



President
Reports

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

Annual Report / 2007

Academic Achievement

Southern Illinois University

SOUTHERN ILLINOIS UNIVERSITY

TWENTY-FIRST 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

This is the twenty-first annual Report to the Illinois Board of Higher Education on minority, female, and disabled students, faculty, and staff. As directed by the Illinois Legislature, the Report evaluates the results of campus plans and efforts to increase the participation and achievement of minorities, women, and disabled students, faculty, and staff. This year, in accordance with IBHE direction, the focus of the Report is on Academic Achievement.

For more than a decade, the SIU institutions have provided a broad array of programs and services to improve the participation and success of underrepresented groups and have expended considerable state, federal, and institutional resources in support of these programs and activities. This Report is produced through the coordinated efforts of staff in the Office of the President and at Southern Illinois University Edwardsville and Southern Illinois University Carbondale. Major responsibility for leadership in assuring the participation and success of underrepresented groups is vested in the constituent universities. The Office of the President assists the institutions in defining and developing realistic goals, monitors progress, and holds the institutions accountable for their performance in discharging their responsibilities in this important area.

Many persons throughout the University contributed to the preparation of this report. Those most directly involved include John S. Haller, Jr., Vice President for Academic Affairs, Office of the President; Seymour Bryson, Associate Chancellor (Diversity), SIUC; Kay Titchenal, Executive Director of Human Resources, School of Medicine; and Paul Pitts, Director of Institutional Compliance, SIUE.

This report, however, would not have been possible without the diligent work effort of Antoinette Moyers, whose careful eye, exacting standards, and proprietary hand brought together three very differently structured reports under one cover. It is to her that the quality of this final product is due.

John S. Haller, Jr.
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 new 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 \$701 million, the University serves nearly 35,000 students and offers 2 associate's, 124 bachelor's, 116 master's, and 35 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. SIU offers baccalaureate completion programs at locations around the state, including sites in the Chicago metropolitan area; baccalaureate and master's programs at dozens of military bases across the United States; and graduate degree programs in several foreign locations, including Singapore, Hong Kong, and Jamaica. SIU students participate in overseas research and training exchanges and in worldwide student exchange programs such as Study Abroad.

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 former 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 \$109.1 million in grants and contracts, Southern Illinois University has remained rooted in the lives of the people it serves and dedicated to excellence in learning. SIU was established in response to the needs of the people. It was built on their successes. It is growing for their future.

ALL-UNIVERSITY HIGHLIGHTS

Minority Enrollment

Progress

In the past year:

- Minority professional enrollment increased by 1.4%.
- The percentage of total minority enrollment to total enrollment increased 0.7%.

In the past five years:

- Minority undergraduate enrollment increased by 17.0%.
- Minority professional enrollment increased by 32.4%.
- Total minority enrollment increased 12.9%.
- The percentage of total minority enrollment to total enrollment increased 3.1%.

Challenges

In the past year:

- Minority undergraduate enrollment decreased by 2.7%.
- Minority graduate enrollment decreased by 8.5%.
- Total minority enrollment decreased 3.3%.

In the past five years:

- Minority graduate enrollment decreased by 11.8%.

Minority Enrollment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Undergraduate</i>	4,390	4,397	5,078	5,278	5,136
<i>Graduate</i>	815	856	832	786	719
<i>Professional</i>	111	107	106	145	147
<i>Total Minority</i>	5,316	5,360	6,016	6,209	6,002
<i>Total Enrollment</i>	34,581	34,682	35,082	34,901	32,423
<i>Percent of Total Minority Enrollment to Total Enrollment</i>	15.37%	15.45%	17.15%	17.79%	18.51%

Black Enrollment

Progress

In the past year:

- Black professional enrollment increased by 14.6%.
- The percentage of total Black enrollment to total enrollment increased 0.4%.

In the past five years:

- Black undergraduate enrollment increased by 14.4%, and professional enrollment by 90.9%.
- Black total enrollment increased by 10.8%.
- The percentage of total Black enrollment to total enrollment increased 2.0%.

Challenges

In the past year:

- Black undergraduate enrollment decreased by 3.3%.
- Black graduate enrollment decreased by 11.2%.
- Black total enrollment decreased by 4.0%.

In the past five years:

- Black graduate enrollment decreased by 14.0%.

Black Enrollment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Undergraduate</i>	3,255	3,253	3,714	3,850	3,725
<i>Graduate</i>	591	617	591	572	508
<i>Professional</i>	33	35	35	55	63
<i>Total Black</i>	3,879	3,905	4,340	4,477	4,296
<i>Total Enrollment</i>	34,581	34,682	35,082	34,901	32,423
<i>Percent of Total Black Enrollment to Total Enrollment</i>	11.22%	11.26%	12.37%	12.83%	13.25%

Hispanic Enrollment

Progress

In the past year:

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

In the past five years:

- Hispanic undergraduate enrollment increased by 16.8%.
- Total Hispanic enrollment increased by 13.5%.
- The percentage of total Hispanic enrollment to total enrollment increased 0.5%.

Challenges

In the past year:

- Hispanic undergraduate enrollment decreased by 3.4%.
- Hispanic graduate enrollment decreased by 1.0%, and professional enrollment by 18.2%.
- Hispanic total enrollment decreased by 3.4%.

In the past five years:

- Hispanic graduate enrollment decreased by 1.9%, and professional by 10.0%.

Hispanic Enrollment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Undergraduate</i>	643	627	734	777	751
<i>Graduate</i>	106	112	127	105	104
<i>Professional</i>	20	18	18	22	18
<i>Total Hispanic</i>	769	757	879	904	873
<i>Total Enrollment</i>	34,581	34,682	35,082	34,901	32,423
<i>Percent of Total Hispanic Enrollment to Total Enrollment</i>	2.22%	2.18%	2.51%	2.59%	2.69%

Native American Enrollment

Progress

In the past year:

- Native American undergraduate enrollment increased by 0.9%.
- Native American graduate enrollment increased by 22.7%.
- Total Native American enrollment increased by 2.1%.

In the past five years:

- Native American undergraduate enrollment increased by 14.7%.
- Total Native American enrollment increased by 6.5%.

Challenges

In the past year:

- Native American professional enrollment decreased by 42.9%.

In the past five years:

- Native American graduate enrollment decreased by 15.6%, and professional enrollment by 20.0%.

Native American Enrollment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Undergraduate</i>	102	90	90	116	117
<i>Graduate</i>	32	30	21	22	27
<i>Professional</i>	5	2	3	7	4
<i>Total Native American</i>	139	122	114	145	148
<i>Total Enrollment</i>	34,581	34,682	35,082	34,901	32,423
<i>Percent of Total Native American Enrollment to Total Enrollment</i>	0.40%	0.35%	0.32%	0.42%	0.46%

Asian Enrollment

Progress

In the past year:

- Asian undergraduate enrollment increased by 1.5%.
- Asian professional enrollment increased by 1.6%.
- Total Asian enrollment increased by 0.3%.
- The percentage of total Asian enrollment to total enrollment increased by 0.2%.

In the past five years:

- Asian undergraduate enrollment increased by 39.2%.
- Asian professional enrollment increased by 17.0%.
- Total Asian enrollment increased by 29.5%.
- The percentage of total Asian enrollment to total enrollment increased by 0.6%.

Challenges

In the past year:

- Asian graduate enrollment decreased by 8.1%.

In the past five years:

- Asian graduate enrollment decreased by 7.0%.

Asian Enrollment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Undergraduate</i>	390	427	540	535	543
<i>Graduate</i>	86	97	93	87	80
<i>Professional</i>	53	52	50	61	62
<i>Total Asian</i>	529	576	683	683	685
<i>Total Enrollment</i>	34,581	34,682	35,082	34,901	32,423
<i>Percent of Total Asian Enrollment to Total Enrollment</i>	1.53%	1.66%	1.95%	1.96%	2.11%

Female Enrollment

Progress

In the past year:

- Female professional enrollment increased by 12.2%.
- The percentage of total female enrollment to total enrollment increased by 3.0%.

In the past five years:

- Female professional enrollment increased by 20.8%.
- The percentage of total female enrollment to total enrollment increased by 2.2%.

Challenges

In the past year:

- Female undergraduate enrollment decreased by 1.8%, and graduate enrollment decreased by 2.1%.
- Total female enrollment decreased by 1.5%.

In the past five years:

- Female undergraduate enrollment decreased by 0.6%, and graduate enrollment decreased by 9.5%.
- Total female enrollment decreased by 2.1%.

Female Enrollment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Undergraduate</i>	13,015	13,020	13,195	13,168	12,938
<i>Graduate</i>	3,871	3,826	3,691	3,578	3,502
<i>Professional</i>	403	430	384	434	487
<i>Total Female</i>	17,289	17,276	17,270	17,180	16,927
<i>Total Enrollment</i>	34,581	34,682	35,082	34,901	32,423
<i>Percent of Total Female Enrollment to Total Enrollment</i>	50.00%	49.81%	49.23%	49.22%	52.21%

Disabled Enrollment

Progress

In the past year:

- Disabled undergraduate enrollment increased by 14.6%.
- Total disabled enrollment increased by 8.3%.
- The percentage of total disabled enrollment to total enrollment increased by 0.4%.

In the past five years:

- Disabled undergraduate enrollment increased by 17.1%.
- Total disabled enrollment increased by 12.9%.
- The percentage of total disabled enrollment to total enrollment increased by 0.5%.

Challenges

In the past year:

- Disabled graduate enrollment decreased by 18.3%, and professional by 40.0%.

In the past five years:

- Disabled graduate enrollment decreased by 7.4%, and professional by 25.0%.

Disabled Enrollment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Undergraduate</i>	678	633	668	693	794
<i>Graduate</i>	135	137	147	153	125
<i>Professional</i>	4	8	5	5	3
<i>Total Disabled</i>	817	778	820	851	922
<i>Total Enrollment</i>	34,581	34,682	35,082	34,901	32,423
<i>Percent of Total Disabled Enrollment to Total Enrollment</i>	2.36%	2.24%	2.34%	2.44%	2.84%

Total SIU Full-Time Minority Employment

Progress

In the past year:

- The number of minority employees increased in three categories: executive/administrative/managerial, 8.7%; faculty, 9.9%; and secretarial/clerical, 7.1%.
- Total minority employment increased by 1.8%.

In the past five years:

- The number of minority employees increased in three categories: faculty, 28.8%; professional non-faculty, 14.4%; and secretarial/clerical, 4.7%.
- Total minority employment increased by 7.1%.
- The percentage of total minority employment to total employment increased by 0.4%.

Challenges

In the past year:

- The number of minority employees decreased in three categories: professional non-faculty, 2.9%; technical/paraprofessional, 0.8%; and service/maintenance, 8.3%.

In the past five years:

- The number of minority employees decreased in four categories: executive/administrative/managerial, 15.3%; technical/paraprofessional, 3.6%; skilled craft, 9.1%; and service/maintenance, 14.8%.

Minority Employment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	59	46	49	46	50
<i>Faculty</i>	233	258	262	273	300
<i>Professional Non-Faculty</i>	208	208	218	245	238
<i>Secretarial/Clerical</i>	86	75	79	84	90
<i>Technical/Paraprofessional</i>	137	131	138	133	132
<i>Skilled Craft</i>	11	11	11	10	10
<i>Service/Maintenance</i>	155	130	139	144	132
<i>Total Minority</i>	889	859	896	935	952
<i>Total Employees</i>	6,606	6,455	6,601	6,767	6,889
<i>Percent of Total Minority Employees to Total Employees</i>	13.46%	13.31%	13.57%	13.82%	13.82%

Source: SIUC Factbook 2006-2007, SIUE EE06 employment tables.

SIUC Full-Time Minority Employment

Progress

In the past year:

- The number of minority employees increased in five categories: executive/administrative/managerial, 6.9%; faculty, 13.2%; secretarial/clerical, 5.5%; technical/paraprofessional, 18.2%; and service/maintenance, 3.8%.
- Total minority employment increased by 5.7%.
- The percentage of total minority employment to total employment increased by 0.3%.

In the past five years:

- The number of minority employees increased in five categories: executive/administrative/managerial, 14.8%; faculty, 34.3%; professional non-faculty, 19.8%; technical/paraprofessional, 143.8%; and service/maintenance, 9.3%.
- Total minority employment increased by 23.4%.
- The percentage of total minority employment to total employment increased by 1.7%.

Challenges

In the past year:

- The number of minority employees decreased in professional non-faculty, 6.3%.

In the past five years:

- The number of minority employees decreased in two categories: secretarial/clerical, 4.9%; and skilled craft, 11.1%.

Minority Employment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	27	25	28	29	31
<i>Faculty</i>	166	183	179	197	223
<i>Professional Non-Faculty</i>	111	108	114	142	133
<i>Secretarial/Clerical</i>	61	54	54	55	58
<i>Technical/Paraprofessional</i>	16	26	31	33	39
<i>Skilled Craft</i>	9	9	9	8	8
<i>Service/Maintenance</i>	75	73	72	79	82
<i>Total Minority</i>	465	478	487	543	574
<i>Total Employees</i>	4,668	4,544	4,644	4,774	4,907
<i>Percent of Total Minority Employees to Total Employees</i>	9.96%	10.52%	10.49%	11.37%	11.70%

Source: SIUC Factbook 2006-2007

SIUE Full-Time Minority Employment

Progress

In the past year:

- The number of minority employees increased in four categories: executive/administrative/managerial, 11.8%; faculty, 1.3%; professional non-faculty, 1.9%; and secretarial/clerical, 10.3%.

In the past five years:

- The number of minority employees increased in three categories: faculty, 14.9%; professional non-faculty, 8.2%; and secretarial/clerical, 28.0%.

Challenges

In the past year:

- The number of minority employees decreased in two categories: technical/paraprofessional, 7.0%; and service/maintenance, 23.1%.
- Total minority employment decreased by 3.6%.
- The percentage of total minority employment to total employment decreased by 0.6%.

In the past five years:

- The number of minority employees decreased in three categories: executive/administrative/managerial, 40.6%; technical/paraprofessional, 23.1%; and service/maintenance, 37.5%.
- Total minority employment decreased by 10.8%.
- The percentage of total minority employment to total employment decreased by 2.8%.

Minority Employment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	32	21	21	17	19
<i>Faculty</i>	67	75	83	76	77
<i>Professional Non-Faculty</i>	97	100	104	103	105
<i>Secretarial/Clerical</i>	25	21	25	29	32
<i>Technical/Paraprofessional</i>	121	105	107	100	93
<i>Skilled Craft</i>	2	2	2	2	2
<i>Service/Maintenance</i>	80	57	67	65	50
<i>Total Minority</i>	424	381	409	392	378
<i>Total Employees</i>	1,938	1,911	1,957	1,993	1,982
<i>Percent of Total Minority Employees to Total Employees</i>	21.88%	19.94%	20.90%	19.67%	19.07%

Source: SIUE Factbook 2006-2007

Total SIUC Full-Time Black Employment

Progress

In the past year:

- The number of Black employees increased in four categories: executive/administrative/managerial, 10.3%; faculty, 8.7%; secretarial/clerical, 9.5%; and technical/paraprofessional 1.7%.
- Total Black employment increased by 1.1%.

In the past five years:

- The number of Black employees increased in two categories: faculty, 34.9%; and professional non-faculty, 12.4%.

Challenges

In the past year:

- The number of Black employees decreased in two categories: professional non-faculty, 1.1%; and service/maintenance, 9.0%.
- 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 five categories: executive/administrative/managerial, 23.8%; secretarial/clerical, 5.5%; technical/paraprofessional, 5.4%; skilled craft, 11.1%; and service/maintenance, 22.4%.
- Total Black employment decreased by 0.9%.
- The percentage of total Black employment to total employment decreased by 0.5%.

