



SOUTHERN ILLINOIS UNIVERSITY

March 15, 2019

Members of the Board Academic Matters Committee

Shirley Portwood, Chair
J. Phil Gilbert
Brione Lockett
Joel Sambursky

Dear Committee Members:

The Academic Matters Committee will meet on Thursday, March 28, 2019, immediately following the Executive Committee meeting in the Auditorium at SIU School of Medicine in Springfield. The agenda; minutes from the February 14, 2019, meeting; and electronic copies of the Underrepresented Groups Reports can be viewed through the Board's portal system.

I look forward to seeing you at the meeting.

Sincerely,

A handwritten signature in cursive script that reads "Brad Colwell".

Brad Colwell
Vice President for Student and Academic Affairs

WBC/pm

Attachment

c: Amy Sholar
Molly Smith
Randal Thomas
J. Kevin Dorsey

John M. Dunn
Randall G. Pembrook
Jerry Kruse
Other Interested Parties

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

AGENDA

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

Thursday, March 28, 2019
Approximately 1:00 p.m.

Auditorium, SIU School of Medicine
801 North Rutledge
Springfield, Illinois

1. Announcements
2. Approval of Minutes of the Meeting February 14, 2019
3. Informational Report: *Underrepresented Groups Report*

Presenters: Jamie Ball, Director of Equal Opportunity, Access &
Title IX Coordinator

Todd Bryson, Interim Associate Chancellor;
Director of Multicultural Resource Center

Wendi El-Amin, Associate Dean of Equity, Diversity, & Inclusion;
Associate Professor of Family & Community Medicine

4. Presentation: *Reconstruction & Regeneration—Restoring Form & Function*

Presenters: Michael W. Neumeister, MD, FRCS(C), FACS
Professor & Chair, Department of Plastic Surgery
SIU School of Medicine

Michael Ruebhausen, MD, Plastic Surgery Resident
SIU School of Medicine (Class of 2013)

5. Other Business
6. Adjournment

BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY

Minutes of the Academic Matters Committee Meeting

February 14, 2019

The Academic Matters Committee met at 9:24 a.m. on Thursday, February 14, 2019, in the Meridian Ballroom of the Morris University Center at Southern Illinois University Edwardsville. Present were: Tom Britton, J. Phil Gilbert, Brione Lockett, Chair Shirley Portwood and Joel Sambursky. Other Board members present were: Marsha Ryan, Amy Sholar, and Molly Smith. Randal Thomas was absent. Executive Officers present were: Interim President J. Kevin Dorsey; Senior Vice President Duane Stucky; Vice President Brad Colwell; Interim Chancellor John M. Dunn, SIUC; and Dean and Provost Jerry Kruse, SIU School of Medicine. Chancellor Randall Pembroke, SIUE was absent.

Announcements

Dr. Colwell provided an update on the Vice President for Student and Academic Affairs Office's productivity, including reasonable and moderate extensions (RMEs); new unit of instruction (NUIs); and reports that have been submitted to the Illinois Board of Higher Education (IBHE) since the beginning of fiscal year 2019.

He informed the Board that his office received a system grant to establish a "Grow Your Own" program to address the teacher shortage in southern Illinois, and the first cohort of students (who are working professionals) will start this fall at SIUC.

He concluded his announcements by telling the Board that he, Interim President J. Kevin Dorsey, and Director of Government and Public Affairs, John Charles continue to attend IBHE meetings. The next IBHE Board meeting will be on March 5, 2019 at University of Illinois at Springfield.

Approval of the Minutes of the September 13, 2018, Meeting

Motion was made by Trustee Britton to approve the minutes of the December 13, 2018, meeting. The motion was duly seconded by Trustee Gilbert and passed by the Committee.

Informational Report: Student-Athlete Report 2017-2018

Dr. Colwell introduced SIUC Acting Athletic Director Jerry Kill, and SIUE Deputy Director Jason Coomer (representing Athletic Director Brad Hewitt). Also speaking was SIUC Executive Senior Athletic Director Liz Jarnigan. Highlights from their respective reports and fundraising initiatives from SIUC were shared with the Board.

Update on Reorganization of Academic Units, SIUC

Dr. Colwell recapped what was approved at the December 13, 2018 Board of Trustees meeting as it relates to the reorganization of SIUC. To date, RME's for seven schools have been submitted to IBHE for review. SIUC leadership is continuing to work with the Faculty Association and university departments on the review and approval of the remaining RMEs.

Approval of the Reorganization of Reporting Lines for the SIU School of Medicine and the SIU School of Law, (Board Agenda Item M) (This item to be discussed jointly with the Finance Committee and Architecture and Design Committee)

Motion was made by Trustee Britton and seconded by Trustee Sambursky and approved by the Committee.

Presentation: *From Neurons to Brain and Behavior*

Dr. Colwell introduced Drs. Faith Liebl and Kenneth Witt.

Drs. Liebl's and Witt's lab studies how the brain changes over time. The brain is made up of cells called neurons and along with supporting cells they collectively lead to consciousness, the ability to think in an abstract way, learn, and remember new information. The cells make connections and communicate with each other at structures called synapses.

Synapses change over time as a result of experience. The goal of Dr. Liebl's lab is to better understand how these changes occur at the synapse and what proteins are ultimately responsible for them. They have identified a protein involved in gene expression that has a role in mature neurons in shaping the synapses. That protein is implicated in changes, and the way the protein works is implicated in nerve developmental disorders including CHARGE syndrome and autism spectrum disorders.

Through the National Institute of Neurological Disorders and Stroke, Dr. Liebl was awarded funding to support the projects of two students (Ben Harsin and Nicole Linskey) in her lab. They shared information with the Board on their research projects, how funding has provided new equipment, and how their lab experience will help them in their future educational and work endeavors.

Next, Dr. Ken Witt highlighted aspects of the Pharmaceutical Sciences master's program, which started in 2016 and has 14 students. Students can choose a Pharmaceutical sciences, medicinal chemistry or pharmacology track. The master's has two major programs that are funded by the National Institute of Health and are oriented around the central nervous system.

The first program is on Somatostatin Receptor Subtype 4 Agonists for the treatment of Alzheimer's disease. It is a unique approach given the targeted receptor localization in the brain, which has been affiliated with learning and memory mechanisms.

Much of the work involves working with medicinal chemists and faculty within the department of Pharmaceutical Sciences, with additional collaboration at the St. Louis College of Medicine. They are developing compounds and testing them across an array of various panels of drug permeability and their capacity to alter the disease. They are in their fourth year of a five-year program, and in November they published a patent.

One sub-portion of the first program looks at microglia, which is an immune cell that also exists in the central nervous system and that has the same receptor. Two of his students are currently investigating this sub-portion.

His second program also involves a number of SIUE faculty within the School of Pharmacy and the Department of Applied Health. They research how diet over time may impact the health of the brain. They are looking at types of low-fat, high-fat, and fish oil diets and how they impact the vascular to the brain and thereby the health of the brain over time.

Austin House, a first-year master's students in Pharmaceutical Sciences, shared information about his work in the program that is focusing on the Somatostatin Receptor Subtype 4 and targeting in microglia. Looking at treating mouse models with the drug, has shown decreases in Amyloid beta. He is looking to find molecular pathways of the drug for the potential treatment.

Other Business

Having no further business before it, the Academic Matters Committee adjourned at 10:01 a.m.

