic student population has increased by 455 students, or 10.5%. Among these underrepresented groups, African American enrollment increased by 309 students, or 9.9%; Hispanic/Latino enrollment increased by 157 students, or 24.0%; and Asian enrollment increased by 17 students, or 3.9%. Native American enrollment decreased by 28 students, or 25.2%.

Tracking the enrollment trends of students entering the University as new freshmen or transfer students provides more statistical information of the SIUC enrollment trends. The number of entering freshmen has increased since fall 2006 by 126 new students, or 5.6%. The number of transfer students has decreased by 204 students, or 9.4%, during this same time period.

An analysis of the underrepresented new freshman groups shows an increase in all racial and ethnic minority students of 233, or 34.9%. African American freshmen increased by 164, or 30.8%; Hispanic/Latino freshmen increased by 64 students, or 79.0%; Native American freshmen decreased by 2 students, or 15.4%; Asian freshmen increased by 7 students, or 17.1%; and female freshmen increased by 125 students, or 12.7%.

The analysis of new transfer students shows a decrease of 32 students, or 8.0%, for all racial and ethnic minority transfers. African American transfers decreased 66 students, or 24.2%; Hispanic/Latino transfers increased by 30 students, or 41.7%; the number of Native American transfers has not changed; Asian transfers increased by 4 students, or 9.1%; and female transfers decreased by 120 students, or 12.8%.

– EMPLOYMENT –

Employment and Hires Trends

In fall 2009, the total full-time employment increased to 5,103. This was an increase of 197 employees, or 4.0%, from fall 2006. The number of full-time, female employees increased by 171, or 6.2%. The number of all racial and ethnic underrepresented employees increased by 27, or 4.7%. The analysis of this underrepresented population of full-time employees shows a decrease of 14 African American employees, or 4.4%; Hispanic/Latino employees increased by 7, or 10.4%; Native American employees increased by 2, or 12.5%; and Asian employees had the largest increase with 32 full-time employees, or 18.4%.

The hiring data was collected after the hiring in fall 2009. In considering this data, please note that a hiring freeze was in effect for part of the fiscal year.

A limited number of employees were hired after this freeze. The total number of hires decreased by 98, or 12.7%, in the past four years. There were 25 fewer, or an 18.1% decrease of, racial and ethnic underrepresented hires, and there was a decrease of 65, or 14.1%, in female hires. A more detailed analysis of the racial and ethnic underrepresented hires shows a four-year decrease in African American hires by 20, or 27.4%; Hispanic/Latino hires decreased by 6, or 25.0%; Native American hires increased from 1 to 2, or 100.0%; and there was no change in the number of Asian hires.

Faculty and Staff Recruitment

SIU system and campus chief administrators continue to express the need and importance of a diverse faculty and staff population, particularly underrepresented African American and Hispanic/Latino faculty, and females in administrative positions. It should be noted that the following administrative positions, not all-inclusive, are occupied by minorities and women: special assistant to the chancellor; associate vice chancellor for student affairs and dean of students; vice chancellor for institutional advancement; executive director of administration; SIUC budget director; vice chancellor for enrollment management; associate provost for academic administration; associate chancellor for institutional diversity; associate vice chancellor for alumni services; director of housing; director of student center; director of human resources; and associate vice chancellor for research and director of the Office of Research, Development and Administration.

The information above suggests that although minorities and females are employed in key administrative positions, all of these positions, with two exceptions, are in non-academic areas. Efforts to employ minorities and females in administrative positions must continue; however, the above data suggests that focused and strategic efforts should be enhanced in academic affairs and central administrative areas.

– UNIVERSITY AND COLLEGE PROGRAMS –

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

University Programs

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

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

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

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

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

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

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

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

Black Resource Center (coordinator, Dexter Wakefield, reports to associate chancellor for institutional diversity). The mission of the Black Resource Center (BRC) is to support and assist African American students on the SIUC campus. The BRC is centrally located to provide information regarding programs and services available to students, guidance in the form of referrals, and support in the form of advocacy for programs for the underrepresented.

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

Hispanic Resource Center (coordinator reports to associate chancellor for institutional diversity). The mission of the Hispanic Resource Center (HRC) is to support and assist Hispanic/Latino students on the SIUC campus. The HRC provides information regarding programs and services available to students, referral information, and advocacy service.

College Programs

College of Agricultural Sciences

The College of Agricultural Sciences developed and implemented an orientation course for freshmen and transfer students, initiated plans for a living/learning community residence hall, and initiated a series of personal/professional leadership seminars and workshops. The college also implemented several activities designed to help the transition and performance of underrepresented students. A chapter of Minorities in Agriculture, Natural Resources and Related Sciences has been in existence for five years and has been very active in the community and on a regional and national level. In its short time of existence, it has had three national officers (including the 2009-2010 national president) and two national award winners. The chapter promotes and implements initiatives which foster inclusion and advancement of

underrepresented racial and ethnic students in agriculture, natural resources, and related fields through real-life preparation. The students thought the group gave them a sense of belonging in a profession that has a critically low enrollment of underrepresented populations.

Dexter Wakefield, an associate professor in the College of Agricultural Sciences, and Adrienne Jackson Gulley and Lionel Grant, graduate students, visited and presented at numerous urban schools. Based on their efforts, representatives from the Illinois State Board of Education and Facilitating Coordination of Agriculture Education (FCAE) met to discuss the possibility of having an urban agriculture list in the East St. Louis area. The proposal was presented to representatives from Southern Illinois University Carbondale, Illinois State University, Western Illinois University, and the University of Illinois. Each of the institutions was proactive in the need for creation of such a position.

Kim Haywood, a graduate of SIUC, was hired to fill this role, but due to the budget shortfall, the position was eliminated. His office was located in Belleville, Illinois, and he worked closely with urban schools throughout Illinois to recruit minority students. He is currently an agricultural education teacher at Lovejoy High School in Brooklyn, Illinois.

– SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) –

SIUC embraces a comprehensive and inclusive concept of diversity as evidenced by policies, programs, actions, and outcomes that reflect the institution's recognition of and commitment to diversity. Indeed, SIUC is an institution with a historical record of access and inclusivity for faculty, staff, and students of all backgrounds, representing the many different dimensions of diversity.

SIUC's commitment to affirmative action in hiring, granting tenure, and promoting minority faculty is under the purview of the associate chancellor for institutional diversity. In 2001 the Office of the Chancellor funded a revolving budget of \$1 million specifically for minority hires; deans can borrow salary dollars against this fund for up to four years to recruit and retain faculty from underrepresented groups. Faculty members hired under this program have their salary lines funded at 100% the first year; 75% the second year; 50% the third year; and 25% the fourth year. After that, the hiring unit becomes responsible for funding the line. These funds have been utilized, for example, to hire minorities in science.

All search committees operating under the purview of the Office of the Provost and Vice Chancellor are required to view a locally produced video and to discuss the *Handbook on Hiring Diversity* to insure strong applicant pools for the faculty/staff openings. Since 2004, SIUC's affirmative action policy has been officially reaffirmed in both the *Undergraduate Catalog* and the *Graduate Catalog*.

Although these ongoing efforts have maintained a diverse demographic profile of SIUC faculty, minority professionals are unevenly represented across disciplines, particularly in science, technology, engineering, and math. The National Science Foundation (NSF) recognizes the need to increase diversity in these areas and provides funding for STEM initiatives to

increase the number of women and minorities in science, technology, engineering, and math. While the entire country has been slow to take advantage of the opportunity provided by the NSF, Southern Illinois University Carbondale is off to a good start and has begun to encourage applications for STEM funding, specifically in the areas of "green" in order to encourage students to consider environmental careers and graduate study.