Black Employment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	42	35	35	29	32
<i>Faculty</i>	83	93	103	103	112
<i>Professional Non-Faculty</i>	153	150	158	174	172
<i>Secretarial/Clerical</i>	73	60	62	63	69
<i>Technical/Paraprofessional</i>	129	119	127	120	122
<i>Skilled Craft</i>	9	9	9	8	8
<i>Service/Maintenance</i>	143	114	118	122	111
<i>Total Black</i>	632	580	612	619	626
<i>Total Employees</i>	6,606	6,455	6,601	6,767	6,889
<i>Percent of Total Black Employees to Total Employees</i>	9.57%	8.99%	9.27%	9.15%	9.09%

Source: SIUC Factbook 2006-2007, SIUE EE06 employment tables.

SIUC Full-Time Black Employment

Progress

In the past year:

- The number of Black employees increased in five categories: executive/administrative/managerial, 6.7%; faculty, 13.0%; secretarial/clerical, 5.4%; technical/paraprofessional, 33.3%; and service/maintenance, 1.6%.
- Total Black employment increased by 6.4%.
- The percentage of total Black employment to total employment increased by 0.2%.

In the past five years:

- The number of Black employees increased in four categories: executive/administrative/managerial, 14.3%; faculty, 34.5%; professional non-faculty, 34.4%; and technical/paraprofessional, 146.2%.
- Total Black employment increased by 17.8%.
- The percentage of total Black employment to total employment increased by 0.7%.

Challenges

In the past year:

- The number of Black employees decreased in professional non-faculty, 2.4%.

In the past five years:

- The number of Black employees decreased in two categories: secretarial/clerical, 22.0%; and service/maintenance, 3.1%.

Black Employment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	14	16	16	15	16
<i>Faculty</i>	58	59	66	69	78
<i>Professional Non-Faculty</i>	61	58	66	84	82
<i>Secretarial/Clerical</i>	50	40	39	37	39
<i>Technical/Paraprofessional</i>	13	18	23	24	32
<i>Skilled Craft</i>	8	8	8	7	7
<i>Service/Maintenance</i>	65	61	58	62	63
<i>Total Black</i>	269	260	276	298	317
<i>Total Employees</i>	4,668	4,544	4,644	4,774	4,907
<i>Percent of Total Black Employees to Total Employees</i>	5.76%	5.72%	5.94%	6.24%	6.46%

Source: SIUC Factbook 2006-2007

SIUE Full-Time Black Employment

Progress

In the past year:

- The number of Black employees increased in two categories: executive/administrative/managerial, 14.3%; and secretarial/clerical, 15.4%.

In the past five years:

- The number of Black employees increased in two categories: faculty, 36.0%; and secretarial/clerical, 30.4%.

Challenges

In the past year:

- The number of Black employees decreased in two categories: technical/paraprofessional, 6.3%; and service/maintenance, 20.0%.
- Total Black employment decreased by 3.7%.
- The percentage of total Black employment to total employment decreased by 0.5%.

In the past five years:

- The number of Black employees decreased in four categories: executive/administrative/managerial, 42.9%; professional non-faculty, 2.2%; technical/paraprofessional, 22.4%; and service/maintenance, 38.5%.
- Total Black employment decreased by 14.9%.
- The percentage of total Black employment to total employment decreased by 3.1%.

Black Employment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	28	19	19	14	16
<i>Faculty</i>	25	34	37	34	34
<i>Professional Non-Faculty</i>	92	92	92	90	90
<i>Secretarial/Clerical</i>	23	20	23	26	30
<i>Technical/Paraprofessional</i>	116	101	104	96	90
<i>Skilled Craft</i>	1	1	1	1	1
<i>Service/Maintenance</i>	78	53	60	60	48
<i>Total Black</i>	363	320	336	321	309
<i>Total Employees</i>	1,938	1,911	1,957	1,993	1,982
<i>Percent of Total Black Employees to Total Employees</i>	18.73%	16.75%	17.17%	16.11%	15.59%

Source: SIUE Factbook 2006-2007

Total SIU Full-Time Hispanic Employment

Progress

In the past year:

- The number of Hispanic employees increased in five categories: executive/administrative/managerial, 33.3%; faculty, 16.1%; professional non-faculty, 5.6%; secretarial/clerical, 10.0%; and service/maintenance, 10.0%.
- Total Hispanic employment increased by 8.9%.
- The percentage of total Hispanic employment to total employment increased by 0.1%.

In the past five years:

- The number of Hispanic employees increased in three categories: faculty, 44.0%; secretarial/clerical, 22.2%; and service/maintenance, 120.0%.
- Total Hispanic employment increased by 19.4%.
- 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 technical/paraprofessional, 40.0%.

In the past five years:

- The number of Hispanic employees decreased in three categories: executive/administrative/managerial, 20.0%; professional non-faculty, 9.5%; and technical/paraprofessional, 40.0%.

Hispanic Employment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	5	1	3	3	4
<i>Faculty</i>	25	25	26	31	36
<i>Professional Non-Faculty</i>	21	21	18	18	19
<i>Secretarial/Clerical</i>	9	8	8	10	11
<i>Technical/Paraprofessional</i>	5	5	3	5	3
<i>Skilled Craft</i>	2	2	2	2	2
<i>Service/Maintenance</i>	5	5	9	10	11
<i>Total Hispanic</i>	72	67	69	79	86
<i>Total Employees</i>	6,606	6,455	6,601	6,767	6,889
<i>Percent of Total Hispanic Employees to Total Employees</i>	1.09%	1.04%	1.05%	1.17%	1.25%

Source: SIUC Factbook 2006-2007, SIUE EE06 employment tables.

SIUC Full-Time Hispanic Employment

Progress

In the past year:

- The number of Hispanic employees increased in four categories: executive/administrative/managerial, 33.3%; faculty, 21.7%; secretarial/clerical, 10.0%; and service/maintenance, 28.6%.
- Total Hispanic employment increased by 13.6%.
- The percentage of total Hispanic employment to total employment increased by 0.1%.

In the past five years:

- The number of Hispanic employees increased in three categories: faculty, 47.4%; secretarial/clerical, 37.5%; and service/maintenance, 200.0%.
- Total Hispanic employment increased by 19.6%.
- 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 technical/paraprofessional, 33.3%.

In the past five years:

- The number of Hispanic employees decreased in professional non-faculty, 36.8%.

Hispanic Employment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	4	1	3	3	4
<i>Faculty</i>	19	19	19	23	28
<i>Professional Non-Faculty</i>	19	16	12	12	12
<i>Secretarial/Clerical</i>	8	8	8	10	11
<i>Technical/Paraprofessional</i>	2	3	2	3	2
<i>Skilled Craft</i>	1	1	1	1	1
<i>Service/Maintenance</i>	3	3	5	7	9
<i>Total Hispanic</i>	56	51	50	59	67
<i>Total Employees</i>	4,668	4,544	4,644	4,774	4,907
<i>Percent of Total Hispanic Employees to Total Employees</i>	1.20%	1.12%	1.08%	1.24%	1.37%

Source: SIUC Factbook 2006-2007

SIUE Full-Time Hispanic Employment

Progress

In the past year:

- The number of Hispanic employees increased in professional non-faculty, 16.7%.

In the past five years:

- The number of Hispanic employees increased in two categories: faculty, 33.3%; and professional non-faculty, 250.0%.
- Total Hispanic employment increased by 18.8%.
- 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: technical/paraprofessional, 50.0%; and service/maintenance, 33.3%.
- Total Hispanic employment decreased by 5.0%.

In the past five years:

- The number of Hispanic employees decreased in three categories: executive/administrative/managerial, 100.0%; secretarial/clerical, 100.0%; and technical/paraprofessional, 66.7%.

Hispanic Employment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	1	0	0	0	0
<i>Faculty</i>	6	6	7	8	8
<i>Professional Non-Faculty</i>	2	5	6	6	7
<i>Secretarial/Clerical</i>	1	0	0	0	0
<i>Technical/Paraprofessional</i>	3	2	1	2	1
<i>Skilled Craft</i>	1	1	1	1	1
<i>Service/Maintenance</i>	2	2	4	3	2
<i>Total Hispanic</i>	16	16	19	20	19
<i>Total Employees</i>	1,938	1,911	1,957	1,993	1,982
<i>Percent of Total Hispanic Employees to Total Employees</i>	0.83%	0.84%	0.97%	1.00%	0.96%

Source: SIUE Factbook 2006-2007

Total SIU Full-Time Native American Employment

Progress

In the past five years:

- The number of Native American employees increased in four categories: executive/administrative/managerial, 100.0%; professional non-faculty, 25.0%; secretarial/clerical, 100.0%; and service/maintenance, 100.0%.
- Total Native American employment increased by 38.5%.
- The percentage of total Native American employment to total employment increased by 0.1%.

Challenges

In the past year:

- The number of Native American employees decreased in professional non-faculty by 16.7%.
- Total Native American employment decreased by 5.3%.

In the past five years:

- The number of Native American employees decreased in faculty by 25.0%.

Native American Employment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	1	1	1	2	2
<i>Faculty</i>	4	4	3	3	3
<i>Professional Non-Faculty</i>	4	4	6	6	5
<i>Secretarial/Clerical</i>	2	3	4	4	4
<i>Technical/Paraprofessional</i>	0	1	1	0	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	2	3	4	4	4
<i>Total Native American</i>	13	16	19	19	18
<i>Total Employees</i>	6,606	6,455	6,601	6,767	6,889
<i>Percent of Total Native American Employees to Total Employees</i>	0.20%	0.25%	0.29%	0.28%	0.26%

Source: SIUC Factbook 2006-2007, SIUE EE06 employment tables.

SIUC Full-Time Native American Employment

Progress

In the past five years:

- The number of Native American employees increased in three categories: executive/administrative/managerial, 100.0%; secretarial/clerical, 100.0%; and service/maintenance, 100.0%.
- Total Native American employment increased by 33.3%.
- The percentage of total Native American employment to total employment increased by 0.1%.

Challenges

In the past year:

- The number of Native American employees decreased in professional non-faculty, 20.0%.
- Total Native American employment decreased by 5.9%.

In the past five years:

- The number of Native American employees decreased in faculty, 25.0%.

Native American Employment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	1	1
<i>Faculty</i>	4	4	3	3	3
<i>Professional Non-Faculty</i>	4	4	5	5	4
<i>Secretarial/Clerical</i>	2	3	4	4	4
<i>Technical/Paraprofessional</i>	0	1	1	0	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	2	3	4	4	4
<i>Total Native American</i>	12	15	17	17	16
<i>Total Employees</i>	4,668	4,544	4,644	4,774	4,907
<i>Percent of Total Native American Employees to Total Employees</i>	0.26%	0.33%	0.37%	0.36%	0.33%

Source: SIUC Factbook 2006-2007

SIUE Full-Time Native American Employment

Progress

In the past five years:

- The number of Native American employees increased in professional non-faculty, 100.0%.
- Total Native American employment increased by 100.0%.
- The percentage of total Native American employment to total employment increased by 0.1%.

Native American Employment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	1	1	1	1	1
<i>Faculty</i>	0	0	0	0	0
<i>Professional Non-Faculty</i>	0	0	1	1	1
<i>Secretarial/Clerical</i>	0	0	0	0	0
<i>Technical/Paraprofessional</i>	0	0	0	0	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	0	0	0	0
<i>Total Native American</i>	1	1	2	2	2
<i>Total Employees</i>	1,938	1,911	1,957	1,993	1,982
<i>Percent of Total Native American Employees to Total Employees</i>	0.05%	0.05%	0.10%	0.10%	0.10%

Source: SIUE Factbook 2006-2007

Total SIU Full-Time Asian Employment

Progress

In the past year:

- The number of Asian employees increased in faculty, 9.6%.
- Total Asian employment increased by 1.8%.

In the past five years:

- The number of Asian employees increased in six categories: executive/administrative/managerial, 9.1%; faculty, 23.1%; professional non-faculty, 40.0%; secretarial/clerical, 200.0%; technical/paraprofessional, 133.3%; and service/maintenance, 20.0%.
- Total Asian employment increased by 29.1%.
- 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 four categories: professional non-faculty by 10.6%; secretarial/clerical, 14.3%; technical/paraprofessional, 12.5%; and service/maintenance, 25.0%

Asian Employment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	11	9	10	12	12
<i>Faculty</i>	121	136	130	136	149
<i>Professional Non-Faculty</i>	30	33	36	47	42
<i>Secretarial/Clerical</i>	2	4	5	7	6
<i>Technical/Paraprofessional</i>	3	6	7	8	7
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	5	8	8	8	6
<i>Total Asian</i>	172	196	196	218	222
<i>Total Employees</i>	6,606	6,455	6,601	6,767	6,889
<i>Percent of Total Asian Employees to Total Employees</i>	2.60%	3.04%	2.97%	3.22%	3.22%

Source: SIUC Factbook 2006-2007, SIUE EE06 employment tables.

SIUC Full-Time Asian Employment

Progress

In the past year:

- The number of Asian employees increased in faculty by 11.8%.
- Total Asian employment increased by 3.0%.

In the past five years:

- The number of Asian employees increased in six categories: executive/administrative/managerial, 11.1%; faculty, 34.1%; professional non-faculty, 29.6%; secretarial/clerical, 300.0%; technical/paraprofessional, 400.0%; and service maintenance, 20.0%.
- Total Asian employment increased by 35.9%.
- The percentage of total Asian employment to total employment increased by 0.8%.

Challenges

In the past year:

- The number of Asian employees decreased in two categories: professional non-faculty, 14.6%; and technical/paraprofessional, 16.7%.

Asian Employment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	9	8	9	10	10
<i>Faculty</i>	85	101	91	102	114
<i>Professional Non-Faculty</i>	27	30	31	41	35
<i>Secretarial/Clerical</i>	1	3	3	4	4
<i>Technical/Paraprofessional</i>	1	4	5	6	5
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	5	6	5	6	6
<i>Total Asian</i>	128	152	144	169	174
<i>Total Employees</i>	4,668	4,544	4,644	4,774	4,907
<i>Percent of Total Asian Employees to Total Employees</i>	2.74%	3.35%	3.10%	3.54%	3.55%

Source: SIUC Factbook 2006-2007

SIUE Full-Time Asian Employment

Progress

In the past year:

- The number of Asian employees increased in two categories: faculty, 2.9%; and professional non-faculty, 16.7%.

In the past five years:

- The number of Asian employees increased in two categories: professional non-faculty, 133.3%; and secretarial/clerical, 100.0%.
- Total Asian employment increased by 9.1%.
- The percentage of total Asian employment to total employment increased by 0.2%.

Challenges

In the past year:

- The number of Asian employees decreased in two categories: secretarial/clerical, 33.3%; and service/maintenance, 100.0%.
- Total Asian employment decreased by 2.0%.

In the past five years:

- The number of Asian employees decreased in faculty by 2.8%.

Asian Employment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	2	1	1	2	2
<i>Faculty</i>	36	35	39	34	35
<i>Professional Non-Faculty</i>	3	3	5	6	7
<i>Secretarial/Clerical</i>	1	1	2	3	2
<i>Technical/Paraprofessional</i>	2	2	2	2	2
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	2	3	2	0
<i>Total Asian</i>	44	44	52	49	48
<i>Total Employees</i>	1,938	1,911	1,957	1,993	1,982
<i>Percent of Total Asian Employees to Total Employees</i>	2.27%	2.30%	2.66%	2.46%	2.42%

Source: SIUE Factbook 2006-2007

Total SIU Full-Time Female Employment

Progress

In the past year:

- The number of female employees increased in six categories: executive/administrative/managerial, 5.1%; faculty, 5.0%; professional non-faculty, 5.1%; secretarial/clerical, 1.0%; technical/paraprofessional, 6.5%; and skilled craft, 40.0%.
- Total female employment increased by 2.9%.
- The percentage of total female employment to total employment increased by 0.6%.

In the past five years:

- The number of female employees increased in three categories: faculty, 15.1%; professional non-faculty, 20.1%; and technical/paraprofessional, 14.9%.
- Total female employment increased by 6.5%.
- The percentage of total female employment to total employment increased by 1.2%.

Challenges

In the past year:

- The number of female employees decreased in service/maintenance, 13.0%.