WBC/pm

Underrepresented Groups Report (URG)

FY2018 ANNUAL REPORT

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

Southern Illinois University Carbondale
Southern Illinois University Edwardsville
SIU School of Medicine



Southern Illinois University System

ONE SYSTEM | MANY LOCATIONS | STATEWIDE IMPACT

Presented to the Board of Trustees
March 28, 2019

**SOUTHERN ILLINOIS UNIVERSITY
UNDERREPRESENTED GROUPS REPORT**

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NOTE: SIU School of Medicine does not fill out Table 3—they do not have freshmen students

UNDERREPRESENTED GROUPS REPORT

INTRODUCTION

Public universities are comprised of a multivariate of students. However, these institutions have a particular responsibility to provide students with special circumstances services to help ensure they graduate. To monitor compliance, the State of Illinois requires that public institutions provide annual data on the underrepresented groups it serves as well as their progress toward degree completion (110 ILCS 205/9.16). Specifically, this statutory provision requires the Illinois Board of Higher Education (IBHE) to collect this information from public institutions through submission of the *Underrepresented Groups (URG)* Report.

Each year the IBHE provides public universities a template to complete the *URG* Report. The template is shaped from the *Illinois Public Agenda for College and Career Success*, the IBHE's strategic plan for higher education. Each Report consists of a narrative component and three tables that include budget information on programs serving underrepresented groups, students with disabilities, and freshmen retention rates. This year's two narrative topics were as follows:

- Graphic depiction of completion (graduation) rates for underrepresented student groups for this academic year compared to prior year.
- Statement and numeric description of graduates identified with disabilities from your institution for this academic year.

Southern Illinois University has a distinguished record of service to underrepresented groups. It takes a multiplicity of campus offices and dedicated employees to serve our students as well as compile the information necessary. I would particularly like to thank Jamie Ball, Director of Equal Opportunity, Access and Title IX Coordinator at SIUE; Todd Bryson, Interim Associate Chancellor and Director of Multicultural Resource Center at SIUC; and Wendy El-Amin, Associate Dean of Equity, Diversity, and Inclusion at the SIU School of Medicine for preparing their respective reports. The data used in the report help faculty and administrators better shape programs targeted to underrepresented groups and provide statewide policy makers with information. The following is a compilation of their reports that I hope you find informative.

Brad Colwell, Vice President for Student and Academic Affairs

**UNDERREPRESENTED GROUPS REPORT
FOR
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE**

Goal and Mission

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

Enrolling students throughout Illinois, across the United States, and internationally, SIU Carbondale actively promotes the intellectual and social benefits of cultural pluralism, encourages the participation of nontraditional groups, and intentionally provides a cosmopolitan and general education context that expands students' cultural competencies and leads to a high-quality undergraduate education.

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

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

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

Even as the University strives to perpetuate high quality in both instruction and research, it continues a long tradition of service to its community and region. Its strengths in the creative and performing arts provide wide-ranging educational, entertainment, and cultural opportunities for its students, faculty, staff, and the region. 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 society.

Table 1 Instructions

**DOLLARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES
FISCAL YEARS 2017 AND 2018**

The Illinois Board of Higher Education will include the data submitted on this spreadsheet in next year's Report to the Governor and General Assembly on Underrepresented Groups in Public Institutions of Higher Education in Illinois. The collecting and reporting of this information is mandated by state statute.

Institutions are to list the fiscal resources of each program serving underrepresented students and staff.

Programs will be divided into two categories:

1. **"D" for Designated Programs.** Those programs whose primary purpose is to serve a specific race/ethnic group, gender, or persons with disabilities to further advance the goal of diversity.
2. **"O" for Other Programs.** Those programs not specifically targeted for minorities, women, and persons with disabilities but serves significant numbers of a particular race/ethnic group, gender, or persons with disabilities.

Place 3 asterisks (***) at the end of each program name that serves elementary and/or secondary school students.

Fiscal resources for each program will be divided into two categories:

1. **State.** Those funds provided through state appropriations. Programs supported by grants awarded by the Illinois Board of Higher Education, such as HECA, are to be considered state appropriations.
2. **Other.** Those funds that are not state appropriated. Examples of non-state appropriations include federal grants and entitlements and funding provided by non-profit or private organizations.

Rounding: Please round dollar amounts to the nearest hundred (\$1,100 not \$1,079)

"Change in Dollars Budgeted" cell should be equal to the difference between the two columns for each program. ***You may use "not funded" or "closed" rather than zero.***

PLEASE BE CAREFUL NOT TO MODIFY ANY OF THE COLUMNS. Do NOT insert new columns or delete existing columns. You may change column widths to make using the spreadsheet easier.

Do NOT add footnotes. The Board's report integrates data from 62 public institutions. It is not possible to incorporate the unique enrollment or funding characteristics of individual programs.

Please provide Name, Telephone, & Institution of Contact Person

NAME: Todd Bryson
TELEPHONE: 618-453-1186
INSTITUTION: Southern Illinois University Carbondale

Your spreadsheet may be submitted via email. Please complete all tables and keep a backup copy for yourself.

Table 1
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
DOLLARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES
FISCAL YEARS 2017 AND 2018

Program	"D" or "O"	Dollars Budgeted						Change in Dollars Budgeted	
		State		Other		State	Other		
		FY17	FY18	FY17	FY18				
Future Scholars (Summer Bridge)	D	22,000	16,000	50,000	25,000	(6,000)	(25,000)		
Minority Engineering Program	D	81,300	72,200			(9,100)			
DFI - State		-	57,800			57,800			
Project Achieve	O			860,000	756,000		(104,000)		
College of Business Minority Retention Program	D	115,000	53,400			(61,600)			
University Women's Professional Advancement	D	11,500	11,500			0			
Disability Support Services	D	281,200	212,400			(68,800)			
Disability Accommodations	D	157,900	83,100			(74,800)			
Text Conversion & Interpreter Services	D			17,700	103,000		85,300		
Multicultural Resource Center (former CIE)	D	46,200	9,100			(37,100)			
Black Resource Center	D	62,900	81,900			19,000			
Black History Month	D	15,000	11,300			(3,700)			
Hispanic Resource Center	D	60,000	35,100			(24,900)			
LGBTQ Resource Center	D	51,900	51,900			0			
Women's Resource Center	D	23,800	14,000			(9,800)			
Recruitment and Retention of Minority Scholarship	D	74,200	74,200			0			
Upward Bound***	D			394,000	461,000		67,000		
Exploratory Student Advisement	O	151,100	181,200			30,100			
RRUI - Exploratory Student Advisement	O	66,100	46,200			(19,900)			
Learning Support Services	O	60,000	60,000			0			
Student Support Services	D			297,100	309,700		12,600		
Veterans Service Center	D	56,200	56,200				-		
GI Bill Certification Reimbursement from VA	D			5,100	5,700		600		
Women in Aviation	D			4,900	4,900		0		
PROMPT & Graduate Dean's Fellowship Program	D	256,000	238,900			(17,100)			
School of Law - Women in Leadership	D	2,300	3,800			1,500			
School of Law - Diversity Scholarships	D	446,500	374,500			(72,000)			
School of Law - Diversity Programming	D	2,100	4,700			2,600			
McNair Scholars Program	D			235,700	241,600		5,900		
Diversity Opportunity Hire Fund	D	256,700	256,700			0			

Table 2 Instructions

Institutions should complete the three tables below.

**Table 2
Southern Illinois University Carbondale
Academic Year 2017-2018**

Students with Disabilities

Students are to be reported in two categories: (1) students who registered with the unit providing services; and (2) of those students who registered, the number of students utilizing services.

In each table, students should only be counted once based upon their primary disability.

1) Students Who Registered with the Unit Providing Services				
<u>Type of Disability</u>	Undergraduate	Graduate	Other	Total
Learning	99	22	1	122
ADHD	104	13	16	133
Psychological	189	26	5	220
Developmental	0	0	0	0
Mobility	28	15	0	43
Blind/Low Vision	7	5	1	13
Deaf/Hard of Hearing	13	3	1	17
Systemic/Chronic Health Problems	44	14	1	59
Other	0	0	0	0

2) Registered Students Who Used Services				
<u>Type of Disability</u>	Undergraduate	Graduate	Other	Total
Learning	97	22	1	120
ADHD	104	13	16	133
Psychological	186	26	5	217
Developmental	0	0	0	0
Mobility	28	15	0	43
Blind/Low Vision	7	5	1	13
Deaf/Hard of Hearing	13	3	1	17
Systemic/Chronic Health Problems	44	14	1	59
Other	0	0	0	0

Faculty & Staff with Disabilities

Indicate the number of personnel with disabilities served that are not included in the tables above, counting each individual only once based upon their primary disability.

