



President Reports

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

Annual Report / FY 2015

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

SOUTHERN ILLINOIS UNIVERSITY

TWENTY-NINTH 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, DISABLED STUDENTS,
FACULTY AND STAFF, AND VETERANS**

Prepared by the Office of Academic Affairs

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INTRODUCTION

The *Illinois Public Agenda for College and Career Success* is the Illinois Board of Higher Education's strategic plan for higher education. One important recommendation found in the *Illinois Public Agenda* is to "Increase success of students at each stage of the P-20 education pipeline to eliminate achievement gaps by race, ethnicity, socioeconomic status, gender, and disability."

Each year since the *Illinois Public Agenda's* official endorsement in 2009, reports and projects have been presented to the board concerning activities related to the plan. These statistics indicate that Illinois is showing some gains in addressing the achievement gap; however, challenges remain, with financial support being one of the most important.

The *Minority, Women, Disabled Students, Faculty and Staff and Veterans* report, which is submitted to the IBHE on an annual basis, reviews the efforts at Southern Illinois University regarding its programs for minorities, women, disabled students, faculty, and staff and veterans. More than a compendium of statistical information, the report studies the progress as well as the challenges regarding these populations, for the system and for each campus: Southern Illinois University Carbondale, Southern Illinois University Edwardsville, and the SIU School of Medicine in Springfield.

For the first time, each campus has compiled a table on the race and ethnicity of its tenured, tenure-track, and non-tenure-track faculty. In future years, these valuable data enable the university to begin monitoring trends which can guide programs in support of underrepresented groups in this key component of the university's mission, its faculty.

I would like to thank Linda McCabe Smith, Associate Chancellor for Institutional Diversity at SIUC; Wesley McNeese, Executive Assistant to the Dean for Diversity, Multicultural and Minority Affairs at the School of Medicine; Chad Martinez, Director of Equal Opportunity Access and Title IX Coordination at SIUE; and Tracey Jarrell and Penny Moon, of the Office of the President. Thanks to them, this report is made possible.

This is the 29th report that has been submitted to IBHE regarding minorities, women, and disabled students, faculty, and staff. The data used in the report help faculty and administrators better shape programs targeted to these groups and provide statewide policy makers with information, in addition to the information provided by the other universities, relating to statewide efforts to increase access and success in the achievement of college degrees among our underserved populations, as well as to create work environments that better reflect the population of the state of Illinois.

James S. Allen
Acting 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 is more importantly 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 College.

The two institutions that constitute Southern Illinois University today—Southern Illinois University Carbondale, with a School of Medicine in Springfield, and Southern Illinois University Edwardsville, with a School of Dental Medicine in Alton, a Center in East St. Louis, and a School of Pharmacy—reach from the Shawnee National Forest to the bluffs of the Mississippi River to the flatlands of central Illinois. With a total budget of more than \$896 million, the University serves approximately 32,000 students and offers 3 associate's, 141 bachelor's, 126 master's, and 38 doctoral and professional degree programs.

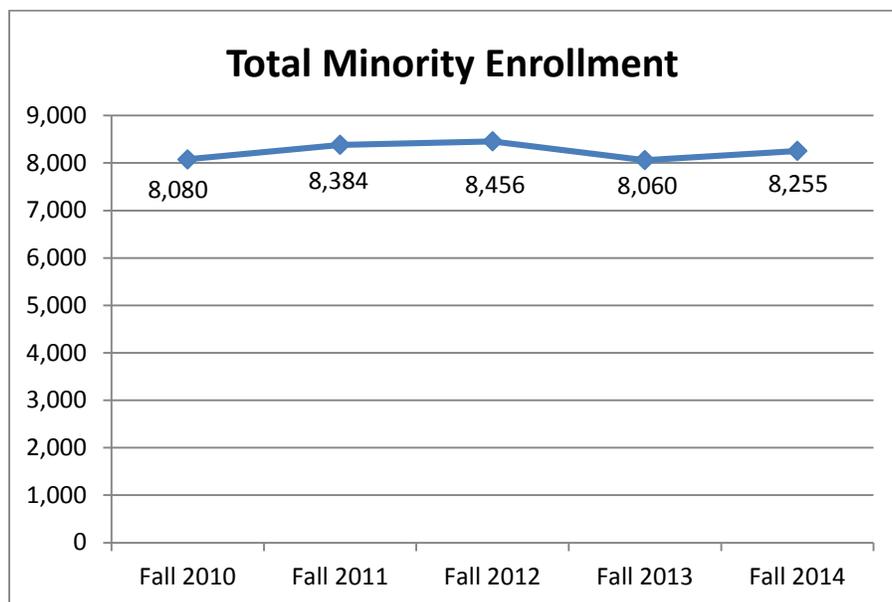
The University's commitment to excellence in education enriches the lives of people not only in Illinois, but nationally and internationally as well. SIU offers baccalaureate completion programs at locations around the state, including sites in the Chicago metropolitan area, and baccalaureate and master's programs at dozens of military bases across the United States. SIU students participate in overseas research and training exchanges and in worldwide student exchange programs such as Study Abroad. In the fall 2014 semester, 2,241 students from foreign countries were enrolled in SIU programs.

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

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

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

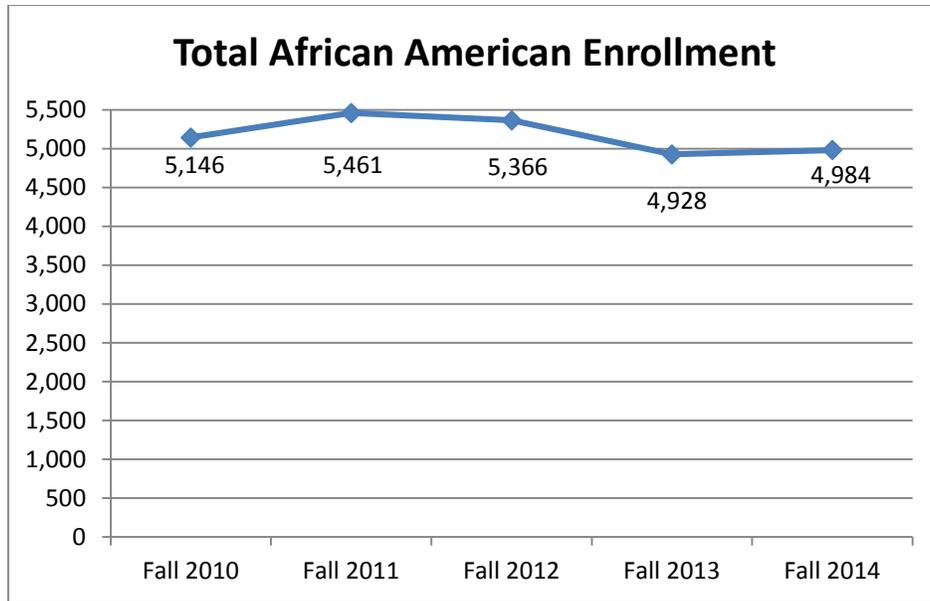
All-University Highlights



Minority Enrollment

	<i>Fall</i> <i>2010</i>	<i>% to total</i> <i>Enrollment</i>	<i>Fall</i> <i>2011</i>	<i>% to total</i> <i>Enrollment</i>	<i>Fall</i> <i>2012</i>	<i>% to total</i> <i>Enrollment</i>	<i>Fall</i> <i>2013</i>	<i>% to total</i> <i>Enrollment</i>	<i>Fall</i> <i>2014</i>	<i>% to total</i> <i>Enrollment</i>
<i>Undergraduate</i>	6,908	20.2%	7,228	21.2%	7,242	22.0%	6,848	21.5%	7,062	22.1%
<i>Graduate</i>	993	2.9%	985	2.9%	1,030	3.1%	1,038	3.3%	997	3.1%
<i>Professional</i>	179	0.5%	171	0.5%	184	0.6%	174	0.5%	196	0.6%
<i>Total Minority</i>	8,080	23.6%	8,384	24.6%	8,456	25.7%	8,060	25.3%	8,255	25.8%
<i>Total Enrollment</i>	34,170		34,052		32,902		31,814		31,961	

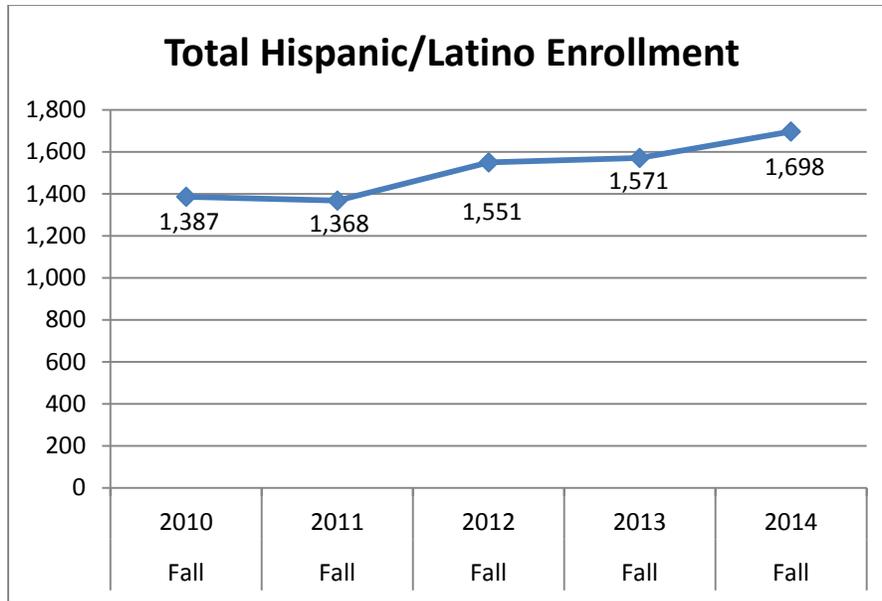
Minority enrollment increased from fall 2010 to fall 2014 by 175 students or 2.2%. Between fall 2013 and fall 2014 minority enrollment increased 195 students or 2.4%. The overall percentage of total minority students to total enrollment increased 2.2% between fall 2010 and fall 2014.



African American Enrollment

	<i>Fall</i> <i>2010</i>	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> <i>2011</i>	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> <i>2012</i>	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> <i>2013</i>	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> <i>2014</i>	<i>% to Total</i> <i>Enrollment</i>
<i>Undergraduate</i>	4,503	13.2%	4,827	14.2%	4,734	14.4%	4,301	13.5%	4,347	13.6%
<i>Graduate</i>	588	1.7%	581	1.7%	581	1.8%	577	1.8%	566	1.8%
<i>Professional</i>	55	0.2%	53	0.2%	51	0.2%	50	0.2%	71	0.2%
<i>Total African American</i>	5,146	15.1%	5,461	16.0%	5,366	16.3%	4,928	15.5%	4,984	15.6%
<i>Total Enrollment</i>	34,170		34,052		32,902		31,814		31,961	

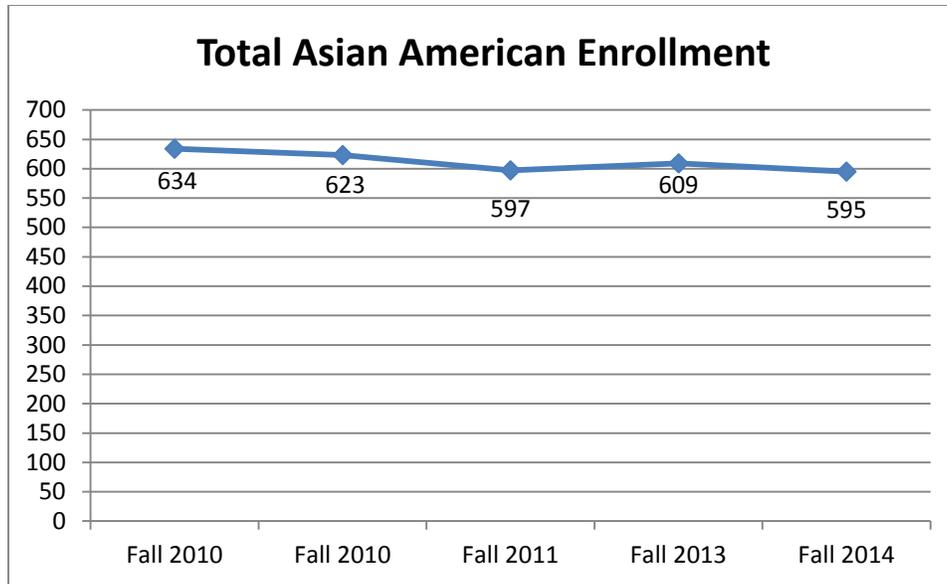
African American enrollment decreased from fall 2010 to fall 2014 by 162 students or 3.1%. Between fall 2013 and 2014 African American enrollment increased 56 students or 1.1%. Even though there was a decrease in enrollment, the overall percentage of African American students to total enrollment increased 0.5% between fall 2010 and fall 2014.