In the past five years:

- The number of female employees decreased in four categories: executive/administrative/managerial, 19.4%; secretarial/clerical, 2.9%; skilled craft, 30.0%; and service/maintenance, 15.4%.

Female Employment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	180	124	131	138	145
<i>Faculty</i>	724	736	759	793	833
<i>Professional Non-Faculty</i>	947	970	1010	1082	1137
<i>Secretarial/Clerical</i>	1225	1202	1182	1177	1189
<i>Technical/Paraprofessional</i>	368	375	391	397	423
<i>Skilled Craft</i>	10	9	7	5	7
<i>Service/Maintenance</i>	246	214	239	239	208
<i>Total Female</i>	3,700	3,630	3,719	3,831	3,942
<i>Total Employees</i>	6,606	6,455	6,601	6,767	6,889
<i>Percent of Total Female Employees to Total Employees</i>	56.01%	56.24%	56.34%	56.61%	57.22%

Source: SIUC Factbook 2006-2007, SIUE EE06 employment tables.

SIUC Full-Time Female Employment

Progress

In the past year:

- The number of female employees increased in six categories: executive/administrative/managerial, 6.2%; faculty, 4.2%; professional non-faculty, 7.5%; secretarial/clerical, 1.3%; technical/paraprofessional, 15.6%; and skilled craft, 40.0%.
- Total female employment increased by 4.9%.
- The percentage of total female employment to total employment increased by 1.2%.

In the past five years:

- The number of female employees increased in three categories: faculty, 9.4%; professional non-faculty, 21.4%; and technical/paraprofessional, 51.6%.
- Total female employment increased by 9.0%.
- The percentage of total female employment to total employment increased by 2.0%.

Challenges

In the past year:

- The number of female employees decreased in service/maintenance, 3.6%.

In the past five years:

- The number of female employees decreased in four categories: executive/administrative/managerial, 5.5%; secretarial/clerical, 3.1%; skilled craft, 30.0%; and service/maintenance, 11.2%.

Female Employment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	109	89	90	97	103
<i>Faculty</i>	521	516	548	547	570
<i>Professional Non-Faculty</i>	706	690	725	797	857
<i>Secretarial/Clerical</i>	885	880	856	847	858
<i>Technical/Paraprofessional</i>	161	183	197	211	244
<i>Skilled Craft</i>	10	9	7	5	7
<i>Service/Maintenance</i>	152	132	143	140	135
<i>Total Female</i>	2,544	2,499	2,566	2,644	2,774
<i>Total Employees</i>	4,668	4,544	4,644	4,774	4,907
<i>Percent of Total Female Employees to Total Employees</i>	54.50%	55.00%	55.25%	55.38%	56.53%

Source: SIUC Factbook 2006-2007

SIUE Full-Time Female Employment

Progress

In the past year:

- The number of female employees increased in three categories: executive/administrative/managerial, 2.4%; faculty, 6.9%; and secretarial/clerical, 0.3%.

In the past five years:

- The number of female employees increased in two categories: faculty, 29.6%; and professional non-faculty, 16.2%.
- Total female employment increased by 1.0%.

Challenges

In the past year:

- The number of female employees decreased in three categories: professional non-faculty, 1.8%; technical/paraprofessional, 3.8%; and service/maintenance, 26.3%.
- Total female employment decreased by 1.6%.
- The percentage of total female employment to total employment decreased by 0.6%.

In the past five years:

- The number of female employees decreased in four categories: executive/administrative/managerial, 40.8%; secretarial/clerical, 2.6%; technical/paraprofessional, 13.5%; and service/maintenance, 22.3%.
- The percentage of total female employment to total employment decreased by 0.7%.

Female Employment

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	71	35	41	41	42
<i>Faculty</i>	203	220	211	246	263
<i>Professional Non-Faculty</i>	241	280	285	285	280
<i>Secretarial/Clerical</i>	340	322	326	330	331
<i>Technical/Paraprofessional</i>	207	192	194	186	179
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	94	82	96	99	73
<i>Total Female</i>	1,156	1,131	1,153	1,187	1,168
<i>Total Employees</i>	1,938	1,911	1,957	1,993	1,982
<i>Percent of Total Female Employees to Total Employees</i>	59.65%	59.18%	58.92%	59.56%	58.93%

Source: SIUE Factbook 2006-2007

Total SIU Full-Time Minority New Hires

Progress

In the past year:

- The number of minority new hires increased in three categories: executive/administrative/managerial, 100.0%; professional non-faculty, 7.7%; and secretarial/clerical, 100.0%.

In the past five years:

- The number of minority new hires increased in four categories: faculty, 70.6%; professional non-faculty, 55.6%; secretarial/clerical, 100.0%; and technical/paraprofessional, 100.0%.
- Total minority new hires increased by 6.4%.
- The percentage of total minority new hires to total employment increased by 3.3%.

Challenges

In the past year:

- The number of minority new hires decreased in two categories: faculty, 34.1%; and service/maintenance, 30.8%.
- Total minority new hires decreased by 20.2%.
- The percentage of total minority new hires to total new hires decreased by 3.8%.

In the past five years:

- The number of minority new hires decreased in service/maintenance, 44.9%.

Minority New Hires

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	1	1	1	0	1
<i>Faculty</i>	17	24	37	44	29
<i>Professional Non-Faculty</i>	9	6	18	13	14
<i>Secretarial/Clerical</i>	0	1	4	4	8
<i>Technical/Paraprofessional</i>	2	3	4	4	4
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	49	26	38	39	27
<i>Total Minority New Hires</i>	78	61	102	104	83
<i>Total New Hires</i>	270	279	340	289	258
<i>Percent of Total Minority New Hires to Total New Hires</i>	28.89%	21.86%	30.00%	35.99%	32.17%

Note: Total does not include the SOM.

Source: SIUC and SIUE IPEDS 2002-2006.

SIUC Full-Time Minority New Hires

Progress

In the past year:

- The number of minority new hires increased in four categories: executive/administrative/managerial, 100.0%; professional non-faculty, 10.0%; secretarial/clerical, 200.0%; and technical/paraprofessional, 300.0%.

In the past five years:

- The number of minority new hires increased in four categories: faculty, 340.0%; professional non-faculty, 120.0%; secretarial/clerical, 100.0%; and technical/paraprofessional, 100.0%.
- Total minority new hires increased by 221.4%.
- The percentage of total minority new hires to total new hires increased by 19.1%.

Challenges

In the past year:

- The number of minority new hires decreased in faculty, 45.0%.
- Total minority new hires decreased by 16.7%.
- The percentage of total minority new hires to total new hires decreased by 4.9%.

In the past five years:

- The number of minority new hires decreased in service/maintenance, 66.7%.

Minority New Hires

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	1	1	1	0	1
<i>Faculty</i>	5	16	25	40	22
<i>Professional Non-Faculty</i>	5	4	10	10	11
<i>Secretarial/Clerical</i>	0	0	1	2	6
<i>Technical/Paraprofessional</i>	0	0	3	1	4
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	3	0	1	1	1
<i>Total Minority New Hires</i>	14	21	41	54	45
<i>Total New Hires</i>	126	154	193	154	149
<i>Percent of Total Minority New Hires to Total New Hires</i>	11.11%	13.64%	21.24%	35.06%	30.20%

Source: SIUC Factbook 2006-2007

SIUE Full-Time Minority New Hires

Progress

In the past year:

- The number of minority new hires increased in faculty, 75.0%.

In the past five years:

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

Challenges

In the past year:

- The number of minority new hires decreased in two categories: technical/paraprofessional, 100.0%; and service/maintenance, 31.6%.
- Total minority new hires decreased by 24.0%.
- The percentage of total minority new hires to total new hires decreased by 2.2%.

In the past five years:

- The number of minority new hires decreased in four categories: faculty, 41.7%; professional non-faculty, 25.0%; technical/paraprofessional, 100.0%; and service/maintenance, 43.5%.
- Total minority new hires decreased by 40.6%.
- The percentage of total minority new hires to total new hires decreased by 9.6%.

Minority New Hires

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	12	8	12	4	7
<i>Professional Non-Faculty</i>	4	2	8	3	3
<i>Secretarial/Clerical</i>	0	1	3	2	2
<i>Technical/Paraprofessional</i>	2	3	1	3	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	46	26	37	38	26
<i>Total Minority New Hires</i>	64	40	61	50	38
<i>Total New Hires</i>	144	125	147	135	109
<i>Percent of Total Minority New Hires to Total New Hires</i>	44.44%	32.00%	41.50%	37.04%	34.86%

Source: SIUE Factbook 2006-2007

Total SIU Full-Time Black New Hires

Progress

In the past year:

- The number of Black new hires increased in two categories: professional non-faculty, 125.0%; and secretarial/clerical, 250.0%.

In the past five years:

- The number of Black new hires increased in three categories: faculty, 14.3%; professional non-faculty, 125.0%; and technical/paraprofessional, 100.0%.

Challenges

In the past year:

- The number of Black new hires decreased in two categories: faculty, 46.7%; and service/maintenance, 31.6%.
- Total Black new hires decreased by 14.3%.
- The percentage of total Black new hires to total new hires decreased by 0.9%.

In the past five years:

- The number of Black new hires decreased in two categories: executive/administrative/managerial, 100.0%; and service/maintenance, 44.7%.
- Total Black new hires decreased by 11.5%.
- The percentage of total Black new hires to total new hires decreased by 1.7%.

Black New Hires

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	1	0	1	0	0
<i>Faculty</i>	7	7	14	15	8
<i>Professional Non-Faculty</i>	4	3	12	4	9
<i>Secretarial/Clerical</i>	0	1	3	2	7
<i>Technical/Paraprofessional</i>	2	3	3	4	4
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	47	25	36	38	26
Total Black New Hires	61	39	69	63	54
<i>Total New Hirers</i>	270	279	340	289	258
Percent of Total Black New Hires to Total New Hires	22.59%	13.98%	20.29%	21.80%	20.93%

Note: Total does not include the SOM.

Source: SIUC and SIUE IPEDS 2002-2006.

SIUC Full-Time Black New Hires

Progress

In the past year:

- The number of Black new hires increased in three categories: professional non-faculty, 300.0%; secretarial/clerical, 100.0%; and technical/paraprofessional, 300.0%.
- Total Black new hires increased by 38.9%.
- The percentage of total Black new hires to total new hires increased by 5.1%.

In the past five years:

- The number of Black new hires increased in four categories: faculty, 133.3%; professional non-faculty, 300.0%; secretarial/clerical, 100.0%; and technical/paraprofessional, 100.0%.
- Total Black new hires increased by 257.1%.
- The percentage of total Black new hires to total new hires increased by 11.2%.

Challenges

In the past year:

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

In the past five years:

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

Black New Hires

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	1	0	1	0	0
<i>Faculty</i>	3	3	8	14	7
<i>Professional Non-Faculty</i>	2	1	6	2	8
<i>Secretarial/Clerical</i>	0	0	1	0	5
<i>Technical/Paraprofessional</i>	0	0	2	1	4
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	1	0	1	1	1
Total Black New Hires	7	4	19	18	25
<i>Total New Hires</i>	126	154	193	154	149
Percent of Total Black New Hires to Total New Hires	5.56%	2.60%	9.84%	11.69%	16.78%

Source: SIUC Factbook 2006-2007

SIUE Full-Time Black New Hires

Progress

In the past five years:

- The number of Black new hires increased in secretarial/clerical, 100.0%.

Challenges

In the past year:

- The number of Black new hires decreased in three categories: professional non-faculty, 50%; technical/paraprofessional, 100.0%; and service/maintenance, 32.4%.
- Total Black new hires decreased by 35.6%.
- The percentage of total Black new hires to total new hires decreased by 6.7%.

In the past five years:

- The number of Black new hires decreased in four categories: faculty, 75.0%; professional non-faculty, 50.0%; technical/paraprofessional, 100.0%; and service/maintenance, 45.7%.
- Total Black new hires decreased by 46.3%.
- The percentage of total Black new hires to total new hires decreased by 10.9%.

Black New Hires

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	4	4	6	1	1
<i>Professional Non-Faculty</i>	2	2	6	2	1
<i>Secretarial/Clerical</i>	0	1	2	2	2
<i>Technical/Paraprofessional</i>	2	3	1	3	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	46	25	35	37	25
<i>Total Black New Hires</i>	54	35	50	45	29
<i>Total New Hires</i>	144	125	147	135	109
<i>Percent of Total Black New Hires to Total New Hires</i>	37.50%	28.00%	34.01%	33.33%	26.61%

Source: SIUE Factbook 2006-2007

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 service/maintenance, 100.0%.

In the past five years:

- The number of Hispanic new hires increased in two categories: executive/administrative/managerial, 100.0%; and secretarial/clerical, 100.0%.
- Total Hispanic new hires increased by 50.0%.
- The percentage of total Hispanic new hires to total new hires increased by 0.9%.

Challenges

In the past year:

- The number of Hispanic new hires decreased in two categories: faculty, 50.0%; and secretarial/clerical, 100.0%.
- Total Hispanic new hires decreased by 25.0%.
- The percentage of total Hispanic new hires to total new hires decreased by 0.4%.

Hispanic New Hires

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	1
<i>Faculty</i>	3	2	3	6	3
<i>Professional Non-Faculty</i>	1	2	2	1	1
<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>	0	0	1	0	1
<i>Total Hispanic New Hires</i>	4	4	6	8	6
<i>Total New Hires</i>	270	279	340	289	258
<i>Percent of Total Hispanic New Hires to Total New Hires</i>	1.48%	1.43%	1.76%	2.77%	2.33%

Note: Total does not include the SOM.

Source: SIUC and SIUE IPEDS 2002-2006.

SIUC Full-Time Hispanic New Hires

Progress

In the past year:

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

In the past five years:

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

Challenges

In the past year:

- The number of Hispanic new hires decreased in two categories: faculty, 83.3%; and secretarial/clerical, 100.0%.
- Total Hispanic new hires decreased by 71.4%.
- The percentage of total Hispanic new hires to total new hires decreased by 3.2%.

In the past five years:

- The number of Hispanic new hires decreased in faculty, 50.0%.
- The percentage of total Hispanic new hires to total new hires decreased by 0.3%.

Hispanic New Hires

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	1
<i>Faculty</i>	2	1	2	6	1
<i>Professional Non-Faculty</i>	0	2	1	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>	0	0	0	0	0
<i>Total Hispanic New Hires</i>	2	3	3	7	2
<i>Total New Hires</i>	126	154	193	154	149
<i>Percent of Total Hispanic New Hires to Total New Hires</i>	1.59%	1.95%	1.55%	4.55%	1.34%

Source: SIUC Factbook 2006-2007

SIUE Full-Time Hispanic New Hires

Progress

In the past year:

- The number of Hispanic new hires increased in two categories: faculty, 100.0%; and service/maintenance, 100.0%.
- Total Hispanic new hires increased by 300.0%.
- The percentage of total Hispanic new hires to total new hires increased by 2.9%.

In the past five years:

- The number of Hispanic new hires increased in two categories: faculty, 100.0%; and service/maintenance, 100.0%.
- Total Hispanic new hires increased by 100.0%.
- The percentage of total Hispanic new hires to total new hires increased by 2.3%.

Hispanic New Hires

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	1	1	1	0	2
<i>Professional Non-Faculty</i>	1	0	1	1	1
<i>Secretarial/Clerical</i>	0	0	0	0	0
<i>Technical/Paraprofessional</i>	0	0	0	0	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	0	1	0	1
<i>Total Hispanic New Hires</i>	2	1	3	1	4
<i>Total New Hires</i>	144	125	147	135	109
<i>Percent of Total Hispanic New Hires to Total New Hires</i>	1.39%	0.80%	2.04%	0.74%	3.67%

Source: SIUE Factbook 2006-2007

Total SIU Full-Time Native American New Hires

Challenges

In the past five years:

- The number of Native American new hires decreased in professional non-faculty by 100.0%.
- Total Native American new hires decreased by 100.0%.
- The percentage of total Native American new hires to total new hires decreased by 0.4%.