<u>Type of Disability</u>	Faculty	Staff	Other
Learning			
ADHD			
Psychological			
Developmental			
Mobility			
Blind/Low Vision			
Deaf/Hard of Hearing			
Systemic/Chronic Health Problems			
Other	59	24	19

SIU Carbondale adheres to the rules set by US Department of Labor and the Office of Federal Contract Compliance Programs (OFCCP) when requesting employees to voluntarily disclose their disability status. The form required of OFCCP only surveys disability as a yes or no question without any indication of disability type.

[Voluntary Self-Identification of Disability Form](#)

Table 3 Instructions
Public Universities ONLY

Complete the following table with freshmen-to-sophomore retention rates for first-time, full-time freshmen from the fall cohorts listed below

Table 3
Southern Illinois University
Freshmen Retention Rates
Fall 2017 through Fall 2013 New Beginning Freshmen Cohorts
by Racial/Ethnic Category and Gender

	American Indian or Alaskan Native			Asian or Pacific Islander			Black/Non-Hispanic			Hispanic			White/Non-Hispanic			Non-Resident Alien			Unknown/Other			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2017	50.0%	100.0%	66.7%	71.4%	84.6%	80.0%	53.7%	61.3%	58.4%	66.7%	60.6%	63.4%	78.4%	77.9%	78.2%	66.7%	100.0%	71.4%	45.8%	66.7%	58.7%	71.0%	71.3%	71.1%
2016	100.0%	#DIV/0!	100.0%	75.0%	83.3%	78.6%	52.4%	56.9%	54.8%	57.3%	55.7%	56.5%	70.7%	81.3%	75.8%	85.7%	50.0%	77.8%	63.2%	65.8%	64.5%	65.0%	70.8%	67.9%
2015	100.0%	100.0%	100.0%	69.2%	93.3%	82.1%	42.5%	48.7%	46.2%	54.2%	60.7%	57.4%	74.8%	79.4%	77.0%	63.2%	57.1%	61.5%	60.5%	68.6%	64.9%	63.1%	65.8%	64.5%
2014	#DIV/0!	0.0%	0.0%	63.6%	75.0%	68.4%	48.3%	52.9%	50.9%	58.5%	76.1%	67.7%	78.1%	79.5%	78.8%	73.9%	72.7%	73.5%	54.7%	75.6%	64.3%	66.4%	69.8%	68.1%
2013	60.0%	#DIV/0!	60.0%	62.5%	100.0%	73.5%	52.8%	59.3%	56.4%	58.5%	60.2%	59.3%	73.7%	80.2%	76.8%	78.9%	100.0%	82.2%	100.0%	#DIV/0!	100.0%	66.1%	70.6%	68.3%

**UNDERREPRESENTED GROUPS REPORT
FOR
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE**

Highlights of Successful Programs

Disability Support Services

Disability Support Services (DSS) at SIU Carbondale has a rich history of providing access and support to students with disabilities. DSS continues to honor this tradition and is committed to assuring that students with disabilities receive equal, effective, and meaningful access to all campus programs, resources, and services. DSS staff provides accommodations and support services to students with disabilities, working closely with faculty and staff in an advisory capacity. Staff also provides disability education and awareness to ensure equal access within courses, physical structures, and in the online environment.

DSS provides required services to students with permanent and temporary disabilities. These services include: proctoring academic exams; coordinating academic adjustments; coordinating petitions for course substitutions and waivers; providing peer note takers; converting textbooks to alternate format; captioning video content; providing remote real-time (CART) captioning; providing sign language interpreting; and facilitating housing accommodations.

Even with SIU Carbondale's total enrollment declining, DSS has shown a steady increase in the enrollment for the years 2013 – 2017. The five-year enrollment trend shows an increase of 113 students from 2013 - 2017.

In comparing the six-year graduation rates for new DSS freshmen, the FY11 rate was 49.25% compared to FY 12's rate of 39.13%. In comparing the four-year graduation rates for the DSS transfer students, the FY 11 cohort had a rate of 54.76%; FY 12, 60.71%.

Student Support Services

The U.S. Department of Education funds the Student Support Services (SSS) program to provide academic support for students from disadvantaged backgrounds, which includes first generation, low-income and college students with disabilities. The demographics of these groups largely intersect with race/ethnicity, thus, a high percentage of SSS participants are minority (80%). The percentage of minorities the program served remained constants from FY 17 to FY 18; however, over the last five years the program increased the number of racial/ethnic groups served. This can be attributed to developing an outreach program that helped first-year students across demographic backgrounds transition to college life.

The program is funded to serve 160 eligible students enrolled at SIU Carbondale. To be eligible for the SSS program, a student must meet at least one of the following criteria: (1) neither parent has a 4-year degree, (2) student meets specific federal income guidelines, and/or (3) student possesses a documented disability. In 2017, 81.5% of the students were first generation and first

generation & low income. In 2018, 77% of the students were first generation and first generation & low income. Female enrollment was 71% in 2017; 68.75% in 2018.

The mission of the program is to increase retention and graduation rates among the population served. The program provides academic support services that help students develop skills for classroom success, creates a supportive learning environment, aids in developing an appreciation for diversity, and exposes students to cultural and social experiences that will promote the development and maintenance of self-esteem.

As noted in the Annual Performance Report to the U.S. Department of Education, the persistence rate in 2016 - 2017 was 97% with 94% of the students in good academic standing. (Data for 2017 – 2018 will be available mid-March.)

McNair Scholars

The McNair Post-baccalaureate Achievement Program (MSP) is administered by U.S. Department of Education with other educational opportunity programs collectively known as TRIO Programs. Authorized by the Higher Education Act of 1965, this program is funded in honor of Dr. Ronald E. McNair, one of several astronauts who died in the 1986 explosion of the space shuttle *Challenger*. The McNair Program prepares undergraduates for successful careers as graduate students, professors, and professional researchers. It provides enriching educational experiences for low-income, first-generation college students and members of underserved groups in higher education. Beginning with a strong mentoring network, McNair Scholars are fully supported and engaged in educational and professional development activities that lay the foundation for stellar research and academic skills. Academic support services provided for students in the MSP includes: individualized academic and personal support, staff and faculty mentoring, GRE preparation, academic coaching and tutoring, and access to workshops focusing on graduate school.

The MSP promotes academic excellence, success in graduate school, and the achievement of a PhD – confirming there is no such thing as too much ambition when it comes to educational goals.

The MSP helps students realize their full potential by providing enriching educational experiences for low-income, first-generation college students and members of underserved groups in higher education. Beginning with a strong mentoring network, McNair Scholars are fully supported and engaged in educational and professional development activities that lay the foundation for stellar research and academic skills.

Since 2003, the MSP has served 182 students representing more than 30 different majors. Program success to date includes: 14 students have received their Ph.D. degree with 7 more in the pipeline; 170 have earned a bachelor's degree, 93 students have completed their Master's degrees; and 23 students are currently enrolled in Master's programs. Of the participants, 75% have been first-generation students, and are 69% women.

The graduation rates for McNair Scholars is impressive. For the FY 10 cohort, there was one new freshman who did not complete the program; however, four new transfer students had a 100% four-year graduation rate compared to the FY 10 total SIU Carbondale four-year graduation rate for transfer students of 62.9%. For the FY 11 cohort, the six-year graduation rate for new freshmen was 100%; four-year graduation rate for transfer students, 50% compared to the FY 11 total SIU Carbondale's six-year graduation rate for new freshmen was 39.9%; transfer students, 68.6%.

