



President
Reports

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

Annual Report / 2008

Recruitment and Preparation

Southern Illinois University

SOUTHERN ILLINOIS UNIVERSITY

TWENTY-SECOND 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

December 2008

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INTRODUCTION

This is the twenty-second 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 Recruitment and Preparation.

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 \$796 million, the University serves nearly 35,000 students and offers 2 associate's, 128 bachelor's, 117 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 \$119.1 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 undergraduate enrollment increased by 4.7%.
- Minority graduate enrollment increased by 1.1%.
- Minority professional enrollment increased by 9.5%.
- Total minority enrollment increased 4.3%.

In the past five years:

- Minority undergraduate enrollment increased by 22.2%.
- Minority professional enrollment increased by 50.5%.
- Total minority enrollment increased 16.8%.
- The percentage of total minority enrollment to total enrollment increased 2.8%.

Challenges

In the past year:

- The percentage of total minority enrollment to total enrollment decreased 0.3%.

In the past five years:

- Minority graduate enrollment decreased by 15.1%.

Minority Enrollment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Undergraduate</i>	4,397	5,078	5,278	5,136	5,375
<i>Graduate</i>	856	832	786	719	727
<i>Professional</i>	107	106	145	147	161
<i>Total Minority</i>	5,360	6,016	6,209	6,002	6,263
<i>Total Enrollment</i>	34,682	35,082	34,901	32,423	34,381
<i>Percent of Total Minority Enrollment to Total Enrollment</i>	15.45%	17.15%	17.79%	18.51%	18.22%

Black Enrollment

Progress

In the past year:

- Black undergraduate enrollment increased by 4.8%.
- Black graduate enrollment increased by 1.8%.
- Black professional enrollment increased by 11.1%.
- Black total enrollment increased by 4.6%.

In the past five years:

- Black undergraduate enrollment increased by 20.0%, and professional enrollment by 100.0%.
- Black total enrollment increased by 15.0%.
- The percentage of total Black enrollment to total enrollment increased 1.8%.

Challenges

In the past year:

- The percentage of total Black enrollment to total enrollment decreased 0.2%.

In the past five years:

- Black graduate enrollment decreased by 16.2%.

Black Enrollment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Undergraduate</i>	3,253	3,714	3,850	3,725	3,905
<i>Graduate</i>	617	591	572	508	517
<i>Professional</i>	35	35	55	63	70
<i>Total Black</i>	3,905	4,340	4,477	4,296	4,492
<i>Total Enrollment</i>	34,682	35,082	34,901	32,423	34,381
<i>Percent of Total Black Enrollment to Total Enrollment</i>	11.26%	12.37%	12.83%	13.25%	13.07%

Hispanic Enrollment

Progress

In the past year:

- Hispanic undergraduate enrollment increased by 5.5%.
- Hispanic graduate enrollment increased by 2.9% and professional enrollment by 33.3%.
- Hispanic total enrollment increased by 5.7%.

In the past five years:

- Hispanic undergraduate enrollment increased by 26.3%.
- Hispanic professional enrollment increased by 33.3%.
- Total Hispanic enrollment increased by 21.9%.
- The percentage of total Hispanic enrollment to total enrollment increased 0.5%.

Challenges

In the past five years:

- Hispanic graduate enrollment decreased by 4.5%.

Hispanic Enrollment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Undergraduate</i>	627	734	777	751	792
<i>Graduate</i>	112	127	105	104	107
<i>Professional</i>	18	18	22	18	24
<i>Total Hispanic</i>	757	879	904	873	923
<i>Total Enrollment</i>	34,682	35,082	34,901	32,423	34,381
<i>Percent of Total Hispanic Enrollment to Total Enrollment</i>	2.18%	2.51%	2.59%	2.69%	2.68%

Native American Enrollment

Progress

In the past five years:

- Native American undergraduate enrollment increased by 13.3%.
- Native American professional enrollment increased by 100.0%.
- Total Native American enrollment increased by 5.7%.

Challenges

In the past year:

- Native American undergraduate enrollment decreased by 12.8%.
- Native American graduate enrollment decreased by 14.8%.
- Total Native American enrollment decreased by 12.8%.
- The percentage of total Native American enrollment to total enrollment decreased 0.1%.

In the past five years:

- Native American graduate enrollment decreased by 23.3%.

Native American Enrollment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Undergraduate</i>	90	90	116	117	102
<i>Graduate</i>	30	21	22	27	23
<i>Professional</i>	2	3	7	4	4
<i>Total Native American</i>	122	114	145	148	129
<i>Total Enrollment</i>	34,682	35,082	34,901	32,423	34,381
<i>Percent of Total Native American Enrollment to Total Enrollment</i>	0.35%	0.32%	0.42%	0.46%	0.38%

Asian Enrollment

Progress

In the past year:

- Asian undergraduate enrollment increased by 6.1%.
- Asian professional enrollment increased by 1.6%.
- Total Asian enrollment increased by 5.0%.

In the past five years:

- Asian undergraduate enrollment increased by 34.9%.
- Asian professional enrollment increased by 21.2%.
- Total Asian enrollment increased by 24.8%.
- The percentage of total Asian enrollment to total enrollment increased by 0.4%.

Challenges

In the past five years:

- Asian graduate enrollment decreased by 17.5%.

Asian Enrollment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Undergraduate</i>	427	540	535	543	576
<i>Graduate</i>	97	93	87	80	80
<i>Professional</i>	52	50	61	62	63
<i>Total Asian</i>	576	683	683	685	719
<i>Total Enrollment</i>	34,682	35,082	34,901	32,423	34,381
<i>Percent of Total Asian Enrollment to Total Enrollment</i>	1.66%	1.95%	1.96%	2.11%	2.09%

Female Enrollment

Progress

In the past year:

- Female professional enrollment increased by 6.2%.

In the past five years:

- Female professional enrollment increased by 20.2%.

Challenges

In the past year:

- Female undergraduate enrollment decreased by 0.8%, and graduate enrollment decreased by 0.5%.
- Total female enrollment decreased by 0.5%.
- The percentage of total female enrollment to total enrollment decreased by 3.2%.

In the past five years:

- Female undergraduate enrollment decreased by 1.4%, and graduate enrollment decreased by 8.9%.
- Total female enrollment decreased by 2.5%.
- The percentage of total female enrollment to total enrollment decreased by 0.8%.

Female Enrollment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Undergraduate</i>	13,020	13,195	13,168	12,938	12,836
<i>Graduate</i>	3,826	3,691	3,578	3,502	3,484
<i>Professional</i>	430	384	434	487	517
<i>Total Female</i>	17,276	17,270	17,180	16,927	16,837
<i>Total Enrollment</i>	34,682	35,082	34,901	32,423	34,381
<i>Percent of Total Female Enrollment to Total Enrollment</i>	49.81%	49.23%	49.22%	52.21%	48.97%

Disabled Enrollment

Progress

In the past year:

- Disabled professional enrollment increased by 33.3%.

In the past five years:

- Disabled undergraduate enrollment increased by 7.7%.
- Total disabled enrollment increased by 1.0%.

Challenges

In the past year:

- Disabled undergraduate enrollment decreased by 14.1%.
- Disabled graduate enrollment decreased by 20.0%.
- Total disabled enrollment decreased by 14.8%.
- The percentage of total disabled enrollment to total enrollment decreased by 0.6%.

In the past five years:

- Disabled graduate enrollment decreased by 27.0%.
- Disabled professional enrollment decreased by 50.0%.

Disabled Enrollment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Undergraduate</i>	633	668	693	794	682
<i>Graduate</i>	137	147	153	125	100
<i>Professional</i>	8	5	5	3	4
<i>Total Disabled</i>	778	820	851	922	786
<i>Total Enrollment</i>	34,682	35,082	34,901	32,423	34,381
<i>Percent of Total Disabled Enrollment to Total Enrollment</i>	2.24%	2.34%	2.44%	2.84%	2.29%

Total SIU Full-Time Minority Employment

Progress

In the past year:

- The number of minority employees increased in two categories: professional non-faculty, 3.4%; and secretarial/clerical, 4.4%.

In the past five years:

- The number of minority employees increased in four categories: executive/administrative, 8.7%; faculty, 15.1%; professional non-faculty, 18.3%; and secretarial/clerical, 25.3%.
- Total minority increased by 8.1%.

Challenges

In the past year:

- The number of minority employees decreased in three categories: faculty, 1.0%; technical/paraprofessional, 3.0%; and service/maintenance, 21.2%.
- Total minority decreased by 2.4%.
- The percentage of total minority employment to total employment decreased by 1.8%.

In the past five years:

- The number of minority employees decreased in three categories: technical/paraprofessional, 2.3%; skilled craft, 9.1%; and service/maintenance, 20.0%.
- The percentage of total minority employment to total employment decreased by 1.3%.

Minority Employment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	46	49	46	50	50
<i>Faculty</i>	258	262	273	300	297
<i>Professional Non-Faculty</i>	208	218	245	238	246
<i>Secretarial/Clerical</i>	75	79	84	90	94
<i>Technical/Paraprofessional</i>	131	138	133	132	128
<i>Skilled Craft</i>	11	11	10	10	10
<i>Service/Maintenance</i>	130	139	144	132	104
<i>Total Minority</i>	859	896	935	952	929
<i>Total Employees</i>	6,455	6,601	6,767	6,889	7,714
<i>Percent of Total Minority Employees to Total Employees</i>	13.31%	13.57%	13.82%	13.82%	12.04%

Source: SIUC Factbook 2007-2008, SIUE EE06 employment tables.

SIUC Full-Time Minority Employment

Progress

In the past year:

- The number of minority employees increased in four categories: executive/administrative/managerial, 3.2%; faculty, 1.8%; professional non-faculty, 4.5%; and service/maintenance, 2.4%.
- Total minority employment increased by 1.6%.
- The percentage of total minority employment to total employment increased by 1.4%.

In the past five years:

- The number of minority employees increased in six categories: executive/administrative/managerial, 28.0%; faculty, 24.0%; professional non-faculty, 28.7%; secretarial/clerkical, 5.6%; technical/paraprofessional 38.5%; and service/maintenance, 15.1%.
- Total minority increased by 22.0%.
- The percentage of total minority employment to total employment increased by 1.3%.

Challenges

In the past year:

- The number of minority employees decreased in two categories: secretarial/clerkical, 1.7%; and technical/paraprofessional, 7.7%.

In the past five years:

- The number of minority employees decreased in skilled craft, 11.1%.

Minority Employment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	25	28	29	31	32
<i>Faculty</i>	183	179	197	223	227
<i>Professional Non-Faculty</i>	108	114	142	133	139
<i>Secretarial/Clerical</i>	54	54	55	58	57
<i>Technical/Paraprofessional</i>	26	31	33	39	36
<i>Skilled Craft</i>	9	9	8	8	8
<i>Service/Maintenance</i>	73	72	79	82	84
Total Minority	478	487	543	574	583
<i>Total Employees</i>	4,544	4,644	4,774	4,907	4,922
Percent of Total Minority Employees to Total Employees	10.52%	10.49%	11.37%	11.70%	11.84%

Source: SIUC Factbook 2007-2008

SIUE Full-Time Minority Employment

Progress

In the past year:

- The number of minority employees increased in two categories: professional non-faculty, 1.9%; and secretarial/clerical, 15.6%.

In the past five years:

- The number of minority employees increased in two categories: professional non-faculty, 7.0%; and secretarial/clerical, 76.2%.

Challenges

In the past year:

- The number of minority employees decreased in four categories: executive/administrative/managerial, 5.3%; faculty, 9.1%; technical/paraprofessional, 1.1%; and service/maintenance, 60.0%.
- Total minority decreased by 8.5%.
- The percentage of total minority employment to total employment decreased by 1.8%.

In the past five years:

- The number of minority employees decreased in four categories: executive/administrative/managerial, 14.3%; faculty, 6.7%; technical/paraprofessional, 12.4%; and service/maintenance, 64.9%.
- Total minority decreased by 9.2%.
- The percentage of total minority employment to total employment decreased by 2.6%.

Minority Employment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	21	21	17	19	18
<i>Faculty</i>	75	83	76	77	70
<i>Professional Non-Faculty</i>	100	104	103	105	107
<i>Secretarial/Clerical</i>	21	25	29	32	37
<i>Technical/Paraprofessional</i>	105	107	100	93	92
<i>Skilled Craft</i>	2	2	2	2	2
<i>Service/Maintenance</i>	57	67	65	50	20
<i>Total Minority</i>	381	409	392	378	346
<i>Total Employees</i>	1,911	1,957	1,993	1,982	1,997
<i>Percent of Total Minority Employees to Total Employees</i>	19.94%	20.90%	19.67%	19.07%	17.33%

Source: SIUE Factbook 2007-2008

Total SIU Full-Time Black Employment

Progress

In the past year:

- The number of Black employees increased in two categories: professional non-faculty, 1.2%; and secretarial/clerical, 8.7%.

In the past five years:

- The number of Black employees increased in three categories: faculty, 9.7%; professional non-faculty, 16.0%; and secretarial/clerical, 25.0%.
- Total Black employment increased by 1.4%.

Challenges

In the past year:

- The number of Black employees decreased in four categories: executive/administrative/managerial, 9.4%; faculty, 8.9%, technical/paraprofessional, 4.9%; and service/maintenance, 24.3%.
- Total Black employment decreased by 6.1%.
- The percentage of total Black employment to total employment decreased by 1.5%.

In the past five years:

- The number of Black employees decreased in four categories: executive/administrative/managerial, 17.1%; technical/paraprofessional, 2.5%; skilled craft, 11.1%; and service/maintenance, 26.3%.
- The percentage of total black employment to total employment decreased by 1.4%.

Black Employment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	35	35	29	32	29
<i>Faculty</i>	93	103	103	112	102
<i>Professional Non-Faculty</i>	150	158	174	172	174
<i>Secretarial/Clerical</i>	60	62	63	69	75
<i>Technical/Paraprofessional</i>	119	127	120	122	116
<i>Skilled Craft</i>	9	9	8	8	8
<i>Service/Maintenance</i>	114	118	122	111	84
Total Black	580	612	619	626	588
<i>Total Employees</i>	6,455	6,601	6,767	6,889	7,714
Percent of Total Black Employees to Total Employees	8.99%	9.27%	9.15%	9.09%	7.62%

Source: SIUC Factbook 2007-2008, SIUE EE06 employment tables.

SIUC Full-Time Black Employment

Progress

In the past year:

- The number of Black employees increased in two categories: secretarial/clerical, 5.1%; and service/maintenance, 4.8%.

In the past five years:

- The number of Black employees increased in five categories: faculty, 22.0%; professional non-faculty, 41.4%; secretarial/clerical, 2.5%; technical/paraprofessional, 61.1%; and service/maintenance, 8.2% .
- Total Black increased by 19.6%.
- The percentage of total Black employment to total employment increased by 0.6%.

Challenges

In the past year:

- The number of Black employees decreased in three categories: executive/administrative/managerial, 12.5%; faculty, 7.7%; and technical/paraprofessional, 9.4%.
- Total Black decreased by 1.9%.
- 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 two categories: executive/administrative/managerial, 12.5%; and skilled craft, 12.5%.

Black Employment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	16	16	15	16	14
<i>Faculty</i>	59	66	69	78	72
<i>Professional Non-Faculty</i>	58	66	84	82	82
<i>Secretarial/Clerical</i>	40	39	37	39	41
<i>Technical/Paraprofessional</i>	18	23	24	32	29
<i>Skilled Craft</i>	8	8	7	7	7
<i>Service/Maintenance</i>	61	58	62	63	66
<i>Total Black</i>	260	276	298	317	311
<i>Total Employees</i>	4,544	4,644	4,774	4,907	4,922
<i>Percent of Total Black Employees to Total Employees</i>	5.72%	5.94%	6.24%	6.46%	6.32%

Source: SIUC Factbook 2007-2008

SIUE Full-Time Black Employment

Progress

In the past year:

- The number of Black employees increased in two categories: professional non-faculty, 2.2%; and secretarial/clerical, 13.3%.

In the past five years:

- The number of Black employees increased in secretarial/clerical by 70.0%.

Challenges

In the past year:

- The number of Black employees decreased in four categories: executive/administrative/managerial, 6.3%; faculty, 11.8%; technical/paraprofessional, 3.3%; and service/maintenance, 62.5%.
- Total Black decreased by 10.4%.
- The percentage of total Black employment to total employment decreased by 1.7%.

In the past five years:

- The number of Black employees decreased in four categories: executive/administrative/managerial, 21.1%; faculty, 11.8%; technical/paraprofessional, 13.9%; and service/maintenance, 66.0%.
- Total Black employment decreased by 13.4%.
- The percentage of total Black employment to total employment decreased by 2.9%.

Black Employment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	19	19	14	16	15
<i>Faculty</i>	34	37	34	34	30
<i>Professional Non-Faculty</i>	92	92	90	90	92
<i>Secretarial/Clerical</i>	20	23	26	30	34
<i>Technical/Paraprofessional</i>	101	104	96	90	87
<i>Skilled Craft</i>	1	1	1	1	1
<i>Service/Maintenance</i>	53	60	60	48	18
<i>Total Black</i>	320	336	321	309	277
<i>Total Employees</i>	1,911	1,957	1,993	1,982	1,997
<i>Percent of Total Black Employees to Total Employees</i>	16.75%	17.17%	16.11%	15.59%	13.87%

Source: SIUE Factbook 2007-2008

Total SIU Full-Time Hispanic Employment

Progress

In the past year:

- The number of Hispanic employees increased in three categories: executive/administrative/managerial, 50.0%; faculty, 16.7%; and technical/paraprofessional, 33.3%.
- Total Hispanic employment increased by 2.3%.

In the past five years:

- The number of Hispanic employees increased in three categories: executive/administrative/managerial, 500.0%; faculty, 68.0%; and service/maintenance, 100.0%.
- Total Hispanic employment increased by 31.3%.
- 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 three categories: professional/non-faculty, 15.8%; secretarial/clerical, 27.3%; and service/maintenance, 9.1%.
- The percentage of total Hispanic employment to total employment decreased by 0.1%.

In the past five years:

- The number of Hispanic employees decreased in two categories: professional non-faculty, 23.8%; and technical/paraprofessional, 20.0%.

Hispanic Employment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	1	3	3	4	6
<i>Faculty</i>	25	26	31	36	42
<i>Professional Non-Faculty</i>	21	18	18	19	16
<i>Secretarial/Clerical</i>	8	8	10	11	8
<i>Technical/Paraprofessional</i>	5	3	5	3	4
<i>Skilled Craft</i>	2	2	2	2	2
<i>Service/Maintenance</i>	5	9	10	11	10
<i>Total Hispanic</i>	67	69	79	86	88
<i>Total Employees</i>	6,455	6,601	6,767	6,889	7,714
<i>Percent of Total Hispanic Employees to Total Employees</i>	1.04%	1.05%	1.17%	1.25%	1.14%

Source: SIUC Factbook 2007-2008, SIUE EE06 employment tables.

SIUC Full-Time Hispanic Employment

Progress

In the past year:

- The number of Hispanic employees increased in two categories: executive/administrative/managerial, 50.0%; and faculty, 14.3%.
- Total Hispanic employment increased by 1.5%.

In the past five years:

- The number of Hispanic employees increased in three categories: executive/administrative/managerial, 500.0%; faculty, 68.4%; and service/maintenance, 166.7%.
- Total Hispanic employment increased by 33.3%.
- The percentage of total Hispanic employment to total employment increased by 0.3%.

Challenges

In the past year:

- The number of Hispanic employees decreased in three categories: professional/non-faculty, 8.3%; secretarial/clerical, 27.3%; and service/maintenance, 11.1%.

In the past five years:

- The number of Hispanic employees decreased in two categories: professional non-faculty, 31.3%; and technical/paraprofessional, 33.3%.

Hispanic Employment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	1	3	3	4	6
<i>Faculty</i>	19	19	23	28	32
<i>Professional Non-Faculty</i>	16	12	12	12	11
<i>Secretarial/Clerical</i>	8	8	10	11	8
<i>Technical/Paraprofessional</i>	3	2	3	2	2
<i>Skilled Craft</i>	1	1	1	1	1
<i>Service/Maintenance</i>	3	5	7	9	8
<i>Total Hispanic</i>	51	50	59	67	68
<i>Total Employees</i>	4,544	4,644	4,774	4,907	4,922
<i>Percent of Total Hispanic Employees to Total Employees</i>	1.12%	1.08%	1.24%	1.37%	1.38%

Source: SIUC Factbook 2007-2008

SIUE Full-Time Hispanic Employment

Progress

In the past year:

- The number of Hispanic employees increased in two categories: faculty, 25.0%; technical/paraprofessional, 100.0%.
- Total Hispanic employment increased by 5.3%.

In the past five years:

- The number of Hispanic employees increased in faculty by 66.7%.
- Total Hispanic employment increased by 25.0%.
- 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 professional non-faculty, 28.6%.

Hispanic Employment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	6	7	8	8	10
<i>Professional Non-Faculty</i>	5	6	6	7	5
<i>Secretarial/Clerical</i>	0	0	0	0	0
<i>Technical/Paraprofessional</i>	2	1	2	1	2
<i>Skilled Craft</i>	1	1	1	1	1
<i>Service/Maintenance</i>	2	4	3	2	2
<i>Total Hispanic</i>	16	19	20	19	20
<i>Total Employees</i>	1,911	1,957	1,993	1,982	1,997
<i>Percent of Total Hispanic Employees to Total Employees</i>	0.84%	0.97%	1.00%	0.96%	1.00%

Source: SIUE Factbook 2007-2008

Total SIU Full-Time Native American Employment

Progress

In the past year:

- The number of Native American employees increased in two categories: secretarial/clerical, 25.0%; and technical/paraprofessional, 100.0%.
- Total Native American employment increased by 11.1%.

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, 66.7%; and service/maintenance, 33.3%.
- Total Native American employment increased by 25.0%.

Challenges

In the past five years:

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

Native American Employment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	1	1	2	2	2
<i>Faculty</i>	4	3	3	3	3
<i>Professional Non-Faculty</i>	4	6	6	5	5
<i>Secretarial/Clerical</i>	3	4	4	4	5
<i>Technical/Paraprofessional</i>	1	1	0	0	1
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	3	4	4	4	4
<i>Total Native American</i>	16	19	19	18	20
<i>Total Employees</i>	6,455	6,601	6,767	6,889	7,714
<i>Percent of Total Native American Employees to Total Employees</i>	0.25%	0.29%	0.28%	0.26%	0.26%

Source: SIUC Factbook 2007-2008, SIUE EE06 employment tables.