The Minority Engineering Program (MEP)

The College of Engineering (COE) has initiated a variety of strategies to enhance the transition and performance of entering racial, ethnic, and female freshmen through its Minority Engineering Program (MEP). The program offers students educational enrichment, interviews with faculty, and support from peers with similar experiences and goals. Services available to students include but are not restricted to admission counseling, visitation weekends, new student orientation, tutoring, pre-engineering, summer bridge program, counseling, career development, scholarships, and focus workshops. The initiatives of this program include: Summer Bridge Program (SBP); Engineering 111A, B; Minority Engineering Program Learning Lab; Minority Engineering Program workshops; MEP Freshmen Mentoring; and E-mentoring, Industry Mentoring, Faculty and Staff Mentoring Programs.

Summer Bridge Program (SBP). The SBP was established in 1987 to provide supplemental math and engineering science to entering minority freshman students. In recent years the COE was successful in obtaining an NSF grant that focused on the retention of engineering students. The grant money allowed the college to increase the number of participants from the typical 6 or 7 minorities to 30 "at risk" students. COE has integrated more engineering principles so that the students get a well-rounded short course of the engineering discipline during the summer before they begin regular attendance at SIU. Participants tend to perform well academically, gain confidence, and are better prepared to face the academic rigors of the engineering curriculum in the fall.

To increase the number of students interested in the SBP, several measures are being taken. The first and most important measure is to increase the SBP budget by identifying extra funding sources. In addition to extra funding, recruitment efforts have been redirected to include an increase in the number of women enrolled in the SBP. COE staff members will visit and recruit from schools identified with high female enrollment in the Chicagoland and St. Louis areas and attend college fairs in areas that supply the biggest number of students to the SIUC College of Engineering population.

MEP Entry-Level Courses. In an effort to prepare freshman engineering students who lack the math background needed for calculus, COE has developed two entry-level, three-hour credit courses (ENGR 111A & ENGR 111B). Those who complete these courses typically do better than those who go directly into the mathematics curriculum upon entry to COE.

MEP Learning Lab. The Learning Lab is equipped with ten computers and a laser printer/scanner for student use. The lab also contains a conference table and a dry erase board so that students have a place to study, do group projects, and hold organization meetings.

MEP Workshops. The workshops are designed to enhance the student's personal, academic, and professional life and offer such topics as etiquette, time management, money management, conflict resolution, engineering ethics, co-op internship roundtable, and information technology. Attendance at a minimum of seven workshops is required of all MEP participants and scholarship recipients each academic year. At present, more than 85% of MEP scholarship recipients are complying with this request. Compliance is not as good among non-scholarship recipients. To increase the number of students participating in workshops, surveys are being conducted to find out what programs would interest the students and consequently increase attendance. As a supplement to these workshops, MEP is considering the formation of a Toastmasters club for engineering students. According to its mission statement, Toastmasters provides a "mutually supportive and positive learning environment in which every member has the opportunity to develop communication and leadership skills, which in turn foster self-confidence and personal growth." If there is enough interest, a local club for engineering students may be chartered sometime during the 2010-2011 academic year.

Freshman Mentoring Program. New this year to the MEP is the Freshman Mentoring Program. All freshman scholarship recipients were placed with upper-classman engineering students for mandatory mentoring and coaching. The mentors volunteer and mentor the students in ten, thirty-minute sessions, attend mandatory workshops, and study with their students in the residence halls at least one hour per week. The freshman mentees are required to meet with their mentors for the mentoring sessions as well as attend study sessions held in the MEP Learning Lab for a total of 4.5 hours per week. These sessions are monitored by sign-in sheets and paid coaches (tutors) four days a week. The objective of this mentoring program is to teach freshman students how to study effectively, while having a peer available at all times to assist them with personal, social, and academic problems that freshman students face. Weekly reports are submitted on what was discussed during the mentoring sessions, and all students are monitored academically and socially by the director of minority engineering. Students that volunteer their time will receive Saluki Volunteer Hours. Additional scholarship funds are being researched for those students that successfully make it through the mentoring program.

Industry, Faculty and Staff Mentoring Program. Another phase of the mentoring program will be to initiate an E-mentoring program that will involve distinguished alumni in the engineering industry. The students will be assigned an industry mentor. This mentor will serve as a link between the courses that are being taught at SIUC and what is being used in industry. The mentors will communicate with their students via e-mail and telephone as well as having other structured interactions. In addition to the industry mentor, many students will be assigned a faculty or staff mentor. This was an integral part of the MEP program in the past and will be revitalized in the future. The advantages to these programs will be that the students will have a member of the community to interact with and hopefully shadow during their college career. The disadvantages to these programs will be the lack of participation from the community, alumni, and faculty.

McNair Scholars Program

The McNair Scholars Program, authorized under a 1986 amendment to the Higher Education Act of 1965, provides enriching educational experiences for low-income, first-

generation college students and members of underserved groups in higher education. Through a strong mentoring network, the program supports educational and professional development activities that lay the foundation for stellar research and academic skills. The McNair Scholars Program accommodates 26 students each year and supports undergraduate research and creative and scholarly projects in all disciplines.

Illinois Louis Stokes Alliance for Minority Participation

This program seeks to increase the participation of undergraduates from underrepresented groups in science, technology, engineering, and mathematics. Funded by the National Science Foundation, the program stresses the importance of minority participation in the STEM professions. In Illinois, SIUC is one of seventeen institutions hosting an ILSAMP program, with Chicago State University serving as the lead institution. Eligible students receive funding to support research projects and travel throughout the academic year. The program is open to all students in the STEM disciplines.

Saluki Research Rookies Program (SRRP)

Saluki Research Rookies is an undergraduate research opportunity designed to engage highly motivated freshman and sophomore students in faculty-mentored, hands-on research activities. Students explore their intended majors, develop relationships with faculty in their field, and gain valuable research and critical thinking skills. The SRRP selects 25 to 30 highly motivated students to participate in undergraduate research at SIUC. Used as a recruiting tool, freshmen are highly encouraged to apply. In the fall, students identify their professors and begin to read background information on their topic. In the spring, students work on their projects eight to ten hours per week. Students receive a \$400 award and a \$50 poster allowance for their participation. Faculty supervisors receive a \$100 stipend and a \$50 supply allowance. The program is open to all disciplines.

– THE ILLINOIS PUBLIC AGENDA FOR COLLEGE AND CAREER SUCCESS –

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

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

STRATEGY: *Build success for students with disabilities through assistive technologies, improved transitions from high school to college, and Perkins Programs of Study.*

Increase Performance for Learners with Disabilities

Disability Support Services (DSS) at Southern Illinois University Carbondale (SIUC) coordinates a campuswide commitment to provide excellence in the education of students with disabilities. Our historical commitment to these students began in the post-WWII and Korean War periods with curb cuts and barracks-style housing with wheelchair ramps, erected

predominantly on the main campus. Today, these initiatives have been upgraded, renovated, and replaced, but remain consistent with the concept of integrated service delivery.

In fiscal year 2010, DSS served 648 students, 521 of whom had disabilities requiring academic accommodations (adapted testing, texts, note takers, interpreters, etc.). Another 60 individuals required DSS assistance with housing placements only. Finally, due to the acquisition of grant funds, DSS served 67 nondisabled veterans.

In particular areas of interest to the Illinois Board of Higher Education, adapted computer technology (AT) and transition planning, SIUC excels in the former and maintains in the later. SIUC offers state-of-the-art adapted technology to students with disabilities, many of whom arrive from secondary education essentially illiterate about their technological options. Thus, there are a number of interventions on a number of fronts:

Adapted Technology

DSS offers adapted technology assessments and training on equipment as routine as Dragon Dictate and ZoomText and as esoteric as Brain Actuated and EyeGaze technologies. This process can start as early as high school on a fee-for-service basis and is free to SIUC students. Students routinely learn to perform these functions as independently as possible.