Saluki Summer Bridge

The Saluki Summer Bridge (SSB) program at Southern Illinois University Carbondale provides continued support for prospective and continuing Bridge students. Since its inception in 2013, the program has helped students successfully transition to college and complete the first year.

The Saluki Summer Bridge Program is designed to help first-year students get an early start and adjust to student life. The program specifically helps incoming freshman successfully complete their first year at SIU Carbondale. Provided is a list of strategies used to increase success of participants: academic counseling, advice with course selection, individualized tutoring, workshops, career exploration, social and cultural activities and tutoring.

In 2016, Saluki Summer Bridge participants matriculated at a rate of 97%; first semester to second semester persistence, 88%; freshman to sophomore retention, 70.37%. In 2017, SSB participants matriculated at a rate 100%; first semester to second semester persistence 100%, and freshman to sophomore retention was 71.4%. The data above underscores the significance and success of the Saluki Summer Bridge program.

Minority Scholarship Program

The Minority Scholarship Program is administered by the office of the Associate Chancellor for Diversity to provide funds to students who are financially unable to register for the next semester's classes due to the amount owed on their bursar bill or who are unable to purchase their textbooks. Students are referred by financial aid advisors, academic advisors, faculty and staff, and are required to complete an application to determine eligibility.

Since 2011, the program has provided 125 students with scholarship funds totaling \$138,368. Tuition scholarships provided:

- FY 11 - 9 scholarships: 5 graduated with Bachelor's degree
- FY 12 - 7 scholarships: 4 graduated with Bachelor's degree
- FY 13 - 20 scholarships: 18 graduated with Bachelor's degree
- FY 14 - 13 scholarships: 10 graduated with Bachelor's degree
- FY 15 - 26 scholarships: 11 graduated with Bachelor's degree
- FY 16 - 27 scholarships: 10 graduated with Bachelor's degree; 1 with Master's; 8 still enrolled
- FY 17 - 9 scholarships: 4 graduated with Bachelor's degree; 4 still enrolled
- FY 18 - 16 scholarships: 2 graduated with Bachelor's degree; 12 still enrolled

During that same time period, 184 students received a total of \$62,900 in book voucher funds.
Book Vouchers Awarded:

FY 11 - 32 Book Vouchers: 25 graduated with Bachelor's degree
FY 12 - 33 Book Vouchers: 26 graduated with Bachelor's degree
FY 13 - 37 Book Vouchers: 30 graduated with Bachelor's degree
FY 14 - 21 Book Vouchers: 18 graduated with Bachelor's degree
FY 15 - 17 Book Vouchers: 11 graduated with Bachelor's degree
FY 16 - 11 Book Vouchers: 8 graduated with Bachelor's degree; 1 still enrolled
FY 17 - no book vouchers provided
FY 18 - 33 Book Vouchers: 9 graduated with Bachelor's degree; 22 still enrolled

Diversifying Higher Education Faculty in Illinois

The Diversifying Higher Education Faculty in Illinois (DFI) program was developed by IBHE to increase the number of underrepresented faculty in Illinois colleges and universities to better represent the diversity of the student population. SIU Carbondale has participated in the program since 2004. In 2013, SIU Carbondale received funds for two DFI fellows. In FY 14, there were 5 new fellows and all were renewed for FY 15. Due to the state's budget crisis, no DFI funds were provided in FY 16 or FY 17. In FY 18, SIU Carbondale received funds for four DFI fellows, totaling \$57,800.

Veterans' Services

Southern Illinois University Carbondale has a long history of serving military members and veterans. SIU offers degree programs on-campus, online and at extended campus sites on/near military installations. Educational benefits provided to these students include Tuition Assistance, GI Bill, Illinois Veterans Grant and Illinois National Guard Grant. The University provides recognition of college credit for military training and has provisions for military students whose studies are interrupted by military orders for activation/deployment. In Fall 2017, the University had a total enrollment of 14,554 students, of which 431 were actively serving and 568 were veteran students. The SIUC Veteran Services Office provides on-campus veteran students access to computers, study area, quiet room and a lounge. The office also facilitates a veteran student organization which is affiliated with national Student Veterans of America (SVA) organization.

**UNDERREPRESENTED GROUPS REPORT
FOR
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE**

GOAL AND MISSION

Mission

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

Vision

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

Values

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

Citizenship

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

Excellence

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

Inclusion

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

Integrity

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

Wisdom

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

Table 1 Instructions

DOLLARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES FISCAL YEARS 2016 AND 2017

The Illinois Board of Higher Education will include the data submitted on this spreadsheet in next year's Report to the Governor and General Assembly on Underrepresented Groups in Public Institutions of Higher Education in Illinois. The collecting and reporting of this information is mandated by state statute.

Institutions are to list the fiscal resources of each program serving underrepresented students and staff.

Programs will be divided into two categories:

1. **"D" for Designated Programs.** Those programs whose primary purpose is to serve a specific race/ethnic group, gender, or persons with disabilities to further advance the goal of diversity.
2. **"O" for Other Programs.** Those programs not specifically targeted for minorities, women, and persons with disabilities but serves significant numbers of a particular race/ethnic group, gender, or persons with disabilities.

Place 3 asterisks (***) at the end of each program name that serves elementary and/or secondary school students.

Fiscal resources for each program will be divided into two categories:

1. **State.** Those funds provided through state appropriations. Programs supported by grants awarded by the Illinois Board of Higher Education, such as HECA, are to be considered state appropriations.
2. **Other.** Those funds that are not state appropriated. Examples of non-state appropriations include federal grants and entitlements and funding provided by non-profit or private organizations.

Rounding: Please round dollar amounts to the nearest hundred (\$1,100 not \$1,079)

"Change in Dollars Budgeted" cell should be equal to the difference between the two columns for each program. ***You may use "not funded" or "closed" rather than zero.***

PLEASE BE CAREFUL NOT TO MODIFY ANY OF THE COLUMNS. Do NOT insert new columns or delete existing columns. You may change column widths to make using the spreadsheet easier.

Do NOT add footnotes. The Board's report integrates data from 62 public institutions. It is not possible to incorporate the unique enrollment or funding characteristics of individual programs.

Please provide Name, Telephone, & Institution of Contact Person

NAME: Jamie Ball
TELEPHONE: 618-650-2333
INSTITUTION: Southern Illinois University Edwardsville

Your spreadsheet may be submitted via email. Please complete all tables and keep a backup copy for yourself.

Table 1
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
DOLLARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES
FISCAL YEARS 2017 AND 2018

Program	"D" or "O"	Dollars Budgeted				Change in Dollars Budgeted	
		State		Other		State	Other
		FY17	FY18	FY17	FY18		
Graduate School							
Chancellor's Graduate Scholar Awards	O	48,700	95,000			46,300	
Access							
Interpreters	D	236,322	269,260			32,938	
	D	23,243	22,770			(473)	
Office of Admissions							
I-55 Chicago Bus Tour	D			6,600	7,275		675
Telecounseling Phone Calls	D	2,000	2,500			500	
Admitted Minority Postcards/Mailing	D	1,400	1,600			200	
Chicago Visit Postcards/Mailin	O	0	750			750	
National Hispanic Foundation Advertisement	D	0	0			0	
Minority Search Names/Mailing	D	0	0			0	
Hispanic GRAD Fair	D	0	0			0	
On-site Admission Program	O	2,000	2,400			400	
St. Louis Hispanic College Fair	D	60	0			(60)	
LGBT Fair	D	200	0			(200)	
LGBT Fair Online -EVENT NOT HELD FY16	D	0	0			0	
Hispanic Undergrad/Grad Fair	D	0	0			0	
Springboard Minority Outreach Mailing - Parent	D			900	0	(900)	
Springboard Minority Outreach Mailing - Student	D			1,000	0	(1,000)	
Chicago Hispanic College Fair	D	200	300			100	
Boys & Girls College Fair NOT HELD	O	0	0			0	
Harris Stowe College Fair Undergrad NOT HELD	D	0	0			0	
Harris Stove college Fair Grad NOT HELD	D	0	0			0	
Connect with Your Future Fair	D	0	0			0	
100 Black Men Fair	D	400	400			0	
Motivate Me Fair (Camp College)	O	50	0			(50)	
Latino Conference	D	0	0			0	
St. Louis Graduate Program	O	0	0			0	
McNair Scholars KC/Grad	D	0	0			0	