SIUC Full-Time Native American Employment

Progress

In the past year:

- The number of Native American employees increased in two categories: secretarial/clerical, 25.0%; and technical/paraprofessional, 100.0%.
- Total Native American employment increased by 12.5%.

In the past five years:

- The number of Native American employees increased in three categories: executive/administrative/managerial, 100.0%; secretarial/clerical, 66.7%; and service/maintenance, 33.3%.
- Total Native American employment increased by 20.0%.

Challenges

In the past five years:

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

Native American Employment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	0	0	1	1	1
<i>Faculty</i>	4	3	3	3	3
<i>Professional Non-Faculty</i>	4	5	5	4	4
<i>Secretarial/Clerical</i>	3	4	4	4	5
<i>Technical/Paraprofessional</i>	1	1	0	0	1
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	3	4	4	4	4
<i>Total Native American</i>	15	17	17	16	18
<i>Total Employees</i>	4,544	4,644	4,774	4,907	4,922
<i>Percent of Total Native American Employees to Total Employees</i>	0.33%	0.37%	0.36%	0.33%	0.37%

Source: SIUC Factbook 2007-2008

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 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</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	1	1	1	1
<i>Secretarial/Clerical</i>	0	0	0	0	0
<i>Technical/Paraprofessional</i>	0	0	0	0	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	0	0	0	0
<i>Total Native American</i>	1	2	2	2	2
<i>Total Employees</i>	1,911	1,957	1,993	1,982	1,997
<i>Percent of Total Native American Employees to Total Employees</i>	0.05%	0.10%	0.10%	0.10%	0.10%

Source: SIUE Factbook 2007-2008

Total SIU Full-Time Asian Employment

Progress

In the past year:

- The number of Asian employees increased in three categories: executive/administrative/managerial, 8.3%; faculty, 0.7%; and professional/non-faculty, 21.4%.
- Total Asian employment increased by 5.0%.

In the past five years:

- The number of Asian employees increased in five categories: executive/administrative/managerial, 44.4%; faculty, 10.3%; professional non-faculty, 54.5%; secretarial/clerical, 50.0%; and technical/paraprofessional, 16.7%.
- Total Asian employment increased by 18.9%.

Challenges

In the past year:

- The percentage of total Asian employment to total employment decreased by 0.2%.

In the past five years:

- The number of Asian employees decreased in service/maintenance by 25.0%.

Asian Employment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	9	10	12	12	13
<i>Faculty</i>	136	130	136	149	150
<i>Professional Non-Faculty</i>	33	36	47	42	51
<i>Secretarial/Clerical</i>	4	5	7	6	6
<i>Technical/Paraprofessional</i>	6	7	8	7	7
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	8	8	8	6	6
<i>Total Asian</i>	196	196	218	222	233
<i>Total Employees</i>	6,455	6,601	6,767	6,889	7,714
<i>Percent of Total Asian Employees to Total Employees</i>	3.04%	2.97%	3.22%	3.22%	3.02%

Source: SIUC Factbook 2007-2008, SIUE EE06 employment tables.

SIUC Full-Time Asian Employment

Progress

In the past year:

- The number of Asian employees increased in three categories: executive/administrative/managerial, 10.0%; faculty, 5.3%; and professional non-faculty, 20.0%.
- Total Asian employment increased by 6.9%.
- The percentage of total Asian employment to total employment increased by 0.2%.

In the past five years:

- The number of Asian employees increased in three categories: executive/administrative/managerial, 37.5%; faculty, 18.8%; and professional non-faculty, 40.0%.
- Total Asian employment increased by 22.4%.
- The percentage of total Asian employment to total employment increased by 0.4%.

Challenges

In the past year:

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

Asian Employment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	8	9	10	10	11
<i>Faculty</i>	101	91	102	114	120
<i>Professional Non-Faculty</i>	30	31	41	35	42
<i>Secretarial/Clerical</i>	3	3	4	4	3
<i>Technical/Paraprofessional</i>	4	5	6	5	4
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	6	5	6	6	6
<i>Total Asian</i>	152	144	169	174	186
<i>Total Employees</i>	4,544	4,644	4,774	4,907	4,922
<i>Percent of Total Asian Employees to Total Employees</i>	3.35%	3.10%	3.54%	3.55%	3.78%

Source: SIUC Factbook 2007-2008

SIUE Full-Time Asian Employment

Progress

In the past year:

- The number of Asian employees increased in three categories: professional non-faculty, 28.6%; secretarial/clerical, 50.0%; and technical/paraprofessional, 50.0%.

In the past five years:

- The number of Asian employees increased in four categories: executive/administrative/managerial, 100.0%; professional non-faculty, 200.0%; secretarial/clerical, 200.0%; and technical/paraprofessional, 50.0%.
- Total Asian employment increased by 6.8%.
- The percentage of total Asian employment to total employment increased by 0.1%.

Challenges

In the past year:

- The number of Asian employees decreased in faculty by 14.3%.
- Total Asian employment decreased by 2.1%.
- The percentage of total Asian employment to total employment decreased by 0.1%.

In the past five years:

- The number of Asian employees decreased in two categories; faculty, 14.3%; and service/maintenance, 200.0%.

Asian Employment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	1	1	2	2	2
<i>Faculty</i>	35	39	34	35	30
<i>Professional Non-Faculty</i>	3	5	6	7	9
<i>Secretarial/Clerical</i>	1	2	3	2	3
<i>Technical/Paraprofessional</i>	2	2	2	2	3
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	2	3	2	0	0
<i>Total Asian</i>	44	52	49	48	47
<i>Total Employees</i>	1,911	1,957	1,993	1,982	1,997
<i>Percent of Total Asian Employees to Total Employees</i>	2.30%	2.66%	2.46%	2.42%	2.35%

Source: SIUE Factbook 2007-2008

Total SIU Full-Time Female Employment

Progress

In the past year:

- The number of female employees increased in four categories: executive/administrative/managerial, 1.4%; faculty, 1.2%; professional non-faculty, 3.3%; and technical/paraprofessional, 5.0%.
- Total female employment increased by 1.4%.
- 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 four categories: executive/administrative/managerial, 18.5%; faculty, 14.5%; professional non-faculty, 21.0%; and technical/paraprofessional, 18.4%.
- Total female employment increased by 10.1%.
- The percentage of total female employment to total employment increased by 1.6%.

Challenges

In the past year:

- The number of female employees decreased in two categories: secretarial/clerical, 0.8%; and service/maintenance, 2.4%.

In the past five years:

- The number of female employees decreased in three categories: secretarial/clerical, 1.8%; skilled craft, 22.2%; and service/maintenance, 5.1%.

Female Employment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	124	131	138	145	147
<i>Faculty</i>	736	759	793	833	843
<i>Professional Non-Faculty</i>	970	1010	1082	1137	1174
<i>Secretarial/Clerical</i>	1202	1182	1177	1189	1180
<i>Technical/Paraprofessional</i>	375	391	397	423	444
<i>Skilled Craft</i>	9	7	5	7	7
<i>Service/Maintenance</i>	214	239	239	208	203
<i>Total Female</i>	3,630	3,719	3,831	3,942	3,998
<i>Total Employees</i>	6,455	6,601	6,767	6,889	6,919
<i>Percent of Total Female Employees to Total Employees</i>	56.24%	56.34%	56.61%	57.22%	57.78%

Source: SIUC Factbook 2007-2008, SIUE EE06 employment tables.

SIUC Full-Time Female Employment

Progress

In the past year:

- The number of female employees increased in four categories: executive/administrative/managerial, 1.9%; professional non-faculty, 4.0%; technical/paraprofessional, 7.0%; and service/maintenance, 3.7%.
- Total female employment increased by 1.4%.
- 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 five categories: executive/administrative/managerial, 18.0%; faculty, 10.3%; professional non-faculty, 29.1%; technical/paraprofessional, 42.6%; and service/maintenance, 6.1%.
- Total female employment increased by 12.6%.
- The percentage of total female employment to total employment increased by 2.2%.

Challenges

In the past year:

- The number of female employees decreased in two categories: faculty, 0.2%; and secretarial/clerical, 2.1%.

In the past five years:

- The number of female employees decreased in two categories: secretarial/clerical, 4.5%; and skilled craft, 22.2%.

Female Employment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	89	90	97	103	105
<i>Faculty</i>	516	548	547	570	569
<i>Professional Non-Faculty</i>	690	725	797	857	891
<i>Secretarial/Clerical</i>	880	856	847	858	840
<i>Technical/Paraprofessional</i>	183	197	211	244	261
<i>Skilled Craft</i>	9	7	5	7	7
<i>Service/Maintenance</i>	132	143	140	135	140
<i>Total Female</i>	2,499	2,566	2,644	2,774	2,813
<i>Total Employees</i>	4,544	4,644	4,774	4,907	4,922
<i>Percent of Total Female Employees to Total Employees</i>	55.00%	55.25%	55.38%	56.53%	57.15%

Source: SIUC Factbook 2007-2008

SIUE Full-Time Female Employment

Progress

In the past year:

- The number of female employees increased in four categories: faculty, 4.2%; professional non-faculty, 1.1%; secretarial/clerical, 2.7%; and technical/paraprofessional, 2.2%.
- Total female employment increased by 1.5%.
- The percentage of total female employment to total employment increased by 0.4%.

In the past five years:

- The number of female employees increased in four categories: executive/administrative/managerial, 20.0%; faculty, 24.5%; professional non-faculty, 1.1%; and secretarial/clerical, 5.6%.
- Total female employment increased by 4.8%.
- The percentage of total female employment to total employment increased by 0.2%.

Challenges

In the past year:

- The number of female employees decreased in service/maintenance by 13.7%.

In the past five years:

- The number of female employees decreased in two categories: technical/paraprofessional, 4.7%; and service/maintenance, 23.2%.

Female Employment

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	35	41	41	42	42
<i>Faculty</i>	220	211	246	263	274
<i>Professional Non-Faculty</i>	280	285	285	280	283
<i>Secretarial/Clerical</i>	322	326	330	331	340
<i>Technical/Paraprofessional</i>	192	194	186	179	183
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	82	96	99	73	63
<i>Total Female</i>	1,131	1,153	1,187	1,168	1,185
<i>Total Employees</i>	1,911	1,957	1,993	1,982	1,997
<i>Percent of Total Female Employees to Total Employees</i>	59.18%	58.92%	59.56%	58.93%	59.34%

Source: SIUE Factbook 2007-2008

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, 200.0%; professional non-faculty, 42.9%; and technical/paraprofessional, 100.0%.

In the past five years:

- The number of minority new hires increased in five categories: executive/administrative/managerial, 200.0%; faculty, 16.7%; professional non-faculty, 233.3%; secretarial/clerical, 200.0%; and technical/paraprofessional, 166.6%.
- Total minority new hires increased by 4.9%.

Challenges

In the past year:

- The number of minority new hires decreased in three categories: faculty, 3.4%; secretarial/clerical, 62.5%; and service/maintenance, 92.3%.
- Total minority new hires decreased by 22.9%.
- The percentage of total minority new hires to total new hires decreased by 12.9%.

In the past five years:

- The number of minority new hires decreased in service/maintenance by 92.3%.
- The percentage of total minority new hires to total new hires decreased by 2.6%.

Minority New Hires

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	1	1	0	1	3
<i>Faculty</i>	24	37	44	29	28
<i>Professional Non-Faculty</i>	6	18	13	14	20
<i>Secretarial/Clerical</i>	1	4	4	8	3
<i>Technical/Paraprofessional</i>	3	4	4	4	8
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	26	38	39	27	2
<i>Total Minority New Hires</i>	61	102	104	83	64
<i>Total New Hires</i>	279	340	289	258	332
<i>Percent of Total Minority New Hires to Total New Hires</i>	21.86%	30.00%	35.99%	32.17%	19.28%

Note: Total does not include the SOM.

Source: SIUC and SIUE IPEDS 2003-2007.

SIUC Full-Time Minority New Hires

Progress

In the past year:

- The number of minority new hires increased in two categories: executive/administrative/managerial, 200.0%; and service/maintenance, 100.0%.

In the past five years:

- The number of minority new hires increased in six categories: executive/administrative/managerial, 200.0%; faculty, 37.5%; professional non-faculty, 175.0%; secretarial/clerical, 100.0%; technical/paraprofessional, 100.0%; and service/maintenance, 100.0%.
- Total minority new hires increased by 104.8%.
- The percentage of total minority new hires to total new hires increased by 5.1%.

Challenges

In the past year:

- The number of minority new hires decreased in two categories: secretarial/clerical, 66.7%; and technical/paraprofessional, 25.0%.
- Total minority new hires decreased by 4.4%.
- The percentage of total minority new hires to total new hires decreased by 11.5%.

Minority New Hires

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	1	1	0	1	3
<i>Faculty</i>	16	25	40	22	22
<i>Professional Non-Faculty</i>	4	10	10	11	11
<i>Secretarial/Clerical</i>	0	1	2	6	2
<i>Technical/Paraprofessional</i>	0	3	1	4	3
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	1	1	1	2
<i>Total Minority New Hires</i>	21	41	54	45	43
<i>Total New Hires</i>	154	193	154	149	230
<i>Percent of Total Minority New Hires to Total New Hires</i>	13.64%	21.24%	35.06%	30.20%	18.70%

Source: SIUC Factbook 2006-2007

SIUE Full-Time Minority New Hires

Progress

In the past year:

- The number of minority new hires increased in two categories: professional non-faculty, 200.0%; and technical/paraprofessional, 100.0%.

In the past five years:

- The number of minority new hires increased in two categories: professional non-faculty, 350.0%; and technical/paraprofessional, 66.7%.

Challenges

In the past year:

- The number of minority new hires decreased in three categories: faculty, 14.3%; secretarial/clerical, 50.0%; and service/maintenance, 100.0%.
- Total minority new hires decreased by 44.7%.
- The percentage of total minority new hires to total new hires decreased by 14.3%.

In the past five years:

- The number of minority new hires decreased in two categories: faculty, 25.0%; and service/maintenance, 100.0%.
- Total minority new hires decreased by 47.5%.
- The percentage of total minority new hires to total new hires decreased by 11.4%.

Minority New Hires

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	8	12	4	7	6
<i>Professional Non-Faculty</i>	2	8	3	3	9
<i>Secretarial/Clerical</i>	1	3	2	2	1
<i>Technical/Paraprofessional</i>	3	1	3	0	5
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	26	37	38	26	0
<i>Total Minority New Hires</i>	40	61	50	38	21
<i>Total New Hires</i>	125	147	135	109	102
<i>Percent of Total Minority New Hires to Total New Hires</i>	32.00%	41.50%	37.04%	34.86%	20.59%

Source: SIUE IPEDS

Total SIU Full-Time Black New Hires

Progress

In the past year:

- The number of Black new hires increased in two categories: executive/administrative/managerial, 100.0%; and technical/paraprofessional, 75.0%.

In the past five years:

- The number of Black new hires increased in five categories: executive/administrative/managerial, 100.0%; faculty, 14.3%; professional non-faculty, 200.0%; secretarial/clerical, 200.0%; and technical/paraprofessional, 133.3%.

Challenges

In the past year:

- The number of Black new hires decreased in two categories: secretarial/clerical, 57.1%; and service/maintenance, 92.3%.
- Total Black new hires decreased by 42.6%.
- The percentage of total Black new hires to total new hires decreased by 11.6%.

In the past five years:

- The number of Black new hires decreased in service/maintenance by 92.0%.
- Total Black new hires decreased by 20.5%.
- The percentage of total Black new hires to total new hires decreased by 4.6%.

Black New Hires

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	0	1	0	0	2
<i>Faculty</i>	7	14	15	8	8
<i>Professional Non-Faculty</i>	3	12	4	9	9
<i>Secretarial/Clerical</i>	1	3	2	7	3
<i>Technical/Paraprofessional</i>	3	3	4	4	7
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	25	36	38	26	2
Total Black New Hires	39	69	63	54	31
<i>Total New Hires</i>	279	340	289	258	332
Percent of Total Black New Hires to Total New Hires	13.98%	20.29%	21.80%	20.93%	9.34%

Note: Total does not include the SOM.

Source: SIUC and SIUE IPEDS 2003-2007

SIUC Full-Time Black New Hires

Progress

In the past year:

- The number of Black new hires increased in two categories: executive/administrative/managerial, 100.0%; and service/maintenance, 100.0%.

In the past five years:

- The number of Black new hires increased in six categories: executive/administrative/managerial, 100.0%; faculty, 33.3%; professional non-faculty, 200.0%; secretarial/clerical, 100.0%; technical/paraprofessional, 100.0%; and service/maintenance, 100.0%.
- Total Black new hires increased by 275.0%.
- The percentage of total Black new hires to total new hires increased by 3.9%.

Challenges

In the past year:

- The number of Black new hires decreased in four categories: faculty, 42.9%; professional non-faculty, 62.5%; secretarial/clerical, 60.0%; and technical paraprofessional, 50.0%.
- Total Black new hires decreased by 40.0%.
- The percentage of total Black new hires to total new hires decreased by 10.3%.

Black New Hires

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	0	1	0	0	2
<i>Faculty</i>	3	8	14	7	4
<i>Professional Non-Faculty</i>	1	6	2	8	3
<i>Secretarial/Clerical</i>	0	1	0	5	2
<i>Technical/Paraprofessional</i>	0	2	1	4	2
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	1	1	1	2
<i>Total Black New Hires</i>	4	19	18	25	15
<i>Total New Hires</i>	154	193	154	149	230
<i>Percent of Total Black New Hires to Total New Hires</i>	2.60%	9.84%	11.69%	16.78%	6.52%

Source: SIUC IPEDS

SIUE Full-Time Black New Hires

Progress

In the past year:

- The number of Black new hires increased in three categories: faculty, 300.0%; professional/non-faculty, 500.0%; and technical/paraprofessional, 100.0%.

In the past five years:

- The number of Black new hires increased in two categories: professional/non-faculty, 200.0%; and technical/paraprofessional, 66.7%.

Challenges

In the past year:

- The number of Black new hires decreased in two categories: secretarial/clerical, 50.0%; and service/maintenance, 100.0%.
- Total Black new hires decreased by 44.8%.
- The percentage of total Black new hires to total new hires decreased by 10.9%.

In the past five years:

- The number of Black new hires decreased in service/maintenance by 100.0%.
- Total Black new hires decreased by 54.3%.
- The percentage of total Black new hires to total new hires decreased by 12.3%.

Black New Hires

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	4	6	1	1	4
<i>Professional Non-Faculty</i>	2	6	2	1	6
<i>Secretarial/Clerical</i>	1	2	2	2	1
<i>Technical/Paraprofessional</i>	3	1	3	0	5
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	25	35	37	25	0
Total Black New Hires	35	50	45	29	16
<i>Total New Hires</i>	125	147	135	109	102
Percent of Total Black New Hires to Total New Hires	28.00%	34.01%	33.33%	26.61%	15.69%

Source: SIUE IPEDS

Total SIU Full-Time Hispanic New Hires

Progress

In the past year:

- The number of Hispanic new hires increased in faculty by 33.3%.

In the past five years:

- The number of Hispanic new hires increased in two categories: executive/administrative/managerial, 100.0%; and faculty, 100.0%.
- Total Hispanic new hires increased by 25.0%.
- The percentage of total Hispanic new hires to total new hires increased by 0.1%.

Challenges

In the past year:

- The number of Hispanic new hires decreased in two categories: professional non-faculty, 100.0%; and service/maintenance, 100.0%.
- Total Hispanic new hires decreased by 16.7%.
- The percentage of total Hispanic new hires to total new hires decreased by 0.8%.

In the past five years:

- The number of Hispanic new hires decreased in professional non-faculty by 100.0%.

Hispanic New Hires

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	1	1
<i>Faculty</i>	2	3	6	3	4
<i>Professional Non-Faculty</i>	2	2	1	1	0
<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	0	1	0
<i>Total Hispanic New Hires</i>	4	6	8	6	5
<i>Total New Hires</i>	279	340	289	258	332
<i>Percent of Total Hispanic New Hires to Total New Hires</i>	1.43%	1.76%	2.77%	2.33%	1.51%

Note: Total does not include the SOM.

Source: SIUC and SIUE IPEDS 2003-2007.

SIUC Full-Time Hispanic New Hires

Progress

In the past year:

- The number of Hispanic new hires increased in faculty by 200.0%.
- Total Hispanic new hires increased by 100.0%.
- The percentage of total Hispanic new hires to total new hires increased by 0.4%.

In the past five years:

- The number of Hispanic new hires increased in two categories: executive/administrative/managerial, 100.0%; and faculty, 200.0%.
- Total Hispanic new hires increased by 33.3%.

Challenges

In the past five years:

- The number of Hispanic new hires decreased in professional non-faculty by 100.0%.
- The percentage of total Hispanic new hires to total new hires decreased by 0.2%.

Hispanic New Hires

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	1	1
<i>Faculty</i>	1	2	6	1	3
<i>Professional Non-Faculty</i>	2	1	0	0	0
<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	0	0	0	0
<i>Total Hispanic New Hires</i>	3	3	7	2	4
<i>Total New Hires</i>	154	193	154	149	230
<i>Percent of Total Hispanic New Hires to Total New Hires</i>	1.95%	1.55%	4.55%	1.34%	1.74%

Source: SIUC IPEDS

SIUE Full-Time Hispanic New Hires

Progress

In the past five years:

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

Challenges

In the past year:

- The number of Hispanic new hires decreased in three categories: faculty, 50.0%; professional non-faculty, 100.0%; and service/maintenance, 100.0%.
- Total Hispanic new hires decreased by 75.0%.
- The percentage of total Hispanic new hires to total new hires decreased by 2.7%.

In the past five years:

- The percentage of total Hispanic new hires to total new hires decreased by 0.2%.

Hispanic New Hires

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	1	1	0	2	1
<i>Professional Non-Faculty</i>	0	1	1	1	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	1	0	1	0
<i>Total Hispanic New Hires</i>	1	3	1	4	1
<i>Total New Hires</i>	125	147	135	109	102
<i>Percent of Total Hispanic New Hires to Total New Hires</i>	0.80%	2.04%	0.74%	3.67%	0.98%

Source: SIUE IPEDS

Total SIU Full-Time Native American New Hires

Progress

In the past year:

- The number of Native American new hires increased in technical/paraprofessional by 100.0%.
- Total Native American new hires increased by 100.0%.
- The percentage of total Native American new hires to total new hires increased by 0.3%.

In the past five years:

- The number of Native American new hires increased in technical/paraprofessional by 100.0%.
- Total Native American new hires increased by 100.0%.
- The percentage of total Native American new hires to total new hires increased by 0.3%.