Hispanic/Latino Enrollment

	<i>Fall</i> 2010	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> 2011	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> 2012	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> 2013	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> 2014	<i>% to Total</i> <i>Enrollment</i>
<i>Undergraduate</i>	1,178	3.4%	1,168	3.4%	1,322	4.0%	1,344	4.2%	1,469	4.6%
<i>Graduate</i>	166	0.5%	163	0.5%	186	0.6%	184	0.6%	185	0.6%
<i>Professional</i>	43	0.1%	37	0.1%	43	0.1%	43	0.1%	44	0.1%
<i>Total Hispanic</i>	1,387	4.1%	1,368	4.0%	1,551	4.7%	1,571	4.9%	1,698	5.3%
<i>Total Enrollment</i>	34,170		34,052		32,902		31,814		31,961	

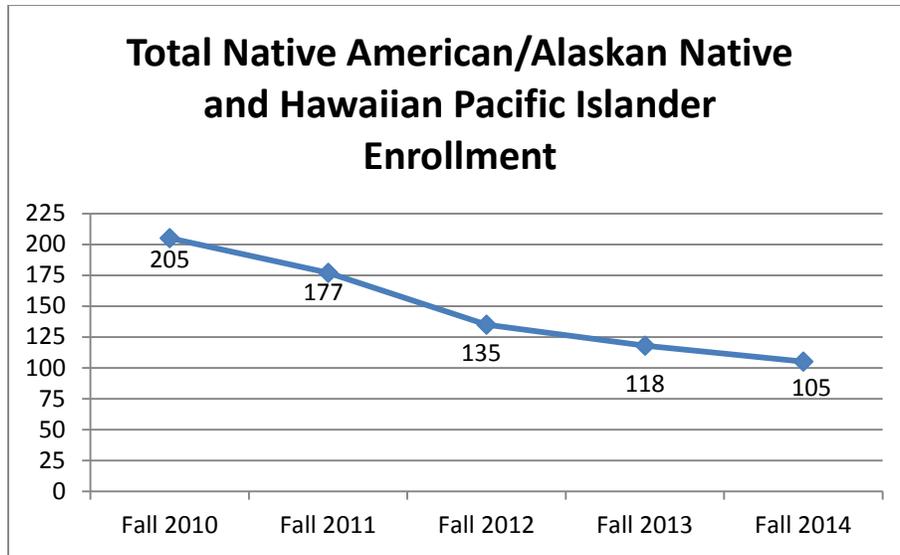
Hispanic/Latino enrollment increased from fall 2010 to fall 2014 by 311 students or 22.4%. Between fall 2013 and 2014 Hispanic/Latino enrollment increased 127 students or 8.1%. The overall percentage of Hispanic/Latino students to total enrollment increased 1.2% between fall 2010 and fall 2014.



Asian American Enrollment

	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment	Fall 2014	% to Total Enrollment
<i>Undergraduate</i>	462	1.4%	437	1.3%	405	1.2%	412	1.3%	418	1.3%
<i>Graduate</i>	115	0.3%	130	0.4%	131	0.4%	143	0.4%	125	0.4%
<i>Professional</i>	57	0.2%	56	0.2%	61	0.2%	54	0.2%	52	0.2%
Total Asian American	634	1.9%	623	1.8%	597	1.8%	609	1.9%	595	1.9%
<i>Total Enrollment</i>	34,170		34,052		32,902		31,814		31,961	

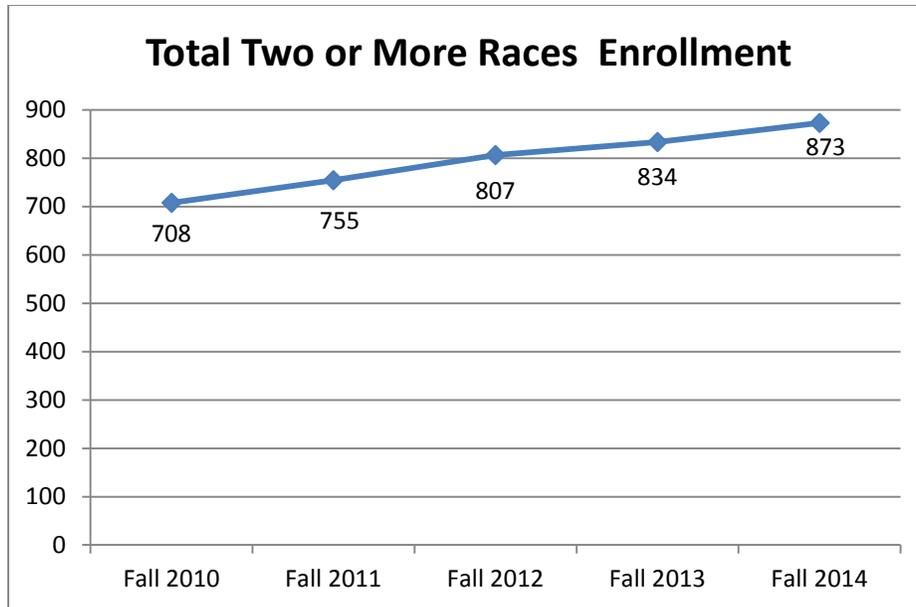
Asian American enrollment decreased from fall 2010 to fall 2014 by 39 students or 6.2%. Between fall 2013 and 2014 Asian American enrollment decreased 14 students or 2.3%. Even though there was a decrease in enrollment, the overall percentage of Asian American students to total enrollment remained constant between fall 2010 and fall 2014.



***Native American/Alaskan Native and Hawaiian Pacific Islander
Enrollment***

	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment	Fall 2014	% to Total Enrollment
<i>Undergraduate</i>	172	0.5%	153	0.4%	109	0.3%	88	0.3%	84	0.3%
<i>Graduate</i>	25	0.1%	16	0.0%	21	0.1%	24	0.1%	18	0.1%
<i>Professional</i>	8	0.0%	8	0.0%	5	0.0%	6	0.0%	3	0.0%
<i>Total Other</i>	205	0.6%	177	0.5%	135	0.4%	118	0.4%	105	0.3%
<i>Total Enrollment</i>	34,170		34,052		32,902		31,814		31,961	

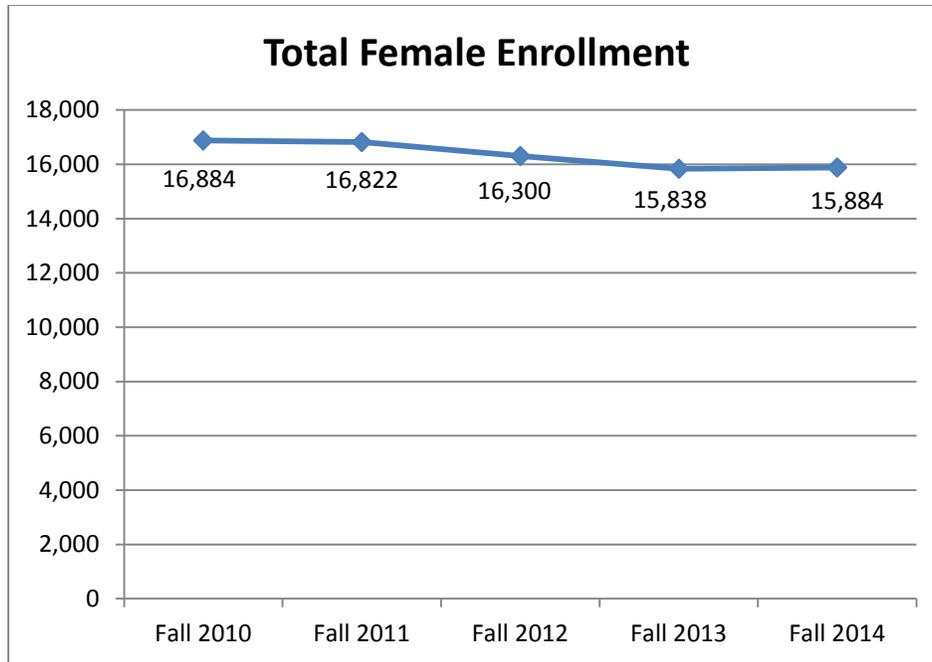
In fall 2010 IPEDS established the new category Hawaiian Pacific Islander. The categories of Hawaiian Pacific Islander and Native American/Alaskan Native have been combined since both have low enrollment. The enrollment in this combined category decreased from fall 2010 to fall 2014 by 100 students or 48.8%. Between fall 2013 and 2014 Native American/Alaskan Native and Hawaiian Pacific Islander enrollment decreased 13 students or 11.0%. The overall percentage of Native American/Alaskan Native and Hawaiian Pacific Islander students to total enrollment, however, decreased only 0.3% between fall 2010 and fall 2014.



Two or More Races Enrollment

	<i>Fall 2010</i>	<i>% to Total Enrollment</i>	<i>Fall 2011</i>	<i>% to Total Enrollment</i>	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>	<i>Fall 2014</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	593	1.7%	643	1.9%	672	2.0%	703	2.2%	744	2.3%
<i>Graduate</i>	99	0.3%	95	0.3%	111	0.3%	110	0.3%	103	0.3%
<i>Professional</i>	16	0.0%	17	0.0%	24	0.1%	21	0.1%	26	0.1%
<i>Total Two or More Races</i>	708	2.1%	755	2.2%	807	2.5%	834	2.6%	873	2.7%
<i>Total Enrollment</i>	34,170		34,052		32,902		31,814		31,961	

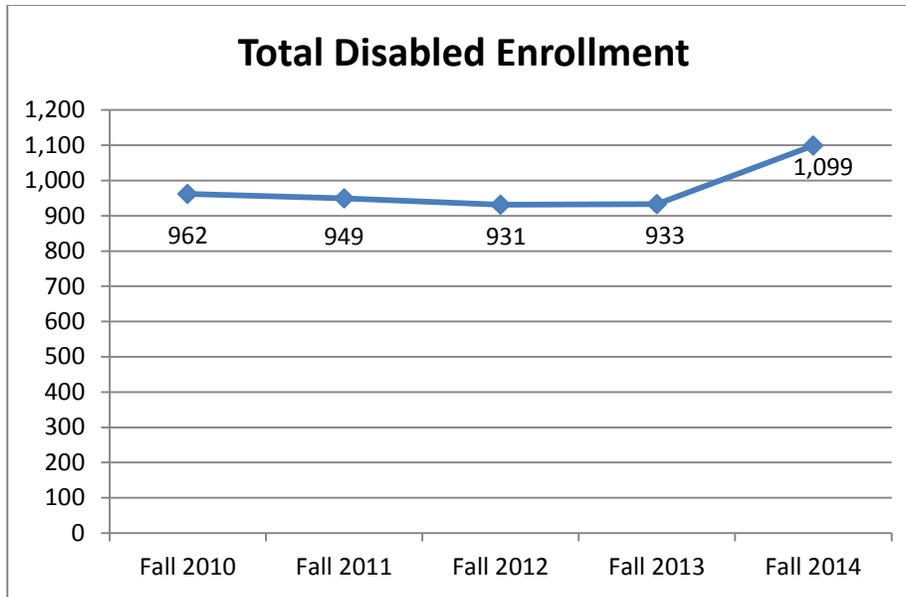
In fall 2010 IPEDS established the new category two or more races. The enrollment in this category increased from fall 2010 to fall 2014 by 165 students or 23.3%. Between fall 2013 and 2014 two or more races enrollment increased 39 students or 4.7%. The overall percentage of two or more races students to total enrollment increased 0.6% between fall 2010 and fall 2014.



Female Enrollment

	<i>Fall 2010</i>	<i>% to Total Enrollment</i>	<i>Fall 2011</i>	<i>% to Total Enrollment</i>	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>	<i>Fall 2014</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	12,685	37.1%	12,711	37.3%	12,330	37.5%	11,987	37.7%	12,202	38.2%
<i>Graduate</i>	3,652	10.7%	3,558	10.4%	3,423	10.4%	3,291	10.3%	3,132	9.8%
<i>Professional</i>	547	1.6%	553	1.6%	547	1.7%	560	1.8%	550	1.7%
<i>Total Female</i>	16,884	49.4%	16,822	49.4%	16,300	49.5%	15,838	49.8%	15,884	49.7%
<i>Total Enrollment</i>	34,170		34,052		32,902		31,814		31,961	

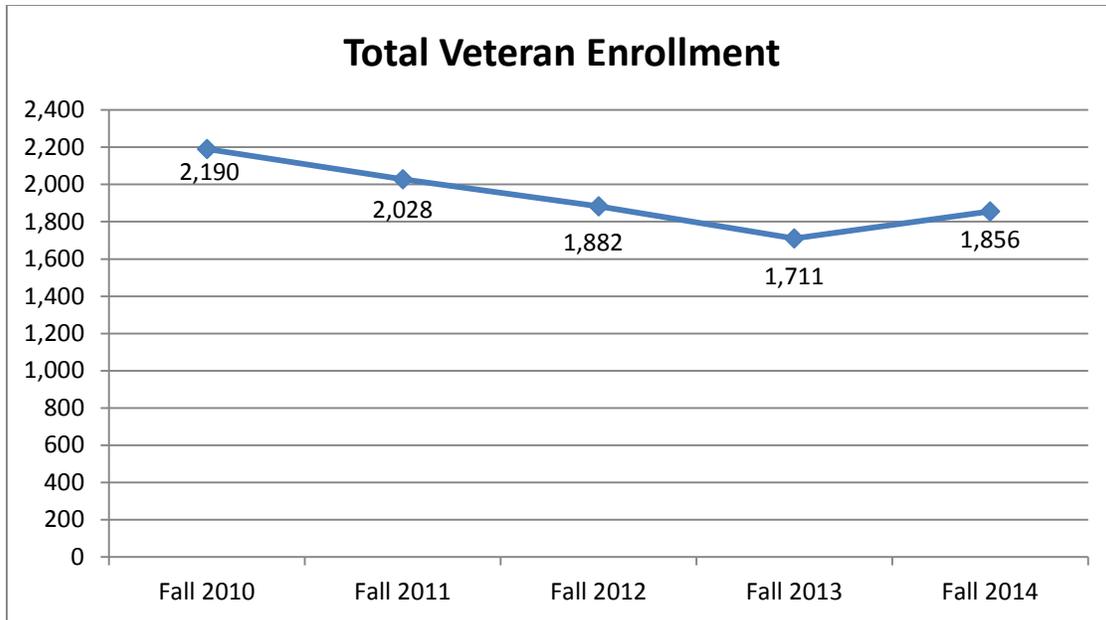
Female enrollment decreased from fall 2010 to fall 2014 by 1,000 students or 5.9%. Between fall 2013 and 2014 female enrollment increased 46 students or 0.3%. Even though the enrollment decreased, the overall percentage of female students to total enrollment actually increased 0.3% between fall 2010 and fall 2014.