Recently SIUC attained approved provider status through the Veterans Administration (VA) so that we may do outreach to veterans with service-connected disabilities prior to their matriculation. We also hired, using VA funding, a student veteran to assess, teach, and do reach out to the VA to enhance the likelihood of success for SIUC's Illinois Veteran Grant and GI Bill recipients.

Text Conversion

Text Conversion Services offers textbooks and other course materials to students who require alternative format materials. Using a variety of mechanisms from Book Share to Reading for the Blind and Dyslexic (RFB&D), and ultimately actually converting materials in-house, Disability Support Services ensures that users of Braille, e-Text, and large-print materials have course materials essential to success.

SIUC has also provided leadership in the region on this subject. Again, on a fee-for-service basis, DSS adapts books for John A. Logan College and others on request. These funds allow DSS to upgrade technology and train staff.

Remote Interpreting

Remote Interpreting allows SIUC to place sign language interpreters in classrooms all over the nation. While this service's benefits to our students may seem obscure, they are definitive; we are able to attract and keep the best American Sign Language (ASL) interpreters in the region because they are able to supplement their minimal classroom instruction hours by interpreting off-site via the Web on a fee-for-service basis.

Transition

SIUC offered, and IBHE sponsored, a one-week, intensive transition summer experience from 2004–2007. While that experience—living in residence halls, exploring majors and career choices, learning healthy recreation and socialization, and more—was ideal, IBHE lost the funding that facilitated this offering. Despite repeated attempts to seek other funding options, DSS failed to acquire them. Thus, transition planning is on a more ad hoc basis but remains fairly substantial. DSS staff begin assisting students when they identify themselves to DSS, sometimes while still in high school.

Students with disabilities are encouraged to contact DSS as soon as they enroll. At this point, DSS staff introduce adapted technology and suggest methods of learning that technology prior to beginning classes. DSS staff also review disability documentation, authorize services (adapted course materials, testing, note takers, ASL interpreters, etc.), and teach students how to notify faculty and utilize services efficiently.

Students move into residence halls early, and DSS staff provide individualized orientation on disability issues. From teaching routes to classes, touring the Student Health and Recreation Centers, these plans are student-specific and based on student requests. DSS students have as much access to staff as they want; staff are usually able to see students on a walk-in basis and have weekly or daily contact with them if they choose.

The fact is, DSS students do well. Assessments have indicated that they perform at or above the level of their nondisabled peers on measures of GPA, retention, and graduation. DSS veterans with service-connected disabilities do marginally better than nondisabled students.

Students also assess their experience with DSS very positively: 71% say services help them make good grades, 87% find the staff knowledgeable, and 90% or slightly more indicate staff are courteous and helpful. Most significantly, 90% say DSS contributed to their overall satisfaction with SIUC and they would recommend SIUC to other students with disabilities.

Carl D. Perkins Career and Technical Education Act

Perkins funds are designed to facilitate “planning and delivery of quality career and technical education to students” (2010 Career and Technical Education Report). These funds can apply to students with disabilities when their academic and professional goals are consistent with the funding requirements. “The Federal Perkins Loan is a low-interest (5%) loan made by a school (Campus-Based Aid) from funds provided by the federal government and contributed by the school. Perkins Loans are awarded to undergraduate students who have exceptional financial need.” (SIUC Financial Aid OfficeC)

There were 441 unique registered students with disabilities for each semester in the 2009–2010 financial aid year. Of these students, 30 Perkins Loans totaling \$11,583 were paid out to 18 individuals. In total, among all SIUC students, 1,731 students received Perkins Loans for the year, totaling \$1,444,130.

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

– GOAL AND MISSION –

Mission

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

Vision

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

Values

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

Citizenship

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

Excellence

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

Integrity

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

Openness

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

Wisdom

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

– INSTITUTIONAL PROFILE –

Southern Illinois University Edwardsville, located on 2,660 acres of beautiful rolling hills, trees, and lakes, provides outstanding undergraduate and graduate education. SIUE is a fully accredited public institution offering students a broad choice of undergraduate and graduate degrees and programs ranging from liberal arts to professional studies. The campus offers a balance of instruction, research, and public service programs consonant with its role as the only public university in southwestern Illinois. Southern Illinois University Edwardsville also administers the School of Dental Medicine at Alton and operates the East St. Louis Higher Education Center. Over 14,000 students choose SIUE for the enlightening programs, engaging faculty, and convenient location, just 25 miles from St. Louis.

- Enrollment at SIUE reached an all time high during fall 2010.
- The University enrolled 11,305 undergraduate students, of which 53% were female, 20% minority, 12% African American, and 3% Hispanic.
- In fall 2010, there were 2,830 graduate and professional students, of which 60% were female and 16% were minority.
- The University employed 2,070 full-time employees in faculty, administrative, professional, and civil service positions in fall 2010, of which 60% were female, 20% minority, and 13% African American.
- Women represented 49% of total full-time instructional faculty; women held 26% of full professor positions, 45% of associate professor positions, and 54% of assistant professor positions. All rates are close to or above their respective national averages.
- African Americans represented 5.2% of full-time faculty. This rate is similar to the national average; national data shows African Americans represent 5.3% of all full-time faculty at predominantly four-year White institutions.
- During the period July 2009 to June 2010, SIUE awarded graduate and professional practice degrees to approximately 840 students, of which 61% were female, 8% Asian/Pacific Islander, 8% Hispanic, and 7% African American.

– ACCOMPLISHMENTS –

- *U.S. News & World Report's* America's Best Colleges 2011 edition recognizes SIUE for numerous achievements:
 - SIUE is cited as an “up-and-coming school” for the second consecutive year.
 - For the sixth consecutive year, SIUE is listed for its outstanding Senior Assignment program.
 - SIUE is among the top 20 public universities in the best Regional Universities Midwest (master's granting) category for the seventh consecutive year.
- *Washington Monthly*, a national news magazine, ranks SIUE among the Top 50 master's-granting colleges and universities in the nation.
- The nationally recognized online news magazine *The Daily Beast*, ranks SIUE 21st in the nation among its Top 50 Safest Colleges.
- In fall 2010, SIUE enrolled the largest number of African American students (1,590, or 11%) since 1993 (1,550).
- Women continue to hold key academic and administrative positions University-wide, including the dean of the School of Education, dean of the School of Dental Medicine, associate director of intercollegiate athletics, director of police services, and assistant director of facilities management.
- Key academic, administrative, and professional positions held by minorities University-wide include vice chancellor for student affairs, dean of the College of Arts and Sciences, chair of the Department of Historical Studies, assistant director of human resources, and head coach of men's basketball.
- Disability Support Services (DSS) coordinates physical and academic support services for SIUE students with disabilities. DSS serves over 400 students during the year.

– ENROLLMENT –

Southern Illinois University Edwardsville serves over 14,000 students from all 102 Illinois counties, 46 other U.S. states or possessions, and 48 nations. The University provides on-campus housing for approximately 3,500 students in either residence hall or apartment-style housing, and the rest live and work in communities within a 60-mile radius of campus and commute to classes.