Native American New Hires

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	0	1	0	0	0
<i>Professional Non-Faculty</i>	0	1	0	0	0
<i>Secretarial/Clerical</i>	0	0	0	0	0
<i>Technical/Paraprofessional</i>	0	0	0	0	1
<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	2	0	0	1
<i>Total New Hires</i>	279	340	289	258	332
<i>Percent of Total Native American New Hires to Total New Hires</i>	0.00%	0.59%	0.00%	0.00%	0.30%

Note: Total does not include the SOM.

Source: SIUC and SIUE IPEDS 2003-2007.

SIUC Full-Time Native American New Hires

Progress

In the past year:

- The number of Native American new hires increased in technical/paraprofessional by 100.0%.
- Total Native American new hires increased by 100.0%.
- The percentage of total Native American new hires to total new hires increased by 0.4%.

In the past five years:

- The number of Native American new hires increased in technical/paraprofessional by 100.0%.
- Total Native American new hires increased by 100.0%.
- The percentage of total Native American new hires to total new hires increased by 0.4%.

Native American New Hires

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	0	1	0	0	0
<i>Professional Non-Faculty</i>	0	0	0	0	0
<i>Secretarial/Clerical</i>	0	0	0	0	0
<i>Technical/Paraprofessional</i>	0	0	0	0	1
<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	1	0	0	1
<i>Total New Hires</i>	154	193	154	149	230
<i>Percent of Total Native American New Hires to Total New Hires</i>	0.00%	0.52%	0.00%	0.00%	0.43%

Source: SIUC IPEDS

SIUE Full-Time Native American New Hires

Progress

None

Challenges

None

Native American New Hires

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</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	1	0	0	0
<i>Secretarial/Clerical</i>	0	0	0	0	0
<i>Technical/Paraprofessional</i>	0	0	0	0	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	0	0	0	0
<i>Total Native American New Hires</i>	0	1	0	0	0
<i>Total New Hires</i>	125	147	135	109	102
<i>Percent of Total Native American New Hires to Total New Hires</i>	0.00%	0.68%	0.00%	0.00%	0.00%

Source: SIUE IPEDS

Total SIU Full-Time Asian New Hires

Progress

In the past year:

- The number of Asian new hires increased in professional non-faculty by 175.0%.
- Total Asian new hires increased by 17.4%.

In the past five years:

- The number of Asian new hires increased in two categories: faculty, 6.7%; and professional non-faculty, 1000.0%.
- Total Asian new hires increased by 50.0%.
- The percentage of total Asian new hires to total new hires increased by 1.7%.

Challenges

In the past year:

- The number of Asian new hires decreased in two categories: faculty, 11.1%; and secretarial/clerical, 100.0%.
- The percentage of total Asian new hires to total new hires decreased by 0.8%.

In the past five years:

- The number of Asian new hires decreased in two categories: executive/administrative/managerial, 100.0%; and service/maintenance, 100.0%.

Asian New Hires

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	1	0	0	0	0
<i>Faculty</i>	15	19	23	18	16
<i>Professional Non-Faculty</i>	1	3	8	4	11
<i>Secretarial/Clerical</i>	0	1	1	1	0
<i>Technical/Paraprofessional</i>	0	1	0	0	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	1	1	1	0	0
<i>Total Asian New Hires</i>	18	25	33	23	27
<i>Total New Hires</i>	279	340	289	258	332
<i>Percent of Total Asian New Hires to Total New Hires</i>	6.45%	7.35%	11.42%	8.91%	8.13%

Note: Total does not include the SOM.

Source: SIUC and SIUE IPEDS 2003-2007.

SIUC Full-Time Asian New Hires

Progress

In the past year:

- The number of Asian new hires increased in two categories: faculty, 7.1%; and professional non-faculty, 166.7%.
- Total Asian new hires increased by 27.8%.

In the past five years:

- The number of Asian new hires increased in two categories: faculty, 25.0%; and professional non-faculty, 700.0%.
- Total Asian new hires increased by 64.3%.
- The percentage of total Asian new hires to total new hires increased by 0.9%.

Challenges

In the past year:

- The number of Asian new hires decreased in secretarial/clerical by 100.0%.
- The percentage of total Asian new hires to total new hires decreased by 2.1%.

In the past five years:

- The number of Asian new hires decreased in executive/administrative/managerial by 100.0%.

Asian New Hires

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	1	0	0	0	0
<i>Faculty</i>	12	14	20	14	15
<i>Professional Non-Faculty</i>	1	3	8	3	8
<i>Secretarial/Clerical</i>	0	0	1	1	0
<i>Technical/Paraprofessional</i>	0	1	0	0	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	0	0	0	0
<i>Total Asian New Hires</i>	14	18	29	18	23
<i>Total New Hires</i>	154	193	154	149	230
<i>Percent of Total Asian New Hires to Total New Hires</i>	9.09%	9.33%	18.83%	12.08%	10.00%

Source: SIUC IPEDS

SIUE Full-Time Asian New Hires

Progress

In the past year:

- The number of Asian new hires increased in professional non-faculty, 200.0%.

In the past five years:

- The number of Asian new hires increased in professional non-faculty, 100.0%.
- The percentage of total Asian new hires to total new hires increased by 0.7%.

Challenges

In the past year:

- The number of Asian new hires decreased in faculty by 75.0%.
- Total Asian new hires decreased by 20.0%.
- The percentage of total Asian new hires to total new hires decreased by 0.7%.

In the past five years:

- The number of Asian new hires decreased in two categories: faculty, 66.7%; and service/maintenance, 100.0%.

Asian New Hires

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	0	0
<i>Faculty</i>	3	5	3	4	1
<i>Professional Non-Faculty</i>	0	0	0	1	3
<i>Secretarial/Clerical</i>	0	1	0	0	0
<i>Technical/Paraprofessional</i>	0	0	0	0	0
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	1	1	1	0	0
<i>Total Asian New Hires</i>	4	7	4	5	4
<i>Total New Hires</i>	125	147	135	109	102
<i>Percent of Total Asian New Hires to Total New Hires</i>	3.20%	4.76%	2.96%	4.59%	3.92%

Source: SIUE IPEDS

Total SIU Full-Time Female New Hires

Progress

In the past year:

- The number of female new hires increased in three categories: executive/administrative/managerial, 150.0%; professional non-faculty, 23.5%; and technical/paraprofessional, 141.7%.

In the past five years:

- The number of female new hires increased in four categories: executive/administrative/managerial, 400.0%; professional non-faculty, 133.3%; secretarial/clerical, 28.6%; and technical/paraprofessional, 163.6%.
- Total female new hires increased by 27.2%.
- The percentage of total female new hires to total new hires increased by 3.9%.

Challenges

In the past year:

- The number of female new hires decreased in three categories: faculty, 10.3%; secretarial/clerical, 21.7%; and service/maintenance, 68.2%.
- The percentage of total female new hires to total new hires decreased by 17.4%.

In the past five years:

- The number of female new hires decreased in two categories: faculty, 6.2%; and service/maintenance, 73.1%.

Female New Hires

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	1	2	1	2	5
<i>Faculty</i>	65	77	72	68	61
<i>Professional Non-Faculty</i>	27	43	46	51	63
<i>Secretarial/Clerical</i>	28	28	27	46	36
<i>Technical/Paraprofessional</i>	11	11	12	12	29
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	26	40	36	22	7
<i>Total Female New Hires</i>	158	201	194	201	201
<i>Total New Hires</i>	279	340	289	258	332
<i>Percent of Total Female New Hires to Total New Hires</i>	56.63%	59.12%	67.13%	77.91%	60.54%

Note: Total does not include the SOM.

Source: SIUC and SIUE IPEDS 2003-2007.

SIUC 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%; technical/paraprofessional, 54.5%; and service/maintenance, 33.3%.

In the past five years:

- The number of female new hires increased in five categories: executive/administrative/managerial, 100.0%; professional non-faculty, 130.0%; secretarial/clerical, 63.2%; technical/paraprofessional, 183.3%; and service/maintenance, 100.0%.
- Total female new hires increased by 69.5%.
- The percentage of total female new hires to total new hires increased by 7.2%.

Challenges

In the past year:

- The number of female new hires decreased in two categories: faculty, 2.6%; and secretarial/clerical, 26.2%.
- Total female new hires decreased by 2.1%.
- The percentage of total female new hires to total new hires decreased by 34.9%.

Female New Hires

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	0	0	0	2	4
<i>Faculty</i>	37	50	48	38	37
<i>Professional Non-Faculty</i>	20	24	34	46	46
<i>Secretarial/Clerical</i>	19	19	16	42	31
<i>Technical/Paraprofessional</i>	6	8	9	11	17
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	0	6	1	3	4
<i>Total Female New Hires</i>	82	107	108	142	139
<i>Total New Hires</i>	154	193	154	149	230
<i>Percent of Total Female New Hires to Total New Hires</i>	53.25%	55.44%	70.13%	95.30%	60.43%

Source: SIUC Factbook 2006-2007

SIUE Full-Time Female New Hires

Progress

In the past year:

- The number of female new hires increased in four categories: executive/administrative/managerial, 100.0%; professional non-faculty, 240.0%; secretarial/clerical, 25.0%; and technical/paraprofessional, 1100.0%.
- Total female new hires increased by 5.1%.
- The percentage of total female new hires to total new hires increased by 6.7%.

In the past five years:

- The number of female new hires increased in two categories: professional non-faculty, 142.9%; and technical/paraprofessional, 140.0%.

Challenges

In the past year:

- The number of female new hires decreased in two categories: faculty, 20.0%; and service/maintenance, 84.2%.

In the past five years:

- The number of female new hires decreased in three categories: faculty, 14.3%; secretarial/clerical, 44.4%; and service/maintenance, 88.5%.
- Total female new hires decreased by 18.4%.

Female New Hires

	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>
<i>Executive/Administrative/Managerial</i>	1	2	1	0	1
<i>Faculty</i>	28	27	24	30	24
<i>Professional Non-Faculty</i>	7	19	12	5	17
<i>Secretarial/Clerical</i>	9	9	11	4	5
<i>Technical/Paraprofessional</i>	5	3	3	1	12
<i>Skilled Craft</i>	0	0	0	0	0
<i>Service/Maintenance</i>	26	34	35	19	3
<i>Total Female New Hires</i>	76	94	86	59	62
<i>Total New Hires</i>	125	147	135	109	102
<i>Percent of Total Female New Hires to Total New Hires</i>	60.80%	63.95%	63.70%	54.13%	60.78%

Source: SIUE Factbook 2006-2007

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 2007 total enrollment included

- 4,509 (21.5%) minority students,
- 3,279 (15.6%) Black students,
- 693 (3.3%) Hispanic students,
- 98 (0.5%) Native American students,
- 439 (2.1%) Asian students,
- 9,446 (45.0%) female students, and
- 491 (2.3%) disabled students.

SIUC's fall 2007 new freshman enrollment included

- 894 (35.4%) minority students,
- 719 (28.5%) Black students,
- 104 (4.1%) Hispanic students,
- 13 (0.5%) Native American students,
- 58 (2.3%) Asian students,
- 1,105 (43.8%) female students, and
- 70 (2.8%) disabled students.

SIUC's fall 2007 transfer enrollment included

- 373 (16.9%) minority students,
- 235 (10.6%) Black students,
- 76 (3.4%) Hispanic students,
- 8 (0.4%) Native American students,
- 54 (2.4%) Asian students,
- 929 (42.0%) female students, and
- 32 (1.4%) disabled students.

– ACCOMPLISHMENTS –

- SIUC continues to be recognized nationally by *Diverse: Issues in Higher Education* for the number of degrees conferred to minority graduate and undergraduate students.
- In the past year, SIUC was ranked second in the number of education degrees awarded to African Americans, 24th among traditional White institutions in all degrees conferred and 38th among all schools.
- SIUC was ranked 19th in the number of education degrees conferred to Hispanics, 48th in education degrees conferred to Native Americans, and 17th in education degrees awarded to Asians.
- In the past year, progress was made in the following areas.

Enrollment

- ❖ Total minority enrollment increased 4.2%
- ❖ Minority undergraduate enrollment increased 4.07%
- ❖ Black student enrollment increased in all areas
- ❖ Hispanic student enrollment increased in all areas
- ❖ Female student enrollment increased in all areas

Employment

- ❖ Total minority employment increased in all areas
- ❖ Number of Black tenured faculty increased 35.7%
- ❖ With two exceptions, professional and civil service, the number of Hispanic employees increased
- ❖ With two exceptions, tenure and tenure-track faculty, the number of female employees increased

– RECRUITMENT AND PREPARATION –

Program Information

In the past years, efforts to address concerns expressed in the 2005 annual underrepresented groups report were initiated. The following goals were identified in the 2005 report that also focused on recruitment and preparation issues.

- Develop a comprehensive recruitment program and strategies targeted to high schools with a relatively high percentage of African American and Hispanic students.
- Offer more competitive need- and merit-based scholarships to academically talented African American and Hispanic students.
- Develop a close, personal, and professional relationship with high school personnel, particularly counselors and instructors.
- Encourage and support potential student visits to SIUC campus.

In the past three years, SIUC has made significant progress in all of the goals. Specifically, the University developed and implemented a comprehensive recruitment program that targeted African American and Hispanic high school students in selected Chicago-area high schools. The selected high schools historically graduate a relatively large percentage of students that meet the University's regular admission standards. The following factors were considered when selecting the targeted high schools.

- Recommendations from SIUC recruiters in the Chicago area.
- The academic performance of students while attending SIUC.
- Recommendations from professionals and parents from the Chicago area, particularly SIUC alum.

Among the goals of the targeted high school program is for the SIUC staff to develop a more personal relationship with the students, staff, and administrators of the targeted populations. Students who receive these scholarships are expected to assist SIUC with recruiting students from that high school. Efforts will also be made to involve SIUC faculty and alums in the recruitment activities. Students from the targeted high schools will have priority in summer enrichment programs sponsored by SIUC.

Following is a list of the targeted high schools.

Rich Central High School	York Community High School
Rich East High School	Farragut Career Academy
Simeon Vocational High School	Prossier
Kenwood Academy	Wells
Morgan Park High School	Lane Technical High School
Percy L. Julian High School	Morton East High School
Whitney M. Young Magnet High School	Morton West High School
Thornton Township High School	Proviso East High School
Gwendolyn Brooks College Prep	Proviso West High School

Thornridge High School
Jones Academic Magnet High School
Marie Curry Metropolitan High School

Martin Luther King High School
Thomas Kelly High School

In the past three years, the University used resources from the Reflective, Responsive Initiative Program to initiate and support activities and strategies that enhanced the University's ability to attract and enroll African American and Hispanic students, particularly students whose high school performance met the University's regular admission standards.

What follows is a brief description of some of the focused activities that have been initiated.

- Merit scholarships offered annually to a graduate from each of the targeted high schools. Recipients of these awards will be expected to help recruit future students from these high schools and serve as positive role models while attending SIUC.
- Need-based scholarships that will help retain undergraduate students who are making significant progress towards their degree.
- Support for overnight campus visitations to selected high schools and community organizations in the Chicago area. Overnight visitation programs have proven to be very valuable in attracting students from the Chicago area.
- Merit scholarships that will help recruit, attract, and retain female students enrolled in selected undergraduate academic programs.
- Need-based scholarships that will assist a select group of Center for Academic Success students.

Student Recruitment

Minority Enrollment

Progress

In the past year:

- Total minority enrollment increased 4.2%.
- Minority undergraduate enrollment increased 4.0%.
- Minority graduate enrollment increased 3.8%.
- Minority professional enrollment increased 13.0%.

In the past three years:

- Total minority enrollment increased 8.0%.
- Minority undergraduate enrollment increased 10.1%.
- Minority professional enrollment increased 30.0%.

Challenges

In the past three years:

- Minority graduate enrollment decreased 7.5%.

Minority Enrollment

	2004	2005	2006	2007	Percent of Change	
					2006 to 2007	2004 to 2007
Undergraduate	3,505	3,765	3,710	3,859	4.0%	10.1%
Graduate	590	584	526	546	3.8%	-7.5%
Professional	80	105	92	104	13.0%	30.0%
Total Minority Enrollment	4,175	4,454	4,328	4,509	4.2%	8.0%
Total Enrollment	21,589	21,441	21,003	20,983	-0.1%	-2.8%
Percent of Total Minority Enrollment to Total Enrollment	19.3%	20.8%	20.6%	21.5%		

Black Enrollment

Progress

In the past year:

- Total Black enrollment increased 4.7%.
- Black undergraduate enrollment increased 4.8%.
- Black graduate enrollment increased 3.5%.
- Black professional enrollment increased 11.6%.

In the past three years:

- Total Black enrollment increased 9.1%.
- Black undergraduate enrollment increased 11.2%.
- Black professional enrollment increased 65.5%.

Challenges

In the past three years:

- Black graduate enrollment decreased 7.9%.

Black Enrollment

	2004	2005	2006	2007	Percent of Change	
					2006 to 2007	2004 to 2007
Undergraduate	2,557	2,748	2,715	2,844	4.8%	11.2%
Graduate	420	424	374	387	3.5%	-7.9%
Professional	29	42	43	48	11.6%	65.5%
Total Black Enrollment	3,006	3,214	3,132	3,279	4.7%	9.1%
Total Enrollment	21,589	21,441	21,003	20,983	-0.1%	-2.8%
Percent of Total Black Enrollment to Total Enrollment	13.9%	15.0%	14.9%	15.6%		

Hispanic Enrollment

Progress

In the past year:

- Total Hispanic enrollment increased 6.1%.
- Hispanic undergraduate enrollment increased 4.8%.
- Hispanic graduate enrollment increased 8.2%.
- Hispanic professional enrollment increased 60.0%.

In the past three years:

- Total Hispanic enrollment increased 3.9%.
- Hispanic undergraduate enrollment increased 4.3%.
- Hispanic professional enrollment increased 60.0%.

Challenges

In the past three years:

- Hispanic graduate enrollment decreased 4.2%.

Hispanic Enrollment

	2004	2005	2006	2007	Percent of Change	
					2006 to 2007	2004 to 2007
Undergraduate	561	593	558	585	4.8%	4.3%
Graduate	96	87	85	92	8.2%	-4.2%
Professional	10	12	10	16	60.0%	60.0%
Total Hispanic Enrollment	667	692	653	693	6.1%	3.9%
Total Enrollment	21,589	21,441	21,003	20,983	-0.1%	-2.8%
Percent of Total Hispanic Enrollment to Total Enrollment	3.1%	3.2%	3.1%	3.3%		

Asian Enrollment

Progress

In the past year:

- Total Asian enrollment increased 1.6%.
- Asian undergraduate enrollment increased 1.4%.
- Asian graduate enrollment increased 4.1%.

In the past three years:

- Total Asian enrollment increased 4.5%.
- Asian undergraduate enrollment increased 8.6%.

Challenges

In the past year:

- Asian professional enrollment did not change.

In the past three years:

- Asian graduate enrollment decreased 12.1%.
- Asian professional enrollment decreased 5.3%.

Asian Enrollment

	2004	2005	2006	2007	Percent of Change	
					2006 to 2007	2004 to 2007
Undergraduate	324	340	347	352	1.4%	8.6%
Graduate	58	58	49	51	4.1%	-12.1%
Professional	38	45	36	36	0.0%	-5.3%
Total Asian Enrollment	420	443	432	439	1.6%	4.5%
Total Enrollment	21,589	21,441	21,003	20,983	-0.1%	-2.8%
Percent of Total Asian Enrollment to Total Enrollment	1.9%	2.1%	2.1%	2.1%		

Native American Enrollment

Progress

In the past year:

- Native American professional enrollment increased 33.3%.

In the past three years:

- Total Native American enrollment increased 19.5%.
- Native American undergraduate enrollment increased 23.8%.
- Native American professional enrollment increased 33.3%.

Challenges

In the past year:

- Total Native American enrollment decreased 11.7%.
- Native American undergraduate enrollment decreased 13.3%.
- Native American graduate enrollment decreased 11.1%.

In the past three years:

- Native American graduate enrollment did not change.

Native American Enrollment

	2004	2005	2006	2007	Percent of Change	
					2006 to 2007	2004 to 2007
Undergraduate	63	84	90	78	-13.3%	23.8%
Graduate	16	15	18	16	-11.1%	0.0%
Professional	3	6	3	4	33.3%	33.3%
Total Native American Enrollment	82	105	111	98	-11.7%	19.5%
Total Enrollment	21,589	21,441	21,003	20,983	-0.1%	-2.8%
Percent of Total Native American Enrollment to Total Enrollment	0.4%	0.5%	0.5%	0.5%		

Female Enrollment

Progress

In the past year:

- Total female enrollment increased 0.6%.
- Female undergraduate enrollment increased 0.3%.
- Female graduate enrollment increased 2.1%.

In the past three years:

- Female graduate enrollment increased 4.6%.

Challenges

In the past year:

- Female professional enrollment decreased 3.6%.

In the past three years:

- Total female enrollment decreased 1.8%.
- Female undergraduate enrollment decreased 3.7%.
- Female professional enrollment decreased 1.0%.

Female Enrollment

	2004	2005	2006	2007	Percent of Change	
					2006 to 2007	2004 to 2007
Undergraduate	7,212	7,142	6,926	6,944	0.3%	-3.7%
Graduate	2,111	2,156	2,163	2,209	2.1%	4.6%
Professional	296	298	304	293	-3.6%	-1.0%
Total Female Enrollment	9,619	9,596	9,393	9,446	0.6%	-1.8%
Total Enrollment	21,589	21,441	21,003	20,983	-0.1%	-2.8%
Percent of Total Female Enrollment to Total Enrollment	44.6%	44.8%	44.7%	45.0%		

Disabled Enrollment

Challenges

In the past year:

- Total disabled enrollment decreased 3.3%.
- Disabled undergraduate enrollment decreased 1.3%.
- Disabled graduate enrollment decreased 8.4%.
- Disabled professional enrollment decreased 42.9%.

In the past three years:

- Total disabled enrollment decreased 9.6%.
- Disabled undergraduate enrollment decreased 5.4%.
- Disabled graduate enrollment decreased 22.8%.
- Disabled professional enrollment decreased 20.0%.

Disabled Enrollment

	2004	2005	2006	2007	Percent of Change	
					2006 to 2007	2004 to 2007
Undergraduate	411	412	394	389	-1.3%	-5.4%
Graduate	127	111	107	98	-8.4%	-22.8%
Professional	5	7	7	4	-42.9%	-20.0%
Total Disabled Enrollment	543	530	508	491	-3.3%	-9.6%
Total Enrollment	21,741	21,620	21,037	20,978	-0.3%	-3.5%
Percent of Total Disabled Enrollment to Total Enrollment	2.5%	2.5%	2.4%	2.3%		

Faculty and Staff Recruitment

Program Information

SIU system and campus chief administrators continue to express the need and importance of a diverse faculty and staff population, particularly underrepresented Black and Hispanic faculty and females in administrative positions. It should be noted that females currently occupy the following administrative positions: director of administration, SIUC budget director, vice chancellor for enrollment management, interim associate provost for academic affairs, director of housing, director of the student center, director of human resources, and associate vice chancellor for research and director of the Office of Research Development and Administration.