Disabled Enrollment

	<i>Fall 2010</i>	<i>% to Total Enrollment</i>	<i>Fall 2011</i>	<i>% to Total Enrollment</i>	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>	<i>Fall 2014</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	823	2.4%	825	2.4%	796	2.4%	842	2.6%	1023	3.2%
<i>Graduate</i>	135	0.4%	122	0.4%	133	0.4%	129	0.4%	114	0.4%
<i>Professional</i>	4	0.0%	2	0.0%	2	0.0%	2	0.0%	2	0.0%
<i>Total Disabled</i>	962	2.8%	949	2.8%	931	2.8%	973	3.1%	1139	3.6%
<i>Total Enrollment</i>	34,170		34,052		32,902		31,814		31,961	

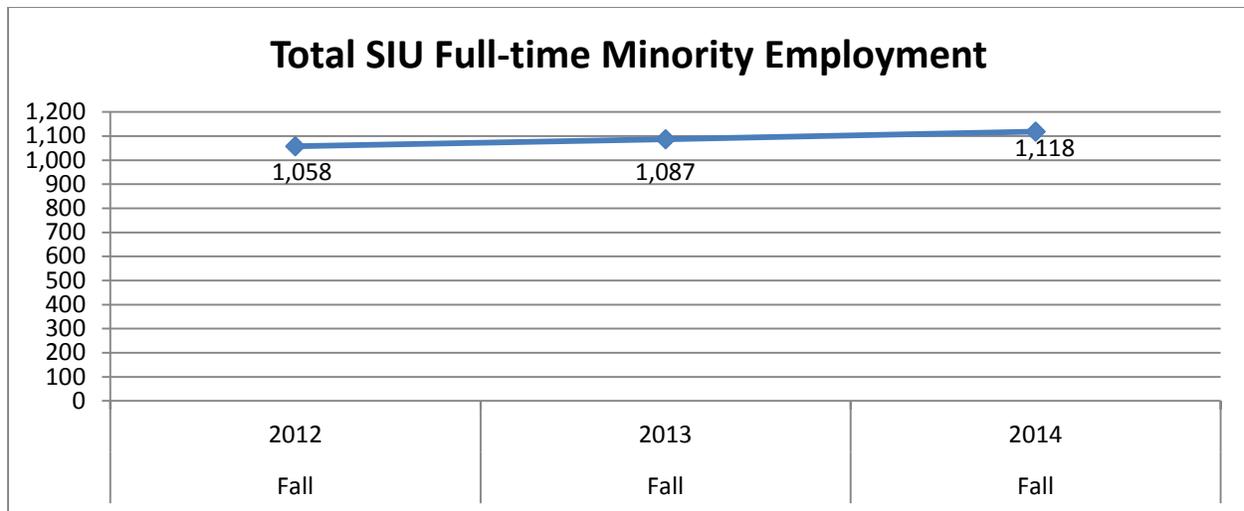
Disabled enrollment increased from fall 2010 to fall 2014 by 177 students or 18.4%. Between fall 2013 and fall 2014 disabled enrollment increased 166 students or 17.1%, perhaps because more students with disabilities were willing to self-identify and thus be counted. The overall percentage of disabled students to total enrollment increased 0.8% between fall 2010 and fall 2014.



Veterans Enrollment

	<i>Fall 2010</i>	<i>% to Total Enrollment</i>	<i>Fall 2011</i>	<i>% to Total Enrollment</i>	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>	<i>Fall 2014</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	1,911	5.59%	1,746	5.13%	1,582	4.81%	1,442	4.53%	1,567	4.90%
<i>Graduate</i>	255	0.75%	260	0.76%	277	0.84%	247	0.78%	254	0.79%
<i>Professional</i>	24	0.07%	22	0.06%	23	0.07%	22	0.07%	35	0.11%
<i>Total Veteran</i>	2,190	6.4%	2,028	6.0%	1,882	5.7%	1,711	5.4%	1,856	5.8%
<i>Total Enrollment</i>	34,170		34,052		32,902		31,814		31,961	

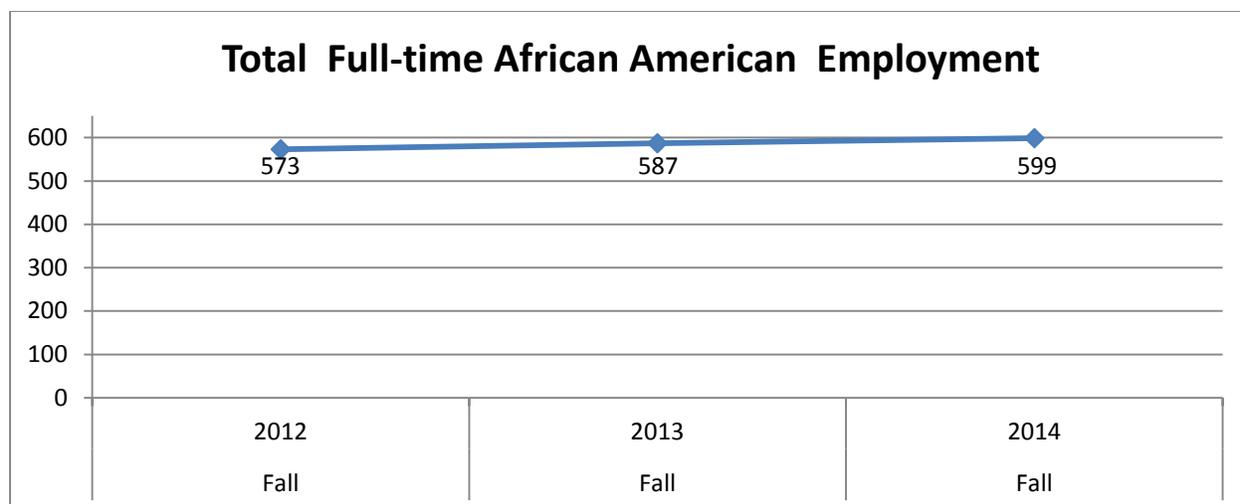
Veteran enrollment has decreased from fall 2010 to fall 2014 by 334 students or 15.3%. Between fall 2013 and fall 2014 veteran enrollment increased 145 students or 8.5%. The overall percentage of disabled students to total enrollment decreased 0.6% between fall 2010 and fall 2014.



Minority Employment

	Fall 2012 Minority	Fall 2012 Total	% to Total Employment	Fall 2013 Minority	Fall 2013 Total	% to Total Employment	Fall 2014 Minority	Fall 2014 Total	% to Total Employment
Instructional, Research and Public Service Staff	410	1,976	20.7%	419	1,927	21.7%	425	1,953	21.8%
Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services	185	641	28.9%	175	554	31.6%	183	518	35.3%
Management	35	282	12.4%	25	261	9.6%	28	267	10.5%
Business and Financial Operations	32	444	7.2%	35	488	7.2%	45	490	9.2%
Computer, Engineering, and Science	37	383	9.7%	46	390	11.8%	44	391	11.3%
Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media	90	384	23.4%	96	441	21.8%	93	462	20.1%
Healthcare Practice and Technical	42	433	9.7%	37	425	8.7%	44	464	9.5%
Service Occupations	109	676	16.1%	123	735	16.7%	122	726	16.8%
Sales and Related Occupations	3	17	17.6%	4	18	22.2%	4	14	28.6%
Office and Administrative Support	98	1380	7.1%	105	1367	7.7%	109	1339	8.1%
Natural Resources, Construction and Maintenance	13	208	6.3%	16	218	7.3%	15	224	6.7%
Production, Transportation, and Material Moving	4	63	6.3%	6	63	9.5%	6	63	9.5%
Total Minority	1,058		15.4%	1,087		15.8%	1,118		16.2%
Total Employment		6,887			6,887			6,911	

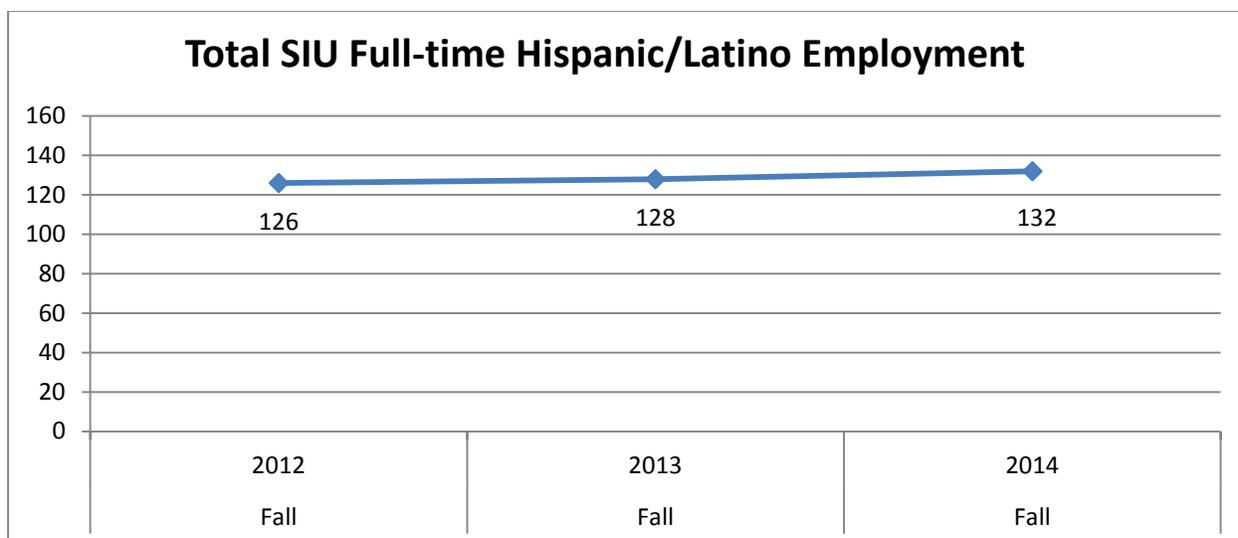
Full-time minority employment increased from fall 2012 to fall 2014 by 60 employees or 5.7%. Between fall 2013 and fall 2014 full-time minority employment has increased 31 employees or 2.9%. The overall percentage of minority employment to total employment increased 0.8% from fall 2012 to fall 2014.



African American Employment

	Fall 2012 Minority	Fall 2012 Total	Fall 2012 % to Full-time Employment	Fall 2013 Minority	Fall 2013 Total	Fall 2013 % to Total Employment	Fall 2014 Minority	Fall 2014 Total	Fall 2014 % to Total Employment
<i>Instructional, Research and Public Service Staff</i>	113	1,976	5.7%	109	1,927	5.7%	110	1,953	5.6%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	134	641	20.9%	139	554	25.1%	141	518	27.2%
<i>Management</i>	18	282	6.4%	16	261	6.1%	17	267	6.4%
<i>Business and Financial Operations</i>	21	444	4.7%	18	488	3.7%	22	490	4.5%
<i>Computer, Engineering, and Science</i>	17	383	4.4%	18	390	4.6%	17	391	4.3%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	77	384	20.1%	78	441	17.7%	74	462	16.0%
<i>Healthcare Practice and Technical</i>	34	433	7.9%	28	425	6.6%	33	464	7.1%
<i>Service Occupations</i>	81	676	12.0%	90	735	12.2%	91	726	12.5%
<i>Sales and Related Occupations</i>	2	17	11.8%	3	18	16.7%	1	14	7.1%
<i>Office and Administrative Support</i>	67	1380	4.9%	74	1367	5.4%	79	1339	5.9%
<i>Natural Resources, Construction and Maintenance</i>	8	208	3.8%	11	218	5.0%	11	224	4.9%
<i>Production, Transportation, and Material Moving</i>	1	63	1.6%	3	63	4.8%	3	63	4.8%
Total African American	573		8.3%	587		8.5%	599		8.7%
Total Employment		6,887			6,887			6,911	

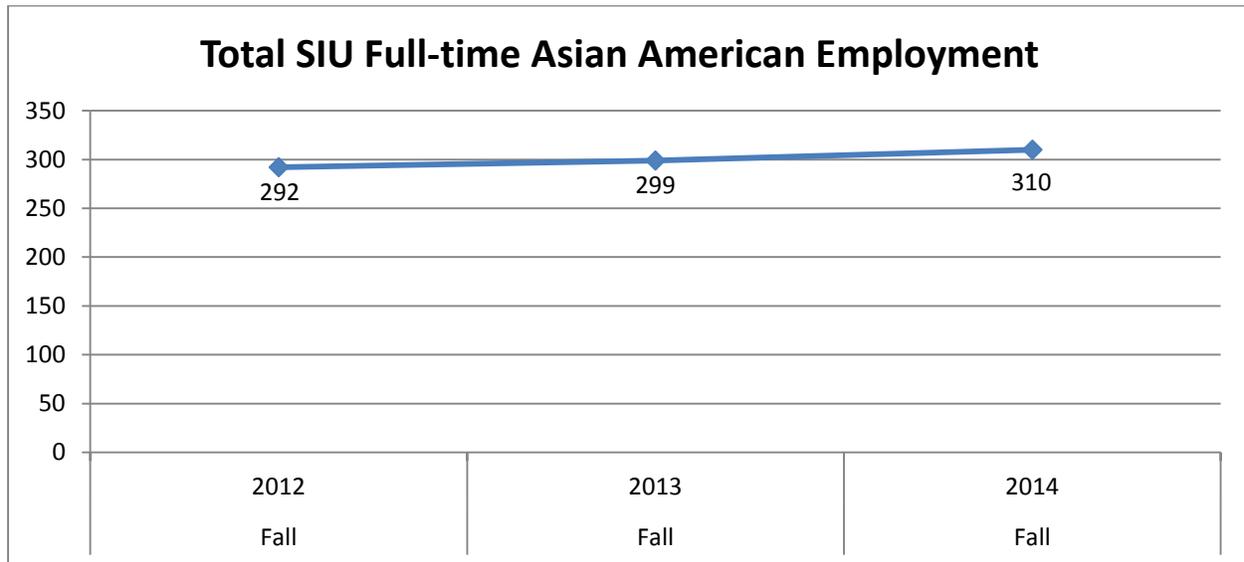
Full-time African American employment increased from fall 2012 to fall 2014 by 26 employees or 4.5%. Between fall 2013 and fall 2014 full-time African American employment increased 12 employees or 2.0%. The overall percentage of African American employment to total employment increased 0.4% between fall 2012 and fall 2014.