Student enrollment at SIUE has steadily increased since the 1990s. While undergraduate students have historically comprised three-fourths of the student body, they grew to 80% in fall 2009 and remained at that level for fall 2010. Because more undergraduates are full-time students, full-time-equivalent undergraduates currently comprise 84% of the full-time-equivalent students. Enrollment profile for fall 2010 is as follows:

- 11,305 undergraduate students enrolled
 - 53% female
 - 20% minority
 - 12% African American

- 2,830 graduate and professional students enrolled
 - 60% female
 - 16% minority

– EMPLOYMENT AND NEW HIRES –

The University employed 2,070 full-time employees in fall 2010, representing a slight decrease from the fall 2009 level of 2,096. Although SIUE’s level of total employment has held steady over the past few years, the University’s workforce continues to reflect the diversity of the region it serves.

The University employed 1,256 women in fall 2010, representing 60% of the University’s full-time workforce. Of that total, 254, or 20%, were women of color, representing 12% of the total full-time workforce and almost 70% of the total full-time minority workforce in fall 2010.

Women comprised almost half (49%) of all full-time instructional faculty in fall 2010, including 26% of full professorships, 45% of associate professors, and 54% of assistant professor positions. Women continued impressive representation in administrative/managerial and professional positions, comprising 47% and 66%, respectively, of employees in those job groups. Both figures are close to or greater than the national average of 50% for women employed in those job groups throughout higher education nationwide. Women remain underrepresented in some faculty and skilled crafts job groups. The University will continue to focus efforts and develop action steps to address such underutilizations. Selected placement goals for women occurred in:

- School of Dental Medicine – faculty
- Department of English Language and Literature – faculty
- Office of the Provost – director of general education

Minorities remained represented at all levels in the University’s workforce, most notably comprising 15% of full-time faculty, 11% of administrative/managerial positions, and 25% of the professional staff; all figures are similar to the national rates of 17%, 18%, and 20%, respectively.

African Americans represented 13% of the University’s total full-time workforce. Equally important, the 5.2% participation rate for full-time African American faculty remained at

or near the national average, which shows that African Americans represent 5.3% of all full-time faculty at predominantly White institutions.¹

In fall 2010, Asian/Pacific Islanders represented 7% of full-time faculty.

In fall 2010, the University employed 30 full-time Hispanic employees, up from 24 employees in fall 2009. This increase included the hiring of 5 faculty members. This increase marks a continuing trend in efforts to increase SIUE's Hispanic workforce over the past few years.

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

- School of Engineering, Department of Construction – faculty
- School of Dental Medicine – faculty
- School of Business, Department of Management & Marketing – faculty
- Office of the Provost, director of general education – administrative
- Facilities Management – electrician

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.

– SIUE CENTER FOR SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) RESEARCH, EDUCATION, AND OUTREACH –

SIUE's STEM initiatives are coordinated and facilitated through a new unit, the Center for STEM Research, Education, and Outreach, which is based in the Graduate School. Prior to the establishment of the center, STEM activities occurred across the University with minimal coordination of effort and communication across colleges and schools. With the arrival of a new center director this past summer, the University now has a formalized central clearinghouse for STEM education programs and for standardization of data collection. The center is developing new STEM programs focusing on women, minorities, and persons with disabilities, as described below, in collaboration with academic units. In addition, some programs will continue to be housed directly in schools and colleges, with the center playing a supporting role in ensuring sustainability and effectiveness. This report describes the center's main activities that impact

¹ Sources include: SIUE IPEDS Human Resources Survey Fall 2010; American Council on Education: Minorities in Higher Education 2009, Twenty-Third Status Report; U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics 2009.

women, minorities, and persons with disabilities in STEM, as well as summarizes STEM programs based in colleges and schools.

Program Overview

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

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

Program Results

The center has continued the four main pre-college programs of its predecessor, the Office of Science and Math Education. Three of those programs—Science Olympiad, Regional Science Fair, and the Summer Odyssey Science Camps—are opportunities for approximately 900 students each year to extend their science learning beyond the traditional classroom. The fourth program, the STEM Resource Center, is a lending library that supports educators from under-resourced schools by loaning materials and supplies that teachers can use to give students hands-on science learning in the classroom. While these four programs were not designed to specifically target girls, minorities, and persons with disabilities, participation by girls in Science Fair has been very high (Table 1), suggesting that this activity may have helped encourage girls to pursue further STEM courses or careers. Participation of minorities and students with disabilities has not been tracked; however, five schools that serve a high proportion of minority students annually participate in the Regional Science Fair.

Table 1. Participation in Outreach Programs, 2008-2010 by Gender

	Science Fair			Odyssey Science Camp			Science Olympiad
	F	M	Total	F	M	Total	
2010	214	173	387	43	70	113	300
2009	226	155	381	44	62	108	315
2008	183	122	305	28	58	86	330

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

Program Future Activities

Dr. Sharon Locke, who joined SIUE as the center's director in July 2010, is now leading a re-envisioning of the center and its programs, which will include an increased emphasis on reaching underserved populations. Dr. Locke is nationally recognized for her work on promoting retention and success of students with disabilities in science, and the center has just begun a pilot study, led by center Faculty Fellow Dr. Alison Fahsl, of the experiences of students with disabilities in STEM in the region. Other new initiatives include: (1) a collaboration with the Illinois Math and Science Academy to provide a one-week residential STEM summer institute for minority middle school students from the Metro East, (2) a partnership with Scott Air Force base to provide teaching resources and STEM programs to under-resourced schools, and (3) a partnership with the Boys and Girls Club of Bethalto to provide STEM activities in an after-school setting for students in communities with limited resources.

In summer 2011 the center will collaborate with the East St. Louis Center to design and deliver the Upward Bound Math and Science program, funded by the U.S. Department of Education. This program provides STEM academic and enrichment activities for a cohort of 50 high school students who participate in the program for four years. The intensive program is designed to support students' preparation to enter STEM majors in a university and to pursue STEM careers.

These projects are the first of many new STEM initiatives planned for the next three years, most of which will specifically target women, minorities, and persons with disabilities. The center has a pending \$500,000 proposal to the National Science Foundation to pilot an innovative online learning module on sustainability and engineering design at the East St. Louis Charter School, which has a minority student population. The center is also currently assisting SIUE faculty in the Department of Mathematics to prepare a proposal to the National Science Foundation for interventions to increase the retention of undergraduate women, minorities, and persons with disabilities who have either declared a major in STEM or expressed an interest in a STEM career.

Summaries of Academic Unit STEM Programs and Initiatives

College of Arts and Sciences

The College of Arts and Sciences (CAS) works closely with the Upward Bound programs administered by the SIUE East St. Louis Center and the Center for STEM Research, Education,

and Outreach. The Upward Bound Math and Science programs are designed to prepare participants for post-secondary education and the study of science, mathematics, and related education professions (STEM preparation). These programs serve high school-aged students from Brooklyn, Cahokia, East St. Louis, Madison, and Venice, all communities in the Metro East area with concentrations of minority students. In 2010 the program served 50 graduating high school seniors in their fourth and final year of Upward Bound Math and Science. In summer 2011, a new cohort of 50 students will enter the program. Five CAS faculty and staff participated as instructors in the program in 2010.

National Science Foundation ADVANCE Program

In 2010 SIUE received a \$190,555 planning award from the National Science Foundation (NSF) ADVANCE program to help recruit, retain, and promote initiatives for women faculty in the STEM disciplines. NSF awards the ADVANCE IT-Catalyst grants to strengthen institutional commitment to gender equity and diversity in STEM disciplines by providing a foundation for improving the recruitment, representation, and advancement of women, including underrepresented minority women.

SIUE's ADVANCE team, led by Denise Cobb of the Department of Sociology and Criminal Justice Studies, is taking an analytical approach to examining the challenges SIUE women faculty face, including the under-representation of minority women, within STEM. The project team is collecting data and beginning projects that can facilitate long-term institutional change efforts. The project's long-term goals include:

- Increasing the percentage of women faculty members at each rank within STEM disciplines and the social and behavioral sciences.
- Creating institutionalized networking opportunities for women faculty to facilitate their success.
- Developing a central resource center for chairs and program directors.
- Contributing to an improved overall climate.