Native New Hires

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	0	0	1	0	0
<i>Professional Non-Faculty</i>	1	0	1	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>	1	0	2	0	0
<i>Total New Hires</i>	270	279	340	289	258
<i>Percent of Total Native American New Hires to Total New Hires</i>	0.37%	0.00%	0.59%	0.00%	0.00%

Note: Total does not include the SOM.

Source: SIUC and SIUE IPEDS 2002-2006.

SIUC Full-Time Native American New Hires

Challenges

In the past five years:

- The number of native new hirers decreased in Professional Non-Faculty, 100.0%.
- Total native employment decreased by 100.0%.
- The percentage of total native employment to total employment decreased by 0.8%.

Native American New Hires

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	0	0	1	0	0
<i>Professional Non-Faculty</i>	1	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>	1	0	1	0	0
<i>Total New Hires</i>	126	154	193	154	149
<i>Percent of Total Native American New Hires to Total New Hires</i>	0.79%	0.00%	0.52%	0.00%	0.00%

Source: SIUC Factbook 2006-2007

SIUE Full-Time Native American New Hires

Progress

None

Challenges

None

Native American New Hires

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</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	1	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	1	0	0
<i>Total New Hires</i>	144	125	147	135	109
<i>Percent of Total Native American New Hires to Total New Hires</i>	0.00%	0.00%	0.68%	0.00%	0.00%

Source: SIUE Factbook 2006-2007

Total SIU Full-Time Asian New Hires

Progress

In the past five years:

- The number of Asian new hires increased in three categories: faculty, 100.0%; professional non-faculty, 33.3%; and secretarial/clerical, 100.0%.
- Total Asian new hires increased by 64.3%.
- The percentage of total Asian new hires to total new hires increased by 3.7%.

Challenges

In the past year:

- The number of Asian new hires decreased in three categories: faculty, 21.7%; professional non-faculty, 50.0%; and service/maintenance, 100.0%.
- Total Asian new hires decreased by 30.3%.
- The percentage of total Asian new hires to total new hires decreased by 2.5%.

In the past five years:

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

Asian New Hires

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	0	1	0	0	0
<i>Faculty</i>	9	15	19	23	18
<i>Professional Non-Faculty</i>	3	1	3	8	4
<i>Secretarial/Clerical</i>	0	0	1	1	1
<i>Technical/Paraprofessional</i>	0	0	1	0	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	2	1	1	1	0
<i>Total Asian New Hires</i>	14	18	25	33	23
<i>Total New Hires</i>	270	279	340	289	258
<i>Percent of Total Asian New Hires to Total New Hires</i>	5.19%	6.45%	7.35%	11.42%	8.91%

Note: Total does not include the SOM.

Source: SIUC and SIUE IPEDS 2002-2006.

SIUC Full-Time Asian New Hires

Progress

In the past five years:

- The number of Asian new hires increased in three categories: faculty, 600.0%; professional non-faculty, 50.0%; and secretarial/clerical, 100.0%.
- Total Asian new hires increased by 200.0%.
- The percentage of total Asian new hires to total new hires increased by 7.3%.

Challenges

In the past year:

- The number of Asian new hires decreased in two categories: faculty, 30.0%; and professional non-faculty, 62.5%.
- Total Asian new hires decreased by 37.9%.
- The percentage of total Asian new hires to total new hires decreased by 6.8%.

In the past five years:

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

Asian New Hires

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	0	1	0	0	0
<i>Faculty</i>	2	12	14	20	14
<i>Professional Non-Faculty</i>	2	1	3	8	3
<i>Secretarial/Clerical</i>	0	0	0	1	1
<i>Technical/Paraprofessional</i>	0	0	1	0	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	2	0	0	0	0
<i>Total Asian New Hires</i>	6	14	18	29	18
<i>Total New Hires</i>	126	154	193	154	149
<i>Percent of Total Asian New Hires to Total New Hires</i>	4.76%	9.09%	9.33%	18.83%	12.08%

Source: SIUC Factbook 2006-2007

SIUE Full-Time Asian New Hires

Progress

In the past year:

- The number of Asian new hires increased in two categories: faculty, 33.3%; and professional non-faculty, 100.0%.
- Total Asian new hires increased by 25.0%.
- The percentage of total Asian new hires to total new hires increased by 1.6%.

Challenges

In the past year:

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

In the past five years:

- The number of Asian new hires decreased in faculty by 42.9%.
- Total Asian new hires decreased by 37.5%.
- The percentage of total Asian new hires to total new hires decreased by 1.0%.

Asian New Hires

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	7	3	5	3	4
<i>Professional Non-Faculty</i>	1	0	0	0	1
<i>Secretarial/Clerical</i>	0	0	1	0	0
<i>Technical/Paraprofessional</i>	0	0	0	0	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	1	1	1	0
<i>Total Asian New Hires</i>	8	4	7	4	5
<i>Total New Hires</i>	144	125	147	135	109
<i>Percent of Total Asian New Hires to Total New Hires</i>	5.56%	3.20%	4.76%	2.96%	4.59%

Source: SIUE Factbook 2006-2007

Total SIU Full-Time Female New Hires

Progress

In the past year:

- The number of female new hires increased in three categories: executive/administrative/managerial, 100.0%; professional non-faculty, 10.9%; and secretarial/clerical, 70.4%.
- Total female new hires increased by 3.6%.
- The percentage of total female new hires to total new hires increased by 10.8%.

In the past five years:

- The number of female new hires increased in five categories: executive/administrative/managerial, 100.0%; faculty, 172.0%; professional non-faculty, 240.0%; secretarial/clerical, 318.2%; and technical/paraprofessional, 500.0%.
- Total female new hires increased by 113.8%.
- The percentage of total female new hires to total new hires increased by 43.1%.

Challenges

In the past year:

- The number of female new hires decreased in three categories: faculty, 5.6%; and service/maintenance, 38.9%.

In the past five years:

- The number of female new hires decreased in service maintenance, 46.3%.

Female New Hires

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	0	1	2	1	2
<i>Faculty</i>	25	65	77	72	68
<i>Professional Non-Faculty</i>	15	27	43	46	51
<i>Secretarial/Clerical</i>	11	28	28	27	46
<i>Technical/Paraprofessional</i>	2	11	11	12	12
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	41	26	40	36	22
<i>Total Female New Hires</i>	94	158	201	194	201
<i>Total New Hires</i>	270	279	340	289	258
<i>Percent of Total Female New Hires to Total New Hires</i>	34.81%	56.63%	59.12%	67.13%	77.91%

Note: Total does not include the SOM.

Source: SIUC and SIUE IPEDS 2002-2006.

SIUC Full-Time Female New Hires

Progress

In the past year:

- The number of female new hires increased in five categories: executive/administrative/managerial, 100.0%; professional non-faculty, 35.3%; secretarial/clerical, 162.5%; technical/paraprofessional, 22.2%; and service/maintenance, 200.0%.
- Total female new hires increased by 31.5%.
- The percentage of total female new hires to total new hires increased by 25.2%.

In the past five years:

- The number of female new hires increased in six categories: executive/administrative/managerial, 100.0%; faculty, 3,700.0%; professional non-faculty, 4,500.0%; secretarial/clerical, 100.0%; technical/paraprofessional, 100.0%; and service/maintenance, 100.0%.
- Total female new hires increased by 7,000.0%.
- The percentage of total female new hires to total new hires increased by 93.7%.

Challenges

In the past year:

- The number of female new hires decreased in faculty, 20.8%.

Female New Hires

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	2
<i>Faculty</i>	1	37	50	48	38
<i>Professional Non-Faculty</i>	1	20	24	34	46
<i>Secretarial/Clerical</i>	0	19	19	16	42
<i>Technical/Paraprofessional</i>	0	6	8	9	11
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	0	6	1	3
<i>Total Female New Hires</i>	2	82	107	108	142
<i>Total New Hires</i>	126	154	193	154	149
<i>Percent of Total Female New Hires to Total New Hires</i>	1.59%	53.25%	55.44%	70.13%	95.30%

Source: SIUC Factbook 2006-2007

SIUE Full-Time Female New Hires

Progress

In the past year:

- The number of female new hires increased in faculty, 25.0%.

In the past five years:

- The number of female new hires increased in faculty, 25.0%.

Challenges

In the past year:

- The number of female new hires decreased in five categories: executive/administrative/managerial, 100.0%; professional non-faculty, 58.3%; secretarial/clerical, 63.6%; technical paraprofessional, 66.7%; and service/maintenance, 45.7%.
- Total female new hires decreased by 31.4%.
- The percentage of total female new hires to total new hires decreased by 9.6%.

In the past five years:

- The number of female new hires decreased in four categories: professional non-faculty, 64.3%; secretarial/clerical, 63.6%; technical/paraprofessional, 50.0%; and service/maintenance, 53.7%.
- Total female new hires decreased by 35.9%.
- The percentage of total female new hires to total new hires decreased by 9.8%.

Female New Hires

	<i>Fall 2002</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
<i>Executive/Administrative/Managerial</i>	0	1	2	1	0
<i>Faculty</i>	24	28	27	24	30
<i>Professional Non-Faculty</i>	14	7	19	12	5
<i>Secretarial/Clerical</i>	11	9	9	11	4
<i>Technical/Paraprofessional</i>	2	5	3	3	1
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	41	26	34	35	19
<i>Total Female New Hires</i>	92	76	94	86	59
<i>Total New Hires</i>	144	125	147	135	109
<i>Percent of Total Female New Hires to Total New Hires</i>	63.89%	60.80%	63.95%	63.70%	54.13%

Source: SIUE Factbook 2006-2007

SIU OFFICE OF THE PRESIDENT

Southern Illinois University System Service Centers

Innovative and important partnerships have been formed between the Southern Illinois University system, John A. Logan College, Shawnee Community College, Rend Lake College, Southeastern Illinois College, Olney Central College, Kaskaskia College, and Southwestern Illinois College. The mission of these partnerships is to better integrate and expand the range and accessibility of services provided on the community college campus and to enhance and support the persistence and progression of Illinois undergraduate students as they advance toward baccalaureate degree completion. The Southern Illinois University System Service Centers initiative will increase the pipeline of university-bound Illinois community college students who demonstrate an interest and intent to pursue a baccalaureate degree, enroll in a 2+2 or dual admission program, and persist in their educational pursuits toward degree completion.

This innovative collaboration will enhance the utilization of the Illinois Articulation Initiative and the Course Applicability System as critical resource tools for researching information concerning community college transfer requirements; transferable core curriculum; existing Illinois articulation agreements for degree and course offerings; and for the streamlined development of individualized 2+2 coursework plans for timely and successful baccalaureate degree completion. Through this initiative, the community college partners will be recognized and promoted as a viable and vital link for students to complete their first two years of baccalaureate-degree coursework, and the universities of the Southern Illinois University system will gain a more visible presence within the community and upon the community college campus to strengthen the awareness of the importance of baccalaureate degree completion and to provide timely and personalized support to students seeking to transfer to SIUC, SIUE, or another Illinois university following associate degree or certificate completion.

These centers, located on each of the participating colleges, will use the resources of the SIU system in partnership with the resources of the community colleges to support student progress; lead interactive and engaging symposiums and workshops designed to share student success experiences; and provide university immersion-based experiences for students to enhance their interest, understanding, and ability to enroll and succeed in a university environment. Through these partnerships, thousands of Illinois community college students, university students, high school students, faculty members, alumni, and community members will benefit and be supported on their paths to college and 21st-century career success.

SIU CARBONDALE

Reach to Teach

Southern Illinois University Carbondale has initiated action to establish formal relationships with a select group of high schools in the Chicago area. Targeted high schools enroll a high percentage of Black and Hispanic students and are considered to graduate students who are prepared to attend SIUC. Arrangements with the targeted high schools include but are not limited to the following:

- One guaranteed annual scholarship for a graduating senior
- Preference for expense-paid, overnight campus visits to SIUC
- Enrollment in SIUC's sponsored pre-college summer programs
- Active involvement of alumni in high school visitation programs

SIUC also has established a working relationship with several community organizations to participate in pre-college programs in the Chicago area. Locally, the SIUC Upward Bound Program and Career Preparation Program work closely with area elementary and high schools to help prepare students for college. Activities include visitations to the schools and participation by their staff in activities sponsored by these programs.

Saluki Kids Academy

The Saluki Kids Academy provides academic and cultural enrichment for at-risk elementary and secondary students through programming on the SIUC campus and on area community college campuses. The goal of the program is to promote career development and parent empowerment for low-income children. The mission is to enable these children to realize their potential through community-based programs of academic and enrichment activities. The academy provides access to academic and laboratory facilities, tutors, and other resources and services not otherwise available to these children.

The southern twenty-seven counties of Illinois include high numbers of at-risk children and families. The region-wide average of students qualifying for free and reduced lunch is 63 percent. Disaggregated data on the Illinois Student Achievement Assessment program indicate a need for supplemental educational services for identified at-risk students. There is research-based evidence of the academic loss that at-risk students suffer during summer breaks. At-risk children and families in southern Illinois need the educational and enrichment opportunities the Saluki Kids Academy provides.

SIUC academic and recreational facilities, as well as pre-service education students, are utilized to provide academic instruction in math, science, and reading, as well as exposure to and hands-on enrichment in the arts and recreation opportunities. Parents and teachers of these children are hired as program aides to assist teaching staff and develop their own job skills.

SIU EDWARDSVILLE

Partnering for Diversity

During the 2006-2007 academic year, the Office of Admissions at Southern Illinois University Edwardsville continued to focus on many recruitment initiatives aimed at increasing all aspects of diversity on campus.

Specifically, the office has established agreements so far with various high schools and community colleges as well as with individuals who work with diverse student populations. These transitional programs assist in the University's ongoing mission and its value of openness at SIUE.

The programs include on-site admission programs at targeted high schools within the city of Chicago as well as East St. Louis High School in St. Clair County. This past year, the University targeted the following schools: Kelvyn Park High School, Gwendolyn Brooks High School, Kenwood Academy, and Jones College Prep, all in the city of Chicago, as well as East St. Louis High School. SIUE works closely with the administrators at each school to provide information about the application process and to provide instant admission counseling. Counselors walk students through this process and explain the opportunities available to them at SIUE. After each program, SIUE maintains a strong relationship with those admitted, including working with them to enroll. These programs have helped SIUE open its doors to many students who may not have heard of SIUE or may not have thought they were ready for college. Because of initiatives like these programs as well as others established within the Office of Admissions, SIUE saw a 59 percent increase in the number of enrolled freshman minority students for the fall 2007 semester.

The Office of Admissions and the admission counselors are also available to speak at college-preparation programs sponsored by the high schools and community colleges.

In January 2007, SIUE partnered with Southwestern Illinois College (SWIC), its largest feeder institution for transfer students, to establish a dual admission agreement. This agreement will create a smooth transition for students who want to obtain an associate's degree at SWIC and then continue on to SIUE to obtain a bachelor's degree and perhaps a graduate or professional degree. SIUE has also approached Lewis and Clark Community College to start this dual admission process as well.

In addition to the dual admission agreements, SIUE admission representatives visit local community colleges twice a month and have an office at SWIC.

Finally, SIUE will seek to benefit from using the service centers established by the SIU Office of the President. These will allow SIUE to provide even more outreach to students in the community colleges of southern Illinois.

SIU SCHOOL OF MEDICINE

Medical/Dental Education Preparatory Program (MEDPREP)

The Medical/Dental Education Preparatory Program (MEDPREP) was established in 1972 by the SIU School of Medicine to provide assistance to educationally and economically disadvantaged students in preparing for and achieving success in the health professions. Currently under the direction of Harold Bardo, Ph.D., himself a graduate of Southern Illinois University, this program also receives federal funding and has achieved national recognition for its program design and offerings as well as the success rate of its graduates. Total state and federal funding in fiscal year 2006 was \$735,000, and that amount increased in fiscal year 2007 to \$795,000.

An average of 60 to 65 students participate annually in this year-round program open to post-baccalaureate students throughout the United States. This year SIU School of Medicine was successful in attracting 10 students from this program into its entering class, bringing a total of 33 students from MEDPREP represented in the current student population.