Hispanic/Latino Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>	<i>Fall 2014 Minority</i>	<i>Fall 2014 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	60	1,976	3.1%	61	1,927	3.2%	63	1,953	3.2%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	12	641	2.0%	12	554	3.1%	12	518	3.1%
<i>Management</i>	8	282	3.4%	4	261	1.9%	5	267	1.9%
<i>Business and Financial Operations</i>	1	444	0.3%	5	488	0.8%	7	490	0.8%
<i>Computer, Engineering, and Science</i>	6	383	0.8%	7	390	1.1%	7	391	1.1%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	6	384	1.4%	6	441	1.1%	7	462	1.1%
<i>Healthcare Practice and Technical</i>	3	433	0.5%	3	425	0.5%	4	464	0.5%
<i>Service Occupations</i>	13	676	2.3%	14	735	2.3%	11	726	2.3%
<i>Sales and Related Occupations</i>	1	17	0.0%	1	18	0.0%	1	14	0.0%
<i>Office and Administrative Support</i>	13	1380	1.0%	12	1367	0.9%	12	1339	0.9%
<i>Natural Resources, Construction and Maintenance</i>	2	208	0.6%	2	218	0.6%	2	224	0.6%
<i>Production, Transportation, and Material Moving</i>	1	63	0.0%	1	63	0.0%	1	63	0.0%
<i>Total Hispanic/Latino Employment</i>	126		1.8%	128		1.8%	132		1.8%
<i>Total Employment</i>		6,887			6,887			6,911	

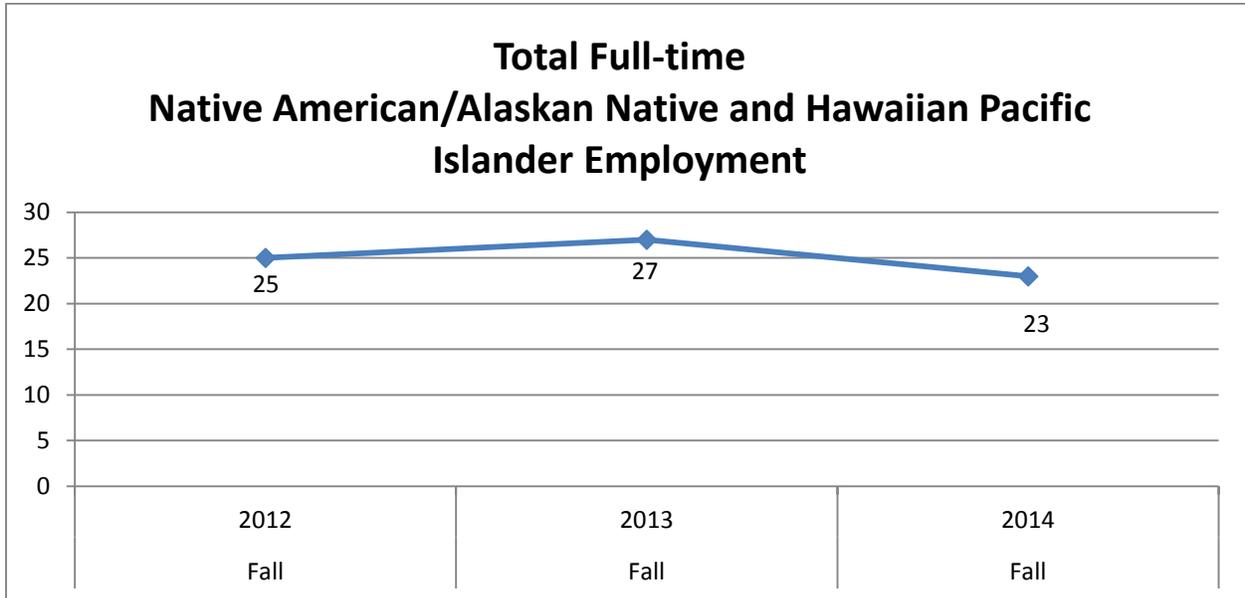
Full-time Hispanic/Latino employment increased from fall 2012 to fall 2014 by 6 employees or 4.8%. Between fall 2013 and fall 2014 full-time Hispanic/Latino employment increased 4 employees or 3.1%. Even though there was an increase in enrollment, the overall percentage of Hispanic/Latino employment to total employment remained constant between fall 2012 and fall 2014.



Asian American Employment

	Fall 2012 Minority	Fall 2012 Total	% to Total Employment	Fall 2013 Minority	Fall 2013 Total	% to Total Employment	Fall 2014 Minority	Fall 2014 Total	% to Total Employment
<i>Instructional, Research and Public Service Staff</i>	216	1,976	10.9%	230	1,927	11.9%	236	1,953	12.1%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	30	641	4.7%	15	554	2.7%	21	518	4.1%
<i>Management</i>	8	282	2.8%	5	261	1.9%	6	267	2.2%
<i>Business and Financial Operations</i>	8	444	1.8%	9	488	1.8%	11	490	2.2%
<i>Computer, Engineering, and Science</i>	11	383	2.9%	16	390	4.1%	15	391	3.8%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	5	384	1.3%	9	441	2.0%	7	462	1.5%
<i>Healthcare Practice and Technical</i>	1	433	0.2%	2	425	0.5%	2	464	0.4%
<i>Service Occupations</i>	6	676	0.9%	6	735	0.8%	5	726	0.7%
<i>Sales and Related Occupations</i>	0	17	0.0%	0	18	0.0%	0	14	0.0%
<i>Office and Administrative Support</i>	7	1380	0.5%	7	1367	0.5%	7	1,339	0.5%
<i>Natural Resources, Construction and Maintenance</i>	0	208	0.0%	0	218	0.0%	0	224	0.0%
<i>Production, Transportation, and Material Moving</i>	0	63	0.0%	0	63	0.0%	0	63	0.0%
Total Asian American Employment	292		4.2%	299		4.3%	310		4.5%
Total Employment		6,887			6,887			6,911	

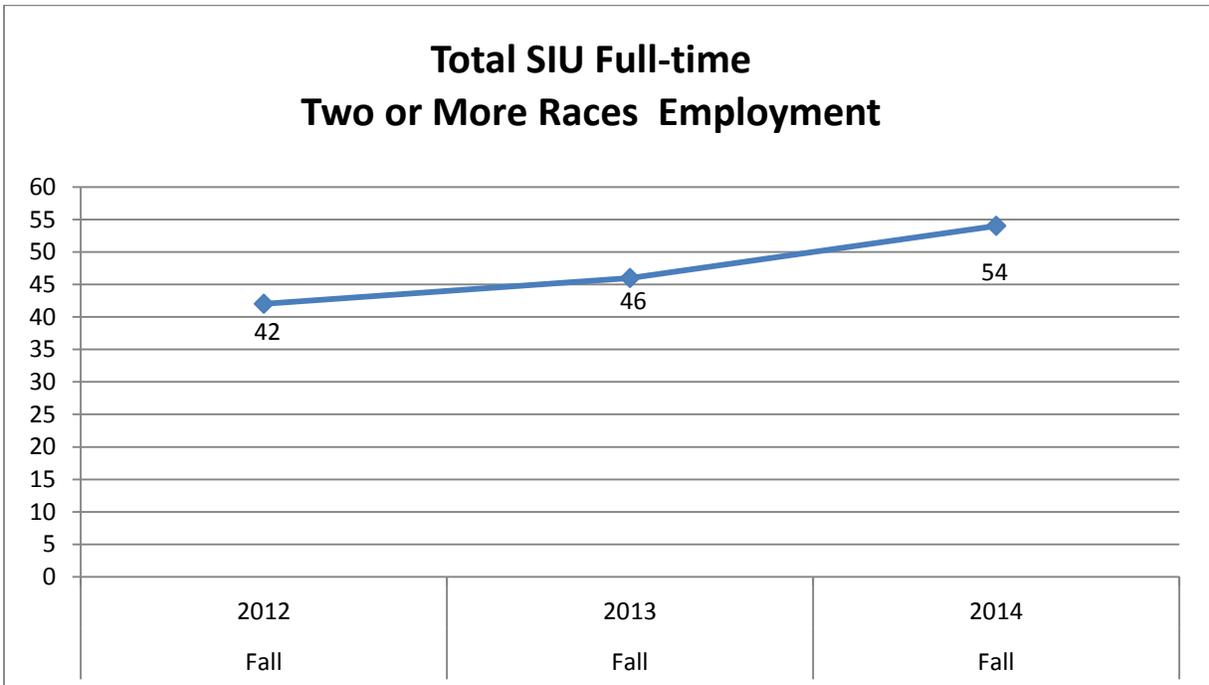
Full-time Asian American employment increased from fall 2012 to fall 2014 by 18 employees or 6.2%. Between fall 2013 and fall 2014 full-time Asian American employment increased 11 employees or 3.7%. The overall percentage of Asian American employment to total employment increased 0.3% between fall 2012 and fall 2014.



Native American/Alaskan Native and Hawaiian Pacific Islander Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>	<i>Fall 2014 Minority</i>	<i>Fall 2014 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	7	1,976	0.4%	7	1,927	0.4%	5	1,953	0.3%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	2	641	0.3%	2	554	0.4%	2	518	0.4%
<i>Management</i>	1	282	0.4%	0	261	0.0%	0	267	0.0%
<i>Business and Financial Operations</i>	0	444	0.0%	1	488	0.2%	1	490	0.2%
<i>Computer, Engineering, and Science</i>	1	383	0.3%	1	390	0.3%	1	391	0.3%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	0	384	0.0%	0	441	0.0%	1	462	0.2%
<i>Healthcare Practice and Technical</i>	1	433	0.2%	0	425	0.0%	0	464	0.0%
<i>Service Occupations</i>	5	676	0.7%	8	735	1.1%	8	726	1.1%
<i>Sales and Related Occupations</i>	0	17	0.0%	0	18	0.0%	0	14	0.0%
<i>Office and Administrative Support</i>	5	1380	0.4%	5	1367	0.4%	2	1339	0.1%
<i>Natural Resources, Construction and Maintenance</i>	1	208	0.5%	1	218	0.5%	1	224	0.4%
<i>Production, Transportation, and Material Moving</i>	2	63	3.2%	2	63	3.2%	2	63	3.2%
<i>Total Native American/Alaskan Native and Hawaiian Pacific Islander Employment</i>	25		0.4%	27		0.4%	23		0.3%
<i>Total Employment</i>		6,887			6,887			6,911	

Full-time Native American/Alaskan Native and Hawaiian Pacific Islander employment decreased from fall 2012 to fall 2014 by 2 employees or 8.0%. Between fall 2013 and fall 2014 full-time Native American/Alaskan Native and Hawaiian Pacific Islander employment decreased 4 employees. The overall percentage of Native American/Alaskan Native and Hawaiian Pacific Islander employment to total employment decreased 0.1% between fall 2012 and fall 2014.



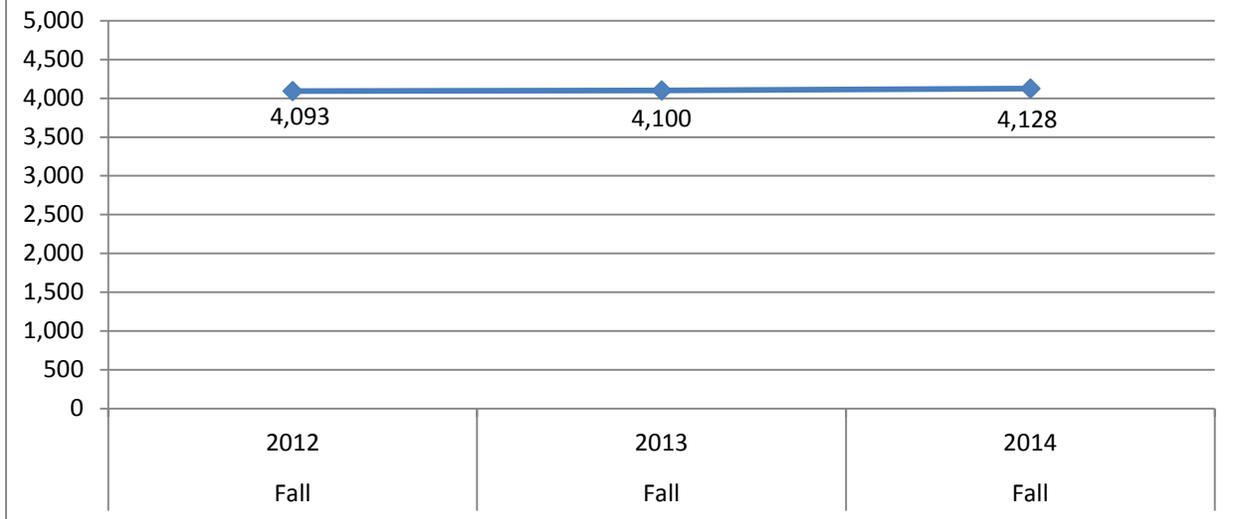
See detailed table on next page.