Chemistry Department

The Illinois Louis Stokes Alliance for Minority Participation Program (ILSAMP) has provided undergraduate underrepresented ethnic minority, international, and majority students the opportunity to engage in research initiatives with faculty members from the College of Arts and Sciences and the School of Engineering. SIUE has been a consistent representative with a large number of students participating in the Annual Argonne National Laboratory Symposium for Undergraduates in Science, Engineering and Mathematics and the Annual LS-AMP Student Research Symposium. In addition, the ILSAMP initiative has been responsible for students continuing their academic pursuits at the graduate and professional schools level.

During FY10, 15 minority students were involved in science-related study and research under the supervision of faculty members. Several of these students were invited to present the results of their research at local and national symposia, and 1 student had the unique opportunity

to present research at the International Evolution 2010 Science Conference in Portland, Oregon (June 2010).

School of Education

Department of Curriculum and Instruction

The department has been in partnership with East St. Louis to provide initial certification at the secondary level for individuals already possessing a bachelor's degree through its master of arts in teaching (M.A.T) program. The M.A.T. is a technology-rich, accelerated program designed to assist individuals with undergraduate degrees from an accredited college or university in pursuing licensure for teaching at the middle school and/or high school levels. It combines university-based studies with field experiences in public school settings that culminate in a master's degree. Upon graduation from the program, candidates are eligible for certification to teach in their respective discipline at the middle or high school level in a school system in Illinois or in a state offering reciprocity. For 2011, 10 students including 4 women and minorities, are piloting a modified version of the M.A.T. that provides explicit instruction in STEM-content pedagogy.

The Math and Science Leadership Initiative (MASLI2) is a project funded by the U.S. Department of Education's Mathematics and Science Partnership program with the purpose of revising the existing master's degree in secondary mathematics. The degree is specifically designed to augment teachers' content knowledge in mathematics while also enhancing the implementation of effective STEM-content pedagogical practices. The long-term goal of the project is to improve student achievement in Illinois' highest-need schools. In the spring of 2010, a cohort of almost 30 secondary mathematics teachers from schools with low socioeconomic status throughout the region was recruited to pilot the program. This initiative is a unique partnership between the School of Education and the College of Arts and Sciences.

Students in the Elementary Education Partnership program also develop STEM competence as they complete intensive Lesson Studies in math and science as a part of their preparation for fulltime teaching. A Lesson Study is a professional development model in which teachers examine and refine content and pedagogical content knowledge through collaborative lesson development, delivery, and analysis of impact on student learning.

School of Engineering

The School of Engineering's summer program for high school students titled "Introduction to Engineering (Program)" introduces various engineering disciplines, computer science, and construction management to young, aspiring high school students through activities that are fun, challenging, and thought-provoking. Students learn how engineering impacts their lives through participation in various hands-on laboratory experiments, design contests, and field trips. In June 2010, 52 students, of which 14 were minorities, from various high schools, including the East St. Louis Charter High School, St. Louis Construction Charter High School, Alton High School, and Belleville West High School, participated in the two-week program.

National Science Foundation Engineering Scholarships

The School of Engineering received a \$600,000 award from the National Science Foundation to provide scholarships to students with financial need and/or disadvantaged backgrounds who wish to pursue an engineering degree. The program partners with organizations such as the St. Louis Construction Careers Center to try to ensure a diverse applicant pool that includes women, minorities, and persons with disabilities, groups that are severely underrepresented in engineering professions compared to the general population. The program has had some success in that of twelve offers for scholarships for 2010, three were to women, which is a slightly higher proportion than the representation of women in engineering fields (15-20% depending on the sub-field). Representation of minorities is still limited—one of twelve offers was to a minority applicant. To address the disparity, the program has put in place a number of new interventions for 2011 including more guidance to applicants on the essay portion of the application.

University Housing

Through University Housing, SIUE undergraduate students have the opportunity to participate in a Focused Interest Community (FIC) in engineering and technology. This community houses intended pre-majors of the School of Engineering including programs such as civil, electrical, mechanical, and computer engineering. It provides a supportive environment for students working in intensive majors within the School of Engineering. Students have the opportunity to create supportive study groups for college-level science and math courses that can be challenging and to interact one-on-one with faculty fellows and upper-class mentors. Students in the engineering FIC also participate in study groups, work cooperatively on a Trebuchet catapult project, and hold events such as video gaming tournaments to relax and take a breather from tough course work. There is a large body of evidence from research that shows benefits for students who live in learning communities like the FICs at SIUE, including (1) enhanced academic and social opportunities, (2) improved GPA, (3) improved connection to faculty, (4) greater involvement in learning, and (5) increased persistence to graduation.

School of Nursing

Student Nurse Achievement Program (SNAP)

The purpose of the Student Nurse Achievement Program (SNAP) is to expand the baccalaureate nursing program at Southern Illinois University Edwardsville to address the critical need to increase the numbers of diverse professional nurses in the workforce; recruit and retain qualified students from backgrounds that are racially, ethnically, and culturally diverse; and provide a mechanism for these students to remain in their community after graduation. Historically, the shortage of underrepresented nurses remains constant in both educational areas and health care facilities. Within economically disadvantaged communities, there is a lack of primary, tertiary, and restorative health care services as well as educational and health care opportunities. SNAP is designed to prepare baccalaureate nurses from these communities and return graduates from this program back to their communities, thus increasing the presence of well-prepared diverse health care professionals in these underrepresented communities.

Students are recruited from deprived and depressed educational circumstances that prevent opportunities for postsecondary education. The targeted geographical area includes high schools in Madison and St. Clair Counties in Illinois. The schools are in East St. Louis, Washington Park, Brooklyn, Cahokia, Granite City, Madison, and Alton. The academic performance of the students has placed these schools on the Illinois State Watch List, 2008 (Interactive Illinois Report Card 2008).

Students entering the program have a structured curriculum designed to enhance their academic base and assist them to successfully progress and graduate from this baccalaureate nursing program. In addition, they will be prepared for success on the NCLEX-RN examination and be committed to return to their communities for employment in the local healthcare facilities for a minimum of one year post-graduation.

In compliance with the HRSA grant received to fund this initiative, the following activities were conducted for FY 2010:

- First cohort of grant-supported students was admitted to the program; all of the students are African American from socially, economically, and educationally deprived/depressed communities in Illinois
 - 12 freshmen
 - 1 new sophomore
- Continuing SNAP students admitted prior to HRSA funding
 - Two seniors
 - Four juniors
 - Five sophomores
- All SNAP freshmen received stipends as stipulated by the grant, and sophomores received scholarships
 - SNAP juniors and seniors who were admitted prior to the HRSA funding award were not included in the HRSA grant and received federal financial aid and School of Nursing scholarships

School of Pharmacy

SIUE School of Pharmacy High School Minority Summer Camp

Recognizing the value of increasing the diversity in our student body, and considering the low number of minority students who are academically prepared and apply to the Southern Illinois University Edwardsville School of Pharmacy Doctor of Pharmacy (PharmD) program, the Office of Student Affairs concluded that one of the best options was to “grow our own pharmacists.” The school conducted a three-day summer camp for high school students in 2009 and 2010. The camps were open initially to high school students enrolled at Collinsville High School and grew the second year to include students from Belleville West High School. Because the program was successful, the school plans to include other school districts in future years based on resources available. Approximately 15 students attended each camp. The aim of the

summer camp was to expose students to careers in pharmacy and work with students to prepare them for pharmacy school.