McNair Scholars Conference/Grad	D		0	0					0
Beyond4Y - St. Louis City Fair	O		130	145					15
Bilingual Fair - Chicago Area	D		0	300					300
Chicago Public School College Expo	O		0	0					0
Chicago Public School Application Process Workshop	O		0	0					0
Multicultural Brochure	D		1,900	1,900					0
NACAC Visual/Performing Arts Fair	O		0	600					600
Various recruitment trips to high schools/travel	O		3,000	3,000					0
Various college fairs with no fee/travel only	O		2,000	2,000					0
Camp College - hosted at SIUE in FY17 and FY18			6,500	5,000					(1,500)
Sharing the Dream	O		250	250					0
Student Affairs									
Events and Travel	D				7,885	13,395			5,510
Student Financial Aid									
Johnetta Haley Scholarship	D		650,000	650,000					0
James M. and Aune P. Nelson Minority Scholarship	D		12,000	12,000					0
School of Business									
Messing Family Scholarship	O				1,500	1,500			0
Ameren IP Scholarship	O				1,000	1,000			0
Harry & Lena Rosner Memorial Scholarship	O				1,000	1,000			0
Jerry Frances Sitek Information Systems Award	D				500	500			0
The PhD Project	D		3000	3000					0
William E. Baker Memorial Scholarship	O					5,000			5,000
School of Engineering:									
Student Chapter of National Society of Black Engineers	D				0	1,600			1,600
Engineering Summer Programs	O				0	0			0
Engineering Summer Program Scholarship	O				6,750	2,700			(4,050)
Student Chapter of Society of Women Engineers	D				0	0			0
Student Chapter of Society of Hispanic Professional Engineers	D				705	0			(705)
Dr. Charles Alvin Wentz, Jr., NSBE Fund Scholarship	D				700	1,700			1,000

School of Pharmacy										
Minority High School Summer Camp	D					4,632	9,715			5,083
Southern Illinois Health Care Foundation Collaboration	O					25,000	25,000			0
Walgreen's Diversity and Inclusion Excellence Award	D					8,000	5,000			(3,000)
BESr Summer Institute	O					0	0			0
School of Nursing										
Student Nurse Achievement Program (S.N.A.P.)	D					293,359	0			(293,359)
*Grant ended in FY13										
**New S.N.A.P. Grant FY15										
***from SNAP Grant which ends 6/30/17 - No Cost Extension	D		0	15,456		0	90,687		15,456	90,687
Nursing Undergraduate Tutoring	O		0	3,124					3,124	
STEM Center										
Science and Engineering Research Challenge	O					0	0			0
Regional Science Olympiad	O					0	0			0
Odyssey Science Camp	O					30,000	34,000			4,000
Minds on Science Activities in the Community (MOASIC)	D					3,500	3,500			0
Teen Science Café	O					0	0			0
Inspire STEM	D					0	0			0
Graebe STEM Classroom	D					0	0			0
STEM Resource Center	O					15,000	20,000			5,000
Noyce Science	D					25,000	25,000			0
Noyce Math	D					10,000	10,000			0
Digital East St Louis***	D					48,000	48,000			0
STEM Curriculum Deveopment***	O					0	0			0
TRIO East St Louis***	D					0	0			0
Leu Civic Center Summer Camps***	O					0	0			0
Earth Caching for Pre-Service Teachers	O					8,000	4,100			(3,900)
Urban Gardening for Girls***	D					4,800	2,600			(2,200)
Swarovski Water School	O					18,100	4,300			(13,800)
REU Exploring Evidence of the Anthropocene	D					57,400	55,850			(1,550)
Mathematics for At-Risk Students for College and Career Readines	O					0	33,100			33,100
STEM+C Curriculum for Minority Girls	D					0	23,300			23,300
STEM Meets Humanities	D					0	170,400			170,400
Office of Institutional Diversity & Inclusion										
	O		317,000	317,000		0	0		0	0

Campus climate Surveys, Diversity Day, Summits, Town Halls. Other pertinent diversity and inclusion events, advertising, memberships									
College of Arts and Sciences									
CAS EUE Cost-Sharing	O	1,000	0	0	0			(1,000)	
CAS FDF Funding	O	20,245	35,279	0	0			15,034	
CAS Grant Cost-Share	O	81,637	22,836	0	0			(58,801)	0
CAS Student Travel	O	16,183	7,845	0	17,231			(8,338)	17,231
CAS Awards and Grants	D	20,854	43,813	0	0			22,959	0
Student Opportunities for Academic Results (SOAR)	D	301,881	317,160	0	0			15,279	0
Black Studies Program	D	19,684	27,054	0	0			7,370	0
Women's Studies Program	D	20,133	21,747	0	0			1,614	0
East St. Louis Center									
Head Start/Early Program	O	107,117		557,303					
Latchkey Program	O	0		0					
Project Success/East St. Louis	O	17,057		67,279					
Upward Bound (BEV)	O	10,366		7,693					
Upward Bound (EC)	O	20,403		36,908					
Upward Bound Math and Science Center	O	56,439		11,339					
East St. Louis Center for the Performing Arts	D	63,042		42,300					
*A - Program not funded in									
FY2013									
New Programs		35,561		22,045					
SIUE East St. Louis Charter School	D								
Student Organizations									
African Student Association	D			0	3,130				3,130
Alpha Kappa Alpha	D			600	0				(600)
Alpha Phi Alpha	D			0	0				0
Alpha Psi Lambda Co-Ed Latino Fraternity	D			600	0				(600)
Arabic Club				0	200				200
Black Girls Rock	D			2,980	3,435				455
Black Heritage Committee	D			20,000	0				(20,000)
Black Student Union	D			0	445				445
Chinese Student Association				0	200				200
Delta Lambda Phi Gay Men's Fraternity	D			600	800				200
Gamma Phi Omega Latina Sorority	D			600	800				200
Hispanic Student Union	D			0	200				200

Table 2 Instructions

Institutions should complete the three tables below.

Table 2
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
Academic Year 2017-2018

Students with Disabilities

Students are to be reported in two categories: (1) students who registered with the unit providing services; and (2) of those students who registered, the number of students utilizing services.

In each table, students should only be counted once based upon their primary disability.

1) Students Who Registered with the Unit Providing Services				
<u>Type of Disability</u>	Undergraduate	Graduate	Other	Total
Learning	108	15	1	
ADHD	104	17	4	
Psychological	229	10	2	
Developmental	0	0	0	
Mobility	33	4	1	
Blind/Low Vision	5	0	0	
Deaf/Hard of Hearing	19	2	0	
Systemic/Chronic Health Problems	57	6	1	
Other				

2) Registered Students Who Used Services				
<u>Type of Disability</u>	Undergraduate	Graduate	Other	Total
Learning	108	15	1	
ADHD	104	17	4	
Psychological	229	10	2	
Developmental	0	0	0	
Mobility	33	4	1	
Blind/Low Vision	5	0	0	
Deaf/Hard of Hearing	19	2	0	
Systemic/Chronic Health Problems	57	6	1	
Other				

Faculty & Staff with Disabilities

Indicate the number of personnel with disabilities served that are not included in the tables above, counting each individual only once based upon their primary disability.