Two or More Races Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>	<i>Fall 2014 Minority</i>	<i>Fall 2014 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	14	1,976	0.7%	12	1,927	0.6%	11	1,953	0.6%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	7	641	1.1%	7	554	1.3%	7	518	1.4%
<i>Management</i>	0	282	0.0%	0	261	0.0%	0	267	0.0%
<i>Business and Financial Operations</i>	2	444	0.5%	2	488	0.4%	4	490	0.8%
<i>Computer, Engineering, and Science</i>	2	383	0.5%	4	390	1.0%	4	391	1.0%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	2	384	0.5%	3	441	0.7%	4	462	0.9%
<i>Healthcare Practice and Technical</i>	3	433	0.7%	4	425	0.9%	5	464	1.1%
<i>Service Occupations</i>	4	676	0.6%	5	735	0.7%	7	726	1.0%
<i>Sales and Related Occupations</i>	0	17	0.0%	0	18	0.0%	2	14	14.3%
<i>Office and Administrative Support</i>	6	1,380	0.4%	7	1,367	0.5%	9	1,339	0.7%
<i>Natural Resources, Construction and Maintenance</i>	2	208	1.0%	2	218	0.9%	1	224	0.4%
<i>Production, Transportation, and Material Moving</i>	0	63	0.0%	0	63	0.0%	0	63	0.0%
Total Two or More Races Employment	42		0.6%	46		0.7%	54		0.8%
Total Employment		6,887			6,887			6,911	

Full-time two or more races employment increased from fall 2012 to fall 2014 by 12 employees or 28.6%. Between fall 2013 and fall 2014 full-time two or more races employment increased 8 employees or 17.4%. The overall percentage of two or more races employment to total employment increased 0.2% between fall 2012 and fall 2014.

Total SIU Full-time Female Employment



Female Employment

	Fall 2012 Minority	Fall 2012 Total	% to Total Employment	Fall 2013 Minority	Fall 2013 Total	% to Total Employment	Fall 2014 Minority	Fall 2014 Total	% to 2014 Employment
<i>Instructional, Research and Public Service Staff</i>	884	1,976	44.7%	899	1,927	46.7%	915	1,953	46.9%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	469	641	73.2%	377	554	68.1%	387	518	74.7%
<i>Management</i>	140	282	49.6%	125	261	47.9%	122	267	45.7%
<i>Business and Financial Operations</i>	316	444	71.2%	348	488	71.3%	346	490	70.6%
<i>Computer, Engineering, and Science</i>	107	383	27.9%	116	390	29.7%	114	391	29.2%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	226	384	58.9%	275	441	62.4%	287	462	62.1%
<i>Healthcare Practice and Technical</i>	402	433	92.8%	395	425	92.9%	427	464	92.0%
<i>Service Occupations</i>	250	676	37.0%	280	735	38.1%	276	726	38.0%
<i>Sales and Related Occupations</i>	15	17	88.2%	16	18	88.9%	14	14	100.0%
<i>Office and Administrative Support</i>	1,264	1,380	91.6%	1,248	1,367	91.3%	1,219	1,339	91.0%
<i>Natural Resources, Construction and Maintenance</i>	13	208	6.3%	14	218	6.4%	15	224	6.7%
<i>Production, Transportation, and Material Moving</i>	7	63	11.1%	7	63	11.1%	6	63	9.5%
Total Female	4,093		59.4%	4,100		59.5%	4,128		59.7%
Total Employment		6,887			6,887			6,911	

Full-time female employment increased from fall 2012 to fall 2014 by 35 employees or 0.9%. Between fall 2013 and fall 2014 full-time female employment increased 28 employees or 0.7%. The overall percentage of female employment to total employment increased 0.3% between fall 2012 and fall 2014.



Total Southern Illinois University
Fall 14 Faculty by Ethnicity and Race

	Non-Resident Alien			Black Non Hispanic			Hispanic			White Non-Hispanic			American Indian/Alaskan Native			Asian			Hawaiian/Pacific Islander			2 or More Races			Unknown			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Faculty with Tenure % to Total	4 0.8%	0 0.0%	4 0.5%	25 5.2%	10 3.9%	35 4.8%	16 3.4%	5 2.0%	21 2.9%	358 75.1%	211 82.4%	569 77.6%	0 0.0%	0 0.0%	0 0.0%	74 15.5%	26 10.2%	100 13.6%	0 0.0%	1 0.4%	1 0.1%	0 0.0%	3 1.2%	3 0.4%	0 0.0%	0 0.0%	0 0.0%	477 100.0%	256 100.0%	733 100.0%
Faculty with Tenure Track % to Total	21 13.0%	5 3.7%	26 8.8%	7 4.3%	15 11.2%	22 7.5%	9 5.6%	5 3.7%	14 4.7%	104 64.6%	90 67.2%	194 65.8%	0 0.0%	1 0.7%	1 0.3%	18 11.2%	18 13.4%	36 12.2%	0 0.0%	0 0.0%	0 0.0%	2 1.2%	0 0.0%	2 0.7%	0 0.0%	0 0.0%	0 0.0%	161 100.0%	134 100.0%	295 100.0%
Combined Tenure and Tenure Track	25	5	30	32	25	57	25	10	35	462	301	763	0	1	1	92	44	136	0	1	1	2	3	5	0	0	0	638	390	1,028
Faculty Non-Tenure % to Total	2 1.1%	8 2.5%	10 2.0%	6 3.3%	33 10.4%	39 7.8%	6 3.3%	9 2.8%	15 3.0%	161 88.0%	255 80.4%	416 83.2%	1 0.5%	0 0.0%	1 0.2%	5 2.7%	9 2.8%	14 2.8%	0 0.0%	1 0.3%	1 0.2%	2 1.1%	2 0.6%	4 0.8%	0 0.0%	0 0.0%	0 0.0%	183 100.0%	317 100.0%	500 100.0%
Faculty																														
Full Time	27	13	40	38	58	96	31	19	50	623	556	1,179	1	1	2	97	53	150	0	2	2	4	5	9	0	0	0	821	707	1,528
Part Time	3	1	4	12	10	22	2	9	11	207	176	383	1	0	1	11	11	22	1	1	2	2	3	5	1	0	1	240	211	451
Total	30	14	44	50	68	118	33	28	61	830	732	1,562	2	1	3	108	64	172	1	3	4	6	8	14	1	0	1	1,061	918	1,979
% to Total	2.8%	1.5%	2.2%	4.7%	7.4%	6.0%	3.1%	3.1%	3.1%	78.2%	79.7%	78.9%	0.2%	0.1%	0.2%	10.2%	7.0%	8.7%	0.1%	0.3%	0.2%	0.6%	0.9%	0.7%	0.1%	0.0%	0.1%	100.00%	100.00%	100.0%

Source: SIUE and SIUC IPEDS Fall Staff Survey

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 superior undergraduate education.

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

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

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

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

INSTITUTIONAL PROFILE

SIU Carbondale, a Carnegie classification Research University (high research activity), offers a full range of baccalaureate programs, is committed to graduate education through the doctoral degree, and gives a high priority to research. SIU Carbondale receives substantial federal support for research and development and annually awards a significant number of doctoral degrees balanced among selected liberal arts and science disciplines and professional programs.

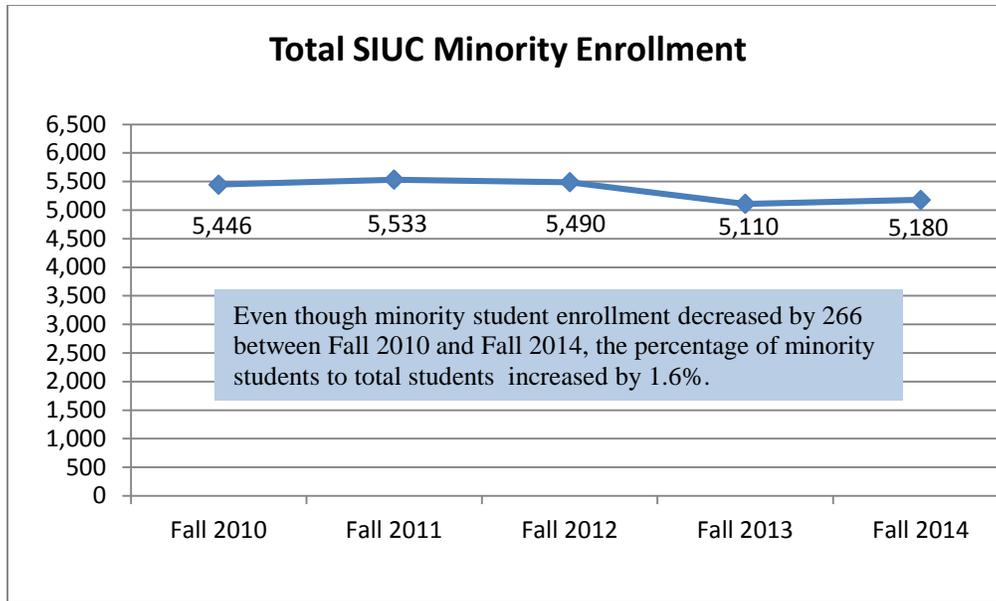
The Carnegie Foundation for the Advancement of Teaching has also designated SIU Carbondale as a community engagement institution, one of only 361 so designated out of more than 4000 eligible post-secondary institutions. As the Carnegie Foundation defines it, *The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.*

In addition to pursuing statewide goals and priorities, SIU Carbondale strives to develop the professional, social, and leadership skills expected of college students and improve student retention and achievement; supports the economic, social, and cultural development of southern Illinois through appropriate undergraduate, graduate, and professional education and research; develops partnerships with communities, businesses, and other colleges and universities and develops utilization of telecommunications technologies; cultivates and sustains a commitment in research and instruction to problems and policy issues related to the region and the state's natural resources and environment; strives to meet the health care needs of central and southern Illinois through appropriate health-related programs, services, and public health policy; and cultivates and sustains diversity through a commitment to multiculturalism, including international programming.

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

ENROLLMENT

SIU Carbondale's fall 2014 total enrollment including undergraduate, graduate and professional students was 17,989. A breakdown by category of the underrepresented students and a summary of the progress and challenges follow.



Minority Enrollment

	<i>Fall</i> 2010	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> 2011	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> 2012	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> 2013	<i>% to Total</i> <i>Enrollment</i>	<i>Fall</i> 2014	<i>% to Total</i> <i>Enrollment</i>
<i>Undergraduate</i>	4,641	23.2%	4,755	24.0%	4,674	24.8%	4,281	23.8%	4,364	24.3%
<i>Graduate</i>	689	3.4%	671	3.4%	703	3.7%	715	4.0%	688	3.8%
<i>Professional</i>	116	0.6%	107	0.5%	113	0.6%	114	0.6%	128	0.7%
Total Minority	5,446	27.2%	5,533	27.9%	5,490	29.1%	5,110	28.4%	5,180	28.8%
<i>Total Enrollment</i>	20,037		19,817		18,847		17,964		17,989	

Source: IPEDS

Progress: In 2014, Diverse Issues in Higher Education (<http://diverseeducation.com/top100/>) ranked SIUC Carbondale:

- 4th in the nation in overall number of minority students receiving baccalaureate degrees in Transportation/Materials Moving;
- 5th receiving baccalaureate degrees in Education;
- 7th receiving baccalaureate degrees in Health and Medical Administrative Services;
- 9th receiving baccalaureate degrees in Engineering Technologies and Engineering-Related Fields; and
- 19th receiving baccalaureate degrees in Legal Professions and Studies.

In fall 2014, the number of minority students increased by 70 or 1.4 percent as the Hispanic/Latino, African American and Two or More Races student populations all increased.

In comparing enrollment figures of all Illinois four-year public universities, the Integrated Postsecondary Education Data System (IPEDS) ranks SIU Carbondale 5th in minority enrollment with 28.8 percent of total enrollment. SIU Carbondale ranks high among public universities in the total number of African American students it enrolls.

Undergraduate Admissions has specific programs and/or initiatives to help recruit African American, Hispanic/Latino, and female students. In FY 2015, 77 percent of group visits hosted on campus by Undergraduate Admissions were minority or underrepresented. In addition to creating the position of Assistant Director for Recruitment and Diversity, Undergraduate Admissions also has a Spanish bilingual admissions coordinator. The Undergraduate Admissions Campus Visit Program hired a Spanish bilingual student employee in 2015 to communicate with Hispanic/Latino families during campus visits. There is an ongoing development of a Spanish language parent portal and brochures with Undergraduate Admissions.