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

Data also suggests that efforts to attract, recruit, and employ racial and ethnic minority faculty must be continued and expanded.

In the past year, the number of minority and female hires in tenure-track positions decreased: total minorities (39.1%), Black (100.0%), Hispanic (50.0%), and females (20.0%). The decrease in tenure-track minority faculty reflects a three-year downward trend. In 2005, SIUC hired 40 minority faculty: 20 in 2007, 3 in 2006, and 14 in 2007.

Minority Employment

Progress

In the past year:

- Total minority employees increased 1.6%.
- Minority administrative employees increased 4.2%.
- Minority professional employees increased 5.6%.
- Tenured faculty increased 13.9%.
- Minority tenured and tenure-track faculty increased 0.7%.
- Other minority faculty increased 3.7%.
- Total minority faculty increased 1.8%.

In the past three years:

- Total minority employees increased 19.7%.
- Minority administrative employees increased 4.2%.
- Minority professional employees increased 28.4%.
- Civil service employees increased 11.2%.
- Tenured faculty increased 20.6%.
- Tenure-track faculty increased 52.5%.
- Tenured and tenure-track faculty increased 32.4%.
- Other faculty increased 18.3%.
- Total faculty increased 26.8%.

Challenges

In the past year:

- Minority civil service employees decreased 0.9%.
- Minority tenure-track faculty decreased 12.9%.

Minority Full-Time Employment

	2004	2005	2006	2007	Percent of Change	
					2006 to 2007	2004 to 2007
Administrative	24	22	24	25	4.2%	4.2%
Professional	88	109	107	113	5.6%	28.4%
Civil Service	196	215	220	218	-0.9%	11.2%
Tenured Faculty	68	64	72	82	13.9%	20.6%
Tenure Track	40	64	70	61	-12.9%	52.5%
Tenured & Tenure Track	108	128	142	143	0.7%	32.4%
Other Faculty	71	69	81	84	3.7%	18.3%
Total Faculty	179	197	223	227	1.8%	26.8%
Total Minority Employment	487	543	574	583	1.6%	19.7%
Total Employment	4,644	4,774	4,906	4,922	0.3%	6.0%
Percent of Total Minority Employment to Total Employment	10.5%	11.4%	11.7%	11.8%		

Black Employment

Progress

In the past year:

- Professional employees increased 5.0%.
- Tenured faculty increased 35.7%.

In the past three years:

- Total Black employees increased 12.7%.
- Professional employees increased 34.0%.
- Civil service employees increased 10.1%.
- Tenured faculty increased 58.3%.
- Tenured and tenure-track faculty increased 18.2%.
- Total Black faculty increased 9.1%.

Challenges

In the past year:

- Total Black employees decreased 1.9%.
- Administrative employees decreased 7.7%.
- Civil service employees decreased 1.2%.
- Tenure-track faculty decreased 31.0%.
- Tenured and tenure-track faculty decreased 9.3%.
- Other faculty decreased 5.7%.
- Total Black employees decreased 1.9%.

In the past three years:

- Administrative employees decreased 14.3%.
- Tenure-track faculty decreased 4.8%.

Black Full-Time Employment

	2004	2005	2006	2007	Percent of Change	
					2006 to 2007	2004 to 2007
Administrative	14	13	13	12	-7.7%	-14.3%
Professional	47	62	60	63	5.0%	34.0%
Civil Service	149	154	166	164	-1.2%	10.1%
Tenured Faculty	12	11	14	19	35.7%	58.3%
Tenure Track	21	29	29	20	-31.0%	-4.8%
Tenured & Tenure Track	33	40	43	39	-9.3%	18.2%
Other Faculty	33	29	35	33	-5.7%	0.0%
Total Faculty	66	69	78	72	-7.7%	9.1%
Total Black Employment	276	298	317	311	-1.9%	12.7%
Total Employment	4,644	4,774	4,906	4,922	0.3%	6.0%
Percent of Total Black Employment to Total Employment	5.9%	6.2%	6.5%	6.3%		

Hispanic Employment

Progress

In the past year:

- Total Hispanic employees increased 1.5%.
- Administrative employees increased 50.0%.
- Tenured faculty increased 22.2%.
- Tenured and tenure-track faculty increased 10.5%.
- Other faculty increased 22.2%.
- Total faculty increased 14.3%.

In the past three years:

- Total Hispanic employees increased 36.0%.
- Administrative employees increased 100.0%.
- Civil service employees increased 16.7%.
- Tenured faculty increased 10.0%.
- Tenure-track faculty increased 400.0%.
- Tenured and tenure-track faculty increased 75.0%.
- Other faculty increased 57.1%.
- Total faculty increased 68.4%.

Challenges

In the past year:

- Professional employees decreased 10.0%.
- Civil service employees decreased 16.0%.

In the past three years:

- Professional employees decreased 10.0%.

Hispanic Full-Time Employment

	2004	2005	2006	2007	Percent of Change	
					2006 to 2007	2004 to 2007
Administrative	3	3	4	6	50.0%	100.0%
Professional	10	10	10	9	-10.0%	-10.0%
Civil Service	18	23	25	21	-16.0%	16.7%
Tenured Faculty	10	9	9	11	22.2%	10.0%
Tenure Track	2	6	10	10	0.0%	400.0%
Tenured & Tenure Track	12	15	19	21	10.5%	75.0%
Other Faculty	7	8	9	11	22.2%	57.1%
Total Faculty	19	23	28	32	14.3%	68.4%
Total Hispanic Employment	50	59	67	68	1.5%	36.0%
Total Employment	4,644	4,774	4,906	4,922	0.3%	6.0%
Percent of Total Hispanic Employment to Total Employment	1.1%	1.2%	1.4%	1.4%		

Asian Employment

Progress

In the past year:

- Total Asian employees increased 6.9%.
- Administrative employees increased 16.7%.
- Professional employees increased 12.1%.
- Civil service employees increased 4.8%.
- Tenured faculty increased 6.4%.
- Tenured and tenure-track faculty increased 3.9%.
- Other faculty increased 8.1%.
- Total faculty increased 5.3%.

In the past three years:

- Total Asian employees increased 29.2%.
- Professional employees increased 42.3%.
- Civil service employees increased 10.0%.
- Tenured faculty increased 13.6%.
- Tenure-track faculty increased 76.5%.
- Tenure and tenure-track faculty increased 31.1%.
- Other faculty increased 33.3%.
- Total faculty increased 31.9%.

Asian Full-Time Employment

	2004	2005	2006	2007	Percent of Change	
					2006 to 2007	2004 to 2007
Administrative	7	6	6	7	16.7%	0.0%
Professional	26	33	33	37	12.1%	42.3%
Civil Service	20	28	21	22	4.8%	10.0%
Tenured Faculty	44	42	47	50	6.4%	13.6%
Tenure Track	17	29	30	30	0.0%	76.5%
Tenured & Tenure Track	61	71	77	80	3.9%	31.1%
Other Faculty	30	31	37	40	8.1%	33.3%
Total Faculty	91	102	114	120	5.3%	31.9%
Total Asian Employment	144	169	174	186	6.9%	29.2%
Total Employment	4,644	4,774	4,906	4,922	0.3%	6.0%
Percent of Total Asian Employment to Total Employment	3.1%	3.5%	3.5%	3.8%		

Native American Employment

Progress

In the past year:

- Total Native American employees increased 12.5%.
- Civil service employees increased 37.5%.

In the past three years:

- Total Native American employees increased 5.9%.
- Civil service employees increased 22.2%.
- Tenured and tenure-track faculty increased 50.0%.

Challenges

In the past year:

- Administrative employees decreased 100.0%.

In the past three years:

- Professional employees decreased 20.0%.
- Other faculty decreased 100.0%.

Native American Full-Time Employment

	2004	2005	2006	2007	Percent of Change	
					2006 to 2007	2004 to 2007
Administrative	0	0	1	0	-100.0%	N/A
Professional	5	4	4	4	0.0%	-20.0%
Civil Service	9	10	8	11	37.5%	22.2%
Tenured Faculty	2	2	2	2	0.0%	0.0%
Tenure Track	0	0	1	1	0.0%	N/A
Tenured & Tenure Track	2	2	3	3	0.0%	50.0%
Other Faculty	1	1	0	0	N/A	-100.0%
Total Faculty	3	3	3	3	0.0%	0.0%
Total Native American Employment	17	17	16	18	12.5%	5.9%
Total Employment	4,644	4,774	4,906	4,922	0.3%	6.0%
Percent of Total Native American Employment to Total Employment	0.4%	0.4%	0.3%	0.4%		

Female Employment

Progress

In the past year:

- Total female employees increased 1.4%.
- Administrative employees increased 3.8%.
- Professional employees increased 3.0%.
- Civil service employees increased 1.4%.
- Tenured faculty increased 5.1%.
- Other faculty increased 3.4%.

In the past three years:

- Total employees increased 9.6%.
- Administrative employees increased 14.1%.
- Professional employees increased 24.0%.
- Civil service employees increased 8.1%.
- Tenured faculty increased 2.9%.
- Tenure-track faculty increased 13.2%.
- Tenured and tenure-track faculty increased 7.3%.
- Other faculty increased 1.0%.
- Total faculty increased 3.8%.

Challenges

In the past year:

- Tenure-track faculty decreased 12.4%.
- Tenured and tenure-track faculty decreased 3.7%.

Female Full-Time Employment

	2004	2005	2006	2007	Percent of Change	
					2006 to 2007	2004 to 2007
Administrative	71	73	78	81	3.8%	14.1%
Professional	362	412	436	449	3.0%	24.0%
Civil Service	1,585	1,612	1,690	1,714	1.4%	8.1%
Tenured Faculty	139	130	136	143	5.1%	2.9%
Tenure Track	106	137	137	120	-12.4%	13.2%
Tenured & Tenure Track	245	267	273	263	-3.7%	7.3%
Other Faculty	303	280	296	306	3.4%	1.0%
Total Faculty	548	547	569	569	0.0%	3.8%
Total Female Employment	2,566	2,644	2,773	2,813	1.4%	9.6%
Total Employment	4,644	4,774	4,906	4,922	0.3%	6.0%
Percent of Total Female Employment to Total Employment	55.3%	55.4%	56.5%	57.2%		

Full-Time Minority New Hires

Progress

In the past year:

- The number of new minority hires increased in one category: non-tenure-track faculty hires 13.5%.

In the past three years:

- The number of new minority hires increased in three categories: administrative 66.7%, non-tenure-track hires 27.3%, and total faculty hires 12.0%.

Challenges

In the past year:

- The number of minority new hires decreased in five categories: professional 8.6%, civil service 36.8%, tenure-track faculty 39.1%, total faculty 6.7%, and total minority hires 15.2%.

In the past three years:

- In the past three years minority hires decreased in three areas: total hires 6.4%, civil service 40.0%, and tenure-track hires 17.6%.

Minority Hires

	2004	2005	2006	2007	Percent of Change	
					2006 to 2007	2004 to 2007
Administrative	3	2	5	5	0.0%	66.7%
Professional	32	33	35	32	-8.6%	0.0%
Civil Service	40	41	38	24	-36.8%	-40.0%
Tenure-Track Faculty	17	40	23	14	-39.1%	-17.6%
Non-Tenure-Track Faculty	33	52	37	42	13.5%	27.3%
Total Faculty	50	92	60	56	-6.7%	12.0%
Total Minority Hires	125	168	138	117	-15.2%	-6.4%
Total Hires	777	837	773	831	7.5%	6.9%
Percent of Total Minority Hires to Total Hires	16.1%	20.1%	17.9%	14.1%		

Full-Time Black New Hires

Progress

In the past three years:

- The number of Black new hires increased in one category: non-tenure-track faculty 7.1%.

Challenges

In the past year:

- Black new hires did not increase in any category.
- The number of Black hires decreased in six categories: professional 12.5%, civil service 42.4%, tenure-track faculty 100.0%, non-tenure-track faculty 11.8%, total faculty 37.5%, and total hires 31.5%.

In the past three years:

- The number of Black hires decreased in five categories: professional 12.5%, civil service 29.6%, tenure-track faculty 100.0%, total faculty 25.0%, and total Black hires 21.9%.

Black Hires

	2004	2005	2006	2007	Percent of Change	
					2006 to 2007	2004 to 2007
Administrative	1	1	0	2	N/A	100.0%
Professional	16	15	16	14	-12.5%	-12.5%
Civil Service	27	30	33	19	-42.4%	-29.6%
Tenure-Track Faculty	6	13	7	0	-100.0%	-100.0%
Non-Tenure-Track Faculty	14	25	17	15	-11.8%	7.1%
Total Faculty	20	38	24	15	-37.5%	-25.0%
Total Black Hires	64	84	73	50	-31.5%	-21.9%
Total Hires	777	837	773	831	7.5%	6.9%
Percent of Total Black Hires to Total Hires	8.2%	10.0%	9.4%	6.0%		

Full-Time Hispanic New Hires

Progress

In the past year:

- The number of Hispanic hires increased in one category: non-tenure-track hires 25.0%.

In the past three years:

- The number of Hispanic hires increased in five categories: administrative 100.0%, tenure-track faculty 100.0%, non-tenure-track faculty 233.3%, total faculty 200.0%, and total Hispanic hires 41.7%.

Challenges

In the past year:

- The number of Hispanic hires decreased in four categories: administrative 33.3%, professional 60.0%, civil service 75.0%, tenure-track faculty 50.0%, total Hispanic hires 29.2%.

In the past three years:

- The number of Hispanic hires decreased in one category: civil service 80%.

Hispanic Hires

	2004	2005	2006	2007	Percent of Change	
					2006 to 2007	2004 to 2007
Administrative	1	0	3	2	-33.3%	100.0%
Professional	2	4	5	2	-60.0%	0.0%
Civil Service	5	4	4	1	-75.0%	-80.0%
Tenure-Track Faculty	1	5	4	2	-50.0%	100.0%
Non-Tenure-Track Faculty	3	8	8	10	25.0%	233.3%
Total Faculty	4	13	12	12	0.0%	200.0%
Total Hispanic Hires	12	21	24	17	-29.2%	41.7%
Total Hires	777	837	773	831	7.5%	6.9%
Percent of Total Hispanic Hires to Total Hires	1.5%	2.5%	3.1%	2.0%		

Full-Time Native American New Hires

Progress

In the past year:

- The number of total Native American hires increased 200.0%.

In the past three years:

- The number of Native American hires increased in one category: civil service 100.0%.

Challenges

In the past year:

- The number of Native American hires decreased in one category: administrative.

In the past three years:

- The number of Native American hires decreased in four categories: professional 100.0%, non-tenure-track faculty 50.0%, total faculty 50.0%, and total Native American hires 25.0%.

Native American Hires

	2004	2005	2006	2007	Percent of Change	
					2006 to 2007	2004 to 2007
Administrative	0	0	1	0	-100.0%	N/A
Professional	1	0	0	0	N/A	-100.0%
Civil Service	1	1	0	2	N/A	100.0%
Tenure-Track Faculty	0	0	0	0	N/A	N/A
Non-Tenure-Track Faculty	2	4	0	1	N/A	-50.0%
Total Faculty	2	4	0	1	N/A	-50.0%
Total Native American Hires	4	5	1	3	200.0%	-25.0%
Total Hires	777	837	773	831	7.5%	6.9%
Percent of Total Native American Hires to Total Hires	0.5%	0.6%	0.1%	0.4%		

Full-Time Asian New Hires

Progress

In the past year:

- The number of Asian hires increased in five categories: professional 14.3%, civil service 100.0%, non-tenure-track faculty 33.3%, total faculty 16.7%, and total Asian hires 17.5%.

In the past three years:

- The number of Asian hires increased in five categories: professional 23.1%, tenure-track faculty 20.0%, non-tenure-track faculty 14.3%, total faculty 16.7%, and total Asian hires 4.4%.

Challenges

In the past three years:

- The number of Asian hires decreased in one area: civil service 71.4%.

Asian Hires

	2004	2005	2006	2007	Percent of Change	
					2006 to 2007	2004 to 2007
Administrative	1	1	1	1	0.0%	0.0%
Professional	13	14	14	16	14.3%	23.1%
Civil Service	7	6	1	2	100.0%	-71.4%
Tenure-Track Faculty	10	22	12	12	0.0%	20.0%
Non-Tenure-Track Faculty	14	15	12	16	33.3%	14.3%
Total Faculty	24	37	24	28	16.7%	16.7%
Total Asian Hires	45	58	40	47	17.5%	4.4%
Total Hires	777	837	773	831	7.5%	6.9%
Percent of Total Asian Hires to Total Hires	5.8%	6.9%	5.2%	5.7%		

Full-Time Female New Hires

Progress

In the past year:

- The number of female hires increased in six categories: administrative 72.7%, professional 7.3%, civil service 6.9%, non-tenure-track faculty 14.0%, total faculty 5.7%, and total female hires 8.2%.

In the past three years:

- The number of female hires increased in six categories: administrative 90.0%, professional 14.4%, civil service 11.7%, non-tenure-track faculty 11.6%, total faculty 1.6%, and total female hires 11.1%.

Challenges

In the past year:

- The number of female hires decreased in one category: tenure-track faculty 20.0%.

In the past three years:

- The number of female hires decreased in one category: tenure-track faculty 27.3%.

Female Hires

	2004	2005	2006	2007	Percent of Change	
					2006 to 2007	2004 to 2007
Administrative	10	10	11	19	72.7%	90.0%
Professional	90	112	96	103	7.3%	14.4%
Civil Service	222	203	232	248	6.9%	11.7%
Tenure-Track Faculty	33	37	30	24	-20.0%	-27.3%
Non-Tenure-Track Faculty	95	116	93	106	14.0%	11.6%
Total Faculty	128	153	123	130	5.7%	1.6%
Total Female Hires	450	478	462	500	8.2%	11.1%
Total Hires	777	837	773	831	7.5%	6.9%
Percent of Total Female Hires to Total Hires	57.9%	57.1%	59.8%	60.2%		

College Readiness and Transition Programs

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

Among the programs designed to help prepare students for higher education are Southern Illinois Career Preparation, Upward Bound, Women's Introduction to Engineering, Minority Engineering, and Summer Bridge Program. Following is a brief description of each of these programs.

Southern Illinois Career Preparation Program. This program is designed to reach promising underrepresented students in grades 6 through 9. Participants meet at monthly sessions on the SIUC campus during the school year and in a skill-oriented two-week summer session which is also held on the SIUC campus. The program includes activities that are designed to increase the students' academic life skills and social skills. The program serves approximately 200 students a year. The majority of students attend the monthly sessions.

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

Women's Introduction to Engineering. This program is a summer program for Illinois women who have completed their sophomore or junior year of high school. Students study a variety of topics, complete engineering experiments, and explore computer graphic applications with SIUC faculty members. The program received funding from the College of Engineering, the National Science Foundation, and participating corporations.

Minority Engineering Program. This Minority Engineering Program is designed to increase the enrollment, retention, and graduation rates of racial and ethnic minority students in engineering. The program offers students educational enrichment, interviews with faculty, and support from peers with similar experiences and goals. Services available to students include but are not restricted to admission counseling, visitation weekends, new student orientation, tutoring, pre-engineering, summer bridge program, counseling, career development, scholarships, and focus workshops.

Summer Bridge Program. This program provides opportunities for minority students new to SIUC to study for eight weeks in the summer on the SIUC campus and earn up to nine hours of college credit.

Among the programs that SIUC offers for students to ease the transition from high school to college are the Center for Academic Success, Future Scholars, Student Support Services, Project Achieve, and Disabled Student Services.

Future Scholars. This program provides opportunities for a select group of scholastically promising ethnic/racial minority high school students to experience a four-week summer enrichment program. Entering freshmen are able to earn up to six hours of college credit while living on the SIUC campus and studying college-level courses in literature, mathematics, or speech. Students also participate in workshops and seminars, career development, and personal development. Students are also offered support services until they graduate. Financial assistance including tuition, books, housing, and meals for all participants is provided by SIUC. Approximately 30 students are selected to participate. Participants are generally from Illinois high schools and represent a diverse geographical, racial, ethnic, and educational background.

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

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

Project Achieve Program. This program, offered by SIUC's Clinical Center, is a comprehensive fee-for-service academic support program for students with learning disabilities and/or attention deficit disorders. The goal of the program is to provide the appropriate accommodations to students, or if the accommodation cannot be immediately implemented, to provide one or more alternatives until the accommodation can be provided. Services include individually assigned tutors for classes, note takers, test proctoring, private rooms for tutoring or studying, access to adaptive technology, and a computer lab. Among the services available to students are adapted texts, tapes that are electronic formatted, access to current libraries, textbooks on tape, career and personal coaching, a restrictive section of University 100, campus familiarization, and intervention for any campus-related issue whether academic, social, or personal.

Disability Support Services. Disability Support Services (DSS) coordinates physical and academic support services for SIUC students with disabilities. DSS serves approximately 500 students each year. Disabilities included among the populations served are learning disabled, blind or visually impaired, deaf or hard of hearing, mobility impairment, brain injuries, chronic health conditions, or psychological disabilities. Services specifically provided for learning disabled students include tutor referrals, test proctoring, extra time, readers, quiet setting, computers, note takers, access to adaptive technology, campus familiarization, adapted tests and course materials, tapes, large Braille or electronic format, equipment loans (i.e., tape recorders), listening devices, and consultation with instructors and general guidance and counseling. In the past year, several colleges initiated activities and strategies designed to enhance the transition and performance of entering freshmen and transfer students. Representative of such programs are several initiatives sponsored by the College of Agriculture Sciences.

The College of Agriculture Sciences developed and implemented an orientation course for freshmen and transfer students, initiated plans for a living/learning community dormitory, and initiated a series of personal/professional leadership seminars and workshops. The college also implemented several activities designed to help the transition and performance of underrepresented students. A Minorities in Agriculture, Natural Resources and Related Sciences chapter was initiated. The chapter was created to promote and implement initiatives which foster inclusion and advancement of underrepresented ethnic/racial students in agriculture, natural resources, and related fields through real-life preparation. Based on funding received from a prior grant, the college was successful in recruiting 24 students who were involved in the creation of the chapter. The students thought the group gave them a sense of belonging in a profession that has a critically low enrollment of underrepresented populations.