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

– GOAL AND MISSION –

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

Enrolling students throughout Illinois and the United States and from a large number of foreign countries, 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 student horizons and leads to superior undergraduate education.

Seeking to meet the educational, vocational, social, and personal needs of its diverse population of students and helping them fully realize their potential is a central purpose of the University. Emphasis on accessibility and regional service which creates distinctive instructional, research, and public service programs also gives 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 directions are evolved from staff and facility strengths and mature 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 high priority to research. It receives substantial federal support for research and development and annually awards a significant number of doctoral degrees balanced among selected liberal arts and sciences disciplines and professional programs. In addition to pursuing statewide goals and priorities, Southern Illinois University Carbondale strives to develop the professional, social, and leadership skills expected of college students and to 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 2006 enrollment included

- 4,328 (20.6%) minority students,
- 3,132 (14.9%) Black students,
- 653 (3.1%) Hispanic students,
- 9,393 (44.7%) female students, and
- 508 (2.4%) disabled students.

– ACCOMPLISHMENTS –

- In the past year, the grade point averages of Black and Hispanic students increased. The percentages of minority, Black, and Hispanic students in academic good standing increased, and the third-year persistence rates for minority and Black students increased.
- SIUC continues to rank among the nation's top 100 colleges and universities in the number of degrees awarded to students in underrepresented ethnic and racial minority groups. In this year's *Diverse: Issues in Higher Education* magazine, SIUC was ranked second among all colleges and universities in the number of bachelor's degrees awarded to African Americans in education. SIUC was ranked 27th among traditionally White institutions in the number of bachelor's degrees awarded to African Americans and 42nd among all institutions.
- In the past year, more than one of every five students was an ethnic/racial minority student.
- In the past year, the number and percentage of minority faculty in all groups except Native Americans increased.

– ACADEMIC ACHIEVEMENT –

Program Information

SIUC sponsors a variety of programs, services, and initiatives that are designed to enhance the academic potential and achievement of underrepresented students. The list includes but is not limited to the following programs: Future Scholars, the Center for Academic Success, Student Support Services, the Minority Engineering Program and its Summer Bridge Program, the School of Law Tutorial Program, Project Achieve, the Business Minority Program, and Disability Support Services.

What follows is a brief description of some of the focused programs sponsored by the University to help enhance the academic achievement of underrepresented students.

The Future Scholars program provides opportunities for a selected group of entering freshmen to experience a four-week summer program, all expenses paid, while living on the SIUC campus and studying college-level courses in English, mathematics, or speech. Entering freshmen are able to earn six hours of college credit. Students in the program are offered support services until they graduate.

SIUC offers special services to selected incoming students who need academic assistance. The Center for Academic Success, a selected admission program for entering freshmen, targets high school graduates who have the potential to succeed at SIUC even though they may not meet standard admission requirements. Support services available yearlong include advisement, peer mentoring, learning assistance (such as group tutorials, study groups, and workshops), and academic counseling.

The Center for Academic Success determines a student's unique abilities and skills and also sponsors a two-hour orientation course that acquaints students with skills and information necessary to succeed in the first year of college.

Student Support Services, funded through the U.S. Department of Education, provides comprehensive academic, social, and cultural support services for 150 first-generation and low-income college students. Students are eligible and may choose to receive these services during their entire undergraduate careers. Services include academic coaching, focused workshops, professional development opportunities, social and cultural enrichment opportunities, and leadership development.

The Minority Engineering Program is an academic support program designed to increase enrollment, retention, and the graduation rate of racial and ethnic minority students. The program offers students educational enrichment, interaction with faculty, and support from peers with similar experiences and goals. Services available to students include admissions counseling, visitation weekends, new student orientation, tutoring, pre-engineering summer bridge, academic counseling, career development, scholarships, and focused workshops. The Minority Engineering Summer Bridge Program allows 20 minority students new to SIUC engineering to study for eight weeks in the summer, earning up to nine hours of college credit.

Project Achieve is a comprehensive, fee-for-service academic support program for college students with learning disabilities. The program serves the needs of about 150 students every year. The goal of the program is to provide the appropriate accommodation to a student, or if the accommodation cannot be immediately implemented, to provide one or more alternatives until the accommodation can be provided. Services provided to students include individually assigned tutors for classes, note-takers, test proctoring, private rooms for tutoring or studying, access to adaptive technology, and a computer lab that is open extended hours. There also are adapted texts (taped or electronic format); access to a current library of over 400 University-specific textbooks on tape; academic, career, and personal counseling; a section of University 101 for Achieve students; remedial classes; campus familiarization; and intervention for any campus-related issues, whether academic, social, or personal.

Disability Support Services coordinates physical and academic support services for SIUC students with disabilities. DSS serves about 500 students each year. Some of those students are learning disabled, some are blind or visually impaired, some are deaf or hard of hearing, some have mobility impairments, and some have brain injuries, chronic health conditions, or psychological disabilities. Services specifically for learning disabled students include tutor referrals, test proctoring (extra time, readers, scribes, quiet setting, and computers), note-takers, access to adaptive technology, campus familiarization, adapted tests and course materials (taped, enlarged, Braille, or electronic format), equipment loans (tape recorders, listening devices, etc.), consultation with instructors, and general guidance and counseling.

Information on Student Outcomes

SIUC continues to rank among the nation's top schools for graduating students of color, when considering both predominantly White institutions and all institutions. According to the annual survey by *Diverse: Issues in Higher Education* magazine of degrees conferred in 2005-2006 by the nation's top 100 colleges and universities, SIUC ranked 27th among traditionally White institutions in the total number of degrees in all fields awarded to Black undergraduates.

When statistics from traditionally White institutions were combined with those from historically Black colleges and universities, SIUC ranked 42nd in the total number of undergraduate degrees awarded to African Americans, second in the number of education degrees awarded to African Americans, and 31st in the number of bachelor's degrees in health professions and related clinical sciences awarded to African Americans.

The survey, which the magazine has conducted since 1992, also ranked SIUC:

- 17th in the number of bachelor's degrees awarded to Native American education majors.
- 18th in the number of education degrees awarded to Asian Americans.
- 21st in the number of bachelor's degrees in education awarded to Hispanic students.

Equality Index

Among SIUC's goals is to establish equity between the academic performance of ethnic and racial minorities and that of the traditional student population. In order to track and measure the achievement and progress of students of color, SIUC compares their performance with that of White students in the Equality Index. An index of 100% is the ultimate goal and means that a particular minority group's performance has reached parity with that of White students. SIUC uses five benchmarks to assess and measure progress: grade point average, academic good standing, the second-year persistence rate, the third-year persistence rate, and the sixth-year graduation rate.

What follows is a brief description of the institution's accomplishments during a five-year reporting span from 2002 to 2006.

Undergraduate Grade Point Average

Total Student Body

In the past year:

- The grade point average increased from 2.83 to 2.84.

In the past five years:

- The grade point average decreased from 2.86 to 2.84.

White

In the past year:

- The grade point average increased from 2.90 to 2.92.

In the past five years:

- The grade point average increased from 2.87 to 2.92.

Minority

In the past year:

- The grade point average increased from 2.54 to 2.56.
- The equality index increased from 87.6% to 87.7%.

In the past five years:

- The grade point average increased from 2.54 to 2.56.
- The equality index decreased from 88.5% to 87.7%.

Black

In the past year:

- The grade point average increased from 2.44 to 2.46.
- The equality index increased from 84.1% to 84.2%.

In the past five years:

- The grade point average remained the same at 2.46.
- The equality index decreased from 85.7% to 84.2%.

Hispanic

In the past year:

- The grade point average increased from 2.70 to 2.81.
- The equality index increased from 93.1% to 96.2%.

In the past five years:

- The grade point average increased from 2.71 to 2.81.
- The equality index increased from 94.4% to 96.2%.

Other Minority

In the past year:

- The grade point average decreased from 2.94 to 2.86.
- The equality index decreased from 101.4% to 97.9%.

In the past five years:

- The grade point average increased from 2.82 to 2.86.
- The equality index decreased from 98.3% to 97.9%.

Female

In the past year:

- The grade point average decreased from 2.92 to 2.90.
- The equality index decreased from 105.8% to 103.9%.

In the past five years:

- The grade point average decreased from 2.94 to 2.90.
- The equality index decreased from 105.0% to 103.9%.

Disabled

In the past year:

- The grade point average decreased from 2.55 to 2.49.
- The equality index decreased from 89.8% to 87.4%.

In the past five years:

- The grade point average decreased from 2.56 to 2.49.
- The equality index decreased from 89.2% to 87.4%.

Undergraduate Percentage in Good Standing

Total Student Body

In the past year:

- The percentage in good standing increased from 87.0% to 87.2%.

In the past five years:

- The percentage in good standing decreased from 88.9% to 87.2%.

White

In the past year:

- The percentage in good standing increased from 89.2% to 89.7%.

In the past five years:

- The percentage in good standing increased from 89.6% to 89.7%.

Minority

In the past year:

- The percentage in good standing increased from 78.5% to 79.0%.
- The equality index increased from 88.0% to 88.1%.

In the past five years:

- The percentage in good standing decreased from 80.9% to 79.0%.
- The equality index decreased from 90.3% to 88.1%.

Black

In the past year:

- The percentage in good standing increased from 75.6% to 76.0%.
- The equality index decreased from 84.8% to 84.7%.

In the past five years:

- The percentage in good standing decreased from 79.0% to 76.0%.
- The equality index decreased from 88.2% to 84.7%.

Hispanic

In the past year:

- The percentage in good standing increased from 84.4% to 87.1%.
- The equality index increased from 94.6% to 97.1%.

In the past five years:

- The percentage in good standing increased from 85.4% to 87.1%.
- The equality index increased from 95.3% to 97.1%.

Other Minority

In the past year:

- The percentage in good standing decreased from 88.4% to 87.2%.
- The equality index decreased from 99.1% to 97.2%.

In the past five years:

- The percentage in good standing increased from 87.1% to 87.2%.
- The equality index remained the same at 97.2%.

Female

In the past year:

- The percentage in good standing decreased from 89.5% to 88.7%.
- The equality index decreased from 105.0% to 103.0%.

In the past five years:

- The percentage in good standing decreased from 91.3% to 88.7%.
- The equality index decreased from 104.8% to 103.0%.

Disabled

In the past year:

- The percentage in good standing decreased from 78.6% to 78.2%.
- The equality index decreased from 90.0% to 89.5%.

In the past five years:

- The percentage in good standing decreased from 84.8% to 78.2%.
- The equality index decreased from 95.3% to 89.5%.

– STUDENT PERSISTENCE –

Second-Year Persistence Rate and Equality Index

Minority

In the past year:

- The second-year persistence rate decreased 10.2% from 68.5% to 61.5%.
- The equality index decreased from 96.3% to 87.2%.

In the past five years:

- The second-year persistence rate decreased 12.0% from 69.4% to 61.5%.
- The equality index decreased from 95.9% to 87.2%.

Black

In the past year:

- The second-year persistence rate decreased 12.2% from 69.1% to 60.7%.
- The equality index decreased from 97.2% to 86.1%.

In the past five years:

- The second-year persistence rate decreased 12.0% from 69.0% to 60.7%.
- The equality index decreased from 95.3% to 86.1%.

Hispanic

In the past year:

- The second-year persistence rate decreased 9.2% from 58.5% to 53.1%.
- The equality index decreased from 82.3% to 75.3%.

In the past five years:

- The second-year persistence rate decreased 23.2% from 69.1% to 53.1%.
- The equality index decreased from 95.4% to 75.3%.

Other Minority

In the past year:

- The second-year persistence rate increased 2.2% from 78.3% to 80.0%.
- The equality index increased from 110.1% to 113.5%.

In the past five years:

- The second-year persistence rate increased 9.7% from 72.9% to 80.0%.
- The equality index increased from 100.7% to 113.5%.

Female

In the past year:

- The second-year persistence rate decreased 10.5% from 77.2% to 69.1%.
- The female-to-male equality index decreased from 118.6% to 104.7%.

In the past five years:

- The second-year persistence rate decreased 8.4% from 75.4% to 69.1%.
- The female-to-male equality index decreased from 109.4% to 104.7%.

Third-Year Persistence Rate and Equality Index

Minority

In the past year:

- The third-year persistence rate increased 2.8% from 50.5% to 52.0%.
- The equality index increased from 85.6% to 87.4%.

In the past five years:

- The third-year persistence rate increased 12.8% from 46.1% to 52.0%.
- The equality index increased from 80.2% to 87.4%.

Black

In the past year:

- The third-year persistence rate increased 0.6% from 51.3% to 51.6%.
- The equality index decreased from 86.8% to 86.7%.

In the past five years:

- The third-year persistence rate increased 16.0% from 44.5% to 51.6%.
- The equality index increased from 77.4% to 86.7%.

Hispanic

In the past year:

- The third-year persistence rate decreased 16.6% from 42.9% to 50.0%.
- The equality index increased from 72.5% to 84.0%.

In the past five years:

- The third-year persistence rate increased 4.0% from 48.1% to 50.0%.
- The equality index increased from 83.7% to 84.0%.

Other Minority

In the past year:

- The third-year persistence rate increased 1.0% from 57.7% to 58.3%.
- The equality index increased from 97.6% to 98.0%.

In the past five years:

- The third-year persistence rate increased 0.5% from 58.0% to 58.3%.
- The equality index decreased from 100.9% to 98.0%.

Female

In the past year:

- The third-year persistence rate increased 5.1% from 60.2% to 63.3%.
- The equality index increased from 111.7% to 120.3%.

In the past five years:

- The third-year persistence rate increased 9.3% from 57.9% to 63.3%.
- The equality index increased from 113.8% to 120.3%.

Six-Year Graduation Rate and Equality Index

Minority

In the past year:

- The six-year graduation rate increased 2.3% from 30.2% to 30.9%.
- The equality index increased from 64.1% to 66.3%.

In the past five years:

- The six-year graduation rate decreased 6.4% from 33.0% to 30.9%.
- The equality index decreased from 80.9% to 66.3%.

Black

In the past year:

- The six-year graduation rate decreased 2.0% from 29.7% to 29.1%.
- The equality index decreased from 63.1% to 62.4%.

In the past five years:

- The six-year graduation rate decreased 11.6% from 29.7% to 29.1%.
- The equality index decreased from 80.6% to 62.4%.

Hispanic

In the past year:

- The six-year graduation rate increased 11.0% from 31.9% to 35.4%.
- The equality index increased from 67.7% to 76.0%.

In the past five years:

- The six-year graduation rate decreased 14.1% from 41.2% to 35.4%.
- The equality index decreased from 101.0% to 76.0%.

Other Minority

In the past year:

- The six-year graduation rate increased 29.6% from 32.4% to 42.0%.
- The equality index increased from 68.8% to 90.1%.

In the past five years:

- The six-year graduation rate increased 122.2% from 18.9% to 42.0%.
- The equality index increased from 46.3% to 90.1%.

Female

In the past year:

- The six-year graduation rate decreased 0.6% from 47.3% to 47.0%.
- The female-to-male equality index decreased from 128.9% to 125.3%.

In the past five years:

- The six-year graduation rate increased 6.3% from 44.2% to 47.0%.
- The female-to-male equality index decreased from 128.9% to 125.3%.

– FACULTY AND STAFF PERSISTENCE –

Faculty Persistence

The report tracks the percentage of full-time new tenure and tenure-track faculty hires that remain employed at the University after five years and after ten years. The five-year measure tracks faculty hires made between July 1 and September 30, 2001. The ten-year measure tracks hires made between July 1 and September 30, 1996. The categories tracked are Hispanic, Black non-Hispanic, other minority (Native American and Asian), non-minority (White), women, and men.

After five years:

- Three of the 6 (50%) Black tenure or tenure-track faculty hires made in 2001 remained employed.
- Six of the 7 (85.7%) other minority (all Asian) tenure or tenure-track faculty hires in 2001 remained employed.
- Nine of the 15 (60%) female tenure or tenure-track faculty hires in 2001 remained employed.
- Two Hispanic tenure or tenure-track faculty hires were made in 2001. Neither remained employed in 2006.
- There were no Native American tenure or tenure-track faculty hires made in 2001.