Undergraduate Admissions conducted focused recruiting efforts at more than 80 schools or events targeting specifically Hispanic/Latino students; as many as 140 schools and events targeting African American students; 20 schools specifically targeting female students; and 23 visits to the City Colleges of Chicago system in 2015.

For the third consecutive year, a School of Law faculty member, who self-identifies as African American, represented the Law School at the annual Ronald H. Brown Admissions Fair which was hosted by The Ronald H. Brown Center for Civil Rights and Economic Development. The program offers minority students the opportunity to meet one-on-one with law school professionals as a formal interview program. The School of Law offers over \$300,000 in diversity scholarships to incoming students.

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

- *Use of a predictive model in advising*
- *Organizational structure that has Student Affairs, Academics, Financial Aid and Enrollment Management at the same table (great for retention, which touches all of these)*
- *Student service offices have been relocated to the new Student Services Building*
- *Diversity component of the University Core Curriculum*
- *Veterans Services provided*
- *Living/Learning Program expanded*

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

Beginning in fall of 2012, all entering first-year students are required to take the student success seminar (UCOL 101) Foundations of Inquiry. This seminar supports the transition of first-year students as they enter a research University. Upon completion of this course, students will be able to demonstrate the knowledge, skills, and behaviors critical for academic and personal success.

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

The Center for Inclusive Excellence (CIE) supports retention efforts through mentoring, coaching, and advising students who request assistance. In addition, each of the resource centers in the CIE (Black Resource Center, Hispanic Resources Center, GLBT Resource Center and the Women’s Resource Center) works with entities like the Writing Center, Morris Library, Exploratory Student Services, TRIO Student Support Services and academic units to promote the academic success of the students

The Success in Engineering through Excellence and Diversity (SEED) program is offered by the College of Engineering. SEED is an academic enrichment support program designed to increase the enrollment and graduation rate of underrepresented (racial and ethnic minorities) in engineering. The program is committed to providing the best opportunities and programs available to underrepresented students. The SEED Program recognizes and accommodates the broad diversity of its students and utilizes student-to-student interactions as a basis for improving the overall educational attainment of all minority engineering students. By facilitating student-student, faculty-student, and industry-student interactions, the SEED Program has substantially increased both the enrollment and graduation rates of underrepresented students in the College of Engineering. The SEED Program’s recruitment efforts focused on targeted high schools has increased awareness of the benefits of engineering. The Women’s Leadership Conference hosted by the SEED program helps develop future women leaders. This conference provides female students interested in science, technology, engineering, mathematics (STEM), business and agriculture an opportunity to visit SIU Carbondale and to gain insight into university programming. In FY 2015, the SEED program awarded \$96,200 in scholarships to qualifying students.

The Living-Learning Community (LLC) program is an intentional grouping of residential students who share common academic, cultural, or social interests. The LLCs for minority and female students include: First Scholars (first-generation college students); Black Male Initiative; Campus Pride; Sisters Interacting Successfully; and Women United in Leadership.

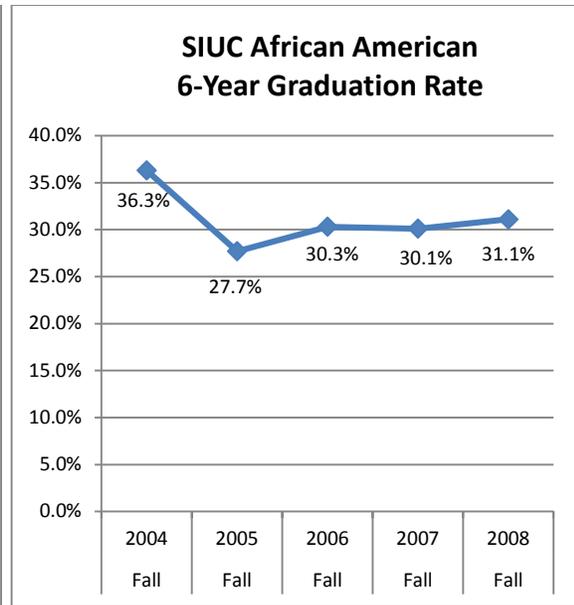
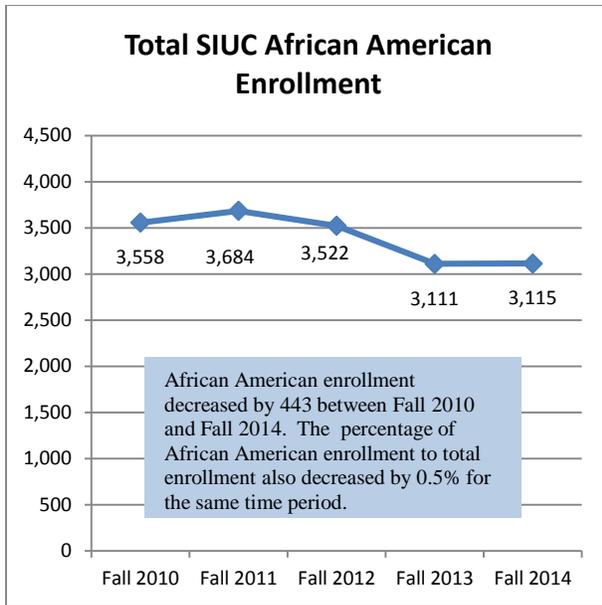
The University Honors Program (UHP) initiated the “Word of Mouth” program to increase underrepresented enrollment. The underrepresented students in good standing were asked to refer a friend to the UHP. For every qualified referral who joined, the member had his/her name entered into a drawing for two book scholarships. Although there was low participation in FY 2015, more publicity and follow-up will be utilized moving forward.

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

- **Saluki Summer Bridge First-Year Program:** This initiative provides academic enrichment, articulates institutional and faculty expectations, and exposes students to behaviors and characteristics of successful students attending the university. This program is available for full-time first-year students who have been accepted for admission to the University for the upcoming fall semester. The two-week residential program provides students the opportunity to gain an early start on their undergraduate career and transition to campus life. During their first year, Summer Bridge students participate in academic support services that continue the process of academic and social adjustment and enhance skills that will build a solid foundation for future success. These support services include peer mentoring, academic counseling, and workshops. The matriculation rate for the 2014 students was 100 percent; first semester to second semester persistence, 90.38 percent. Freshman to sophomore retention was 78.84 percent. Notably, the program received a \$50,000 contribution from AT&T for the 2014 program which allowed the university to expand its reach to additional students.
- **Exploring Careers in Accounting and Business Program:** The Minority Affairs Office of the College of Business conducts this summer program. High school sophomores, juniors and seniors make SIU their home for eight days during the summer to learn about careers in accounting and business. The students attend lectures about management, accounting and marketing. In addition to attending lectures, the students prepare for the ACT and practice skills such as time management and networking. Students also have the opportunity to see how some top U.S. companies, such as Boeing, Deloitte, and KPMG conduct business.
- **The Illinois Law & Leadership Institute:** This program is sponsored by the School of Law in partnership with the Illinois State Bar Association. It is a statewide initiative directed at students from diverse populations that are currently underrepresented in the legal profession, including racial and ethnic minorities, students with disabilities, and students from modest or low-income families. Open to students who will be going into the 9th or 10th grades in the fall, the program is designed to expose students to interesting aspects of the law and a variety of legal careers.

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

Refer to other challenges in the Enrollment Executive Summary.



African American Enrollment

	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment	Fall 2014	% to Total Enrollment
<i>Undergraduate</i>	3,109	15.5%	3,244	16.4%	3,086	16.4%	2,678	14.9%	2,675	14.9%
<i>Graduate</i>	407	2.0%	399	2.0%	397	2.1%	394	2.2%	383	2.1%
<i>Professional</i>	42	0.2%	41	0.2%	39	0.2%	39	0.2%	57	0.3%
Total African American Enrollment	3,558	17.8%	3,684	18.6%	3,522	18.7%	3,111	17.3%	3,115	17.3%
<i>Total Enrollment</i>	20,037		19,817		18,847		17,964		17,989	

Source: IPEDS

Progress: In 2014, Diverse Issues in Higher Education (<http://diverseeducation.com/top100/>) ranked SIU Carbondale:

- 2nd in the nation in the overall number of baccalaureate degrees awarded to African American students in Education and
- 6th in the nation in both Engineering Technologies/Engineering Related Fields and Transportation and Materials Moving.

In 2014, SIU was also ranked 7th in the nation in the overall number of baccalaureate degrees awarded to African American students in Health and Medical Administrative Services.

African American overall enrollment increased by 4 students or 0.1 percent from 2013 to 2014.

In comparing enrollment figures across the state in 2014, IPEDS ranked SIU Carbondale 2nd in the number of African American students at 3,115 and 2nd in African American students as a percentage of total enrollment at 17.3 percent. SIU Carbondale is proud to have maintained this ranking for several years.

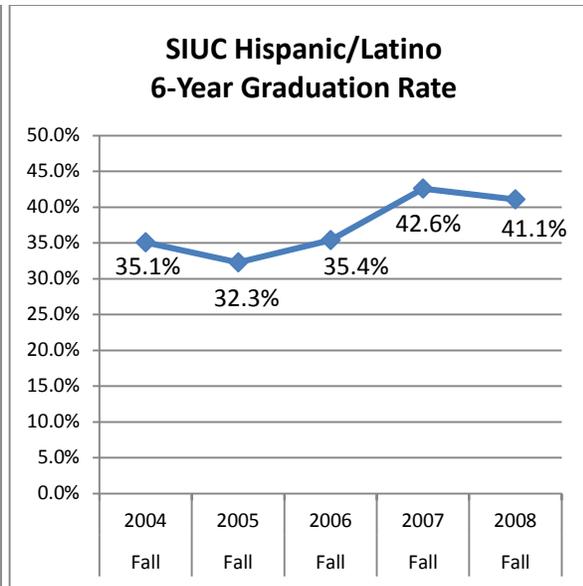
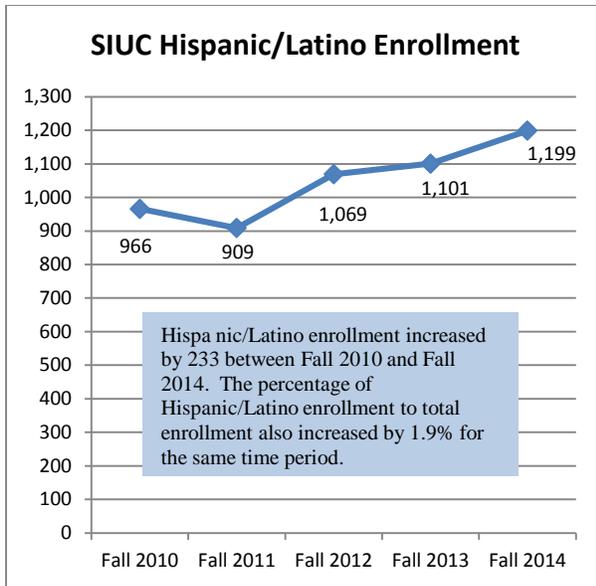
The six-year graduation rate for African American students has been fairly level for the students who first entered between 2006 and 2008.

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

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

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

The lack of significant increase in the African American population may be linked to our current budget situation and inability to help relieve financial-aid gaps as discussed below in the Enrollment Executive Summary.



Hispanic/Latino Enrollment

	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment	Fall 2014	% to Total Enrollment
<i>Undergraduate</i>	824	4.1%	778	3.9%	914	4.8%	939	5.2%	1034	5.7%
<i>Graduate</i>	121	0.6%	115	0.6%	133	0.7%	135	0.8%	138	0.8%
<i>Professional</i>	21	0.1%	16	0.1%	22	0.1%	27	0.2%	27	0.2%
Total Hispanic/Latino Enrollment	966	4.8%	909	4.6%	1,069	5.7%	1,101	6.1%	1,199	6.7%
<i>Total Enrollment</i>	20,037		19,817		18,847		17,964		17,989	

Source: IPEDS

Progress: In 2014, Diverse Issues in Higher Education (<http://diverseeducation.com/top100/>) ranked SIU Carbondale:

- 7th in the nation in the overall number of baccalaureate degrees awarded to Hispanic/Latino students in Transportation and Materials Moving;
- 9th in the overall number of baccalaureate degrees awarded to Hispanic/Latino students in Health and Medical Administrative Services Fields;
- 14th in the overall number of baccalaureate degrees awarded to Hispanic/Latino students in Engineering Technologies and Engineering-Related Fields;
- 27th in the overall number of baccalaureate degrees awarded to Hispanic/Latino students in Education;
- 33rd in the nation in the overall number of baccalaureate degrees awarded to Hispanic/Latino students in Legal Professions and Studies;
- 38th in the nation in the overall number of baccalaureate degrees awarded to Hispanic/Latino students in Agriculture, Agriculture Operations, and Related Sciences.

The six-year graduation rate for Hispanic/Latino student shows an increase of 6.0 percent from 2004 to 2008. The Hispanic/Latino overall enrollment numbers have shown an increase in four of the five years since 2010. Hispanic/Latino enrollment increased 98 students or 8.9 percent from 2013 to 2014.