Dr. Wakefield, an associate professor in the School of Agriculture Sciences, and Jean Porter, a graduate student, visited and presented at numerous urban schools. Based on their efforts, representatives from the Illinois State Board of Education and Facilitating Coordination of Agriculture Education (FCAE) met to discuss the possibility of having an urban agriculture list in the East St. Louis area. The proposal was presented to representatives from Southern Illinois University Carbondale, Illinois State University, Western Illinois University, and the University of Illinois. Each of the institutions was proactive in the need for creation of such a position. Each institution agreed to give back some of its incentive monies to assist in the creation of a position. The person hired will have an office in Belleville, Illinois, and will work closely with urban schools throughout Illinois to recruit minority students.

Figure 1
Percentage of All SIUC Entering Freshmen by Race
Fall 2003 through Fall 2007

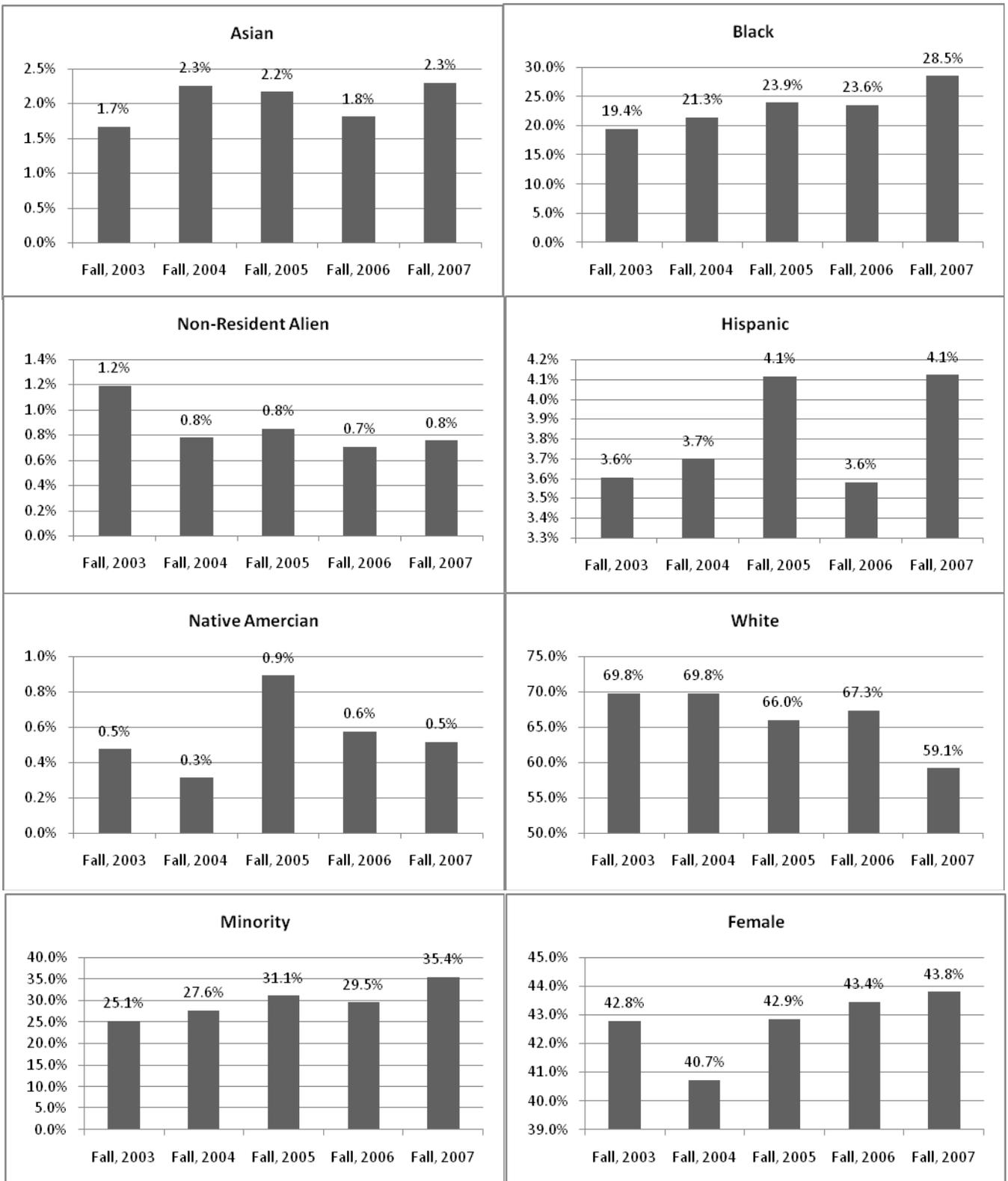
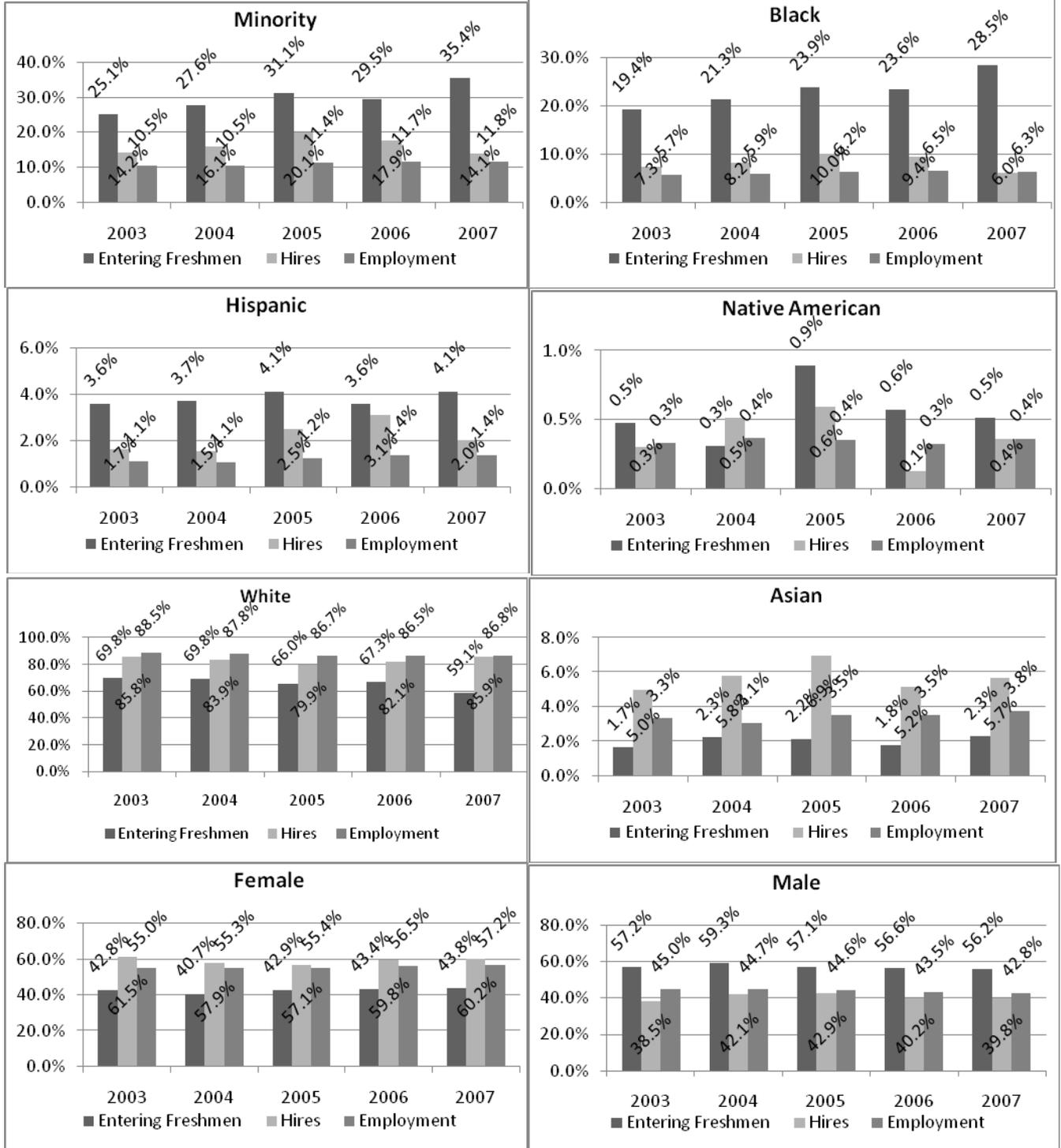


Figure 2
Comparison of the Number of Entering Freshmen, Employment, and Hires by Race and by Sex
Fall 2003 through Fall 2007



– FINDINGS AND RECOMMENDATIONS –

- The downward trend in employment is occurring in a period of time when the number of minority students, particularly African Americans and Hispanics, are increasing. In the past three years, the number of percentage of new freshmen, particularly African Americans, increased (see Figure 1).
- In fall 2007, minority students accounted for 35.4% of entering freshmen. Black and Hispanic students accounted for 28.5% and 4.1% respectfully. This trend suggests that efforts to enhance student performance, persistence, and achievement must consider the campus' changing student demographics.
- Professionals who have observed and researched the success of African Americans and other underrepresented ethnic minority students in higher education have concluded that it takes a campus to graduate a student. The availability of ethnic minority policymakers, administrators, faculty, and staff are variables that affect minority students' success and quality of life. Serious efforts to address the persistence and graduation rates of underrepresented ethnic minority students must acknowledge and consider the importance of ethnic minority policymakers, administrators, faculty, and staff and must acknowledge that culturally sensitive programs must be in place.
- In recent years, the number of minority students has increased and the number and percentage of ethnic/minority faculty, staff, and administrators have decreased. This trend must be acknowledged and addressed if we are to provide enrolled students the optimal opportunity to be successful. We also must address the downward trend of minority graduate students.

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 2007, the University enrolled 11,000 undergraduate students, of which 54.0% were female, 15.0% minority, and 10.0% African American.
- In fall 2007, there were 2,500 graduate and professional students, of which 61.0% were female and 20.0% minority.
- The University employed 2,000 full-time employees in fall 2007.
- The University employed 1,200 women in fall 2007, representing 60.0% of the University's full-time workforce.
- Women represent 46.0% of total full-time faculty; women hold 25.0% of full professor positions, 41.0% of associate professor positions, and 50.0% of assistant professor positions. All rates are close to or above their respective national averages.
- In fall 2007, the University employed 350 minorities, representing 18.0% of the full-time workforce, of which 280 were African Americans, representing 14.0% of the total University workforce.
- African Americans represent 5.1% of full-time faculty. This rate is similar to 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 –

- Fall 2007 new freshmen ACT composite score average 22.7.

- Almost two-thirds or 63.0% of FY08 James Walker Graduate Scholarship recipients were minorities, of which 56.0% were African American.
- The College of Arts and Sciences launched a new program called Student Opportunities for Academic Results (SOAR) dedicated to helping underrepresented students excel in their academic and educational experience.
- The College of Arts and Sciences continued the administration and support of the Black studies and women's studies programs.
- The School of Nursing had a minority representation of 15.0% from FY05 thru FY08.
- Nine percent of School of Nursing students are African American.

– RECRUITMENT AND PREPARATION –

Office of Admissions

Multicultural Recruitment Initiative (MRI) Annual Report, May 26, 2007

The MRI was formed in fall 2004 as a task force designed to look at ways to continue to improve the cultural diversity and campus climate at SIUE. The group is composed of various University members who assist in the recruitment and retention of minority students and is led by Terri Montgomery, associate director in the Office of Admissions. This group continues to use the mission and vision of SIUE as its foundation, and it truly believes that a diverse student population will enhance, even more, the reputation of SIUE.

Since 2004, the Office of Admissions has continued to implement the following:

- Student to Student Phone-a-thons (GAME, FAME, and LASO students are utilized to make phone calls to SIUE's admitted minority students.)
- Multicultural Student Reception (SIUE's annual on-campus reception for any newly admitted student who is interested in the multicultural opportunities offered at SIUE.) The Multicultural Student Reception (MSR) event attracted over 175 students and guests to campus on February 18, 2007, and many of these students indicated that SIUE was their first choice. Thanks are extended to the Office of Student Affairs and Vice Chancellor Nobby Emmanuel as well as Assistant Vice Chancellor for Enrollment Management Scott Belobrajdic for their financial and advisory support.
- The Office of Admissions continued discussion with Chicago area "College Coaches" in regard to promoting SIUE to their students as well as encouraging efforts such as group visits to the SIUE campus.
- On-site admissions to selected Chicago city schools, Kelvyn Park (mostly Hispanic) and Jones College Prep (a culturally and ethnically diverse group of students), and to East St. Louis and Cahokia High Schools. The next on-site admissions event is scheduled for November 5 and 6 for Chicago and November 12 and 13 for East St. Louis and Cahokia.

- Attendance of MRI committee members at selected conferences discussing the recruitment and retention of minority students.
- Sending letters to the parents of SIUE's admitted minority students sent at the beginning of April 2008 from Terri Montgomery, associate director of Admissions, discussing the benefits and support of an SIUE education for their son or daughter.
- Collaborative efforts with other departments/programs (GAME, FAME, and LASO) on campus in helping to not only recruit but also retain minority students.
- Brochures and letters incorporated in the recruitment mail flow to attract minority students.
- Addition of MSR event to the SIUE Web site, a multicultural brochure, and a visit brochure.

Positive feedback has been received from those asked to serve on the MRI Advisory Board. The advisory board is composed of local and regional educators, community professionals, and guidance counselors. The purpose of this group is to share in discussion on how to better serve those students who are deemed underrepresented on the SIUE campus and get them to enroll and stay to graduate. The third annual luncheon for the advisory board will be held on Friday, November 21, 2008.

College of Arts and Sciences

Student Recruitment

The College of Arts and Sciences embraces the following Diversity Statement as part of the 2005 Strategic Plan that is intended to guide the college until 2010.

By fostering an open, harmonious, and hospitable context for learning and work, the College of Arts and Sciences encourages all its faculty, staff and students to recognize the intrinsic value of every human being in an increasingly interconnected world. Each member of the College of Arts and Sciences is responsible for actively supporting this commitment.

The College of Arts and Sciences seeks to increase participation of minority, female, and/or students with disabilities in academic programs within the college where they are underrepresented.

The College of Arts and Sciences seeks to increase the recruitment, retention, and completion rates for all students, but particularly for minority, female, and/or students with disabilities, in the academic programs within the college.

The College of Arts and Sciences seeks to provide experiences within general education courses that support increased retention and completion rates for all students, but particularly for minority, female, and/or students with disabilities, in academic programs across the University.

The College of Arts and Sciences continued to support Instructional Services, a unit that services students across the University, while it was under the supervision of the college until

2006. Instructional Services is dedicated to helping the underprepared prepare, the prepared advance, and the advanced excel. A high percentage of students served by Instructional Services are minority, female, or disabled.

The College of Arts and Sciences provided support for Special Services until August 31, 2005 (when federal funding was withdrawn). After Special Services could no longer be supported, the college was instrumental in structuring, supporting, and launching a new program called Student Opportunities for Academic Results (SOAR). SOAR is a program dedicated to helping students excel in their educational experience, and support services are available for all underrepresented student populations.

The College of Arts and Sciences and its academic departments have 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 postsecondary education and motivate their exploration of science, mathematics, and related education professions. Upward programs serve high-school-aged students from Brooklyn, Cahokia, East St. Louis, Madison, and Venice, all communities in the Metro East area with concentrations of minority population.

Instructional Services administers the Summer Bridge Program, and until 2006 the college was responsible for oversight of Instructional Services. 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 participate in classes and other activities designed to build academic skills and lead to a sense of community. Statistics have consistently shown that students who attend summer enrichment programs complete more units, achieve higher grade point averages, have lower drop-out rates, and have higher graduation rates than similar students who do not attend such programs. Minority and female students comprise a significant segment of Summer Bridge students.

The College of Arts and Sciences played a role in provision of UNIV112 The University Experience courses. Prior to the implementation of the New Freshman Seminar, the primary purpose of UNIV112 was 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.

After the implementation of the New Freshman Seminar requirement by the University, the college played the primary role in delivery of these courses. By fall 2008, approximately 80 sections of Freshman Seminar were delivered by faculty from 14 disciplines within the college. Goals of this New Freshman Seminar include to assist new freshmen in making the transition to college-level work and expectations, to orient students to the services and culture of the University, and to engage students in an intellectual community of students and faculty.

The College of Arts and Sciences has continued the administration of 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 provides a line item budget, office

space, faculty development monies, and equipment funding for Black studies. In addition, it has provided administrative structure by appointing an acting director of Black studies and funding associated release time.

The College of Arts and Sciences has continued supervision of women's studies and provides resources that include funding for a graduate assistant, support lines, secretarial assistance, and release time for a director.

The college's departments have worked to provide a curriculum designed to enhance interest in our programs and to provide a high-quality general education for our students. Recent faculty hires have supported these curricular efforts. For example, one of the departments recently hired a faculty member whose expertise is in women and politics, and a search is under way to hire a faculty member focused on African-American politics. Another faculty person recently hired has reinvigorated the Black Theater on campus.

The nature of the programs, the courses offered, and the areas of expertise of faculty are important factors in recruitment. Examples of such programmatic elements delivered by the college, and areas of faculty expertise and research interests are:

Programmatic Elements (examples)

- Race and ethnic relations
- Women, gender, and society
- Inequality and development
- Diversity and social justice
- Disability in society
- Social problems
- Community action
- Gender and communication

Faculty Expertise and Research Interests (examples)

- Poverty
- Native American culture
- African-American literature
- African-American history
- Race and ethnicity
- Social stratification
- Social welfare
- Gender and class
- Women and development
- Gender and public opinion
- Women and politics

The College of Arts and Sciences supports a variety of programs that provide a vibrant campus climate and learning environment. These programs serve students but also make connections with the community. The visibility of these programs is a very important factor in the recruitment of students. There are many such programs and events, but examples include:

- The "Drumvoices Festival of Black Arts 2" in 2006. This festival included poets, musicians, storytellers, dancers, and the Soular Systems Ensemble. Other events included a literary tribute to Katherine Dunham.
- Black History Month.
- Women's History Month.
- Theater, dance, music, and speaker events such as the Black Theater Workshop as part of the seasonal offerings, Arts and Issues speaker and performance series, and concerts.
- Journey to SIUE project, 2008.
- The East St. Louis Visual Literacy Project, 2008.
- Peace in a Time of War, series.

A new multidisciplinary minor, Asian studies, has been approved to support a growing student interest.

The College of Arts and Sciences has a good record of successful grant writing that facilitates the successful recruitment of minority students. For example:

- Increasing the Minority Scientists Pool
- Hands-on Science: Improving Science Teacher Quality
- Documenting Edo North Languages with Oral Narratives
- Exploring Science: Improving Middle School Science Teacher Quality
- The Croatian Heritage Project
- Diversifying Undergraduate Geography Education: A Student Investigation
- The Midwest Gang Project
- Cool Black Consciousness: A Framework for Understanding Contemporary African American Literature
- Catherine East: Midwife of the Feminist Movement
- Roberta Applegate: A Groundbreaking Woman Journalist

Scholarships offered through the College of Arts and Sciences are a significant student recruitment tool especially in some of the college's departments. Just one example is the Lisa Colbert Memorial Award in dance.

The numbers and percentages of minority and/or female students still vary substantially by department and academic program. In some departments/programs the numbers of minority/female/disabled students meet or even surpass expectations. Departments recognize this variation, and in one case built responses into the departmental strategic plan.

The college continues to encourage all departments and units to seek ways to maximize the diversity of students within their programs. All of the departments and units participate in Preview SIUE and in the Academic Information Sessions that are part of New Student Orientation.

A majority of the college's departments are active in the delivery of New Freshman Seminar classes, and hopefully this will result in providing a diversity of students with insights about disciplines and subject areas that they might otherwise not have considered.

Special Services no longer existed as a separate unit after August 31, 2005, because federal grant funding through the U.S. Department of Education was withdrawn. After Special Services could no longer be supported, the college, in partnership with the University, was instrumental in structuring, supporting, and launching a new program called Student Opportunities for Academic Results (SOAR).

Faculty Recruitment

The College of Arts and Sciences embraces the following Diversity Statement as part of the recently developed Strategic Plan that is intended to guide the college until 2010.

By fostering an open, harmonious, and hospitable context for learning and work, the College of Arts and Sciences encourages all its faculty, staff and students to recognize the intrinsic value of every human being in an increasingly interconnected world. Each member of the College of Arts and Sciences is responsible for actively supporting this commitment.

The College of Arts and Sciences seeks to increase the representation of minority, female, and/or faculty/staff with disabilities in all departments and units within the college where they are underrepresented.

The College of Arts and Sciences seeks to increase the recruitment and retention of minority, female, and/or faculty/staff with disabilities in all departments and units within the college.

The college continues to have a strong record of recruiting faculty and staff who are women, minorities, or persons with disabilities, and it puts a great deal of effort into this endeavor. For example, in 2005, of the 21 new full-time faculty, 12 were women and 3 were a member of a minority group. In 2007, of the 22 new full-time faculty hired, 10 were women and 7 were either a member of a minority group or had a documented disability. In 2008, of the 19 new full-time faculty, 10 were women and 2 were members of a minority group. This information reveals that the college continues to do well hiring women and that it has been somewhat successful in hiring faculty who represent minority groups.

Recent successes in hiring female faculty are clear. In 2007, of 61 faculty members in the college holding assistant professor academic rank, 36 (70.6%) were female. This provides a

clear contrast to 1997 when 30 of 64 such faculty (47.0%) were female. Where this gender balance takes time to impact higher academic rank changes can already be appreciated. In 1997, only 16 of 74 (21.6%) faculty holding professor rank were female; by 2007, the number of female professors was 21 of 46 (45.6%).

One problem that the college has faced is in the retention of faculty. In this regard it faces the same challenges as many other institutions in its efforts to retain highly qualified faculty, especially those who are female or belong to a minority group.

The college would also like to increase the number of faculty hired who are members of minority groups. Its success in this regard varies by discipline, and from year to year.

The college continues to provide a supportive environment for faculty as a basic strategy aimed at maximizing both retention and productivity. This support has many facets that include new faculty mentoring, a variety of functions for new faculty, open meetings with the dean, travel support, and course releases. Support for faculty and academic programs remain top priorities despite very substantial budget cuts in recent years that the college has absorbed centrally. Its enhancement of Black studies provides additional support both in terms of budget and academics to minority faculty. The college provides Black studies with a support line budget and also has dedicated significant Faculty Development Funding (FDF) for travel by faculty related to research relevant to Black studies.