<u>Type of Disability</u>	Faculty	Staff	Other
Learning			
ADHD			
Psychological	1	3	
Developmental			
Mobility	1	2	
Blind/Low Vision	1		
Deaf/Hard of Hearing			
Systemic/Chronic Health Problems	2	1	
Other			

Table 3 Instructions
Public Universities ONLY

Complete the following table with freshmen-to-sophomore retention rates for first-time, full-time freshmen from the fall cohorts listed below

Table 3
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
Freshmen Retention Rates
Fall 2017 through Fall 2013 New Beginning Freshmen Cohorts
by Racial/Ethnic Category and Gender

	American Indian or Alaskan Native			Asian or Pacific Islander			Black/Non-Hispanic			Hispanic			White/Non-Hispanic			Non-Resident Alien			Unknown/Other			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2017		100.0%	100.0%	74.1%	78.9%	76.1%	64.7%	68.1%	67.0%	86.1%	67.4%	75.9%	75.6%	79.0%	77.4%	100.0%	100.0%	100.0%	66.7%	75.5%	71.6%	74.4%	76.1%	75.3%
2016	75.0%	60.0%	66.7%	88.5%	90.5%	89.4%	59.1%	60.1%	59.7%	59.1%	78.0%	69.1%	76.2%	75.8%	76.0%	57.1%		57.1%	60.4%	76.6%	69.2%	72.2%	73.7%	73.0%
2015	33.3%	50.0%	40.0%	87.5%	91.7%	90.0%	52.4%	62.1%	58.6%	71.8%	78.2%	75.5%	74.0%	77.6%	76.0%	66.7%	71.4%	69.2%	67.4%	69.5%	68.6%	70.3%	74.1%	72.4%
2014	50.0%	66.7%	57.1%	71.4%	94.1%	81.6%	63.6%	67.9%	66.4%	52.2%	75.4%	65.0%	74.8%	79.1%	77.0%	57.1%	100.0%	66.7%	75.6%	74.6%	75.0%	71.9%	76.6%	74.4%
2013	57.1%	100.0%	62.5%	80.0%	63.6%	73.1%	60.9%	65.4%	63.9%	72.5%	70.2%	71.3%	73.2%	76.6%	75.1%	100.0%	80.0%	90.9%	75.0%	73.3%	74.0%	71.5%	73.5%	72.6%

**UNDERREPRESENTED GROUPS REPORT
FOR
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE**

Highlights of Successful Programs

SOAR

SOAR stands for Student Opportunities for Academic Results. The program serves incoming freshmen by providing additional support to help students succeed. Students are selected to participate in SOAR based on a variety of factors, including but not limited to first generation college student, racial minority, incoming test scores, and high school GPA. In the fall 2018, 143 current or former SOAR program participants earned Dean's List Honors.

Additionally, the SOAR program offers specific programs designed to support African American Students. Females of African-Descent Modeling Excellence (F.A.M.E.) and Goal-Oriented African-American Males Excel (G.A.M.E.) are six-credit, two-semester programs for entering freshmen. It is designed to assist African-American women and men in their success at Southern Illinois University Edwardsville (SIUE) through academic, social and co-curricular activities.

Specific service provided through the F.A.M.E. and G.A.M.E programs include:

- An academic advisor to assist participants in selecting and registering for courses required for their selected major.
- Tutorial support for most classes.
- Supplemental instruction for specified courses.
- Free tickets and transportation to selected cultural events.
- Assistance with personal issues or challenges that may impede academic progress.
- Requests for mid-term reports from participants' professors regarding their academic progress during the seventh week of the semester.
- Reports of participants' academic progress to their parents.

SIUE has observed a trend of increased retention rates among African American Students; improving most recently from 59.7% to 67%.

ACCESS

Accessible Campus Community & Equitable Student Support (ACCESS), formerly Disability Support Services, is dedicated to providing reasonable curricular and co-curricular accommodations to diverse learners with major life impairments at SIUE. Each year, ACCESS assists hundreds of students with a variety of diagnoses as they pursue their academic disciplines. ACCESS also provides resources that students can use to increase skills in learning, time management, and test-taking. Both accommodations and resources are offered to students who have provided appropriate documentation and are approved through the application process. During the most recent year, ACCESS has provided services for over 600 students. ACCESS has also partnered with the division of Diversity and Inclusion to develop the BUILD mentoring program (**B**ridging **U**niversal **I**nclusion & **L**eadership **D**evelopment). BUILD is specifically designed to take diverse learners from admission to graduation and beyond with early outreach to discuss transition from high school to college-level accommodations, tailored guidance through higher education, and skills development exercises to prepare for graduation and post-secondary

employment. Student participants are paired with supportive mentors and take part in several engagement activities designed to heighten authentic and successful partnerships rooted in appreciative inquiry, empathy and active listening.

School of Engineering Honored for Diversity and Inclusion

Southern Illinois University Edwardsville School of Engineering (SOE) is among *Minority Engineer* magazine's Annual "Top 50 Universities Fostering Diversity & Inclusion." The readers of *Minority Engineer* selected the top schools in the country, which they believe offer a diversified curriculum, student base and faculty, as well as foster a diverse and inclusive learning environment.

SOE's minority enrollment has nearly tripled, increasing from 86 students to 243 in 2017, while female enrollment has increased from 122 to 207. The School of Engineering is highly motivated to enhance the diversity of its student body and faculty through the conviction that different perspectives lead to a diversity of solutions in tackling engineering problems.

First Annual Diversity Day

SIUE Diversity Day occurred on October 16, 2018 and was a celebration of the institution's past, present and future as it relates to advances in cultural-responsiveness and inclusion. This goal was encapsulated in the day's theme, "From Awareness to Action, SIUE Shaping a Changing World." Designed with community engagement and participation across SIUE's campuses in East St. Louis, Alton and Edwardsville, this multi-event day showcased the multitude of ways in which membership in the global community is core to our values and mission.

This educational day included art, discussions, presentations, posters and cuisine representing the ethnic roots of our students. In addition to efforts taking place at SIUE, we engaged surrounding communities through Cultural Literacy on-the-Move, a pop-up library that enables learning across the lifespan about similarities and differences in human identities and experiences.

The Illinois Department of Human Rights recognized Southern Illinois University Edwardsville among six recipients of its Human Rights Day Award today at Harold Washington College in Chicago. Honorees were selected based upon their organizational work helping to affirm the values of fairness, equality and non-discrimination. Based on the success of this inaugural effort, Diversity Day is expected to be annual event, with Diversity Day 2019 scheduled for October 15, 2019.

Center for Student Diversity and Inclusion

During the summer of 2018, SIUE's Multicultural Center (MCC) has transitioned from the Office of Institutional Diversity and Inclusion to the new Center for Student Diversity and Inclusion (CSDI), operated through Student Affairs. The new CSDI can be found in the Morris University Center, 2nd Floor

The CSDI is a place to celebrate the rich diversity and inclusion of the SIUE community. This space is a multi-use professional, academic and social space that supports positive engagement and constructive dialogue related to diversity and inclusion. The CSDI welcomes students, staff and faculty who share those principles. This spaces supports the goal of bringing together people

with different ideas, backgrounds and talents to foster understanding and discuss social and cultural issues.

SIUE Healthcare Diversity Summer Camp

Recognizing the value of a diverse student body, and considering the low number of minority students who apply to the Southern Illinois University Edwardsville Professional Healthcare programs, SIUE offers an annual one-week summer camp for rising high school sophomores, juniors, and seniors with an interest in pursuing a degree in healthcare. The aim of the summer camp is to expose students to careers in healthcare offered at SIUE. Students will be exposed to Pharmacy, Nursing and Dental Medicine. This year's camp was strengthened by a partnership with the Area Health Education Center (AHEC) Network of Southern Illinois. In 2018, 32 students were selected to spend five days at the SIUE Schools of Pharmacy, Nursing and Dental Medicine, learning about each profession and developing skills that will be useful to them in becoming a successful college student.