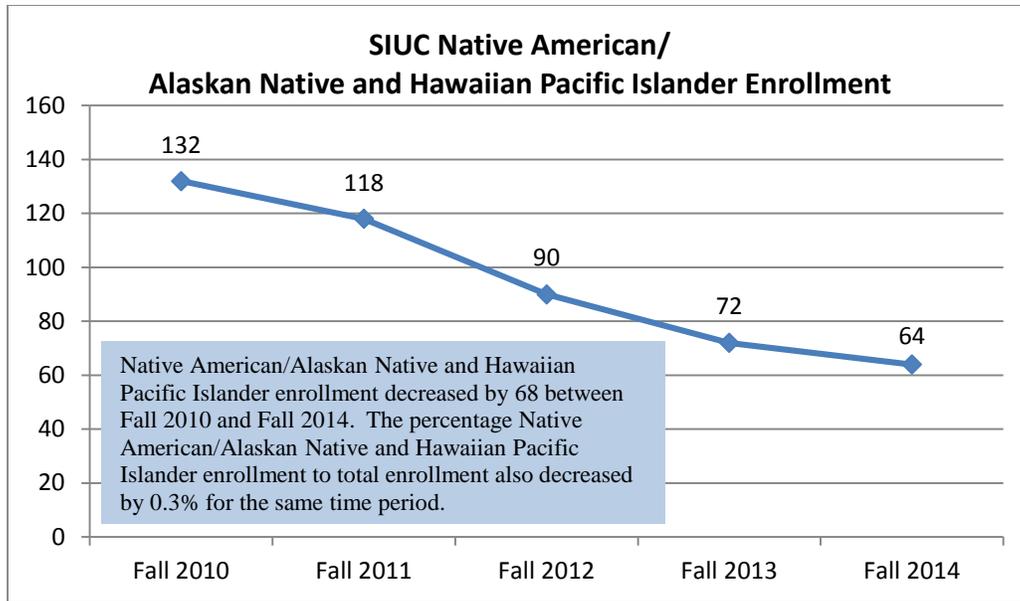
As part of the University's retention efforts for Hispanic/Latino students, the Hispanic Resource Center (HRC), which operates within CIE, provides students and their families with information concerning support programs. Advocacy, mentoring and guidance are provided to all Hispanic/Latino students and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

This increase in enrollment may be attributed to the targeted recruitment being conducted by Undergraduate Admissions, the Spanish-bilingual initiatives that were put in place in FY 2015, and/or the natural demographic shift in the state and the nation.

Challenges:

The University must continue to create Spanish language recruitment pieces and Spanish language advertising campaigns in specific markets in preparation of a larger, more robust recruitment effort focused on Hispanic/Latino students. The University is working to identify funding sources for new advertising campaign strategies such as these, despite the challenging financial environment it faces.

Retaining this population is also connected to financial constraints and to a lack of awareness of academic and bilingual support in all services areas. Please refer to Enrollment Executive Summary for additional challenges.



Native American/Alaskan Native and Hawaiian Pacific Islander Enrollment

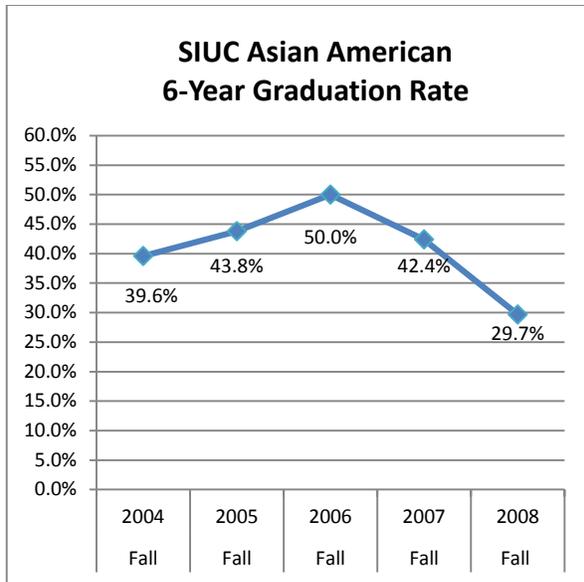
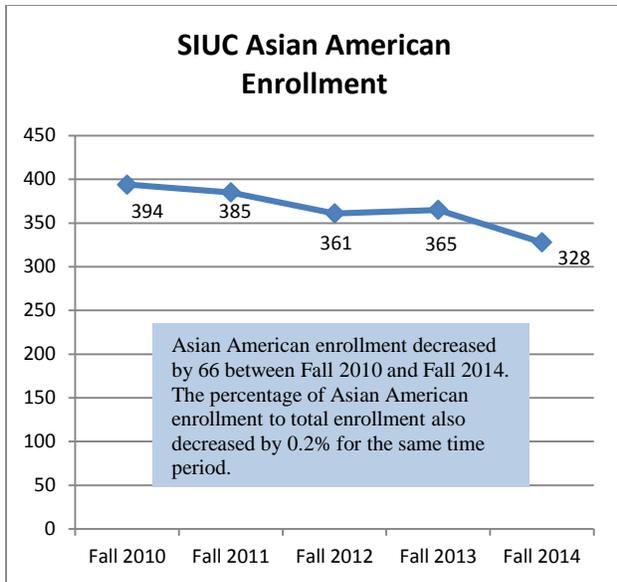
	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment	Fall 2014	% to Total Enrollment
<i>Undergraduate</i>	111	0.6%	103	0.5%	70	0.4%	47	0.3%	47	0.3%
<i>Graduate</i>	16	0.1%	10	0.1%	17	0.1%	20	0.1%	15	0.1%
<i>Professional</i>	5	0.0%	5	0.0%	3	0.0%	5	0.0%	2	0.0%
Total Native American/Alaskan Native and Hawaiian Pacific Islander Enrollment	132	0.7%	118	0.6%	90	0.5%	72	0.4%	64	0.4%
<i>Total Enrollment</i>	20,037		19,817		18,847		17,964		17,989	

Source: IPEDS

Progress: In 2014, Diverse Issues in Higher Education (<http://diverseeducation.com/top100/>) ranked SIU Carbondale 22th in the nation in the overall number of baccalaureate degrees awarded to Native American/Alaskan Native students in Education.

Challenges: Native American/Alaskan Native and Hawaiian Pacific Islander enrollment decreased by 8 students or 11.1 percent from fall 2013 to 2014. The introduction of the “two or more” classification in 2010 may account for the decline in this inexplicable student classification.

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



Asian American Enrollment

	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment	Fall 2014	% to Total Enrollment
<i>Undergraduate</i>	279	1.4%	265	1.3%	246	1.3%	240	1.3%	220	1.2%
<i>Graduate</i>	76	0.4%	85	0.4%	81	0.4%	95	0.5%	82	0.5%
<i>Professional</i>	39	0.2%	35	0.2%	34	0.2%	30	0.2%	26	0.1%
Total Asian American Enrollment	394	2.0%	385	1.9%	361	1.9%	365	2.0%	328	1.8%
<i>Total Enrollment</i>	20,037		19,817		18,847		17,964		17,989	

Source: IPEDS

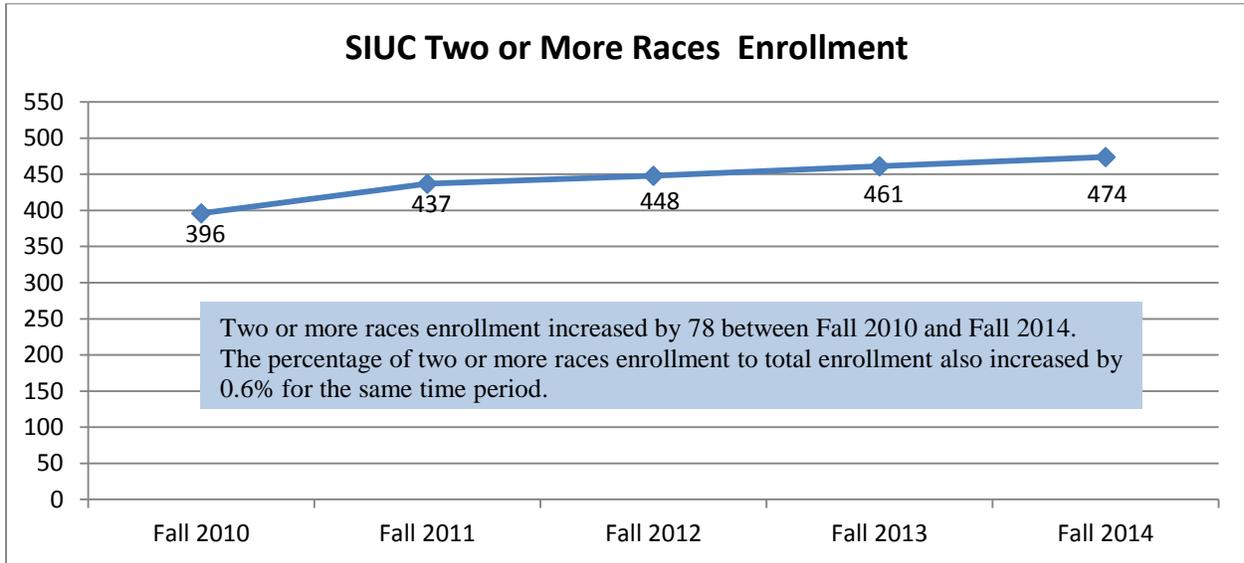
Progress: In 2014, Diverse Issues in Higher Education (<http://diverseeducation.com/top100/>) ranked SIUC Carbondale:

- 3rd in the nation in the overall number of baccalaureate degrees awarded to Asian American students in Transportation and Materials Moving;
- 8th in Health and Medical Administrative Services;
- 9th in Engineering Technologies and Engineering Related Field;
- 11th in Legal Professions and Studies and
- 19^h in Education.

Challenges: In fall of 2014 Asian American enrollment decreased by 37 students or 10.1 percent but maintaining a stable percentage of overall enrollment. The decrease could be attributed to an increase in the number of students choosing to select Two or More Races.

The six-year graduation rate for Asian American students declined by 12.7 percent from fall 2007 to fall 2008.

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



Two or More Races Enrollment

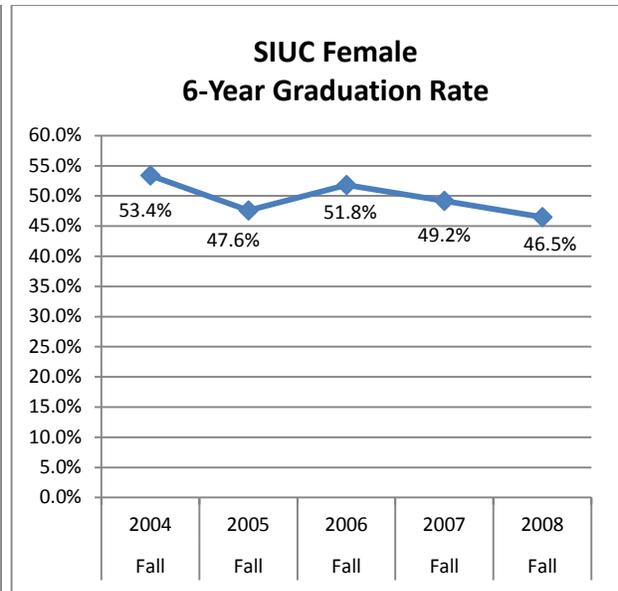
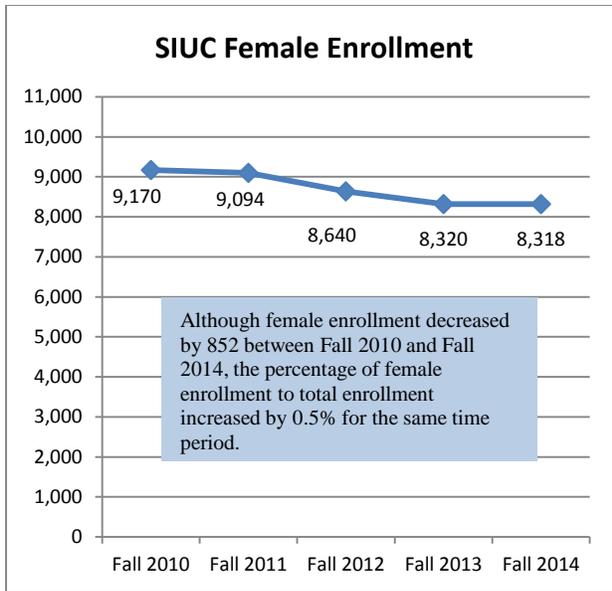
	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment	Fall 2014	% to Total Enrollment
<i>Undergraduate</i>	318	1.6%	365	1.8%	358	1.9%	377	2.1%	388	2.2%
<i>Graduate</i>	69	0.3%	62	0.3%	75	0.4%	71	0.4%	70	0.4%
<i>Professional</i>	9	0.0%	10	0.1%	15	0.1%	13	0.1%	16	0.1%
Total Two or More Races Enrollment	396	2.0%	437	2.2%	448	2.4%	461	2.6%	474	2.6%
<i>Total Enrollment</i>	20,037		19,817		18,847		17,964		17,989	

Source: IPEDS

Progress: Two or More enrollment increased by 13 student or 2.8 percent from 2013 to 2014.

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

Challenges: Refer to challenges in the Enrollment Executive Summary.



Female Enrollment

	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment	Fall 2014	% to Total Enrollment
<i>Undergraduate</i>	6,658	33.23%	6,664	33.63%	6,295	33.40%	6,052	33.69%	6,148	34.18%
<i>Graduate</i>	2,229	11.12%	2,146	10.83%	2,072	10.99%	1,991	11.08%	1,895	10.53%
<i>Professional</i>	283	1.41%	284	1.43%	273	1.45%	277	1.54%	275	1.53%
Total Female Enrollment	9,170	45.77%	9,094	45.89%	8,640	45.84%	8,320	46.31%	8,318	46.24%
<i>Total Enrollment</i>	20,037		19,817		18,847		17,964		17,989	

Source: IPEDS

Progress: While total enrollment fell from 2010 to 2014, so did the total number of female students. However, it's important to note that the percentage of females compared to the total enrollment shows that female student enrollment has remained steady.