After ten years:

- The 1 Black tenure or tenure-track faculty hire made in 1996 remained employed.
- The 1 other minority (Asian) tenure or tenure-track faculty hire in 1996 remained employed.

- Five of the 6 (83.3%) of the female tenure or tenure-track faculty hires made in 1996 remained employed.
- There were no Native American tenure or tenure-track faculty hires made in 1996.
- There were no Hispanic tenure or tenure-track faculty hires made in 1996.

Staff Persistence

The report tracks the percentage of full-time new administrative/professional and civil service hires that remained employed at the University after five years and after ten years. The five-year measure tracks hires made between July 1 and September 30, 2001. The ten-year measure tracks hires made between July 1 and September 30, 1996. The categories tracked are Hispanic, Black non-Hispanic, other minority (Native American and Asian), non-minority (White), women, and men.

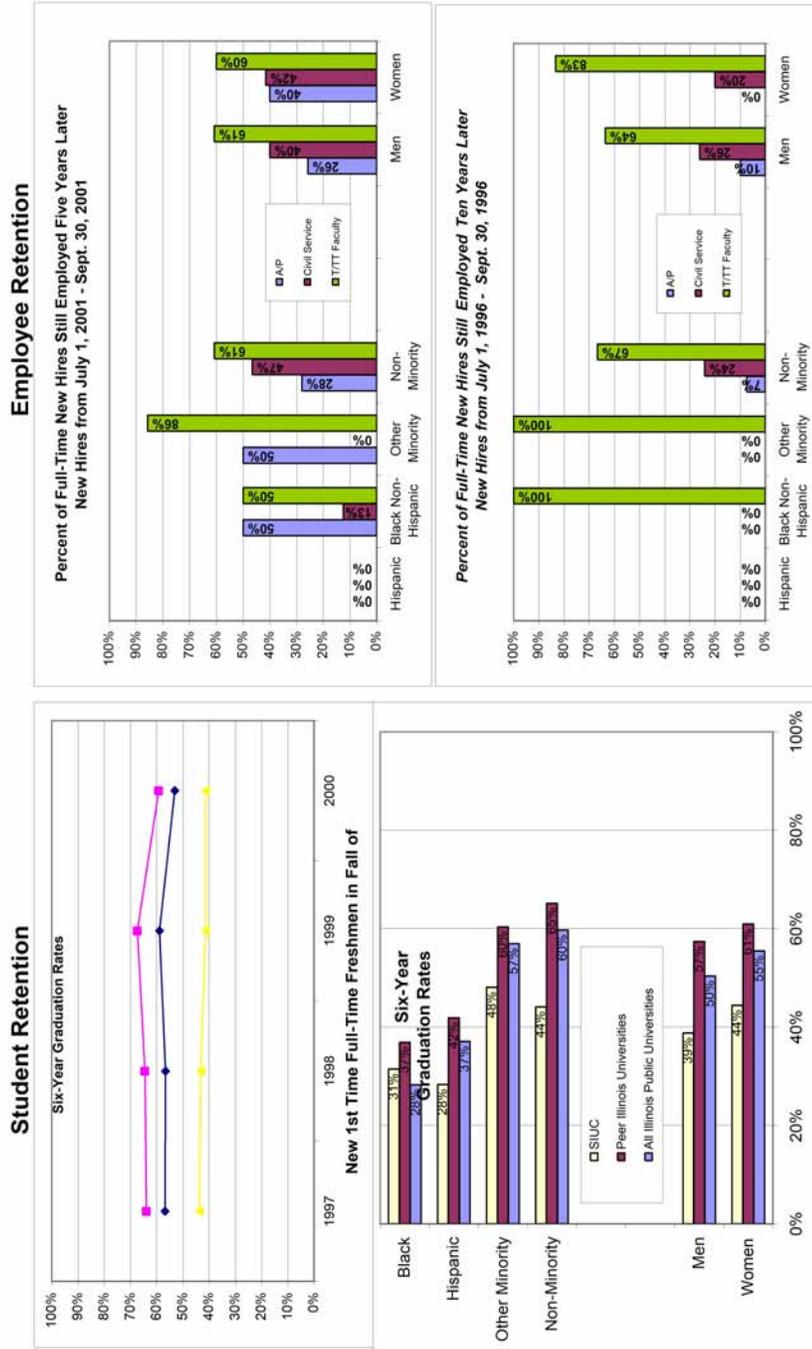
After five years:

- Five of the 10 (50%) Black administrative/professional hires made in 2001 remained employed.
- Two of the 4 (50%) of the other minority (both Asian) administrative/professional hires in 2001 remained employed.
- Twelve of the 30 (40%) of the female administrative/professional hires in 2001 remained employed.
- There was 1 Hispanic administrative/professional hire made in 2001, but that hire was no longer employed in 2006.
- One of the 8 (12.5%) Black civil service hires in 2001 remained employed.
- Twenty-two of the 53 (41.5%) female civil service hires in 2001 remained employed.
- There were 2 other minority (one each Native American and Asian) civil service hires in 2001, but neither remained employed in 2006.
- There were no Hispanic civil service hires in 2001.

After ten years:

- There were 5 Black administrative/professional hires made in 1996, but none remained employed in 2006.
- There were 3 other minority (all Asian) administrative/professional hires in 1996, but none remained employed in 2006.
- There were 15 female administrative/professional hires made in 1996, but none remained employed in 2006.
- There were no Hispanic administrative/professional hires made in 1996.
- Eight of the 40 (20%) female civil service hires made in 1996 remained employed.
- There were 3 Black civil services hires made in 1996, but none of those hires remained employed in 2006.
- There was 1 other minority (Asian) civil service hire in 1996, but that hire was no longer employed in 2006.
- There was 1 Hispanic civil service hire in 1996, but that hire was no longer employed in 2006.

Figure 1
Southern Illinois University
Carbondale



* Note: Peer Illinois Universities include : U of I Chicago, U of I Champaign, Northern Illinois University, and Illinois State University

* Note: Term faculty not included due to short nature of their contracts (usually for one or two semesters only)

* AP is Administrative/Professional

* Data is from the Fall IPEDS Report for the July through September time period

* New Hires does NOT include people hired for temporary extra help positions.

– EMPLOYMENT AND HIRES –

Full-Time Employment

Minority

In the past year:

- Total minority employment increased 5.7% from 543 in 2005 to 574 in 2006.
- The percent of total minority employment to total employment increased from 11.4% in 2005 to 11.7% in 2006.

In the past five years:

- Total minority employment increased 23.4% from 465 in 2002 to 574 in 2006.
- The percent of total minority employment to total employment increased from 10.0% in 2002 to 11.7% in 2006.

Black

In the past year:

- Total Black employment increased 6.4% from 298 in 2005 to 317 in 2006.
- The percent of total Black employment to total employment increased from 6.2% in 2005 to 6.5% in 2006.

In the past five years:

- Total Black employment increased 17.8% from 269 in 2002 to 317 in 2006.
- The percent of total Black employment to total employment increased from 5.8% in 2002 to 6.5% in 2006.

Hispanic

In the past year:

- Total Hispanic employment increased 13.6% from 59 in 2005 to 67 in 2006.
- The percent of total Hispanic employment to total employment increased from 1.2% in 2005 to 1.4% in 2006.

In the past five years:

- Total Hispanic employment increased 19.6% from 56 in 2002 to 67 in 2006.
- The percent of total Hispanic employment to total employment increased from 1.2% in 2002 to 1.4% in 2006.

Native American

In the past year:

- Total Native American employment decreased 5.9% from 17 in 2005 to 16 in 2006.
- The percent of total Native American employment to total employment decreased from 0.4% in 2005 to 0.3% in 2006.

In the past five years:

- Total Native American employment increased 33.3% from 12 in 2002 to 16 in 2006.
- The percent of total Native American employment to total employment remained unchanged at 0.3% in 2002 and 2006.

Asian

In the past year:

- Total Asian employment increased 3.0% from 169 in 2005 to 174 in 2006.
- The percent of total Asian employment to total employment remained unchanged at 3.5% in 2005 and 2006.

In the past five years:

- Total Asian employment increased 35.9% from 128 in 2002 to 174 in 2006.
- The percent of total Asian employment to total employment increased from 2.7% in 2002 to 3.5% in 2006.

Faculty Employment

Minority

In the past year:

- Minority faculty employment increased 13.2% from 197 in 2005 to 223 in 2006.

In the past five years:

- Minority faculty employment increased 34.3% from 166 in 2002 to 223 in 2006.

Black

In the past year:

- Black faculty employment increased 13.0% from 69 in 2005 to 78 in 2006.

In the past five years:

- Black faculty employment increased 34.5% from 58 in 2002 to 78 in 2006.

Hispanic

In the past year:

- Hispanic faculty employment increased 21.7% from 23 in 2005 to 28 in 2006.

In the past five years:

- Hispanic faculty employment increased 47.4% from 19 in 2002 to 28 in 2006.

Native American

In the past year:

- Native American faculty employment remained unchanged at 3 in 2005 and 2006.

In the past five years:

- Native American faculty employment decreased 25.0% from 4 in 2002 to 3 in 2006.

Asian

In the past year:

- Asian faculty employment increased 11.8% from 102 in 2005 to 114 in 2006.

In the past five years:

- Asian faculty employment increased 34.1% from 85 in 2002 to 114 in 2006.

Hires (includes School of Medicine data)

Minority

In the past year:

- Total minority hires decreased 17.9% from 168 in 2005 to 138 in 2006.
- The percent of total minority hires to total hires decreased from 20.1% in 2005 to 17.9% in 2006.

In the past five years:

- Total minority hires increased 50.0% from 92 in 2002 to 138 in 2006.
- The percent of total minority hires to total hires increased from 15.2% in 2002 to 17.9% in 2006.

Black

In the past year:

- Total Black hires decreased 13.1% from 84 in 2005 to 73 in 2006.
- The percent of total Black hires to total hires decreased from 10.0% in 2005 to 9.4% in 2006.

In the past five years:

- Total Black hires increased 65.9% from 44 in 2002 to 73 in 2006.
- The percent of total Black hires to total hires increased from 7.3% in 2002 to 9.4% in 2006.

Hispanic

In the past year:

- Total Hispanic hires increased 14.3% from 21 in 2005 to 24 in 2006.
- The percent of total Hispanic hires to total hires increased from 2.5% in 2005 to 3.1% in 2006.

In the past five years:

- Total Hispanic hires increased 200.0% from 8 in 2002 to 24 in 2006.
- The percent of total Hispanic hires to total hires increased from 1.3% in 2002 to 3.1% in 2006.

Native American

In the past year:

- Total Native American hires decreased 80.0% from 5 in 2005 to 1 in 2006.
- The percent of total Native American hires to total hires decreased from 0.6% in 2005 to 0.1% in 2006.

In the past five years:

- Total Native American hires decreased 50.0% from 2 in 2002 to 1 in 2006.
- The percent of total Native American hires to total hires decreased from 0.3% in 2002 to 0.1% in 2006.

Asian

In the past year:

- Total Asian hires decreased 31.0% from 58 in 2005 to 40 in 2006.
- The percent of total Asian hires to total hires decreased from 6.9% in 2005 to 5.2% in 2006.

In the past five years:

- Total Asian hires increased 5.3% from 38 in 2002 to 40 in 2006.
- The percent of total Asian hires to total hires decreased from 6.3% in 2002 to 5.2% in 2006.

Faculty Hires (includes School of Medicine data)

Minority

In the past year:

- Minority faculty hires decreased 34.8% from 92 in 2005 to 60 in 2006.

In the past five years:

- Minority faculty hires increased 57.9% from 38 in 2002 to 60 in 2006.

Black

In the past year:

- Black faculty hires decreased 36.8% from 38 in 2005 to 24 in 2006.

In the past five years:

- Black faculty hires increased 60.0% from 15 in 2002 to 24 in 2006.

Hispanic

In the past year:

- Hispanic faculty hires decreased 7.7% from 13 in 2005 to 12 in 2006.

In the past five years:

- Hispanic faculty hires increased 200.0% from 4 in 2002 to 12 in 2006.

Native American

In the past year:

- Native American faculty hires decreased 100.0% from 4 in 2005 to 0 in 2006.

In the past five years:

- Native American faculty hires decreased 100.0% from 1 in 2002 to 0 in 2006.

Asian

In the past year:

- Asian faculty hires decreased 35.1% from 37 in 2005 to 24 in 2006.

In the past five years:

- Asian faculty hires increased 33.3% from 18 in 2002 to 24 in 2006.

– DIVERSIFYING HIGHER EDUCATION FACULTY IN ILLINOIS –

In the past five years, the University has hired one graduate of the Diversifying Higher Education Faculty in Illinois (DFI) program and has interviewed several others. The University will intensify efforts to identify and attract DFI fellows this year.

– FINDINGS AND RECOMMENDATIONS –

SIU's commitment to diversity, particularly racial and ethnic diversity, articulated and exhibited by the Board of Trustees, the president, and the chancellors must be accepted and demonstrated by campus administrators, particularly vice chancellors, deans, and directors.

SIUC continues to be the school of choice for minority students, particularly African American students. Many of the challenges identified in last year's report remain. Among the notable challenges are the needs to:

- Increase the academic achievement, persistence, and graduation rates of all minority students, particularly those of African American students.
- Increase the presence of Hispanic students, faculty, and staff.
- Continue efforts to attract African American students who meet or surpass the regular admission standards.
- Enhance efforts to recruit female students.
- Continue to develop a student support system and instructional strategies that meet the academic and non-academic needs of a diverse student population.
- Enhance efforts designed to recruit and employ underrepresented minorities in faculty, administrative and professional, and civil service staff positions.
- Continue efforts to attract and employ African Americans and Hispanics in faculty positions.
- Enhance efforts to employ women in top-level campus administrative positions.

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. Nearly 13,500 students choose SIUE for the enlightening programs, engaging faculty, and convenient location just 25 miles from St. Louis.

- In fall 2006, the University enrolled 10,960 undergraduate students, of which 55.0% were female, 13.0% minority, and 10.0% African American.
- In fall 2006, there were 2,490 graduate students, of which 62.0% were female and 10.0% minority.
- The University employed 2,000 full-time employees in fall 2006.
- The University employed 1,200 women in fall 2006, representing 60.0% of the University's full-time workforce.
- Women represent 45.0% of total full-time faculty; women hold 22.0% of full professor positions, 46.0% of associate professor positions, and 48.0% of assistant professor positions. All rates are close to or above the national average.
- In fall 2006, the University employed 380 minorities, representing 19.0% of the full-time workforce, of which 309 were African American, representing 81.0% of the total minority workforce and 16.0% of the total University workforce.
- African Americans represent 6.0% of full-time faculty. This rate remains above the national average (Illinois average of 5.0%); national data shows African Americans represent 5.3% of all full-time faculty at predominantly White institutions.

– ACCOMPLISHMENTS –

- For FY 2006, women represent 45.0% of total full-time faculty; women held 22.0% of full professor positions, 46.0% of associate professor positions, and 48.0% of assistant professor positions. All rates are close to or above their respective national averages.

- The University continues to experience an increase in the number of entering African American freshmen.
- Entering African American freshman ACT scores, high school class rankings, and overall GPAs showed notable increases.
- Of the total number of students enrolled in the School of Pharmacy for fall 2006, 63.0% were women.
- Of the total number of students enrolled in the School of Pharmacy for fall 2006, 15.0% were minorities, of which 5.0% were African Americans.
- Minorities made up 13.0% of all undergraduate students in the School of Nursing during FY 2006. This rate is slightly above the national average of 12.0%.
- Eighty-five percent of minority nursing students passed the National Council of Licensing Exam for the Registered Nurse (NCLEX-RN).
- The full-time minority and African American faculty rates of 15.0% and 6.0% remain above their national averages of 13.0% and 5.3% respectively of all full-time faculty at predominantly White institutions.
- Recent placement goals for minority and/or women occurred in the School of Pharmacy (faculty), the School of Education (dean), the Department of Human Resources (Hispanic male manager of employee operations), and Facilities Management (African American female promoted to assistant director).