Veteran Support Initiatives Currently in Place at SIUE

- Veteran Work Study Students
- Veteran Tours by Veterans
- Veteran Help Desk
- Benefit Summaries for website
- Training/Reference manual for Work-Study Students
- Updated Website/Vet Brochure
- SALUTE (National Honor Society for Veterans)
- Application Fee Waivers for Undergrad and Grad
- Student Veterans of America Chapter

Southern Illinois Veteran Summit –System Wide Programmatic Effort

Southern Illinois University System will host a Veterans Summit in September 2019 in Mt. Vernon at the Armory. We will bring together our partners from the Carbondale and Edwardsville campuses, the School of Law, the School of Medicine, the School of Dentistry, and the Paul Simon Public Policy Institute to engage with governmental agencies, non-profit organizations and other stakeholders to develop a strategic blueprint to improve veteran services in southern Illinois.

The summit will be a two-day event. The first day will provide education, training, and discussion among system partners and providers on military cultural competency as well as topics related to veteran's issues including health, education, and benefits. The second day will include a day of service to the veteran community in which we will provide educational, medical, dental and legal appointments/referrals.

Addition of Full-time Veteran Services Director at SIUE and approved Veteran Center at SIUE

SIUE took a step forward in its commitment to veterans. SIUE recently hired a full-time Director of Veteran Services. This position will manage the operations of the SIUE Veteran Center, develop new veteran programming, develop community partners, and provide pathways to education for veterans, and continue to eliminate roadblocks to education.

Finding a new location for the Veteran Center is a priority for the University. The administration is currently identifying possible locations on campus for a new dedicated Veteran Services office that will better serve the veteran population.

UNDERREPRESENTED GROUPS REPORT FOR SIU SCHOOL OF MEDICINE

GOAL AND MISSION

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

Unlike the University, or other public medical schools in Illinois, SIU School of Medicine accepts only Illinois residents into its undergraduate medical education program. Further, the School's mission emphasizes the health care needs of the central and southern Illinois region, and programs must reflect the region's population, both as a comparison and as a characteristic of its diversity in the composition of its student, staff and faculty populations. Overall, SIU School of Medicine endeavors to reflect a diverse mix of students, faculty and staff that will mirror the population for the central and southern Illinois counties served by the School.

Table 1 Instructions

DOLLARS BUDGETED TO PROGRAMS SERVING UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES FISCAL YEARS 2014 AND 2015

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Rounding: Please round dollar amounts to the nearest hundred (\$1,100 not \$1,079)

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Do NOT add footnotes. The Board's report integrates data from 62 public institutions. It is not possible to incorporate the unique enrollment or funding characteristics of individual programs.

Please provide Name, Telephone, & Institution of Contact Person

NAME: Dr. Wendi Wills El-Amin
TELEPHONE: 217-545-7334
INSTITUTION: SIU School of Medicine

Your spreadsheet may be submitted via email. Please keep a backup copy for yourself.

Table 1
SIU SCHOOL OF MEDICINE
DOLLARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF AT PUBLIC UNIVERSITIES
FISCAL YEARS 2016 AND 2017

Program	"D" or "O"	Dollars Budgeted				Change in Dollars Budgeted	
		State		Other		State	Other
		FY18	FY17	FY18	FY17		
MEDPREP Alliance Scholarship	D	520,418	520,418			0	0
Medical/Dental Education Preparatory Program (MEDPREP)	D	828,486	828,486			0	0
Office of Equity, Diversity, and Inclusion		207,561	169,002	58,500	58,500	38,559	0

Table 2 Instructions

Institutions should complete the three tables below.

**Table 2
SIU SCHOOL OF MEDICINE
Academic Year 2018-2019**

Students with Disabilities

Students are to be reported in two categories: (1) students who registered with the unit providing services; and (2) of those students who registered, the number of students utilizing services.

In each table, students should only be counted once based upon their primary disability.

1) Students Who Registered with the Unit Providing Services				
<u>Type of Disability</u>	Undergraduate	Graduate	Other	Total
Learning	0			1
ADHD				
Psychological				
Developmental				
Mobility				
Blind/Low Vision				
Deaf/Hard of Hearing				
Systemic/Chronic Health Problems				
Other				

2) Registered Students Who Used Services				
<u>Type of Disability</u>	Undergraduate	Graduate	Other	Total
Learning	0			1
ADHD				
Psychological				
Developmental				
Mobility				
Blind/Low Vision				
Deaf/Hard of Hearing				
Systemic/Chronic Health Problems				
Other				

Faculty & Staff with Disabilities

Indicate the number of personnel with disabilities served that are not included in the tables above, counting each individual only once based upon their primary disability.

<u>Type of Disability</u>	Faculty	Staff	Other
Learning			
ADHD			
Psychological			
Developmental			
Mobility			
Blind/Low Vision			
Deaf/Hard of Hearing			
Systemic/Chronic Health Problems			
Other	3	29	32

SIU SOM adheres to the rules set by US Department of Labor and the Office of Federal Contract Compliance Programs (OFCCP) when requesting employees to voluntarily disclose their disability status. The form required of OFCCP only surveys disability as a yes or no question without any indication of disability type.

**UNDERREPRESENTED GROUPS REPORT
FOR
SIU SCHOOL OF MEDICINE**

Highlights of Successful Programs

The SIU School of Medicine (SIUSOM) has addressed Goal One of the Illinois Public Agenda for Career and College Success by focusing on retention and completion of its medical students.

There are no statistically significant “achievement gaps by race, ethnicity, socioeconomic status, gender and disability” (Illinois Public Agenda for College and Career Success) for students educated at the SIUSOM. Most students who enter the medical school graduate with an MD degree. This past year we had 86% (6 out of 7) retention of our underrepresented freshmen learners. The prior year we had 100% retention of our students that were underrepresented in medicine. Our rigorous curriculum has systems in place to support a student who needs to remediate cognitive and/or non-cognitive issues.

The SIUSOM’s success at retaining students to completion of their educational programs is impressive and on par with outcomes in the US medical education industry. An analysis of retention and completion rates for United States medical schools done in April 2007 by the Association of American Medical Colleges (AAMC) in its *Analysis in Brief*, Volume 7, Number 2, revealed a “96 percent 10-year completion rate for all medical school students.” The 10-year completion rate for the SIUSOM is 97 percent. Looking more specifically at underrepresented groups and their completion rates at the SIUSOM, again focusing on 10-year data, the national statistics for African Americans and Hispanics are 89 percent and 94 percent, respectively (AAMC *Analysis in Brief*). At the SIUSOM, retention rates are 92 percent and 100 percent, respectively, for those two groups. These two groups comprise 15 percent of our medical student body. Presently, 20% of first year class of medical students is from underrepresented groups in medicine.

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

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

While academic issues are most often the final pathway for students who must leave SIUSOM, various social, economic, medical, and/or psychological factors may influence that result. Therefore,

a holistic approach is utilized when supporting such students. A multidisciplinary team assesses and assists in implementing remediation strategies. The school's departments of Medical Education and Student Affairs usually lead the way in circumstances where a medical student is in jeopardy. The Student Progress Committee serves as a monitoring body to ensure student's adherence to established standards of academic conduct. The Office of Equity, Diversity, and Inclusion provides additional support where needed. An academic strategist meets regularly and separately with students who proactively seek guidance through the curriculum, and with those who have displayed some deficit in academic performance or progress. The thinking is to identify students at risk, mentor and nurture them early, and consistently to allow them to succeed academically.

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

The School of Medicine has supported the development of its underrepresented students primarily through two major initiatives – its MEDPREP program and its Office of Equity, Diversity, and Inclusion.

Medical/Dental Education Preparatory Program (MEDPREP)

The Medical/Dental Education Preparatory Program (MEDPREP) was established in 1972 by SIUSOM and has helped over 1100 students successfully matriculate into medical or dental school nationally. MEDPREP graduates have played a critical role in creating diversity at the school of medicine. MEDPREP provides assistance to educationally and/or economically disadvantaged students in particular. The program operates on a year-round basis, beginning in June of each year. Students complete the program in five semesters (summer, fall and spring in their first year; fall and spring in their second year). MEDPREP is located on the campus of Southern Illinois University Carbondale.