College Readiness and Transition Programs

The College of Arts and Sciences seeks to maximize the college readiness of students both before and after they are admitted to SIUE or the college of their choice.

The College of Arts and Sciences seeks to ease the transition from high school to college in order to maximize student retention and academic success.

Instructional Services is dedicated to helping the underprepared prepare, the prepared advance, and the advanced excel. Instructional Services coordinates academic assistance across campus, provides academic development courses in mathematics, reading, writing, study skills, and career development. In addition, the unit operates the Writing Center and the Mathematics Resource Area and administers the Supplemental Instruction (SI) program, a nonremedial, institution-wide approach to retention. SI targets traditionally difficult academic courses and provides regularly scheduled, out-of-class, peer-facilitated sessions. The college supervised and supported Instructional Services until 2006.

Special Services was dedicated to helping students excel in their educational experience and served individuals who were first-generation college students, were physically handicapped, or whose family was determined to be low income. Students received academic advising, free tutoring, and other services such as mentoring. The goal was to promote academic success and growth, and advisors intervened when necessary to facilitate harder or better work. After Special Services could no longer be supported, the college was instrumental in structuring, supporting, and launching a new program called Student Opportunities for Academic Results (SOAR).

SOAR is a program dedicated to helping students excel in their educational experience, and support services are available for all underrepresented student populations.

Upward Bound involves programs that are administered by the East St. Louis Center. Upward Bound programs are designed to prepare participants for postsecondary education and motivate their exploration of science, mathematics, and related education professions. The Upward Bound program offers a six-week enrichment summer residential component. This component is conducted on the SIUE campus with the substantial involvement of college faculty and staff. University faculty members teach introductory courses in science, mathematics, language arts, foreign language, and computer literacy.

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. The Summer Bridge Program was supervised and supported from within the college until 2006.

In fall 2006, the University began implementation of a major new initiative, the New Freshman Seminar. The program was fully implemented in fall 2007, with every new freshman (approximately 1,800) expected to take a New Freshman Seminar. Currently approximately 80 sections of Freshman Seminar are delivered by faculty from 14 disciplines within the college. Goals of this New Freshman Seminar include to assist new freshmen in making the transition to college-level work and expectations, to orient students to the services and culture of the University, and to engage students in an intellectual community of students and faculty. This is an important college initiative designed to support student readiness and transition to a college environment, which is expected to positively influence student retention.

UNIV112 The University Experience is designed to foster a safe learning environment, address how the university experience is different from the high school experience, address University expectations and responsibilities, and introduce the resources that the University has to offer. Focus groups have reported positive results for both students and instructors in UNIV112. Findings suggest that UNIV112 fosters a sense of community and an understanding of what the university experience is really like. Built into the UNIV112 course is group work, field trips, common meetings, introduction to outside resources, out-of-class activities, cultural activities, and guest speakers. Prior to 2006 there was significant faculty involvement from the college in delivery of UNIV112. Since that time, UNIV112 has become one option for fulfilling New Freshman Seminar expectations.

Academic Counseling and Advising, which services the whole University, was administered through the College of Arts and Sciences until 2006. All students who had not yet declared a major were advised by this unit. The high-quality academic advisement that this unit provided played an important role in the success of students who enter the University from high school.

The College of Arts and Sciences remains extensively involved in the education of future and current teachers. The college provides content courses and supervises student teachers. We have a substantial number of faculty members dedicated primarily to teacher education, and the Office of Science and Mathematics Education (OSME) provides undergraduate pre-service courses for SIUE students as well as graduate-level courses and workshops for SIUE students and local educators. Clearly, our education of teachers feeds back into the readiness of students who enter SIUE from area high schools.

The SIUE School of Education recently underwent a successful National Council for Accreditation of Teacher Education (NCATE) review. The College of Arts and Sciences was an important partner in the success of the review, as were the numerous faculty members from multiple departments who committed their time and expertise to support this important accreditation visit.

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.

Grants aimed at increasing minority participation, diversifying undergraduate education, improving teacher quality, and enhancing cultural understandings constitute very valuable activity by our faculty. Some of these grants are substantial and have been funded for multiple years.

The Department of Speech Communication continues to run a Speech Center. The Speech Center is dedicated to helping students plan and develop presentations for class assignments. Senior speech communication students serve as tutors and resourceful individuals who are enthusiastic and want to help fellow students. They offer one-on-one speech assistance, help with research on speech topics, guide students to develop and write their speech outline, help with organizing speech content, assist with speech delivery skills, provide speech video taping, and offer general assistance with speech assignments.

School of Business

Student Recruitment

In 2003 the School of Business initiated the Messing Family Scholarship with a contribution of \$10,000 from the Messing family. The scholarship is designed to attract and retain students of underrepresented groups in higher education. In 2005, with additional contributions from the Messing Family Foundation, the scholarship was transformed into the Messing Family Endowed Scholarship with funding sufficient to endow the scholarship in perpetuity. The endowed scholarship retains the intention of attracting and retaining students of underrepresented groups in higher education. The scholarship has been awarded to one student each year since 2003, with six awards having been granted to date.

The Professional Achievement Scholarship is designated for underrepresented females in the MBA program. One award per year has been made for the years of 2005, 2006, and 2007.

Boeing offers a scholarship with preference for an underrepresented minority once all other criteria are met.

In 2006 and 2007, the accounting department conducted a summer day camp whose participants were minority high school students. Led by minority faculty member Dr. Ena Rose Green, the objective of the program was to interest high school students in accounting and business careers. Participants gained insight into career opportunities through presentations by alumni speakers and field trips to Monsanto and Boeing. High schools represented in the program were East St. Louis, Cahokia, Belleville, and Roxana.

One section of UNIV112 in the fall terms of 2006 and 2007 was designed to assist students with learning how to be successful business majors. Skills emphasized were writing, critical thinking, and presentation. The section was led by Dr. Susan Yager and Norris Manning, director of Business Student Services. Several women and minority students improved their skills through this course in preparation for application to business school.

The Organization of Minority Business Students was reformed in spring 2007. This student organization provides mentoring and other support activities for minority students in business.

The School of Business director of recruiting participated in the U.S. Hispanic Leadership Institute National Conference and College Fair, held February 14, 2008, in Chicago, IL. Through this venue the director of recruiting had contact with approximately 200 prospective Hispanic students.

The School of Business director of recruiting also participated in the following minority-oriented recruiting events: St. Louis Community College Forest Park Transfer Day; Minority Recruitment Bus Tour of SIUE for minority students from Chicago; routine visits to East St. Louis High School.

Faculty Recruitment

The School of Business has been successful within budgetary constraints in diversifying the gender and ethnicity of its full-time faculty by emphasizing the value of greater attention in the recruiting and selection processes. The School of Business participates in the PhD Project through its accrediting body, AACSB. The purpose of the PhD Project is to encourage minorities to pursue doctoral degrees in business and to assist business schools in recruitment of doctoral-qualified minority faculty members. In the period from FY 2005 to FY 2008, the percentage of School of Business full-time women faculty members increased from 32% to 40%. The percentage of minority faculty members has remained stable although was dispersed more evenly across categories in FY 2008.

School of Business	FY 05	FY 06	FY 07	FY 08
Total Full-Time Faculty	M = 36 F = 17 (32%)	M=37 F=18 (33%)	M=36 F=20 (36%)	M=31 F=21 (40%)
American Indian or Alaskan Native	0	0	1	1
Asian or Pacific Islander	4	4	3	2
Hispanic	1	0	0	1
Black, non Hispanic	1	1	1	1

College Readiness and Transition Programs

In fall 2006 the School of Business implemented an admission process to increase assurance of student readiness to enter 300-level business courses. Initiatives designed to support the admission of college-level juniors into business courses include a mandatory orientation for newly admitted business students. School of Business expectations, values, policies, and procedures and the school's Code of Professionalism are discussed with students in group break-out sessions as part of the orientation.

Prospective business students are encouraged to enter the "Pre-Business" major classification status in early college coursework. Pre-business status allows prospective students to be advised in the School of Business for appropriate coursework and admission requirements. This initiative introduces students to School of Business resources, expectations, and culture prior to being admitted to the school and prepares students for the transition to business school.

Tutoring is provided to support entry "Pre-Business" coursework in MS 250 & MS 251 (statistics) and ACCT 200 & ACCT 210 (accounting). For the accounting courses, tutoring is conducted by graduate assistants in the accounting department. Quantitative courses such as the entry accounting and statistics courses have posed barriers to students with weak quantitative training in high school and early college courses.

SIUE East St. Louis Center

College Readiness and Transition Programs

This report covers four programs at the East St. Louis Center which are specifically designed to improve college readiness and ease the transition from high school to college of students from underrepresented, disadvantaged, and/or low-income groups. (In the 2005 report, data was given on Gaining Early Awareness and Readiness for Undergraduate Programs [GEAR UP]. This program is no longer implemented by the SIUE East St. Louis Center.) Programs and progress for this report are as follows.

Upward Bound Math and Science College Preparatory Center. This is a college preparatory program for high school students, with a focus on the mathematics and sciences.

Goal/Objective: The program’s goal is to enhance participants’ success in high school and promote enrollment in postsecondary education programs. The program serves 50 students from the East St. Louis, Madison, and Cahokia, Illinois, school districts. Students are scheduled into academic year and summer (residential component) educational activities to promote mathematics and science studies.

Progress Made Toward Achieving Goal:

Progress Area	2005-2006	2006-2007	2007-2008
% of program 12th-grade participants who graduated from high school	NA Program cohort group consisted of 11th-graders	100%	NA Program cohort group consisted of 9th-graders
% of program graduates who entered postsecondary education	NA	96%	NA
% of program participants enrolled in a college preparatory curriculum	100%	100%	100%

Upward Bound EC. This is a college preparatory program for high school students from the East St. Louis and Cahokia, Illinois, school districts.

Goal/Objective: The goal of this program is to enhance participants’ success in high school, as well as to increase the number of underrepresented, disadvantaged youth who enter postsecondary education programs. Students participate in enrichment instruction, tutorial sessions, educational counseling, career awareness activities, and educational, recreational, and cultural workshops and field trips. The program now serves 110 participants.

Progress Made Toward Achieving Goal:

Progress Area	2005-2006	2006-2007	2007-2008
% of program 12th-grade participants who graduated from high school	100%	100%	100%
% of program graduates who entered postsecondary education	80%	89%	92%
% of program participants enrolled in a college preparatory curriculum	100%	100%	100%

Upward Bound BEMV. This is a college preparatory program for high school students from the Brooklyn and Madison, Illinois, school districts and the East St. Louis Charter High School.

Goal/Objective: The goal of this program is to enhance participants' success in high school, as well as to increase the number of underrepresented, disadvantaged youth who enter postsecondary education programs. Students participate in enrichment instruction, tutorial sessions, educational counseling, career awareness activities, and educational, recreational, and cultural workshops and field trips. The program serves 65 participants.

Progress Made Toward Achieving Goal:

Progress Area	2005-2006	2006-2007	2007-2008
% of program 12th-grade participants who graduated from high school	100%	100%	100%
% of program graduates who entered postsecondary education	100%	89%	100%
% of program participants enrolled in a college preparatory curriculum	100%	89%	100%

East St. Louis Charter High School. This is a school of choice for students within the East St. Louis School District boundaries.

Goal/Objective: The charter school is designed to promote high school graduation as well as preparation for postsecondary programs. Opportunities are also provided to students who have dropped out of the East St. Louis School District to return and earn their high school diploma. The charter school enrolls 100 students.

Progress Made Toward Achieving Goal:

Progress Area	2005-2006	2006-2007	2007-2008
% of program 12th grade participants who graduated from high school	83%	100%	100%
% of program graduates who entered postsecondary education	60%	100%	81%

Where Progress Has Not Been Made

While programs maintain a positive impact on the academic success of participants, the need to achieve improvement in raising performance and outcomes on state testing continues. Initiatives in this area are ongoing and are described below.

Methods, strategies, or adjustments to correct problem areas:

- Efforts to strengthen existing collaborative efforts and build new partnerships with University academic units are ongoing to achieve more comprehensive educational programs and activities for program participants.
- Procedures for evaluating existing program activities and outcomes are being developed to strengthen successful methodologies and make revision as necessary.
- Efforts to secure additional external supplemental funding continues in an attempt to acquire greater resources and technology to enhance program participants' success.

School of Education

The following section provides updates on the activities related to student and faculty recruitment and retention since FY 2006. It should be noted that there have been administrative changes within the dean's office since the last report was filed (i.e., dean and associate dean for academic affairs). In addition, a directorship of the newly formed SOE Office of Diversity and Faculty Development has been created. Therefore, many of the recommendations from FY 2006 were not implemented. Section B will highlight those new initiatives and programs that have been developed by the school since fall of 2007.

Students

The proposed recommendations of the original Multiculturalism and Recruitment Task Forces were not implemented. However, as will be described in Part B, the recommendations from these two task forces were forwarded to a newly constituted Diversity Committee in AY 08, which in turn created an Action Plan which has been approved by the dean.

As part of his new role, the director for Diversity and Faculty Development (Dr. Bill Searcy) attends annual national conferences that are dedicated to issues related to diversity. Specifically, in AY 08 the director attended the International Diversity Conference and in AY 09 will attend the fall AACU Diversity Conference. Information from these conferences is shared with the dean's administrative team and the SOE's Diversity Committee and will help form strategies used to recruit and retain students and faculty of diversity.

The School of Education continues to partner with the Golden Apple Foundation to increase the number of scholars in the region. However, the full implementation of these initiatives is highly dependent upon ongoing state funding, which is currently at jeopardy. This fall, the SOE is assisting in sharing the cost to send an SIUE recruiter to a Golden Apple event in Chicago, intended at increasing the number of interested participants in considering SIUE for their postsecondary degree.

The Ounce of Prevention and Chicago Civic Committee early childhood education initiatives, intended to increase the number of minority teachers in hard-to-staff districts, were not implemented as outlined in the 2005 report. A new early childhood initiative, EChOS, will

be described in Part B. The Grow Your Own partnership in special education has been implemented, and updates are also provided in Part B.

The School of Education and College of Arts and Sciences discontinued the semester-long Faculty in Residence program in the East St. Louis Charter School in approximately 2005. However, this has been replaced by a new Faculty in Residence initiative within the SOE that will be described in Part B. One of the goals of this new initiative is to enhance the educational experiences of students at risk who attend the charter school, and to foster their academic success so that they will be eligible for admission to SIUE.

The partnership with the Lincoln Charter School in Venice was dropped in 2006, at which time the project's director assumed a leadership role in a substantial federal grant to provide professional development in "response to intervention" strategies for districts across the southern Illinois region. The focus of the new initiative is much broader in its regional and academic scope and will have a much greater impact on a variety of diverse school systems in a multi-county area.

The monies raised for Project PRIME for recruitment of future teachers for hard-to-staff middle and secondary schools were not released by the previous administration, pending the creation of accounts specific to the scholarships through the foundation. Most recently, substantial efforts have been focused on Project PRIME beginning in AY 08 under the leadership of the SOE's new Office for Diversity and Faculty Development. These recent activities are described in Part B.

The initiative to house data regarding students' ethnicity on an in-house server was not implemented. However, beginning in June of 2008, the school has been involved with a major project to establish an assessment database housed within the SOE's electronic shared directory, in order to more accurately track program effectiveness to be used for school- and unit-wide renewal and evaluation.

Faculty

The school has substantially revised its faculty-mentoring program under the leadership of the new Office of Diversity and Faculty Development. These activities are fully outlined in Part B.

Since AY 06, the SOE has hired two faculty members of color.

New Programs and Initiatives

In the spring of 2008, the dean of the School of Education (SOE) established the SOE Office of Diversity and Faculty Development (ODFD). A director was named for this office, and an ad hoc Diversity Committee was appointed to oversee SOE diversity efforts. One of the purposes of this office and committee is to coordinate all SOE diversity initiatives, including those that aim to recruit and support minority faculty and students in majors within the school. A specific Action Plan was developed, based on recommendations from two previous task forces,

which has been approved by the dean. Among these is the recommendation to make the Diversity Committee a permanent Standing Committee of the School. This action item is currently under consideration by the SOE's Operating Papers Committee.

The initiatives described below are guided and/or coordinated through the SOE's Office of Diversity and Faculty Development and the Diversity Committee.

Students

Project PRIME (Promoting, Recruiting, Increasing Minorities in Education). This project involves a student group interested in increasing the number of students in majors across the SOE, as well as across the campus. Students in this group, along with a faculty advisor, participate in a variety of recruitment efforts, including serving as tutors and mentors in area high schools. In the spring of 2008, PRIME hosted a community-wide roundtable titled "Bringing the Rainbow to the Colorless Sea." This roundtable, which consisted of campus- and community-wide educational leaders, focused on barriers to minority students—specifically African-American students—in their attempts to matriculate and graduate from SIUE. The work of Project PRIME is partially supported by the School of Education Dean's Educator Preparation Fund, a foundation fund.

Diversity Education Project (DEP). The SIUE Diversity Education Project was originally initiated as a project titled "Partners for Educational Leadership: Fostering Access and Diversity." Funded by the Higher Education Cooperation Act, SIUE was given \$10,000 for the 2004-2005 academic year in order to plan a human relations (diversity) training program for teacher education faculty, in collaboration with the Chicago branch of the National Conference for Community and Justice (NCCJ) and Chicago State University (CSU). After the NCCJ lost its funding, the SIUE planning group decided to continue its work on diversity-related professional development for teacher education faculty at SIUE. In fall 2007 the planning group changed the name of the project to the Diversity Education Project. The Diversity Education Project (DEP) evolved from an emerging commitment on the part of SIUE's School of Education to highlight the importance of diversity education. The goal of the project is to support access and success for diverse P-20 learners by providing and promoting diversity education for teacher educators. In order to carry out its goal, the DEP organizes and coordinates diversity education activities. It also creates and develops linkages with other groups and institutions in order to foster the growth of diversity understandings among educators and learners (from DEP website: <http://www.siue.edu/diversityeducation/pdf/DEPReport0708.pdf>).

Grow Your Own Teachers (GYO). The SOE is part of a consortium with East St. Louis School District 189, Southwestern Illinois College (SWIC), and the East St. Louis NAACP, participating in a state-funded initiative to increase the number of teachers in hard-to-staff districts. Students in this initiative either live or work in District 189. After completing general education requirements at SWIC, students apply to admission to one of the teacher education programs in the SOE. Currently, the majority of students have applied for the special education program. SOE faculty are working to meet the needs of these students who work full-time by taking classes to the East St. Louis Higher Education Center. It is expected that the first cohort of 15-20 students will be initiated in the spring of 2009.

EChOS (Early Childhood On-Site). EChOS is another initiative created to meet the needs of diverse, full-time working students. The goal of EChOS is to provide an on-site program for working professionals in the field of early childhood education who wish to receive a Type 04 teaching certificate. Courses are taught in the evening. The first cohort, which is 44% minority (4 of 9 students), is meeting in O'Fallon, Illinois, beginning with the fall 2008 semester.

Community College Partnerships. In addition to GYO and EChOS, the school has also been working closely with community colleges to develop partnerships in order to increase the pipeline of nontraditional and diverse students into the SOE. Most specifically, the SOE now accepts the AAT degree in early childhood education and special education and is working with faculty and advisors to streamline the application process for any student completing an associate's degree.

Faculty in Residence, East St. Louis Charter School. In spring of 2008, the SOE issued a request for proposals from SOE faculty interested in serving as a faculty in residence at the East St. Louis Charter School for an academic year. The purpose of the faculty in residence is to work with charter school administrators, faculty, and students to improve student achievement. Dr. Michael Afolayan, assistant professor in the Department of Curriculum and Instruction, was awarded this honor and is currently focusing on enhancing literacy instruction at the school. Additional faculty members in the Department of Curriculum and Instruction are assisting with professional development training for school staff, and SOE students are assigned to the school as part of their literacy tutoring experience. The dean is also working closely with the charter school's administration to build more effective partnerships with the charter school, with the intention to enhance the academic success of students who attend this school.

Faculty

Minority Faculty Focus Group. In the spring of 2008, the director of the ODFD invited all SOE faculty members who identified as minority to discuss issues facing minority faculty. Members who attended identified several factors within the school that they perceived to create a less than inclusive environment for minority faculty members, including international faculty. The results of that focus group were shared with the dean of the SOE and the Diversity Committee and were instrumental in the creation of the school's Diversity Action Plan.

Faculty Search Procedures. Beginning in the fall of 2007, the procedures for conducting faculty searches in the SOE were reviewed and revisions were initiated. The goals of the revisions were twofold:

1. to ensure that all faculty searches within the SOE followed Affirmative Action/Equal Opportunity (AA/EO) guidelines, and
2. to increase the pool of minority applicants.

The result was a revised document, "Procedures for Recruitment and Hiring of Tenure-track Faculty in the School of Education," which was approved by the SOE Executive Committee and accepted by the SOE dean in the fall of 2008. One of the important changes to the recruiting guidelines were added procedures for training sessions for school deans,

department chairs, search committee chairs, and search committees that highlighted the two goals listed above. Along with sessions conducted by University Counsel and the Office of Institutional Compliance, other sessions on recruiting strategies and legal issues were conducted by the SOE Office of Diversity and Faculty Development. An on-line training module is also being created under the leadership of the SOE Diversity Committee.

New Faculty Workshops. The director of the SOE Office of Diversity and Faculty Development, assisted by a Faculty Development Steering Committee, plans workshops on a variety of topics for first- and second-year faculty in the SOE. These workshops are meant to complement the activities provided University-wide by the Office of the Assistant Provost for Faculty Development and Diversity and those offered through individual departments in the SOE. A new peer mentoring initiative, focusing on all non-tenured SOE faculty, will be piloted during the 2008-2009 academic year. As part of the planning process, a consultant who specializes in peer mentoring will be working with the SOE faculty in the fall of 2008. This initiative will be supported through Faculty Development funds. In addition, the director holds frequent informal “brown bag” meetings with non-tenured faculty to provide suggestions and feedback regarding the promotion and tenure process. The SOE deans and the chair of the Personnel Committee are also invited to these meetings, as appropriate.

School of Engineering

Student Recruitment

The underrepresented groups in the School of Engineering are considered to be African Americans, American Indians, Hispanics, and women. Total undergraduate enrollment headcounts in School of Engineering as well as those of various underrepresented minority groups are shown in Table 1 for the period from 2002 to 2007. Women accounted for only 8.6% of the undergraduate enrollment in 2007 (74 of the total 859 students), down from 14.4% in 2002 (114 of the total 791 students). Ethnic minority students accounted for only 3.4% of the total enrollment in 2007 (29 of the total 859 students), down from 6.8% in 2002 (54 of the total 791 students).