– ACADEMIC ACHIEVEMENT –

Increasing Participation of Underrepresented Groups – Academic Achievement Examples

In 2006, the College of Arts and Sciences supported and facilitated the "Drumvoices Festival of Black Arts 2" that was held 24-27 October. This celebration also recognized the Writer's Club 20th birthday. This festival included poets, musicians, storytellers, dancers, and the Soular Systems Ensemble. Other events included a literary tribute to Katherine Dunham. The festival was conceived and led by Professor Eugene Redmond, who is a member of the Department of English Language and Literature.

The College of Arts and Sciences continued in 2006 to support Instructional Services, a unit that services students across the University. Instructional Services is dedicated to helping the under-prepared prepare, the prepared advance, and the advanced excel. A high percentage of students served by Instructional Services are minority, female, or disabled. Instructional Services contributes significantly to these students' academic success. Instructional Services administers the Summer Bridge Program. The Summer Bridge Program is an on-campus experience that allows freshman students to experience the SIUE environment prior to the fall

term, preparing them to meet the demands of college. Students experience intensive courses in math, reading, and writing; orientation to the University; study strategies; and student leadership development. They also benefit from one-on-one instruction and tutoring, mentoring by an academic adviser, and interactive sessions with faculty. Minority and female students constitute a significant segment of Summer Bridge students.

Special Services no longer exists because federal grant funding through the U.S. Department of Education was withdrawn. The University and college has maintained some funding, and the unit has been renamed Student Opportunities for Academic Results (SOAR). SOAR has been integrated into the operations of Academic Counseling and Advising and Instructional Services. SIUE believes that by coordinating and streamlining its efforts, it has been able to continue to offer needed support for students that enhance academic success.

The College of Arts and Sciences has worked closely with the Upward Bound programs that are administered by the East St. Louis Center. Upward Bound programs are designed to prepare participants for post-secondary education and motivate their exploration of science, mathematics, and related education professions. Upward Bound programs serve high school-aged students from Brooklyn, Cahokia, East St. Louis, Madison, and Venice, all communities in our Metro East area with concentrations of minority population.

The College of Arts and Sciences has taken a leadership role in the provision of Freshman Seminar experiences. The goals of the Freshman Seminar are: (1) to assist new freshmen in making the transition to college-level work and expectations; (2) to orient students to the resources and culture of the University; and (3) to engage students in an intellectual community of students and faculty. Freshman Seminar includes UNIV112 The University Experience courses. These courses are co-taught by a faculty member and a staff member. Most often the faculty person is a member of the college, and the staff member is a member of Instructional Services, a unit that also falls under the college administrative umbrella. The purpose of UNIV112 is to study the history, structure, programs, and supportive resources of the University and to develop study skills, personal attitudes, and choices that will enable students to persist in college and successfully graduate. Many students who take advantage of the opportunities provided by this course are minority and/or female, and this experience contributes to their academic success.

The College of Arts and Sciences administers the Black studies program. This unit supports a minor in Black studies as well as various programming that enhances the academic experience, and promotes increased awareness of topics related to Black studies, among students across the University. The college has provided a line item budget as well as office space for Black studies. In addition, the college has provided administrative structure through the appointment of an acting director of Black studies, support to provide a graduate assistant, and secretarial assistance.

The College of Arts and Sciences has continued supervision of Women's studies and provides considerable resources to the unit. It continues to fund support lines, a graduate assistant, release time for a director, and secretarial assistance.

The college endeavors to provide an environment for all faculty that contributes to their academic and professional success. This support has many facets that include new faculty mentoring, a variety of functions for new faculty, open meetings with the dean, and travel support. Support for faculty and academic programs remains a top priority despite very substantial budget cuts in recent years that the college has absorbed centrally. Its support of Black Studies and Women's Studies enhances opportunities for minority and female faculty to succeed in their academic careers. Among other resources, the college provided Black Studies with significant dedicated Faculty Development Funding (FDF) for travel by faculty engaging in research relevant to Black Studies.

Academic Counseling and Advising was administered through the College of Arts and Sciences in 2006 but serviced the whole University. All students who have not yet declared a major are advised by this unit. The high-quality academic advisement that this unit provides plays a crucial role in the success of students who enter the University.

Many outreach activities conducted by faculty and staff members of the College of Arts and Sciences help lay the groundwork for success in high school and readiness for the college experience. Examples include involvement with the Science Fair, the Science Olympiad, the Suzuki music program, summer music camps, art workshops, Science Camp, Theater Camp, and writing camps.

Individual departments within the college contribute to the academic success of minority, women, and disabled students, faculty, and staff. Notable examples include the Department of Sociology and Criminal Justice Studies and the Department of Theater and Dance. Theater and Dance support minority students in their creation and performance of the Black Theater Workshop. Sociology and Criminal Justice Studies runs the ABle (enable A's and B's) program that benefits working class and many minority students. ABle was created by sociology faculty to provide adequate academic and social support to improve students' likelihood of not only graduating but also of doing so with improved academic performance. ABle seeks to break down barriers to learning and communication among faculty and students and develop strong relationships. Courses, books, materials, papers, and assignments are discussed, and students are able to share many of the fears, anxieties, and concerns that they otherwise would never have had the opportunity of expressing. ABle provides a way for students to collectively address issues relevant to them in constructive and positive ways. ABle has a proven track record for success, with students having higher graduation rates and better grades. ABle is delivered by faculty as part of the course load and by graduate assistants funded by the Office of the Provost and the college.

The college supported a faculty member as the recipient of a 2007 Woodrow Wilson National Fellowship Foundation Career Enhancement Fellowship for Junior Faculty. This prestigious award assists talented junior faculty to pursue scholarly research and writing over a year's time and includes a Career Enhancement Fall Retreat. This experience will certainly contribute to the academic development of this minority faculty person.

– STUDENT PERSISTENCE –

SIUE has significantly improved its freshman graduation rates over the last nine years.

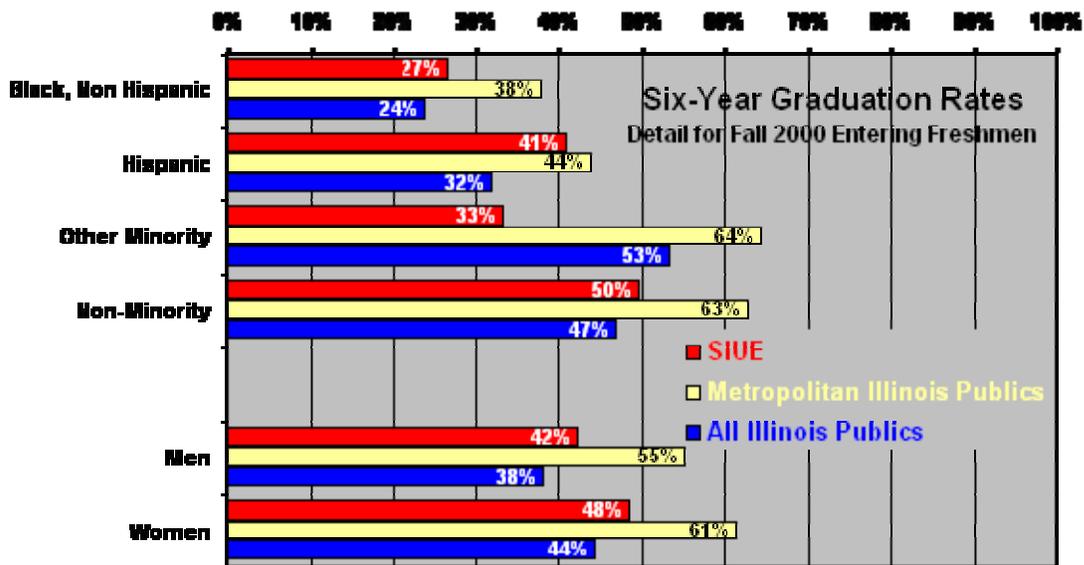
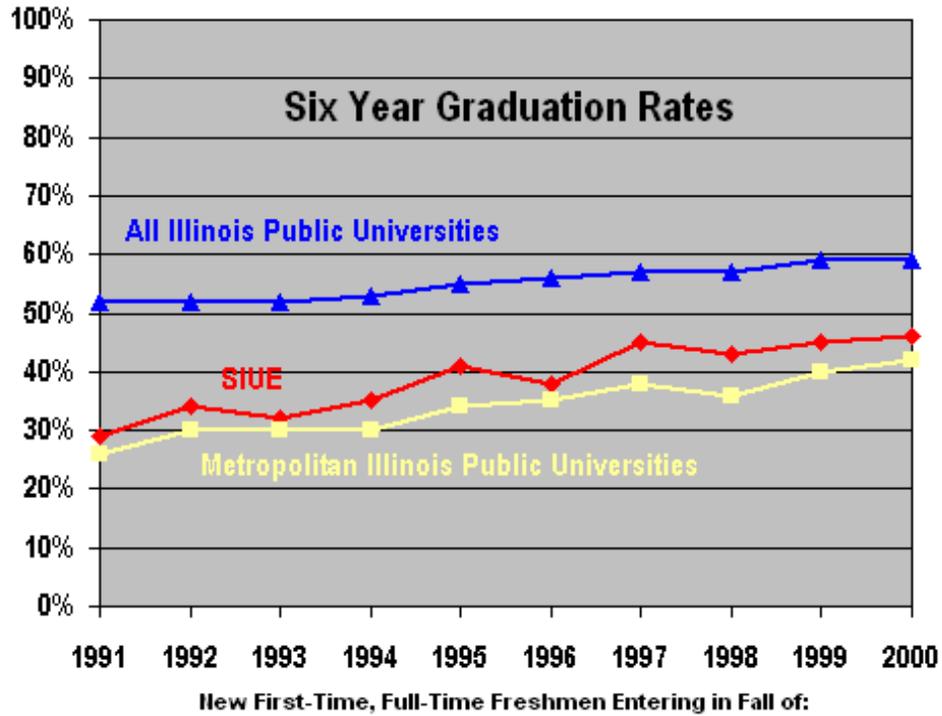
- The graduation rate for first-time full-time freshmen increased from 29% for the 1991 cohort to 46% for the 2000 cohort, a rise in the graduation rate of 59%. Over the same period, all Illinois public universities increased their graduation rates by 13%, and metropolitan Illinois public universities increased their graduation rates by 62 %.
- SIUE expects that graduation rates may continue to rise somewhat given higher second-year return rates in recent years (2% increase in five-year averages when comparing 1995-1999 and 2001-2005).

– FACULTY AND STAFF PERSISTENCE –

Since 1995, the demographics of SIUE's full-time instructional faculty have changed due to retirements and enrollment growth. More than 60% of the current tenured or tenure-track faculty has been hired since 1995. The greatest shift has been in the proportion of women (29% in 1995 to 46% in 2006), while the proportion of Blacks (5% in 2006) and other minorities (7% in 2006) have reflected minor variations.

- Retaining critical faculty and staff is and has been SIUE's highest priority in RAMP.
- The New Faculty Orientation Program, redesigned based upon faculty feedback, includes a two-day orientation session with a programmatic emphasis on diversity, excellence in teaching, and clear support for and expectations of scholarship. Targeted workshops continue orientation throughout the year.
- On-going workshops, mentors, and a formal mid-tenure review help new faculty prepare for and stay on target for tenure.

Figure 1
Southern Illinois University
Edwardsville



– DIVERSIFYING HIGHER EDUCATION FACULTY IN ILLINOIS –

During the years 2003-2007, the University enrolled one student in the Diversifying Higher Education Faculty in Illinois (DFI) program. The University will review its current efforts and develop steps to enhance its participation in the DFI program for the coming years.

– FINDINGS AND RECOMMENDATIONS –

Southern Illinois University Edwardsville enjoys a high level of involvement of minorities, women, and individuals with disabilities throughout the University. This is attributed to the collaborative role the chancellor, vice chancellors, deans, directors, and other University personnel play in developing plans and implementing strategies to increase the participation and achievement of minorities, women, and individuals with disabilities who traditionally have been underrepresented in higher education. The University reports annually on the results and challenges it formulates for improving the participation and achievement of the University's underrepresented groups. Selected findings and recommendations include:

Findings

- While the University's minority and African American freshman ACT scores and enrollments show important gains during the five-year period from fall 2002 to fall 2006, the overall African American undergraduate and graduate enrollments show mixed results during the same period.
- Aggressive academic recruitment and retention efforts have resulted in positive employment and placement rates for both women and minority faculty. However, they remain underrepresented consistent with national trends in some academic disciplines within the School of Engineering and School of Business.
- The Subcommittee on Fellowships and Scholarships of the SIUE Undergraduate Diversity in Academics Committee (UDAC) reviewed and analyzed distributions of awards as related to underrepresented minorities and found that financial support through the Haley Scholars Program, SEOG, MAP, and Pell Grant programs supported underrepresented groups education at SIUE.
- SIUE increased the number of minority, African American, and students with disabilities applicants accepted for admission by extending its admission decision deadline by four to six weeks.
- In fall 2006, the University developed and offered a section of University 112 for student with disabilities, focusing on such topics as time management and adaptive technology usage.
- Persistence rates show steady improvement for women, minorities, and students with disabilities when involved in educational activities and programs beyond their freshman year.

Recommendations

- According to the UDAC report, the Office of Enrollment Management should continue its revision of current scholarship and fellowship strategies and develop a coordinated campus financial aid strategy to enhance recruitment of underrepresented students. For fall 2008 and beyond, SIUE should plan to eliminate the formal application for merit-based scholarships. All students who are admitted to the University should be considered for all merit-based scholarship programs including the most competitive awards.
- According to the UDAC report, professional schools, such as the School of Pharmacy, that have a lower representation of minority students consistent with national profiles should actively develop recruiting programs at Illinois institutions with large minority enrollments. Also, recruiting programs should include specific website information for attracting minority students (availability of minority scholarships, minority support services, mentoring, etc.).
- While SIUE has made significant efforts in the past to recruit a diverse faculty and staff, the University should consider expanding current incentives for departments to actively recruit, hire, and retain diverse faculty and staff. The new assistant to the provost for faculty development and diversity is currently addressing this issue directly.
- The University should develop a reward system for departments meeting placement goals for women and minority faculty.
- The University shall continue to assess admissions and academic policies and requirements to ensure that educational opportunities are provided to minority, women, and disabled students, faculty, and staff to enhance their educational progress and success.
- The University should expand current academic programs and student services where appropriate to enhance minority students' retention and graduation rates.
- The University's Subcommittee on Fellowships and Scholarships should ensure that program dollars are also available to first-generation, low-income students and students with disabilities.
- The University shall continue to enhance student engagement and academic success in order to improve student persistence and graduation rates for all students.

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 medical schools in Illinois, SIU School of Medicine is limited to accepting only medical students who are Illinois residents. 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 measure 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 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, and biochemistry 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 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 training 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, problem-based learning in medical education, and coursework in medical humanities and doctoring.

As members of the school's physician group medical practice, SIU Physicians & Surgeons, Inc., the more than 200 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 Physicians & Surgeons, Inc., provides a rich environment for the training of students and residents.

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 235 externally funded research projects under way in more than 100 laboratories located on the Springfield and Carbondale campuses. Springfield faculty and research labs moved into the Springfield Combined Laboratory Facility addition with the state's appropriation of funds for operational expenses just over a year ago.

The SimmonsCooper 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 and residents regarding cancer. The SimmonsCooper Cancer Institute at SIU is committed to research as well as clinical services and continues to attract National Institutes of Health-funded researchers to the school. In July 2005, ground was broken for the institute's primary facility in Springfield; it is expected to open in 2008.

SIU School of Medicine is accredited by the Liaison Committee on Medical Education (LCME). In June 2007, the school received notification that it has 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.

– ACCOMPLISHMENTS –

- Continual improvement in diversity of student minority population from 20.9% minority in fall 2002 to 22.8% for all classes in fall 2006.
- Student minority population among entering class in FY 2003 was 16.7% compared to 19.4% for the class matriculating in fall 2006.