The summer camp included hands-on activities, laboratory exercises, field trips, group projects, “shadowing” pharmacists in community and hospital settings, and other fun activities. Our current PharmD students who belong to the Student National Pharmacists Association (SNPhA), an organization that promotes membership of minority pharmacy students and strives to reduce health disparities in minority patients, agreed to serve as “mentors” for summer camp students. The SNPhA students continue to remain “mentors” while the summer camp students are still in high school. BWHS and CHS guidance counselors were invited to attend the summer camp to learn about the pharmacy profession and hopefully promote the summer camp in future years. The Office of Student Affairs hosted a breakfast at each high school and invited the guidance counselors and principals so that they could learn about the students’ experiences in the camp. This project is funded by a grant from Walgreens in the amount of \$8,000 per year.

– THE ILLINOIS PUBLIC AGENDA FOR COLLEGE AND CAREER SUCCESS –

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

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

STRATEGY: *Strengthen teacher and school leader quality through upgraded standards and professional development.*

A primary focus of each of the educator preparation programs in the School of Education is to prepare highly effective teachers and school leaders who will positively impact the academic achievement of all learners. This is accomplished in part through an intentional integration of professional standards throughout the coursework and field experiences within each program, which includes purposeful internships and student teaching assignments in a range of school settings and with diverse P-12 student populations. In order to enhance teacher candidates’ knowledge of issues related to English language learners (ELL), educational foundation faculty are currently working in collaboration with faculty in the College of Arts and Sciences to develop ELL modules that will be integrated across the educator preparation programs. In order to address the preparation of effective school leaders, the educational leadership faculty are currently redesigning the entire master’s degree in administration, in partnership with District 7, to enhance all components of its principal preparation program to include the coursework, internships, and culminating assignments. These changes will include the integration of the needs of P-12 students who are ELL, in special education placements, and those who are gifted to ensure that the academic needs of all P-12 students are being met. The complete redesign of all of the SOE’s teacher preparation programs will begin this spring 2011 semester, in compliance with new rules and standards developed through ISBE.

Last year, the *special education* faculty made several revisions to both the undergraduate and graduate program requirements to strengthen the alignment of professional teaching and

content standards. For example, the faculty added, dropped, and revised courses and changed the sequence of undergraduate courses. As a result of these changes, the special education programs align more effectively with the professional standards for special education and provide pre-service teachers with the knowledge and skills to work more effectively in the contemporary classroom. Since a large majority of P-12 special education students are now being served in the general education classroom, these changes will better prepare teachers to work in inclusive settings. Changes were also made in the required general education courses pre-service teachers take before entering the undergraduate special education program. The new requirements are more applicable to those pursuing a degree in education and better prepare them to pass required state certification tests. Additionally, the special education faculty have been working in collaboration with the East St. Louis School District and Southwest Community College in a statewide “Grow Your Own” initiative, which supports the preparation of teachers in hard-to-staff disciplines (i.e., special education) and with at-risk student populations.

The National Association for Sport and Physical Education (NASPE) has recently changed its standards, and consequently, the SOE’s *physical education* program has made a number of curricular changes to better align with NASPE recommendations. Specifically, examples include:

- (1) Focus on health and fitness, including obesity, as opposed to the teaching of team sports.
- (2) Focus on ways of engaging in the proactive promotion of the field (advocacy).
- (3) Focus on culturally responsive pedagogy in the physical education setting.

The *Department of Curriculum and Instruction (C&I)* has been modifying educator preparation programs to meet the needs of specific populations of students. For example, its successful early childhood “EChOS” off-campus program is designed for working adults; a current cohort is based in East St. Louis and is supporting the preparation of teachers in Head Start. The department has also been in partnership with East St. Louis to modify its M.A.T. initial certification program in secondary education to support the preparation of math and science teachers who anticipate working with at-risk adolescents.

In addition to its educator preparation programs, the School of Education also engages in a variety of professional development initiatives to enhance the leadership of current teachers. For example, the *Library of Congress Teaching with Primary Sources (TPS)* program at SIUE works with P-12 teachers, librarians, media specialists, and pre-service teachers in urban, suburban, and rural areas to offer a variety of professional development opportunities to promote and perpetuate life-long learning with the Library of Congress Web site. The workshop series and graduate course offer collaboration on how best to search the Library’s digital collections based on individual needs and design activities promoting inquiry and discovery into a topic with primary sources. Summer institutes are themed and promote collaboration and enhance leadership with multiple experts in researching and inquiring into the Library’s digital collections more deeply. Sharing effective strategies in using primary sources in the P-12 classroom is interwoven into the institute experience. Ongoing collaborations continue to be valuable, as they

allow educators and colleagues to collectively engage and connect disciplines when learning about the past, connecting with the present, and planning for the future. Several teachers from SIUE's TPS are sharing their expertise and exemplifying leadership through acceptance to fellowships, national programs, and conference presentations. New institute themes and collaborators are invited each year to continue building a network of educators and professionals sharing ideas and effective practices to promote life-long learning and critical thinking with twenty-first-century learners.

The School of Education's *Piasa Bluffs Writing and New Literacies Project* (PBWnLP) has received continued funding from the National Writing Project to scale-up building its intellectual community of teachers-teaching-teachers. Now in its third year, PBWnLP's goal is to improve learning throughout the region by helping local teachers become teacher-researchers and teacher-leaders. PBWnLP activities include an intensive summer institute for teachers and follow-up professional development throughout the school year for the institute's "Fellows." During the current (2011) academic year, project leaders are working with area schools, including SIUE's East St. Louis Charter High School, to provide intensive and focused professional development on the integration of writing across the curriculum. These experiences enable teachers to more effectively engage students with literacy in order to close the achievement gap and positively impact the success of students who are academically at risk.

In addition, the School of Education offers area teachers high-quality professional development to extend content and pedagogical knowledge of Abraham Lincoln through the National Endowment for the Humanities - *Abraham Lincoln and the Forging of Modern America Summer Institutes*. P-12 teachers from across the country spend a week in study both on the SIUE campus as well as in Springfield, IL. This initiative is directed through the Department of Curriculum and Instruction and provides high-quality, rigorous professional development that engages teachers from a diverse range of content areas and settings to collaborate on ways to positively impact student achievement in the classroom.

In the spring of 2010, the MASLI2-SM grant kicked off a cohort of almost 30 secondary mathematics teachers from schools throughout the region. The focus of this grant is to augment teachers' content knowledge in mathematics while also enhancing the implementation of effective pedagogical practices in the classroom. This initiative exemplifies a unique partnership between the SOE and the College of Arts and Sciences.

STRATEGY: *Build success for students with disabilities through assistive technologies, improved transitions from high school to college, and Perkins Programs of Study.*

The topics of assistive technology and transitions are discussed throughout the *special education* program. However, each topic also has a dedicated course where the issues are explored in depth. For example, in SPE 415, Assistive Technology, pre-service students research and identify current assistive technology devices to support many areas (e.g. reading, writing, math, communication, etc.). Examples of technology addressed include scanners with optical character recognition and talking word processors (WYNN), communication boards with pictures/words/objects (PECS), a variety of voice output devices, Ipad/Ipod with apps, electronic organizers, hand-held computers with computer access, keyboard accessibility options, talking

spell checkers, and many others. The course begins with a video presented by Dave Edyburn entitled "Technology & the Achievement Gap" that addresses this issue and serves as a basis for all subsequent discussions of assistive technology.