Table 1. Enrollment from underrepresented groups in engineering since 2002

		2002	2003	2004	2005	2006	2007
Total Undergraduate		791	821	814	869	854	859
Female		114	88	82	82	84	74
Ethnic Minorities	<i>African-American</i>	38	33	35	28	22	20
	<i>Hispanic</i>	13	14	17	15	12	8
	<i>Native American</i>	3	1	0	1	0	1
	Total	54	48	52	44	34	29

The School of Engineering had an assistant to the dean position since 1994 whose primary responsibilities were recruitment and retention of students, with special emphasis placed on recruitment and retention of ethnic minorities and females. The recruitment performance of the assistant to the dean has shown considerable decline from 2002 to 2007. Little or no assessment data was collected in a way that could explain why the numbers were declining or what could be done to improve them. Efforts for retention of minority students were non-existent or ad hoc at best and could not be documented when needed. As a result, it was decided to pursue an alternative approach for the recruitment and retention of students from underrepresented groups. The School of Engineering is currently in the process of establishing a centralized Office of Engineering Student Services which is expected to be in place by January 2009. Recruitment and retention of students, including those from underrepresented groups, will be among the responsibilities of this new office.

The following new initiatives will be in place to improve recruitment and retention of underrepresented groups starting with Academic Year 2009-10.

Networking. The new director of Engineering Student Services will launch a networking project with all area high schools that have significant ethnic minority enrollment.

Recruitment Plan. A new recruitment strategy will be launched under the leadership of the new director of Engineering Services with guidance from the Office of the Associate Dean and participation from student chapters of national societies such as National Society of Black Engineers (NSBE), Society of Women Engineers (SWE), and the umbrella student organization Joint Engineering Student Council (JESC).

New Role for NSBE Student Chapter. NSBE has about twenty active members in the School of Engineering. This group will work with a group of students from East St. Louis Charter High School on a robotics project this fall. We hope that the NSBE students will be a positive influence on the high school students and will encourage them to pursue engineering as a career choice. We envision that the mentoring of high school students through the robotics project will be a continuing activity for NSBE in future years as well.

High School Outreach Summer Programs. For the last two summers, the School of Engineering has conducted three residential programs, two of which targeted minority students. The Engineering and Science Program was designed to introduce various engineering disciplines to ethnic minority high school students. The Future Female Engineers Program targeted female high school students for the same purpose. The school will have a new recruitment strategy in place for summer 2009 to increase participation in its outreach programs from high schools with significant minority enrollment.

Scholarships. The school will work diligently in creating scholarship opportunities for students from underrepresented groups. One of the top priorities of the school in the current SIUE Capital Campaign is to create a \$2 million scholarship endowment for its students. If it is successful in its quest, students from underrepresented groups will also benefit from the scholarship funds. It is clear that without meaningful scholarships, recruiting students into engineering disciplines from underrepresented groups will be a very difficult task.

Recently, a group of engineering faculty members received a substantial NSF scholarship grant for four years starting in the fall 2009 semester. This program will help a total of forty-eight students in the next four years. Although underrepresented groups are not specifically targeted, the need-based component of the project will definitely target, and consequently benefit, several students from these groups.

Faculty/Staff Recruitment

Currently, the School of Engineering has forty-one tenured and tenure-track faculty positions and five instructor positions. Of the total forty-six positions, six are female, two are African American, and fifteen are Asian. Out of the six female faculty members, two are Asian and one is Hispanic. The racial composition of faculty is typical and in line with most other engineering schools.

Since 2006, the school has hired eight tenure-track faculty members and one instructor. Of the eight faculty members, two are Asian females and two are Asian males. The instructor is a Hispanic female. The school's objective is to improve the number of female faculty members as well as African Americans and Hispanics. In its faculty and staff searches, the school pays particular attention to form search committees in which women and ethnic minorities are well represented. In addition, it advertises in publications and on websites that are committed to reaching diverse groups of applicants. Some of these media are:

- *Higher Ed Jobs.* This website sends an affirmative action alert e-mail to all registered applicants interested in institutions that actively recruit diverse/ underrepresented groups.
- *Monster.com.* Utilizing a diversity package purchased by the Office of Human Resources, monster.com advertises the position in areas such as NAACP job fairs and the Kappa Alpha Psi website, along with undergraduate and alumni chapters on major campuses and cities throughout the country, and on Workplace Diversity.com.
- *Academic Careers.* This website includes a diversity/affirmative action e-mail that targets and recruits nontraditional and minority job candidates.
- *Namepa.com.* Description taken from the website: “NAMEPA is a national network of educators and representatives from industry, government, and nonprofit organizations who share a common commitment to improving the recruitment and retention of African Americans, Hispanics, and American Indians earning degrees in engineering (Namepa.com).”

Recently, the school has advertised two positions in these media: one for a director of Engineering Student Services and one for a development director. The top three applicants for the position of director of Engineering Student Services were female. One of these three was an African American. For the director of development position, one of the top three candidates was a female. For future faculty and staff positions, the school will continue advertising in these media.

Faculty Development and Diversity Office of the Provost

Recruitment and Retention of a Diverse Faculty

As SIUE becomes more visible regionally, nationally, and internationally, it is critical that we diversify our students, staff, and faculty. SIUE is committed to a harmonious, open, and diverse campus community. Therefore, efforts in this area are of high priority. Officials met with the Illinois Board of Higher Education deputy director for diversity and plan to partner with the IBHE on diversity initiatives.

- University Long-Term Goal 3.a – Retention of African American faculty is another area of concern for the University. It is critical that the University address the issues that are impacting its efforts to retain excellent junior scholars. Its recruitment efforts, resources, and time are defeated if it cannot retain minority faculty. Therefore this is an issue that will be examined closely in FY09.
- Creating a Diverse Team – Efforts are being made to address recruitment issues regarding underrepresented faculty by working with each school's faculty development and diversity representative to develop a set of faculty search committee guidelines. This document when it is complete will serve as a supplement to school-specific guidelines. It is hoped that every search committees will utilize these guidelines to ensure that the University has a thorough, fair, and exhaustive search process.

University Diversity Council. The goals of this council will be to: (1) ensure that SIUE remains true to its mission of diversity by regularly reviewing relevant, ongoing campus plans and activities; (2) discuss and propose potential strategies to the chancellor and the provost that can improve, promote, and maintain diversity among students, faculty, and staff; (3) explore ways in which SIUE can partner with IBHE to improve and promote an inclusive learning environment; and (4) review DFI applicants before sending them to SIUC.

Meeting with Underrepresented Faculty. Informal meetings were conducted with all underrepresented groups of faculty in the fall of 2007. Each group met for approximately two hours. The discussion was centered on four questions:

1. What was it that recruited you to SIUE?
2. Why do you stay (retention)?
3. How is the campus/department/school climate for you?
4. What suggestions do you have for recruitment and retention of underrepresented faculty?

The Graduate School

Student Recruitment

We have three scholarship programs for graduate students: The James Walker Graduate Scholarship, the Graduate Scholar Award, and the Competitive Graduate Award.

The James Walker Graduate Scholarship is designed to provide financial support to academically qualified individuals from groups underrepresented nationally in graduate programs and who, through life and/or cultural experiences, have unique and potentially positive contributions to make to their academic program, its discipline, and the larger academic community.

The purpose of the Graduate Scholar Award (GSA) is to provide financial support in the form of tuition waivers to academically qualified individuals from groups underrepresented nationally in graduate programs.

The purpose of the Competitive Graduate Award (CGA) program is to support highly qualified new students, including students from underrepresented groups, who are accepted into advanced degree programs at SIUE. Although the CGA was not specifically created to advance diversity, it nonetheless served underrepresented populations in FY 2006, FY 2007, FY 2008, and FY 2009.

The following is a detailed analysis of the populations served by each of the Graduate School awards.

The James Walker Graduate Scholarship FY 2007. The James Walker Graduate Scholarship was thought to be a one-time only allocation of \$200,000 designated to assist underrepresented populations in FY 2007. Of the 22 awardees, 18 of whom received \$10,000 and 4 of whom received \$5,000, 10 were African American, 2 were Latino/Hispanic, and 1 was Native American. Nineteen were female and 3 were male. The total number of applicants who applied for the Walker award was 132. Of the 110 who did not receive funding, 30 were male, 80 were female, 10 were African American, 4 were Hispanic American, 2 were Asian American, and 1 was Native American.

The James Walker Graduate Scholarship FY 2008. The James Walker Graduate Scholarship was given an allocation of \$180,000 designated to assist underrepresented populations in FY 2008. Since the competition held in late fall 2007 was able to use only \$135,000, a second competition was held in the spring for the summer of 2008. The total number of applicants who applied for the first round of the Walker award was 51. For the first round, of 27 awardees who each received \$5,000, 15 were African American, 1 was Asian American, and 1 was Hispanic American. Four of the 27 recipients were male, the remaining 23 were female. Of the 24 who did not receive funding, 6 were male, 18 were female, and 8 were African American. During the second round of the competition, there were 59 applicants. Each of the 15 awardees received \$3,000. Of those, 5 were African American, 1 was Asian American, and 1 was Hispanic American. Four were male; 11 were female. Of the 44 applicants who did

not receive funding, 15 were male, 29 were female, 9 were African American, 2 were Asian American, and 1 was Hispanic American.

The James Walker Graduate Scholarship FY 2009. The James Walker Graduate Scholarship was given an allocation of \$170,000 designated to assist underrepresented populations in FY 2009. Of the 19 awardees, 15 of whom received \$10,000 and 4 of whom received \$5,000, 10 were African American, 1 was Asian American, 2 were Hispanic American, and 2 were Native American. The winners included 12 females and 7 males. The total number of applicants who applied for the Walker award was 60. Of the 41 who did not receive funding, 10 were male, 31 were female, and 5 were African American.

The Graduate Scholar Award (GSA) FY 2006. The Graduate Scholar Awards served 12 students in FY 2006; of those, 5 were male and 7 were female. There were 8 African Americans and 1 Asian American served. No state dollars or other dollars were expended; however, tuition waivers given totaled \$33,360. The total number of applicants who applied for the GSA was 17. Of the 5 who did not receive funding, 3 were male, 2 were female, and 3 were African American.

The Graduate Scholar Award (GSA) FY 2007. The Graduate Scholar Awards served 11 students in FY 2007; of those, 4 were male and 7 were female. There were 7 African Americans served. No state dollars or other dollars were expended; however, tuition waivers given totaled \$33,075. The total number of applicants who applied for the GSA was 17. Of the 6 who did not receive funding, 3 were male, 3 were female, and 1 was African American.

The Graduate Scholar Award (GSA) FY 2008. The Graduate Scholar Awards served 11 students in FY 2008; of those, 6 were male and 5 were female. There were 4 African Americans and 1 Hispanic American served. No state dollars or other dollars were expended; however, tuition waivers given totaled \$45,124. The total number of applicants who applied for the GSA was 12. The one who did not receive funding was male and was not a minority.

The Graduate Scholar Award (GSA) FY 2009. The Graduate Scholar Awards served 17 students in FY 2009; of those, 4 were male and 13 were female. There were 11 African Americans, 2 Hispanic Americans, and 1 Asian American served. No state dollars or other dollars were expended; however, tuition waivers given totaled \$41,231. The total number of applicants who applied for the GSA was 23. Of the 6 who did not receive funding, 3 were male and 3 were female; none were minorities.

The Competitive Graduate Award (CGA) FY 2006. The Competitive Graduate Award is not a designated program for minorities; however, in FY 2006, 3 minority (2 African American and 1 Asian American) students were served. Of the 18 winners, 5 were male and 13 were female. In addition to tuition waivers (for which no state dollars or other dollars were expended) valued at \$25,555, \$22,248 was allocated from the state to serve the minority population through the CGA. The total number of applicants who applied for the CGA was 75. Of the 57 who did not receive funding, 12 were male, 45 were female, 1 was African American, 3 were Asian American, and 1 was disabled (white, male).

The Competitive Graduate Award (CGA) FY 2007. The Competitive Graduate Award is not a designated program for minorities; however, in FY 2007, 1 minority (African American) was served. Ten of the winners were male, 10 were female. In addition to tuition waivers (for which no state dollars or other dollars were expended) valued at \$4,725, \$7,425 was allocated from the state to serve the minority population through the CGA. The total number of applicants who applied for the CGA was 74. Of the 54 who did not receive funding, 16 were male, 38 were female, 2 were Asian American, and 1 was Hispanic American.

The Competitive Graduate Award (CGA) FY 2008. The Competitive Graduate Award is not a designated program for minorities; however, in FY 2008, 1 minority (Asian American) was served. Four of the winners were male, 14 female. In addition to tuition waivers (for which no state dollars or other dollars were expended) valued at \$9,332.15, \$7,920 was allocated from the state to serve the minority population through the CGA. The total number of applicants who applied for the CGA was 58. Of the 40 who did not receive funding, 11 were male, 29 were female, and 1 was Asian American.

The Competitive Graduate Award (CGA) FY 2009. The Competitive Graduate Award is not a designated program for minorities; however, in FY 2009, 2 minority (2 African Americans) were served. Five of the recipients were male, 14 female. In addition to tuition waivers (for which no state dollars or other dollars were expended) valued at \$4,621.75 (fall 2008 only), \$16,740 was allocated from the state to serve the minority population through the CGA. The total number of applicants who applied for the CGA was 60. Of the 41 who did not receive funding, 13 were male, 28 were female, and 3 were African American.

Assuming that funding for these programs is maintained, the Graduate School will continue to support deserving graduate students.

School of Nursing

Students

Distribution and Total Enrollment of Traditional Undergraduate Nursing Students by Gender and Race in the SON, 2006, 2007, 2008

ACADEMIC YEAR	TOTAL NURSE STUDENTS			FEMALE				MALE			
		F	M	White	African American	Asian	Hispanic	White	African American	Asian	Hispanic
2005	350	252	33	204	36	9	3	23	3	4	3
2006	393	344	49	287	42	8	7	44	2	2	1
2007	354	302	52	255	30	11	6	46	1	3	2
2008*	527	456	71	436 M & Fe	40 Male & Female	23 Male & Fe	11 Male & Fe				

*Institutional data: Data not yet analyzed for SON for 2008

In the 2005 annual minority report, the School of Nursing projected that by 2008 the percentage of minority students enrolled in the School of Nursing would mirror the population. Twenty-five percent of the U.S. population is composed of African American, Hispanic, and American Indian minority representation. In nursing, Asians and males are also considered underrepresented. Excluding males, the SON had a minority representation of 15% from 2005 thru 2008. The goal of 25% was not met. However, if males are considered, then the minority representation is 26%. In nursing, males are counted as underrepresented. If this is considered, then the school exceeded its goal. Hispanics continue to comprise the lowest enrollment of underrepresented groups in the School of Nursing. There have been no American Indian students in the School of Nursing.

Goals established in 2005 and progress to date, fall 2008:

1. Increase advertising in communities heavily represented by underrepresented groups. This will be done locally and regionally.

Progress to Date: This goal was abandoned as the school began being flooded with applications to the nursing program, and minority representation applications also increased. Emphasis instead was exerted towards the Student Nurse Achievement Program (SNAP), a minority recruitment-to-nursing program.

2. Work with Scott Air Force Base to recruit minority students including males.

Progress to Date: Meetings were held at SAFB. However, this did not result in an appreciable increase in minority applicants, and the effort has been abandoned.

3. Increase the SON's visibility in the state through attendance at large recruitment fairs in Illinois and Missouri.

Progress to Date: This activity was continued through 2005 but became too cost prohibitive, and with the significantly large numbers of applicants no longer deemed necessary.

4. Work more closely with Southern Illinois high school counselors to educate them about nursing as a career and profession with professional entry into the baccalaureate degree.

Progress to Date: The director of Recruitment, Admissions, Progression, and Retention for the SON visits high school counselors annually from Springfield, Illinois, to and including Madison County.

5. Target schools in underrepresented communities in Illinois and the St. Louis metropolitan area to talk about a career in nursing and the courses high school students need to take to be admitted to a nursing program.

Progress to Date: In spring 2006, because of a foundation grant received, the SON hired a full-time academic advisor who resides in East St. Louis to recruit underrepresented qualified high school students to the SON. This was part of Project SNAP. This advisor visits high schools in East St. Louis, Cahokia, Fairmont City, Washington Park, and other similar communities in the Metro East region.

6. Utilize the SON Web page better to disseminate information about the nursing program and the advantages of a nursing career for underrepresented groups.
Progress to Date: The SON Web page has been redesigned and provides more information about the school and its resources. One SON staff person is permanently assigned to the Web page to maintain and update it.
7. Establish a better faculty-student support/mentoring program in the SON for admitted underrepresented students. This mentoring program will be launched in fall 2005 with the goal of increasing retention of admitted students.
Progress to Date: The SON has a faculty-student mentoring program for ALL students. From the sophomore year to the junior year, retention is 86%; from the junior year to the senior year, the retention rate is 90%. There is no difference in the retention of underrepresented students vs. represented.
8. Launch in fall 2006 SNAP, Student Nurse Achievement Program. This will be a five-year collegiate experience leading to the BSN and will target underrepresented students from Venice, East St. Louis, Cahokia, Fairmont City, Granite City, St. Louis, Bellville, Wood River, and O'Fallon, Illinois.
Progress to Date: The SNAP project was started by the above timeline. A small cohort of students are currently sophomores in the nursing program. Due to lack of funds and personnel, the recruitment activities have centered on East St. Louis, Cahokia, and Washington Park to date.

The SON enrollment trends for underrepresented students exceed the percent of underrepresented nurses in the workforce, which stands at 9%. The school is near the standard (21%) for representation in the nursing program of the percent of underrepresented groups in society at large (25%). Since men are underrepresented in nursing if they are added into the enrollment pattern, then the SON stands at 26% of its student enrollment reflecting underrepresented students. Overall, the percentage of males in the SON (10%) exceeds the percent of males in the U.S. nursing workforce (7%). The SON will continue to actively recruit underrepresented students.

- SNAP will continue to expand.
- The SON will begin a regional nursing program in Carbondale, with the first admitted nursing students occurring in 2010.
- The SON will have in place by October 2008 a strategic plan addressing underrepresented students in the SON.

Hispanic recruitment continues to be a challenge. While there has been a slight increase in the number of Hispanic students enrolled, the trend needs to continue and increase.

- Focus on regions of Illinois with high-density Hispanic communities. These will be in Chicago and the northern suburbs outside of Chicago.
- The SON will work with enrollment management to concentrate on recruiting more Hispanics.

New Programs and Initiatives

Programming

The SNAP (Student Nurse Achievement Program) is still growing but at a rate slower than intended. The primary reason for this is due to lack of funding. Based on the grant stipulations, the SON cannot apply for federal (HRSA) funding until a class from SNAP will graduate in three years. This will enable the school to apply for funding in 2010. Once funding is secured, the program can build and become self-sustaining.

Initiative

In the 2007 academic year, the dean held a series of focus groups composed of SON faculty, staff, and students to discuss the climate in the SON relative to treatment of underrepresented employees and students. The two sessions proved to be very informative and led to the appointment of a task force to study diversity in the SON. Following are the functions and timelines for this task force chaired by Dr. Gladys Mabunda:

1. Refer to the Sullivan Report on increasing diversity in nursing schools and higher education (published three years ago) as the foundation for discussion
2. Develop a definition of diversity for the SON that is in concert with the University but looks at the term in its broadest sense and not solely from a racial perspective
3. Seek consultation from the provost's office
4. Identify attitudes within the SON faculty, staff, and students that impede adopting a culture of respect for diversity in its entire scope
5. Identify ways that diversity within the faculty, staff, and student body can be increased
6. Develop a marketing and recruitment strategy for faculty and staff
7. Develop an ongoing faculty/staff development program for increasing sensitivity to issues of diversity and respect for others, and convey these to the student body
8. Inform the curriculum committees of the need for students to experience the range of diversity issues as preparation for professional practice
9. Delineate evaluation measures to assure that diversity is inculcated into the SON community
10. Recommend to the dean a "point person" for issues of diversity within the SON who will work closely with Assistant Provost Venessa Brown from the provost's office and with the SON administrators

The task force will complete its work and present a full report to the Dean's Advisory Committee and then to the faculty by April 2009. Interim reports will be given in person by the chair of the task force to the Dean's Advisory Committee for the purposes of addressing any

issues that need immediate attention prior to the final report. These interim reports are to be given at the Advisory Committee meeting in April 2008, November 2008, and February 2009, with the final report given in April 2009. The chair of the task force is free to request to meet with the Advisory Committee at times other than those listed.

Faculty and Staff

The trends in the nursing profession continue to be:

- A severe shortage of nurses
- A severity of nursing faculty which is worse than the overall nursing shortage
- Fewer minority men and women choosing nursing education
- Fewer African American and Hispanic nurses continue their educations to obtain advanced degrees in nursing, particularly the doctorate

Distribution of School of Nursing Faculty by Rank, Gender, and Race
2005, 2006, 2007, & 2008

ACADEMIC RANK	FALL 2005	FALL 2006	FALL 2007	FALL 2008
Professor	3 total Fe/White	3 total Fe/White	7* total Fe/White	7* total Fe/White
Associate Professor	11 total 2 Fe/1 African 1 African/American	12 total 2 Fe/1 African 1 African/American	12 total 2 Fe/1 African 1 African/American	10 total 2 Fe/1 African 1 African/American
Assistant Professor	8 total	7 total 1 Wh Male 1 His Fe	11 total 2 Wh Males 1 His Fe	11 total 2 wh Males 1 His Fe
Instructor	15 total 1 Wh Male	23 total 1 Fe/ Hisp 2 Fe/ African Amer 2 Male/Wh	23 total 1 Fe/ Hisp 2 Fe/ African Amer 2 Male/Wh	30 total 1 Fe/ Hisp 2 Fe/ African Amer 2 Male/Wh
Lecturer	0	0	8 part time 1 Male/Wh	12 total 2 Male/Wh
Lab Assistants	0	2 Fe/Wh	2 full time Fe/Wh	2 Fe/Wh
TOTALS	37	49	65	72

*Includes department chairs (2), associate dean (1), assistant dean (1), and dean. Administrators are assigned to departments and have teaching responsibility and thus hold faculty appointments.

Student Opportunities for Academic Results (SOAR)

The Student Opportunities for Academic Results program of Southern Illinois University Edwardsville is committed to improving the graduation and retention of the University by helping nontraditional, at-risk, and/or underrepresented students develop the necessary characteristics and abilities to succeed at the university level. SOAR provides the necessary support to help students overcome the social, academic, and cultural barriers to higher education.

The professional faculty and staff involved with SOAR help these students rise above academic “culture shock” and connect to a broader world by building on previous experiences and frames of reference.