- Improved recruitment focus resulting in increasing diversity of the workforce from 10.9% minority hires for all faculty and staff combined in 2002 to 17.3% of new hires in 2006.
 - ❖ New minority faculty hires for 2002 was 29.6% compared to 37.1% in 2006.
 - ❖ New minority principal/administrative hires for 2002 was 15.6% compared to 18.9% in 2006.
 - ❖ New minority civil service hires for 2002 was 6.0% compared to 10.5% in 2006.
- Continued monthly informal ethnic celebrations allowing students, residents, faculty, staff, and the general community to gain information about different ethnic traditions.

– ACADEMIC ACHIEVEMENT –

The school graduated its 2,130th medical student during its May 2007 commencement. Of the graduates who have completed their residencies and are currently practicing physicians, 43.3% are practicing in Illinois and 18.5% are practicing in the contiguous states of Wisconsin, Iowa, Missouri, Kentucky, and Indiana. And of those practicing in Illinois, 22.5% are located in rural locations.

Best Practice

This year's report will look at the Minority Health Care Externships and the first-year doctoring curriculum as two of our best practices.

The Minority Health Care Externship is an educational coordinated program established jointly by the SIU School of Medicine's Department of Family and Community Medicine and the Office of Diversity. The externships were designed to provide medical students and residents with clinical and professional experiences practicing medicine within minority communities. In this program, medical students and residents spend two to four weeks in one of two medically underserved communities working under the direction of a community physician who is also one of the school's volunteer faculty members. These designated communities are Pembroke and Centreville, Illinois, both medically underserved areas with large minority populations. Externship faculty serve as both clinical faculty and mentors to the medical students and residents. As these faculty members are typically minority members themselves, they are uniquely qualified to assist students/residents in appreciating the special medical and support needs of minority patients as well as the rewards in practicing medicine among these underserved populations. Such experiences broaden the students' and residents' learning and encourage them to establish practices in medically underserved population locations.

In addition, students are also exposed to the doctoring profession early in their studies at the SIU School of Medicine, and this "doctoring curriculum" includes training and mentoring regarding population-based medicine, health system/policy, and other societal aspects which deal with diversity. During their first year, which is located on the Carbondale campus, the students participate in a series of sixteen one-hour units during which they work with an assigned physician who mentors them and provides exposure to patient care and administrative procedures in a practice setting. Students are expected to maintain meticulous logs of their experience. The first step is to meet with the mentor/physician to review the processes within the specific practice

and review the guidelines and expectations. The student is then exposed to the components of a history and physical exam (one that is consistent with their training to date, using school protocols). In addition, they work with at least one patient, during which time they must explore the issues of health care cost, availability, access, and effects on the family. As a result, they learn to understand the issues of health insurance coverage and co-pays; lack of insurance; impact on the patient's employment; and other economic and social dynamics within the family unit. Students also complete evaluations on their experience and the effectiveness of the mentor; the mentor also completes an evaluation on the student.

Many students come into the field of medicine with a story of why they chose this as a profession. Early exposure to a family physician's medical practice has the advantage of keeping alive the desire to pursue medicine as a career while providing an environment wherein a student may gain early understanding of the scope of medical practice. In addition, the student gains confidence in interacting with patients, comes to understand the nuances of the physician-patient interaction, and learns that medicine requires not only a set of skills and scope of knowledge, but also a need for compassion and recognition of caring for the whole patient and his/her family.

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
2007	67.0%	34	38	24.0	21-37	7
2008	58.0%	33	39	25.0	22-47	8
2009	47.0%	34	38	23.2	20-35	11
2010	57.0%	33	39	22.5	20-28	14
2011	68.0%	34	38	23.6	20-43	9

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 2000 census data for the central/southern Illinois region with data reflecting the school's medical student population.

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

Description	Black Non-Hispanic	Hispanic	White Non-Hispanic	Am. Indian Alaskan Nat.	Asian/Pacific Islander	Total Minority
Census Data	6.9%	1.9%	89.9%	0.2%	1.1%	10.1%
New Enrollees	9.7%	2.8%	80.6%	0.0%	6.9%	19.4%
Total 2006/07 Enrollment	10.4%	2.8%	77.1%	1.0%	8.7%	22.9%

Census data – 2000 census data for 86 central and southern Illinois counties served by the School of Medicine

New enrollees – 2006 new enrollees/matriculants to SIU School of Medicine

Total 2006/07 enrollment – fall 2006 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 9.7%; Hispanics, which were reported separately from total racial minorities, is 2.7%. In all of Illinois, total racial minorities sum to 19.8%; Hispanics sum to 14.3%. The school continues to meet its goal of reflecting a diverse mix of students that will mirror the minority population for the counties it serves.

The school continues to nurture its nationally acclaimed MEDPREP program, in part, as a pipeline for recruitment to its medical education program. Efforts are continuously being made to encourage students who are Illinois residents to select SIU School of Medicine as their indicated school of choice. This year the school was successful in attracting 10 students from this program into its entering class, with a total of 33 from MEDPREP represented in the total student population.

Report on Faculty

For the calendar year January 1 through December 31, 2006, there were 35 new faculty members recruited to the School of Medicine.

The percentages for this category follow:

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

Description	Black Non-Hispanic	Hispanic	White Non-Hispanic	Am. Indian Alaskan Nat.	Asian/Pacific Islander	Total Minority
Census Data	6.9%	1.9%	89.9%	0.2%	1.1%	10.1%
New Faculty	2.9%	2.9%	62.8%	0.0%	31.4%	37.2%
Total Faculty	2.8%	1.5%	78.5%	0.0%	17.2%	21.5%

Census data – 2000 census data for 86 central and southern Illinois counties served by the School of Medicine

New faculty – *new* tenure and alternate track faculty hired from January 1-December 31, 2006

Total faculty – tenure and alternate faculty on staff as of December 31, 2006

Of the total faculty population in 2006, 40.0% were females on the tenure and alternate track, and 34.3% of the new faculty hires were female.

The school stated in its 2002 report that increased efforts on recruitment of faculty members also would mirror the diversity of the population served. This would provide a dual advantage to the school: first, to provide role models for the increasingly diverse student population; and second, to attract and serve a more diverse patient population, as various ethnic groups would find a place for treatment in which they were more comfortable. It was also noted in the 2002 report that, according to an AAMC study, nearly all medical schools are facing difficulty in recruiting minority faculty. New faculty hires show a steady growth in overall minority representation from 17.2% in 2002 to 21.5% in the current year for total faculty population.

Report on Staff

Principal Administrative Appointment Staff

A total of 37 new principal administrative appointment staff was hired this past year. It should be noted that principal administrative appointments also include those for researcher positions at the school. Of the 37 new principal administrative appointment staff hired, 17 were researchers.

The percentages for this category follow:

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

Description	Black Non-Hispanic	Hispanic	White Non-Hispanic	Am. Indian Alaskan Nat.	Asian/Pacific Islander	Total Minority
Census Data	6.9%	1.9%	89.9%	0.2%	1.1%	10.1%
New PAA	0.0%	5.4%	81.1%	0.0%	13.5%	18.9%
Total PAA	1.2%	2.0%	90.1%	0.0%	6.7%	9.9%

Census data – 2000 census data for 86 central and southern Illinois counties served by the School of Medicine

New PAA – new principal administrative appointment staff hired from January 1-December 31, 2006

Total PAA – principal administrative appointments on staff as of December 31, 2006

Once again, the commitment to mirror the diverse population for the area served has been a focus. Since the recruitment and preparation report in 2002, the total PAA minority population has grown from 7.4% to 9.9%.

Civil Service Staff

A total of 148 civil service employees were hired this past year.

The percentages for this category follow:

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

Description	Black Non-Hispanic	Hispanic	White Non-Hispanic	Am. Indian Alaskan Nat.	Asian/Pacific Islander	Total Minority
Census Data	6.9%	1.9%	89.9%	0.2%	1.1%	10.1%
New CS Staff	12.2%	0.0%	87.8%	0.0%	0.0%	12.2%
Total CS Staff	5.4%	0.5%	93.2%	0.3%	0.6%	6.8%

Census data – 2000 census data for 86 central and southern Illinois counties served by the School of Medicine

New CS staff – new civil service staff hired from January 1-December 31, 2006

Total CS staff – civil service staff as of December 31, 2006

In part, because the school has continued placing an emphasis on reaching out to a more diverse community, the minority population among civil service staff since the recruitment report in 2002 has grown from 4.5% to 6.8%. Relatively large increases have occurred in Black and Hispanic groups. Internal data collected continues to support targeted in-house job fairs having a positive contribution to this increase in minority representation, and these efforts will continue. The school has been able to increase the number of in-house targeted job fairs in the last calendar year.

– STUDENT PERSISTENCE –

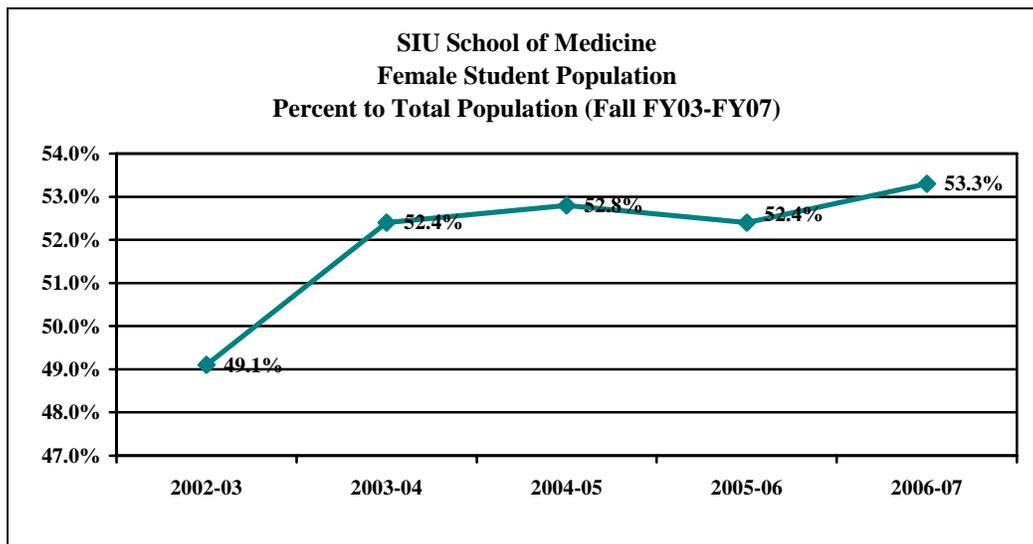
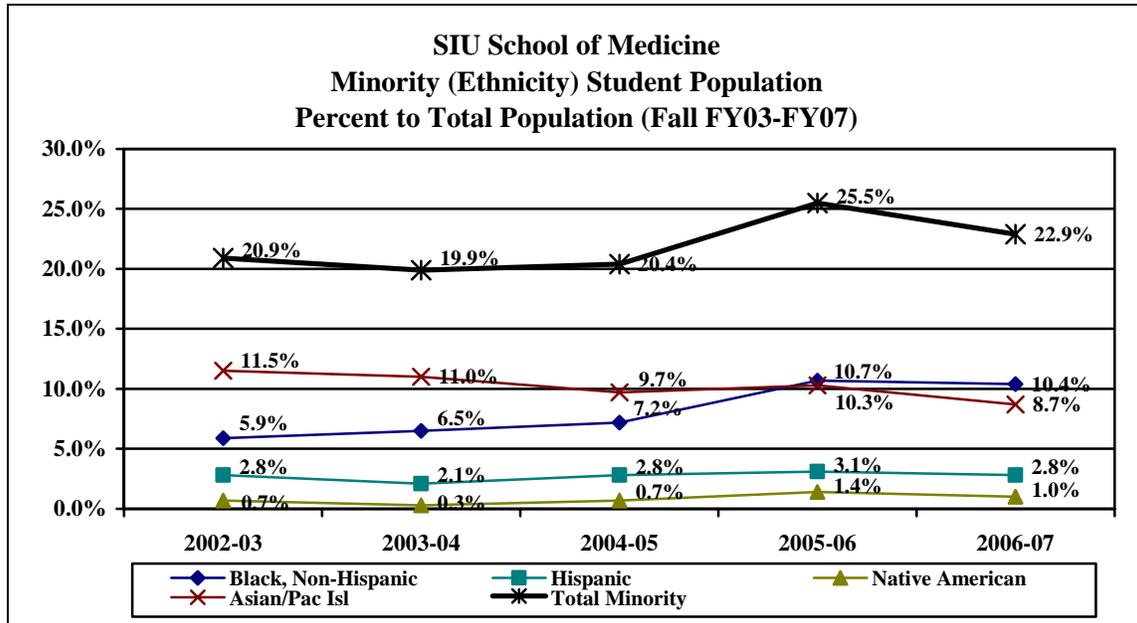
Once an individual has been selected to attend medical school, there is a strong expectation that they will continue through to graduation. The admission process at SIU School of Medicine is rigorous and results in a mix of Illinois student residents in any given class who exhibit attributes where expectations of success are high. Coupled with the unique approach to medical education developed and enhanced at SIU, having been envisioned by Dr. Richard A. Moy, the founding dean, and supported by Dr. Howard Barrows, a world-recognized leader in the problem-based learning approach to medical education, students graduating from SIU School of Medicine are well rounded in their education and experience within the field of medicine. SIU School of Medicine enjoys a high percentage of student persistence in the completion of undergraduate studies leading to an M.D. degree.

In general, students represent a diverse group of individuals, with a mean age of 23.6 years and the majority coming from smaller communities. It is interesting to also note that very few of SIU's medical students have physicians as parents. SIU students tend to be focused and quickly adapt to the small tutor groups, hands-on experience with patients, and challenging approach to learning that results in qualified, competent, and caring graduates. Our students tend to be recruited by leading programs throughout the United States for their post-graduate training in clinical residencies and fellowships.

– STUDENT MINORITY POPULATION –

- The percentage of minority students has increased 2.0% in the last five years. Black, non-Hispanic students are now 10.4% of the total school's population compared to 5.9% five years ago.
- Female students now constitute more than 50.0% of the total population for the school.

Figure 1
Southern Illinois University
School of Medicine



– FACULTY AND STAFF PERSISTENCE –

- Faculty turnover in FY 2006 was 5.5%, compared to 10.5% ten years ago; staff turnover in FY 2006 was 7.6%, compared to 17.4% ten years ago.
- As of December 31, 2006, 39.5% of the faculty had been here ten or more years; 59.0% of the faculty had been here five or more years.
- The percentage of female faculty separations compared to the female population was 13.0% in FY 1997, compared to 5.9% in FY 2006.
- The percentage of minority (non-White) faculty separations compared to the non-White faculty population was 24.4% in FY 1997, compared to 7.6% in FY 2006.
- The percentage of minority (non-White) faculty separations to total faculty separations was 28.0% in both FY 1997 and FY 2006. The average percentage of minority (non-White) separations for the last ten years is also 28.0%.

– DIVERSIFYING HIGHER EDUCATION FACULTY IN ILLINOIS –

Opportunities at SIU School of Medicine for individuals in this program are limited. At this time, the school has not identified any graduate assistant, post-doctoral fellow, or faculty member as participating in this program either currently or in the past.

– FINDINGS AND RECOMMENDATIONS –

Findings

- SIU School of Medicine continues to improve upon its diversity goals to reflect the diversity of the population within the geographical area of central and southern Illinois.
- SIU School of Medicine continues to meet its mission of providing physicians and medical care for southern and central Illinois.

Recommendations

- Develop processes to determine how retention of staff, particularly minority staff, can continue to be improved.
- Continue emphasis on improving faculty diversity in new hires, especially in Black/non-Hispanic and Hispanic populations, to strive to meet the goal of reflecting the minority population for the central and southern counties served by the SIU School of Medicine.
- Explore additional opportunities for interaction among diverse populations within the School of Medicine and begin implementation of appropriate programs and experiences.