In SPE 470, Transition Planning, coursework includes knowledge about transition theory and practice (transition history, law, assessment, models, etc.), as well as a total of eight hours that focuses on experiences at work-place, independent living, postsecondary education, public and private schools, and leisure/recreation programs that address the needs of high school students with disabilities. Additionally, pre-service teachers learn how to:

- a. assess the self-determination skills of high school students with disabilities, using the ARC's Self-Determination Scale (Adolescent Version); and
- b. support P-12 students and their families in developing individualized self-directed person-centered transition plans that identify students' interests, preferences, and supports to assure successful adulthood for students with disabilities. These plans may include transition to a job, a sheltered workshop, a job or job-training program, college, or other appropriate placement.

In addition to academic preparation for pre-service teachers, the School of Education continues to build its *Augmentative and Alternative Communication* (AAC) services to the community and has increased its outreach from one district to five. It also expanded services to include on-site teacher training for those educators who have students in their classrooms using either low-tech or electronic alternative communication devices. The first annual AAC summer camp was offered in 2009 for families and children of all ages who use AAC. The Department of Special Education and Communication Disorders has also held AAC expos as part of its outreach in augmentative and assistive communication. Many area speech-language pathologists, special educators, and candidates in special education and speech-language pathology have attended these unique and collaborative professional development events.

Housed within the School of Education, the *Southern Illinois Professional Development Center* (SIPDC) also provides assistance for building success for students with disabilities by working in cooperation with the Career and Technical Education division of the Illinois Community College Board to offer transitioning materials and instruction for adult education students desiring to progress to postsecondary education or training programs. In addition, the SIPDC provides targeted training in the following areas:

- **The Institute to Credential Resource Specialists for Special Learning Needs (SLN):** SLN is an intensive training designed to enhance program capacity to meet the needs of adults with special learning needs through the development of local resource specialists. Participants are trained to serve as resources for instructional staff in their programs and provide screening for SLN, observe the manifestations of special learning needs, and develop appropriate instructional strategies for use by instructors within their programs.

- **Transitioning Students with SLN:** This training is applicable for those working with students with SLN to transition to postsecondary or to employment. Transition to change and students with SLN need assistance from adult educators to prepare them for the challenges they will face. This workshop focuses on what these challenges are and ways to assist students with SLN resolve these challenges as they transition.
- **ADA Coordinator:** The ADA coordinator training prepares Illinois adult education ADA coordinators to provide services for students. Participants are trained to assist programs to comply with the Americans with Disabilities Act (ADA) by working with students with documented disabilities to ensure that accommodations requests of students are handled in a timely and proper fashion. Topics include disability laws; accommodation model; possible challenges in the learning environment; public notice; and resources.

SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

– GOAL AND MISSION –

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

Unlike the University, or other public medical schools in Illinois, SIU School of Medicine is limited to accepting only Illinois residents into its undergraduate medical education program. Further, the school's mission emphasizes the health care needs of the central and southern Illinois region, and programs must reflect the region's population, both as a comparison and as a characteristic of its diversity in the composition of its student, staff, and faculty populations. Overall, SIU School of Medicine endeavors to reflect a diverse mix of students, faculty, and staff that will mirror the minority 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's and doctoral levels. Post-baccalaureate medical science education is also provided to 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 program include University-owned and leased structures; the previously mentioned affiliated community hospitals in Springfield as well as affiliated hospitals in Carbondale, Decatur, and Quincy; and a number of additional outreach sites. Additionally, approximately 1,000 Illinois physicians, most from central and southern Illinois, serve as volunteer or part-time medical school faculty.

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

As members of the school's physician group medical practice, SIU HealthCare (formerly SIU Physicians & Surgeons), the over 300 full-time physicians who are affiliated with the school offer a full range of primary and tertiary care services reflecting a broad variety of specialized diagnostic and treatment services, many of which are not available elsewhere in central and southern Illinois. As a result, SIU HealthCare provides a rich environment for the training of students and residents. SIU HealthCare annually delivers clinical services to approximately 120,000 patients through over 520,000 inpatient visits and outpatient encounters; more than 360,000 of the outpatient visits are made to physicians in the SIU clinics sites.

The quality of health care provided by the school, or any other academic medical center, cannot continue without an investment in medical research. The school's research effort is providing the engine for continued growth in biomedical-related economic development and technology transfer activities as well as clinical care. The faculty has over 220 externally funded research projects under way in over 100 laboratories located on the Springfield and Carbondale campuses.

The Simmons Cancer Institute at SIU was established in 2001 to provide opportunities for leading-edge cancer research, advanced comprehensive cancer treatment and clinical outreach to the community, and advanced training for students, 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. In July 2005, ground was broken for the institute's primary facility in Springfield. Care and treatment began in the facility in the summer of 2010.

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

– ACCOMPLISHMENTS –

- Continual improvement in diversity of student minority population from 17.0% minority in the 2000/2001 student body to 27.4% for all classes in the current 2009/2010 student body; for the class matriculating in the current 2009/2010 year, the statistics in 2000/2001 were 9.7% compared to the current 26.4%.
- Improved recruitment focus resulted in increased diversity of the total workforce from 11.8% minority hires for all faculty and staff combined in 2000 to 16.1% of new hires in 2009.
- Continued outreach and educational programs that celebrate the ethnic and cultural diversity of the central and southern Illinois region. These include continued monthly informal ethnic celebrations allowing students, residents, faculty, staff, and the general community to gain information about different cultural traditions.

– THE ILLINOIS PUBLIC AGENDA FOR COLLEGE AND CAREER SUCCESS –

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

RECOMMENDATION 3: Reduce geographic disparities in educational attainment.

In order to reflect the diversity of the community served by SIU School of Medicine, educational programs supporting the academic success of diverse student populations is imperative. The focus of *The Illinois Public Agenda* Goal 1 at the SIU School of Medicine is in reducing geographic disparities in educational achievement. Evidence of this strategy is found in two distinct campus programs. The first is the Physician Pipeline Preparatory Program (P4 initiative), a joint program of the Springfield District 186 public school system and the SIU School of Medicine. P4 partners faculty and staff of the school with local high school students interested in becoming physicians. The second is the Medical/Dental Education Preparatory Program (MEDPREP), which provides opportunity to economically and educationally disadvantaged college-age students to prepare them for entrance into health professional school.

P4 (Physician Pipeline Preparatory Program)

The first initiative, P4, was introduced in the fall of 2009 as a partnership between SIU School of Medicine and the Springfield District 186 public school system. The goal of the program is to offer an educational experience designed to encourage highly motivated high school students with an interest in becoming physicians. The P4 program is a multi-year, after-school program of special lectures, skill training, job shadowing, and mentoring activities modeled after medical school education programs and presented by SIU physician and scientist faculty. Twenty-four high school freshmen were selected to begin the program in 2009; of this group, 58% of the P4 students were minority students and a majority of the participants were young women. Selection for participation was based on superior academic performance, a demonstrated level of personal motivation, and a sincere interest in the field of medicine. Another goal of the program was to ensure participation of high school students from across

Springfield. In the inaugural group, P4 students came from every public high school in the city as well as several private high schools.

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

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

Currently in its second year, the program has maintained all but two original participants and has offered students five two-week modules. At the close of both years one and two, P4 students also successfully participate in the longitudinal assessment that is completed by medical students at the end of each year of medical school, giving the P4 students a unique insight into a significant milestone in medical education they would experience as medical students.

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

Another participant, a sophomore at Sacred Heart Griffin High School, said, "I've always been intrigued by and interested in medicine, in helping people, in logic and the sciences." He added, "The simulated patient experience has been really cool. It's the real thing. You get to examine [the patients], talk to them, and get feedback from the medical students." He said he is definitely interested in the medical field, following in his grandfather's footsteps.