The foundation of the SOAR program is based on five conditions that promote retention and graduation. These conditions are expectations, support, feedback, engagement, and learning.

One-on-one student meetings are an important component of the SOAR system. High expectations are a condition for student success, especially for those who may have come from substandard high schools. To fortify the University’s expectations in the program, participants contract their grades for the semester and are held accountable and responsible for meeting the terms and agreements contracted.

Most students, especially those in their first year, require some form of support. Some may require academic assistance, while others may need social or personal support. Support in the SOAR program is provided in many different forms. Upperclassmen mentor incoming freshmen and facilitate the students’ transition. Their assistance can ease many of the students’ feelings of apprehension or alienation. The University invites role models from the community to discuss issues pertaining to their specific concerns and/or major, which has proven to be very significant. Our highly structured brand courses such as GAME and FAME along with student clubs such as RAM have also proven to be effective.

It has been documented that students are more likely to persist and graduate in settings that provide frequent feedback about their academic performance. Lines of communication established between the teaching faculty and the SOAR program prior to the start of classes are very useful. Program staff receives feedback during weeks 7 and 10, which provides students with much-needed information about their performance from the perspective of their instructors. The students are then able to adjust their performance in order to persist, and if necessary, the staff can adjust their intervention in a timely manner. The use of early warning systems has proven to be critical to students in the program.

Central to this objective is a well-developed and comprehensive tracking method that is significant for early and appropriate intervention. Students who spend more time on tasks, especially in conjunction with fellow students, are more likely to learn and, in turn, more likely to stay. The program promotes collaborative learning in the form of small groups, study sessions, and peer tutoring. All students in the program are required to participate in one of these learning systems. Though different, each approach has the common characteristic of requiring students to learn together in ways that call for students to reflect upon and become responsible for their own learning as well as that of their peers. Involvement with other students seems to be key.

Simply put, involvement matters. At no point does it matter more than during the first year when student attachments are so tenuous and the pull of the institution so weak. Opportunities for student engagement are plentiful and varied, as it is known that students are more likely to persist and graduate in settings where they are wholly involved.

The SOAR program believes that diversity in education supports the cognitive, social, and moral development of all students required to compete in the multiethnic and multifaceted global community of the twenty-first century. Southern Illinois University Edwardsville demonstrates a responsibility to its students and communities by promoting a democratic and equitable student-centered campus, characterized by integrity, cooperation, open dialogue, and mutual respect among individuals with different backgrounds, cultures, and perspectives. SIUE acknowledges the valuable contribution of these students, many African American, and recognizes that the University is at risk of losing many of its essential educational citizens. The SOAR program is committed to retaining these vital students by eliminating the cultural barriers to education through the creation of a respectful educational environment dedicated to academic excellence.

One example of SOAR's encouragement of academic excellence was demonstrated at the beginning of the spring semester. On January 25, SOAR sponsored a back-to-school banquet in the University restaurant to encourage and acknowledge the academic success of students who had earned a 3.0 GPA or a place on the Dean's List during fall 2005. The SOAR-sponsored academic organizations, GAME (Goal-Oriented African American Males Excel) and FAME (Females of African-descent Modeling Excellence), proudly recognized the hard work and dedication of the six students appointed to the Dean's List and twenty-two students who maintained a GPA of at least 3.0. SOAR also acknowledged the accomplishments and efforts of those students who maintained the 3.0 GPA necessary to retain the Johnetta Haley scholarship for the fall and spring semesters. This event was supported by several faculty, staff, and administrators, including Dr. Narbeth Emmanuel, Rudolph Wilson, Stefan Bradley, Howard Rambsy, Kerry Johnson, and many other faculty and staff from various departments. Dr. Venessa Brown's challenging presentation on tools for success and planning was especially motivating.

Another stimulating and inspiring SOAR-sponsored event was the FAME program's Women's Forum on Tuesday, April 18. This inspiring and confidence-building event, held in the Meridian Ballroom of the Morris University Center, allowed the students an opportunity to interact with successful women from a variety of professions such as Madison County Circuit Court Judge, director of the Morris University Center, obstetricians from Barnes-Jewish Hospital, Illinois Department of Transportation's chief engineers, teachers, nurses, and the vice president of the Greater St. Louis United Way. In all, there were forty professional women meeting with twenty young women from SIU-East St. Louis Upward Bound program and seventy SIUE students. These inspirational and professional women interacted and conversed with students and distributed business cards and other materials. The keynote speaker, Mrs. Komie Bumpers from the SIUE Speech department, delivered a speech that was especially effective and moving. All of the participants, both students and guests, gained from this valuable experience.

Of any identified group on campus, African American males have consistently shown the lowest retention and graduation rates. To address this problem, the SOAR program and Project GAME not only provides quality academic support to participants, but also builds character and values through a commitment to cultural and community service activities. For example, every other Saturday during spring semester, members of project GAME participated in the Paint

Partners program by painting community buildings and homes of the elderly or infirmed. The values, personal growth, and character of these students were clearly demonstrated in their PowerPoint presentation at the semester's end.

GAME's main cultural experience was the trip to the Civil Rights Museum in Memphis, Tennessee. On the way to Memphis, the students viewed documentaries on the historical boycotts, sit-ins, and civil unrest that took place during the movement. Upon arriving in Memphis, students discussed the documentaries over lunch before taking the museum tour. This generation, not being very informed about the past as it relates to the people, places, and events of that time, had a more complete and individual understanding of the period after touring the Civil Rights Museum.

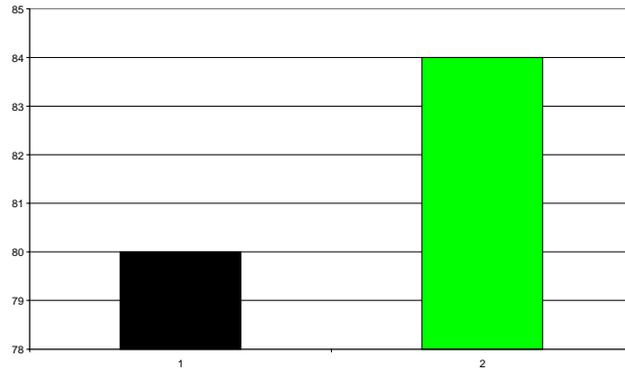
These examples of the accomplishments and successes of FAME and GAME illustrates that these students continue to effectively and productively demonstrate good university citizenship. This citizenship was evident when FAME and GAME students provided a valuable and necessary outreach service for the Office of Admissions. In an effort to promote a diverse and socially relevant educational environment at SIUE, students volunteered their time, talent, and efforts in calling admitted students and fielding those students' questions.

The accomplishments of these students reflect the heart of SOAR. At SOAR, staff are dedicated to the holistic development of the students who are often excluded from many opportunities. SOAR believes that education is more than the retention of facts, but rather involves growth of cognition, character, and strong value systems. Through this whole-student development philosophy, SOAR builds the foundation of a quality future for many students who risk cultural marginalization and rejection.

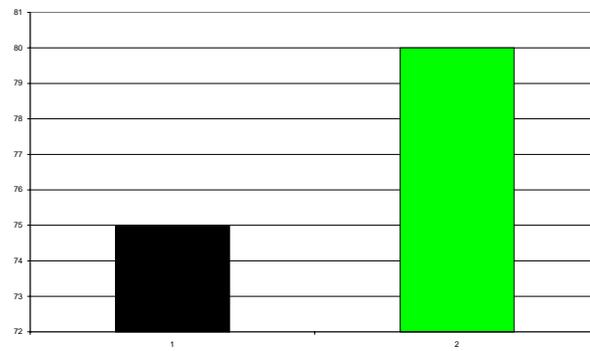
Learning Outcomes

Objectives (black) - 1
Achievements (gray) - 2

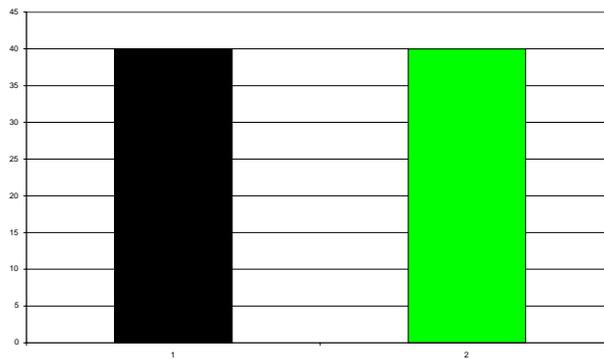
Maintained Grade Point Average



Retained Students



Graduating Seniors



Total number of SOAR students - 462

Program Objectives

Summer Reading Program. Freshman participants in SOAR will receive copies of Frederick Douglass' Narrative during the summer. They will also receive correspondence regarding the book from participants in the Black studies program.

The Current Events Activity. In an effort to increase students' knowledge of current events, participants will receive issues of *Newsweek* each week. Students will discuss key topics. Given the fall presidential election season and the possibility of the first African American Democratic candidate, the coverage and our discussions should prove especially relevant.

The Interactive Reading Group. During the 2008-2009 academic school year, students will participate in an online discussion group facilitated by Howard Ramsby that utilizes African American comic strips by Keith Knight, Aaron McGruder, and Darrin Bell. Overall, the program will provide a space for participants to develop their technological skills by utilizing a blog to discuss ideas that will enhance their cultural and social knowledge by exchanging ideas about a diverse range of topics such as visual rhetoric, literacy, satire, and U.S. politics.

Freedom Center Museum (Cincinnati). One of our major cultural activities will be a visit to the Freedom Center in Cincinnati, Ohio. The interactive museum will provide participants with an opportunity to learn more about slavery and freedom struggles in the United States over the last 400 years. After the trip, the participants will collaborate on the production of a public presentation regarding their experiences. The presentation will include a photo display and narratives.

The Correspondence With Young African American Men & Women Project. Over the course of the 2008-2009 academic year, each GAME & FAME participant will contribute to a correspondence activity involving young African American students at select area high schools.

The GAME & FAME participants will devise a common letter format and send high school students information on the challenges and opportunities associated with pursuing a college education. Overall, the activity allows GAME & FAME students an opportunity to participate in a form of community service that challenges the intellectual activities of writing, reading, and the exchanging of ideas.

The Getting Start Right Booklet. Toward the end of the 2009 spring semester, GAME & FAME participants will assist in the production of a booklet that addresses key points about what they learned during their first year at SIUE as well as what they wish they had known coming into the University. The booklet will be distributed to incoming SOAR students during the fall of 2009.

Enhancement Programs

- Johnetta Haley Scholars Academy (leadership development programs).

- Exam Jams/Proactive Preparation Period (3P)/Study Coaching. Assists in the development of effective study habits and time management skills. Students learn to balance academic, personal, and social obligations.
- Educational outings, cultural enrichment, community service.

– FINDINGS AND RECOMMENDATIONS –

Southern Illinois University Edwardsville continues to have a high level of involvement of minorities, women, and individuals with disabilities throughout the University community. 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 retention and recruitment of minorities, women, and individuals with disabilities who traditionally have been underrepresented in higher education. The University reports annually on past indicators of academic status and trends and future challenges it faces for improving the participation and achievement of the University's underrepresented groups. Selected findings and recommendations include:

Findings

- The University's minority freshman ACT overall results score for fall 2008 was an average score of 22.
- Overall individual minority ACT average scores for fall 2008 were: African American, 20; American Indian, 23; Hispanic American, 22; and Asian American, 23.
- Aggressive academic recruitment and retention continue to have encouraging results in the employment, placement, and retention rates for both women and minority faculty and staff. However, their underrepresentation rates remain below regional and national employment rates in academic and professional job groups throughout the University.
- By extending its admission decision deadline by four to six weeks, the University increased the number of students with disabilities accepted for admission.
- The Department of Athletics hired its first African American head coach for men's basketball.
- For fall 2008, the University received more than 2,500 applications for admission from minority students, up from the fall 2004 level of 1,200 applications and up from the fall 2007 level of 2,400 applications.

- The University experienced important growth among African American applicants, up from 1,900 in fall 2007 to 2,200 for fall 2008. Hispanic applications increased during the same period from 250 in fall 2007 to 300 in fall 2008.
- Persistence rates show steady improvement for women, minorities, and students with disabilities when involved in educational activities and programs beyond their freshman year.

Recommendations

- The Office of Admissions, in concert with SIUE's colleges and schools having low representation of minority students consistent with national profiles, should develop or enhance current recruitment programs to attract qualified 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 continue to develop incentives for departments to actively recruit, hire, and retain diverse faculty and staff.
- The University should develop a reward system for departments meeting placement goals for women and minority faculty.
- The University should 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 should 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 Illinois residents into its undergraduate medical education program. Further, the school's mission emphasizes the health care needs of the central and southern Illinois region, and programs must reflect the region's population, both as a comparison and as a characteristic of its diversity in the composition of its student, staff, and faculty populations. Overall, SIU School of Medicine endeavors to reflect a diverse mix of students, faculty, and staff that will mirror the minority population for the central and southern Illinois counties served by the school.

– INSTITUTIONAL PROFILE –

The school encompasses a complete sequence of medical education programs beginning with undergraduate medical education leading to the M.D. degree and progressing through clinical residency and fellowship training and continuing medical education for practicing physicians. Graduate science programs in pharmacology, physiology, molecular biology, microbiology, 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 affiliated hospitals in Carbondale, Decatur, and Quincy; and a number of additional outreach sites. Additionally, approximately 1,000 Illinois physicians, most from central and southern Illinois, serve as volunteer or part-time medical school faculty.

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

As members of the school's physician group medical practice, SIU Physicians & Surgeons, Inc., the over 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 230 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 in FY 2007.

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, residents and fellows, and practicing physicians 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, and the dedication of the completed facility was held in July 2008. The occupation of the facility is pending state appropriation for operating funds.

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) was re-accredited by the Accreditation Council for Graduate Medical Education (ACGME) in 2008; its continuing medical education program was re-accredited in 2007 by the Accreditation Council for Continuing Medical Education (ACCME).

– ACCOMPLISHMENTS –

- Continual improvement in diversity of student minority population from 20.9% minority in fall 2002 to 22.4% for all classes in the current 2007/08 student body; for the class matriculating in the current 2007/08 year, the statistics are 16.7% compared to 26.4%.

- Improved recruitment focus resulted in increased diversity of the total workforce from 10.9% minority hires for all faculty and staff combined in 2002 to 20.9% of new hires in 2007/08.
- Continued monthly informal ethnic celebrations allowing students, residents, faculty, staff, and the general community to gain information about different cultural traditions.

– RECRUITMENT AND PREPARATION –

The school graduated its 2,203rd medical student during its May 2008 commencement. Of the graduates who have completed their residencies and are currently practicing physicians, 42.6% are practicing in Illinois and 18.7% are practicing in the contiguous states of Wisconsin, Iowa, Missouri, Kentucky, and Indiana. And of those practicing in Illinois, 21.3% are located in rural locations.

In the 2007-2008 admissions cycle, the school received 1,173 applicants (the second highest number of applications received in the past seven admissions cycles). A total of 274 applicants were interviewed by members of the Admissions Committee as well as other faculty of the School of Medicine. Of the 72 incoming students who accepted invitations to enroll in the class, 13 were underrepresented minority students, 8 of whom were from the University's MEDPREP Alliance program. Compared to the national average of 52% males and 48% females, the School of Medicine enrolled 48% males and 52% females.

In 2002, with emerging research confirming the importance of diversity among the medical student population, the SIU School of Medicine recruited Dr. Wesley McNeese, a graduate of the SIU MEDPREP program and SIU School of Medicine, to focus on increasing the minority student population, to serve as a positive role model, and to provide counseling and social interactions enhancing the diversity experience of all medical students. The positive impact of this focus is seen in the current report.

In an excerpt from *Diversity Executive* dated September 26, 2008, which quoted from a recently published article in the *Journal of the American Medical Association*, it was noted that students who attend racially and ethnically diverse medical schools feel better prepared to treat a melting pot of patients. This was according to a recent study from the UCLA Higher Education Research Institute. Dr. LuAnn Wilkerson, senior associate dean for medical education at the David Geffen School of Medicine in UCLA, noted that "In universities and colleges where there's a higher proportion of diversity, students claim they are better at critical thinking, open to multiple perspectives and challenges, claim more racial and cultural awareness, and they're more satisfied with their college experience." She went on to say that if medical schools do not reflect diversity, it could impact health care in two ways. "We might be impacting who's willing to serve the underserved, and we certainly could be impacting the preferences of the patients [because] concordance is associated with increased trust; trust is associated with following the recommendations for treatment and sticking with the [medical] plan."¹

¹ Hartley, Deanna. "Patients benefit from diversity in medical schools". CIO Magazine, Sept. 26, 2008. <http://www.clomagazine.com/article.php?article=256> (Oct. 9, 2008).

It is becoming increasingly obvious that a diverse population among medical students, faculty, and staff not only enriches the experience of the students but also contributes to overall improved health for the patient population of the future.

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
2008	58%	33	39	25.0	22-47	8
2009	47%	34	38	23.2	20-35	11
2010	57%	33	39	22.5	20-28	14
2011	68%	34	38	23.6	20-43	9
2012	53%	40	32	23.2	20-34	12

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

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

Description	Black Non-Hispanic	Hispanic	White Non-Hispanic	Am. Indian Alaskan Nat.	Asian/Pacific Islander	Total Minority ¹
Census Data	8.2%	2.7%	87.6%	0.2%	1.3%	9.7%
New Enrollees	11.1%	4.2%	69.4%	1.4%	13.9%	26.4%
Total 2007/08 Enrollment	11.7%	3.8%	73.8%	1.4%	9.3%	22.4%

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

New enrollees – 2007 new enrollees/matriculants to SIU School of Medicine

Total 2007/08 enrollment – fall 2007 enrollment for all four medical school classes (MSI-MSIV)

¹Total Minority excludes Hispanic

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%. Hispanic individuals, which were reported separately from total racial minorities, constitute 2.7% of the region's population. In all of Illinois, total racial minorities sum to 19.8% and 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 8 students from this

program into its entering class, with 42 from MEDPREP represented in the total student population.

Report on Faculty

For the calendar year January 1 through December 31, 2007, there were 37 new faculty members recruited to the School of Medicine.

The percentages for this category follow:

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

Description	Black Non-Hispanic	Hispanic	White Non-Hispanic	Am. Indian Alaskan Nat.	Asian/Pacific Islander	Total Minority ¹
Census Data	8.2%	2.7%	87.6%	0.2%	1.3%	9.7%
New Faculty	5.4%	5.4%	67.6%	0.0%	21.6%	27.0%
Total Faculty	2.9%	2.1%	78.3%	0.0%	16.7%	19.6%

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

New faculty – *new* tenure and alternate track faculty hired from January 1-December 31, 2007

Total faculty – tenure and alternate faculty on staff as of December 31, 2007

¹Total Minority excludes Hispanic

Of the total faculty population in 2007, 40.2% were females on the tenure and alternate track, and 32.4% of the new faculty hires were female.

The school’s faculty shows a steady growth in overall minority representation from 15.4% in 2003 to 19.6% in the current year for total faculty population.

Report on Staff

Principal Administrative Appointment Staff

A total of 50 new principal administrative appointment staff were hired this past year. It should be noted that principal administrative appointments also include those for researcher positions at the school. Of the 50 new principal administrative appointment staff hired, 26 were researchers.

The percentages for this category follow:

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 ¹
Census Data	8.2%	2.7%	87.6%	0.2%	1.3%	9.7%
New PAA	4.0%	2.0%	70.0%	0.0%	24.0%	28.0%
Total PAA	1.8%	1.4%	88.3%	0.0%	8.5%	10.3%

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

New PAA – *new* principal administrative appointment staff hired from January 1-December 31, 2007

Total PAA – principal administrative appointments on staff as of December 31, 2007

¹Total Minority excludes Hispanic

Once again, the commitment to mirroring the diverse population for the area served has been a focus. Since the fall 2004 report, the total PAA minority population has grown from 7.4% to 10.3%.

Civil Service Staff

A total of 156 civil service employees were hired this past year.

The percentages for this category follow:

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

Description	Black Non-Hispanic	Hispanic	White Non-Hispanic	Am. Indian Alaskan Nat.	Asian/Pacific Islander	Total Minority ¹
Census Data	8.2%	2.7%	87.6%	0.2%	1.3%	9.7%
New CS Staff	7.1%	0.0%	92.3%	0.6%	0.0%	7.7%
Total CS Staff	5.0%	0.3%	94.0%	0.4%	0.3%	5.7%

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

New CS staff – *new* civil service staff hired from January 1-December 31, 2007

Total CS staff – civil service staff as of December 31, 2007

¹Total Minority excludes Hispanic

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 fall 2004 has grown from 4.6% to 5.7%. Relatively large increases have occurred in Black and Hispanic groups. Internal data collected continue to support targeted in-house job fairs as having a positive contribution to this increase in minority representation. These efforts will continue.

Summary

It is obvious from the above that focus on improving diversity has led to positive results that prove to be beneficial for all constituents—employees, students, residents, and patients. Continued focus on these areas is a must.

– FINDINGS AND RECOMMENDATIONS –

In the late summer of 2003, the position of executive assistant to the dean for diversity at Southern Illinois University School of Medicine was created to focus on diversity issues. The initial efforts were focused on improved diversity of the student body to mirror the census population served by the school. It is apparent that the school has been successful in attracting minority students in all categories noted and has attained its goal (in fact surpassing in all minority categories).

Attention was then turned to faculty recruitment, which experienced growth in minority representation over the same time period from 15.4% to 19.6% in the current faculty appointments. While additional efforts to attract Black non-Hispanic and Hispanic minorities have shown positive results, it is obvious efforts must continue with particular focus on Black non-Hispanic faculty members. Refinements to the recruitment sources via placement of ads, diversity clearly displayed in printed materials and on the website, and revisions to the faculty recruitment area of the website have been developed for this purpose and are in the early stages of implementation.

Staff recruitment has been focused on civil service employees, and the SIU School of Medicine completed the first full year of this program at the end of 2007. The results are promising, especially in the Black non-Hispanic minority hires at 7.1% for a total civil service staff of 5.0%. These results are below the 8.2% population for the school's served area. This program is under review, and it appears that not only does the School of Medicine need to continue these efforts, but it needs to add more focus on Hispanic and Asian/Pacific Islander minority populations as well.

The principal administrative staff hires have improved as well over the past two years and is the next area of focus that will be undertaken by the SIU School of Medicine as upcoming retirements are expected.

The school has enjoyed the results of its efforts and will continue to focus on reaching its goals in all areas of employment to reflect representation of minority groups to mirror the census data. Given past performance, the school is confident this will be accomplished.