The MEDPREP program currently accepts up to 36 students per year for the two-year program, providing an environment in which students can hone their test-taking skills and enhance their academic record. With the assistance of their academic advisor, students tailor their academic program to maximize their profile for the medical/dental school application process. Most students enroll in MCAT/DAT preparation courses during the first academic year and in upper-level science enrichment courses during the second year.

Office of Equity, Diversity and Inclusion

The staff of the Office of Equity, Diversity and Inclusion is also committed to devising strategies and overseeing initiatives within the School of Medicine that will foster an inclusive environment for all students to thrive. The goal is to assure diversity in the students, faculty and staff that mirrors the census demographics for central and southern Illinois, with an overarching responsibility to help students successfully complete their medical education, while providing support to them and the diverse faculty and staff who make up our workforce. Initiatives that incorporate cultural competency into the curriculum have also been implemented. In addition, several members of the SIUSOM's administration, faculty and students have attended a trainings sponsored by the organization Crossroads, which addresses implicit bias and systemic racism. This year we have focused on

cultivating a more inclusive climate on the campus. An Equity Response Team was created to provide services to those impacted by bias and create a supportive safe space.

Diversity and inclusion are necessary strategies for the continuing success of the SIU School of Medicine in meeting its mission. Research suggests that greater diversity among health professionals leads to more effective patient-practitioner relationships, better communications and trust between patients and health professionals, and improved access to care for underserved populations.

The Associate Dean for Equity, Diversity and Inclusion advises the School of Medicine's Student National Medical Association (SNMA). SNMA is the oldest and largest medical student organization dedicated to people of color and underserved communities. Community service is the heart and soul of the SNMA and eliminating disparities in health care delivery, disease morbidity, and disease mortality are among its highest priorities. The SIUSOM SNMA chapter is composed of underrepresented, minority students committed to their education and the local community. Goals include medical education, health screenings, school tutorials, liberal arts competitions and participation in community programs that reinforce self-awareness and self-empowerment. The Latino Medical Student Association was developed on the campus one year ago. The Latino Medical Student Association unites and empowers medical students through service, mentorship and education to advocate for the health of the Latino community. This organization provides a voice for underrepresented medical students and actively promotes recruitment and retention of Latino students.

Physician Pipeline Program or P4

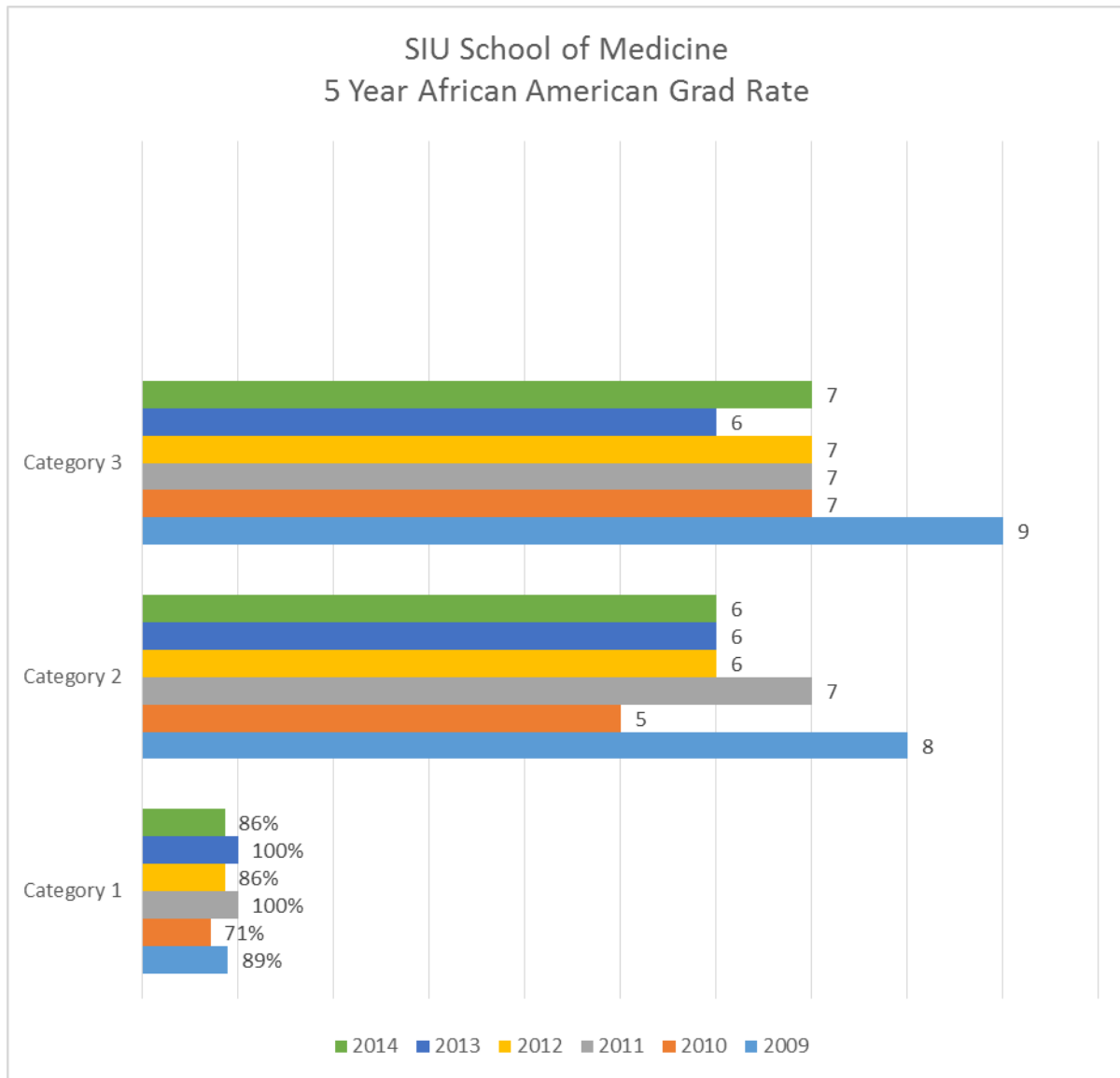
The medical school graduated its tenth year of students from the Physician Pipeline Program. The Physician Pipeline Program or P4, gives young people a head-start into medical careers and provides them with early mentors within the Springfield medical community. The afterschool program is sponsored by SIU School of Medicine in partnership with Springfield Public Schools. Students enter P4 when they are high school freshmen and continue through their senior year. This four-year experience familiarizes them with medical school coursework, admissions processes, test-taking skills, critical thinking and special training. The curriculum, developed by faculty and staff from the School of Medicine and Springfield Public Schools District 186 includes: special lectures, physical skills-training, problem-based learning (PBL), laboratory aptitude, research, college-planning seminars, supplemental instruction in college-level science, technology, engineering and math courses, and mentoring activities modeled after medical school educational programs.

Students with Disabilities

The SIU School of Medicine does not discriminate against any current or potential student on the basis of physical or mental disability. Students may self-identify with the school as having a disability. Any student self-identifying will have reasonable accommodations made available to them based on the nature of their disability. Since self-identifying is strictly voluntary, the actual number of students with disabilities attending the school could potentially be higher than what has been reported in the tables.

Veterans

SIUSOM is honored to have veterans in our medical school and students that are in the Reserves. We presently have two veterans who are students and 10 students that are in the Reserves. There are over 62 members of our faculty and staff who are veterans. There is an active Military Student Association for medical students who have received the Health Professions Scholarship from the United States Department of Defense.



SIU School of Medicine 5 Year Overall Student Grad Rate