MEDPREP

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

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

Current program statistics indicate that there are 1,264 MEDPREP alumni, of which 79% are underrepresented minorities (URM) and 54% are female. Since 1972, in this program, it is anticipated that 87% of the students will go on to find placement in and graduate from health professions schools. Since its inception, the MEDPREP program has served a diverse population represented by 72% who were Black (non-Hispanic), 5% Mexican American; 2% mainland Puerto Rican, 2% Other Hispanic, and 1% Native American.

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

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

The school continues to nurture its nationally acclaimed MEDPREP program, in part, as a pipeline for recruitment to its medical education program. Efforts are continuously being made to encourage students who are or will become Illinois residents, to select SIU School of Medicine as their school of choice. Those who have chosen to continue their education

elsewhere, however, have been accepted at nearly 60 health professions schools nationwide. Included in that number are Case Western Reserve, Emory, Georgetown, Harvard, Meharry, Morehouse, Washington University, and Yale, which gives credence to the level of education received by participants in this program.

– ACADEMIC ENVIRONMENT –

The school graduated its 2,337th medical student during its May 2010 commencement. Of the graduates who have completed their residencies and are currently practicing physicians, 43.2% are practicing in Illinois and 18.1% are practicing in the contiguous states of Wisconsin, Iowa, Missouri, Kentucky, and Indiana. And of those practicing in Illinois, 24% are located in rural locations. Of all graduates, 45% are primary care physicians.

In the 2009-2010 admissions cycle, the school received 1,107 applications (the second highest number of applications received in the past eleven admissions cycles). A total of 304 applicants were interviewed by members of the Admissions Committee as well as other faculty of the SIU School of Medicine. Of the 72 incoming students who accepted invitations to enroll in the class, 12 were underrepresented minority students, 8 of whom were from the University’s MEDPREP Alliance program. Compared to the national average of 52% males and 48% females, the School of Medicine’s enrollment is 54% males and 46% females.

Overview of Accomplishments

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

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

Class	% From Towns of 25,000 or Less	Males	Females	Mean Age	Age Range	Children of Physicians
2010	57%	33	39	22.5	20-28	14
2011	68%	34	38	23.6	20-43	9
2012	53%	40	32	23.2	20-34	12
2013	54%	39	33	24.0	21-46	12
2014	53%	39	33	23.2	20-45	12

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

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

Description	Black Non-Hisp.	Hispanic	White Non-Hisp.	Am. Indian Alaskan Nat.	Asian/Pacific Islander	Two or More Races	Total Minority
Census Data	8.2%	2.7%	87.6%	0.2%	1.3%	0.0%	12.4%
New Enrollees	12.4%	4.2%	73.6%	0.0%	9.7%	0.0%	26.3%
Total 2009/10 Enrollment	13.4%	3.4%	72.6%	1.0%	9.6%	0.0%	27.4%

Census Data – 2005 U.S. population census data estimate for 86 central and southern Illinois counties served by the School of Medicine
 Census data is not available for two or more races category.

New Enrollees – 2009 *new* enrollees/matriculants to SIU School of Medicine

Total 2009/10 Enrollment – fall 2009 enrollment for all four medical school classes (MSI-MSIV)

It is noted that the mid-decade population estimates prepared by the U.S. Census Bureau (2005), with data available this year, indicate that the total racial minorities for central/southern Illinois counties served by the SIU School of Medicine is 12.4%. The medical school’s minority enrollment in this current year is 27.4%. The school continues to meet its goal of reflecting a diverse mix of students who will mirror the minority population for the counties it serves.

This year the school was successful in attracting 8 students from the MEDPREP program into its entering class, with 25 from MEDPREP represented in the total student population.

Report on Faculty

For the calendar year January 1 through December 31, 2009, there were 31 new faculty members recruited to the School of Medicine.

The percentages for this category follow:

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

Description	Black Non-Hisp.	Hispanic	White Non-Hisp.	Am. Indian Alaskan Nat.	Asian/Pacific Islander	Two or More Races	Total Minority
Census Data	8.2%	2.7%	87.6%	0.2%	1.3%	0.0%	12.4%
New Faculty	3.2%	9.7%	61.3%	0.0%	22.6%	3.2%	38.7%
Total Faculty	2.3%	2.8%	76.5%	0.0%	18.1%	0.3%	23.5%

Census Data – 2005 U.S. population census data estimate for 86 central and southern Illinois counties served by the School of Medicine
 Census data is not available for two or more races category.

New Faculty – *new* tenure and alternate track faculty hired from January 1-December 31, 2009

Total Faculty – tenure and alternate faculty on staff as of December 31, 2009

Of the total faculty population in 2008, 38.8% were females on the tenure and alternate track, and 35.5% of the new faculty hires were female.

The school’s faculty shows a steady growth in overall minority representation from 19.6% in 2005 to 23.5% in the current year for total faculty population.

Report on Staff

Principal Administrative Appointment Staff

A total of 39 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 39 new principal administrative appointment staff hired, 21 were researchers.

The percentages for this category follow:

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

Description	Black Non-Hisp.	Hispanic	White Non-Hisp.	Am. Indian Alaskan Nat.	Asian/Pacific Islander	Two or More Races	Total Minority
Census Data	8.2%	2.7%	87.6%	0.2%	1.3%	0.0%	12.4%
New PAA	0.0%	0.0%	76.9%	0.0%	23.1%	0.0%	23.1%
Total PAA	1.6%	1.3%	87.6%	0.0%	9.5%	0.0%	12.4%

Census Data – 2005 U.S. population census data estimate for 86 central and southern Illinois counties served by the School of Medicine

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

New PAA – new principal administrative appointment staff hired from January 1-December 31, 2009

Total PAA – principal administrative appointments on staff as of December 31, 2009

Once again, the commitment to mirroring the diverse population for the area served has been a focus. Since the fall 2006 report, the total PAA minority population has grown from 10.0% to 12.4%.

Civil Service Staff

A total of 129 civil service employees were hired this past year.

The percentages for this category follow:

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

Description	Black Non-Hisp.	Hispanic	White Non-Hisp.	Am. Indian Alaskan Nat.	Asian/Pacific Islander	Two or More Races	Total Minority
Census Data	8.2%	2.7%	87.6%	0.2%	1.3%	0.0%	12.4%
New CS Staff	6.2%	1.6%	91.4%	0.0%	0.8%	0.0%	8.6%
Total CS Staff	4.4%	0.4%	94.5%	0.2%	0.5%	0.0%	5.5%

Census Data – 2005 U.S. population census data estimate for 86 central and southern Illinois counties served by the School of Medicine

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

New CS Staff – new civil service staff hired from January 1-December 31, 2009

Total CS Staff – civil service staff as of December 31, 2009

In part, because the school has continued its emphasis on reaching out to a more diverse community, the minority population among civil service staff since the recruitment report in fall 2005 has improved slightly from 5.5% to 5.9%. Measurable increases have occurred in Black non-Hispanic, and smaller increases have occurred in Hispanic groups. Data collected by the Office of Human Resources support an increase in diversity following targeted recruitment initiatives. Such initiatives include: in-house job fairs, participation in high school career days, and improved communications with local community colleges and vocational institutions. The recruitment function within the Office of Human Resources will continue to seek creative initiatives to further enhance outreach within the community. SIU School of Medicine has also increased its participation with many of these organizations as a training site for practical experience and on-site training programs. In order to further expand recruitment, the School of Medicine coordinated the mailing of over 2,700 postcards in November 2010, soliciting licensed practical nurses to apply with the School of Medicine. The goal of the mailing is to increase the applicant pool and reach a diverse population of qualified nursing candidates.

SUMMARY

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