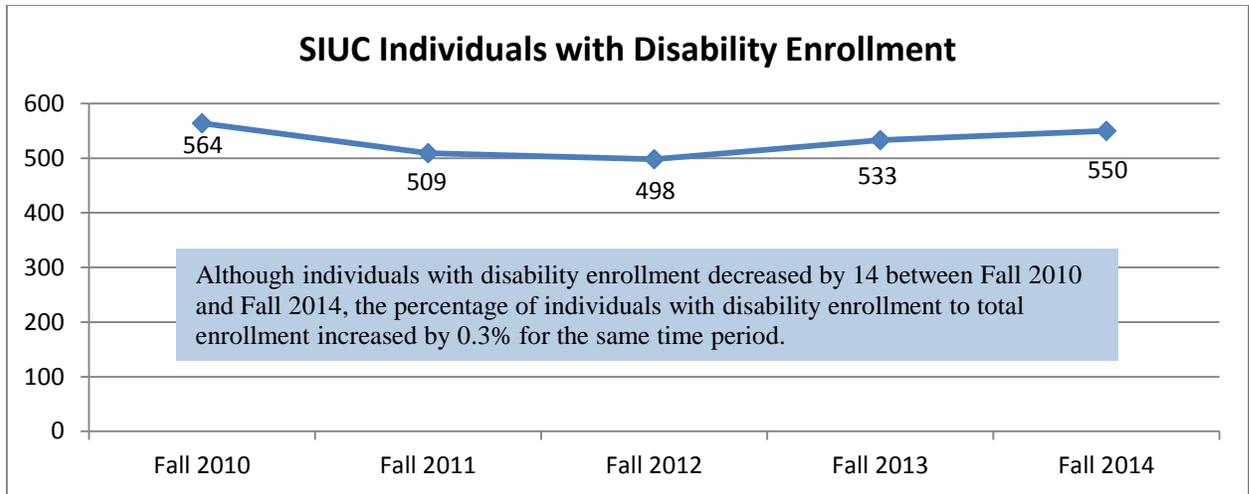
Female focused recruitment activities included yearly attendance at the Southern Illinois Women's Teen Conference and on-campus events geared to women. SIU Carbondale hosted campus visits by many all-girls schools, some of which were: De La Salle Institute-Lourdes Hall Campus; Hales Franciscan High School;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

In the University's efforts to retain female students, the Women's Resource Center (WRC), which operates within CIE, was opened in FY 13. The WRC seeks to improve recruitment, retention, empowerment, education, wellness and college-career preparation for the women students of SIU Carbondale. This program will address and include all aspects of women's wellness as outlined by the Chancellor's SIU Wellness initiative and include a focus on professional and leadership development.

The WRC celebrates the accomplishments, history and achievements of women and connects current faculty, staff and civic leaders with our current students as exemplars and mentors.

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

Challenges: Generally speaking, more women attend post-secondary institutions than men. That is not the case at SIU Carbondale. Men have long outnumbered women at the university for reasons that are hard to determine. For many decades, families in southern Illinois favored the education of the male "breadwinner" starting with the eldest sons before considering the daughters. To some extent, the university appealed more to men than women because of its degree programs primarily of interest to men. Further study is needed to understand the continued preponderance of male students.



**Individuals with Disability
(IWD) Enrollment**

	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment	Fall 2014	% to Total Enrollment
<i>Undergraduate</i>	459	2.29%	425	2.14%	408	2.16%	448	2.49%	474	2.63%
<i>Graduate</i>	101	0.50%	82	0.41%	88	0.47%	83	0.46%	74	0.41%
<i>Professional</i>	4	0.02%	2	0.01%	2	0.01%	2	0.01%	2	0.01%
Total IWD Enrollment	564	2.81%	509	2.57%	498	2.64%	533	2.97%	550	3.06%
<i>Total Enrollment</i>	20,037		19,817		18,847		17,964		17,989	

Source: SIUC Institutional Diversity Office

Number of Degrees earn by Disability for FY15

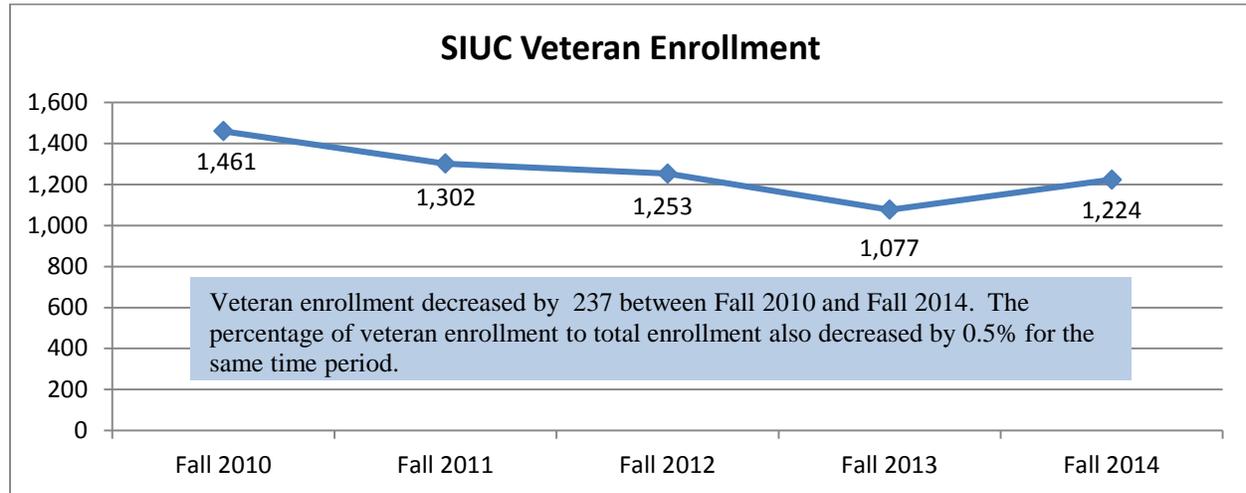
	Learning Disability	ADHD	Psychological	Mobility	Blind or vision impaired	Deaf/Hard-of-Hearing	Systemic/ Chronic Health	Total
<i>Baccalaureate Degree</i>	12	7	7	3	0	0	4	33
<i>Post Baccalaureate Certificate</i>	1	1	0	0	0	0	0	2
<i>Master's Degree</i>	2	0	0	0	0	1	0	3
<i>Doctoral Degree</i>	0	0	0	0	0	0	0	0

Progress: Disability Support Services (DSS) is known nationwide for the services it provides students with disabilities. For recruitment purposes, DSS coordinates with Admissions to make appointments with prospective students with disabilities. DSS participates in New Student Programs, attends the “New Student Orientation Resource Fair” to promote their services to all new incoming students, and participates in all campus open houses. DSS also meets regularly with prospective students with disabilities, including veterans with disabilities.

The Achieve Program provides comprehensive academic support services to college students with learning disabilities, attention deficit disorders, and other learning difficulties. The Achieve Program recruits students through attendance at college fairs and Individuals with Disability (IWD) conferences. The program, funded through student fees, has successfully been assisting students for over 30 years. Over that period of time, the program has recruited and maintained a client base averaging 100 students every fall and spring semester. The university’s Achieve Program expanded its recruiting efforts to veterans and experienced success with this population.

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

VETERANS SERVICE CENTER



Veterans Enrollment

	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment	Fall 2014	% to Total Enrollment
<i>Undergraduate</i>	1,285	6.41%	1,118	5.64%	1,070	5.68%	923	5.14%	1,037	5.76%
<i>Graduate</i>	166	0.83%	177	0.89%	175	0.93%	147	0.82%	163	0.91%
<i>Professional</i>	10	0.05%	7	0.04%	8	0.04%	7	0.04%	24	0.13%
Total Veterans Enrollment	1,461	7.3%	1,302	6.6%	1,253	6.6%	1,077	6.0%	1,224	6.8%
<i>Total Enrollment</i>	20,037		19,817		18,847		17,964		17,989	

Source: SIUC Institutional Diversity Office

Progress: The Veterans Service Center (VSC) is committed to making the transition of veterans from the military to SIU Carbondale a seamless process. The Center conducts “Veteran and Military Family Orientation” as part of the New Student Orientation sessions. The presentation introduces veterans and military family members to VCS’s facilities, programs and contacts. VSC provides information on the GI Bill, Illinois Veterans Grant, Illinois National Guard Grant, and Illinois MIA/POW Scholarship to assist students in making sure their benefit programs are in place for the start of the semester. The office is staffed by a certifying official and four to five veteran student employees. All applications and necessary paperwork for veteran educational benefits can be found at the office, as well as a computer for those who wish to fill out an online application for veteran benefits with the assistance of a student employees.

SIU Carbondale continues to be recognized nationally as a Military Friendly School and has achieved that recognition for seven years from Victory Media, a publication that honors those schools “that are doing the most to embrace military students, and to dedicate resources to ensure their success both in the classroom and after graduation.”

The veterans at SIU Carbondale may participate in the Veterans Integrated to Academic Leadership (VITAL) program. VITAL provides on-campus support to the veteran student through a Veterans Administration social worker as well as peer support specialist.

The University's commitment to student military veterans began in 1973 at Scott Air Force Base as one of the nation's first off-campus academic programs to military personnel.

Challenges: Recruiting challenges are centered on identifying prospects. The Veterans Service Center has participated in college fair events at Fort Campbell and Scott Air Force Base; however, for military outside the region who might consider coming to SIU Carbondale, the Veterans Service Center does not have a mechanism in place to make contact. It depends on organizations who publish lists of military/veteran friendly institutions to help get the word out. There is not a dedicated communication stream to reach out to potential students.

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

ENROLLMENT EXECUTIVE SUMMARY

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

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

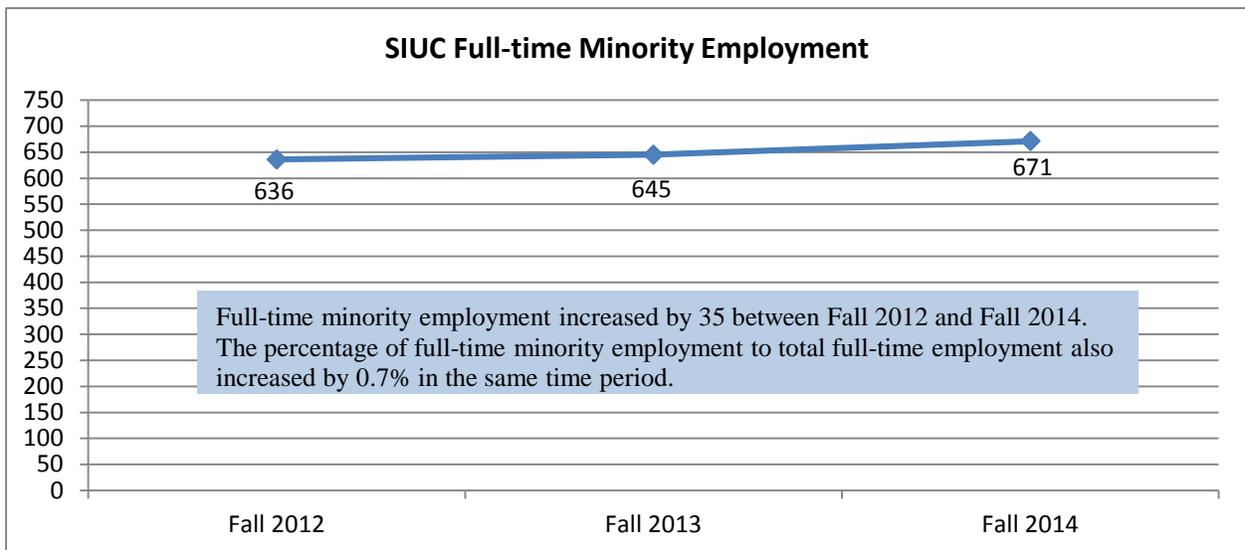
EMPLOYMENT

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

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

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

In fall 2014, SIU Carbondale had 4,824 full-time employees. This was an increase of 41 employees or 0.9 percent from fall 2013. The employment tables below provide the new data obtained from the SOC system and can only be compared for three years.



Minority Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>	<i>Fall 2014 Minority</i>	<i>Fall 2014 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	298	1,345	22.2%	296	1,301	22.8%	300	1330	22.6%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	51	345	14.8%	34	255	13.3%	39	243	18.8%
<i>Management</i>	21	178	11.8%	13	155	8.4%	16	158	10.1%
<i>Business and Financial Operations</i>	18	346	5.2%	19	389	4.9%	21	382	5.5%
<i>Computer, Engineering, and Science</i>	20	260	7.7%	25	265	9.4%	24	263	9.1%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	43	282	15.2%	55	351	15.7%	56	370	15.1%
<i>Healthcare Practice and Technical</i>	40	418	9.6%	35	412	8.5%	40	446	9.0%
<i>Service Occupations</i>	71	389	18.3%	84	443	19.0%	84	436	19.3%
<i>Sales and Related Occupations</i>	1	4	25.0%	2	5	40.0%	1	2	50.0%
<i>Office and Administrative Support</i>	61	1,019	6.0%	64	1,007	6.4%	72	987	7.3%
<i>Natural Resources, Construction and Maintenance</i>	9	155	5.8%	13	162	8.0%	13	168	7.7%
<i>Production, Transportation, and Material Moving</i>	3	37	8.1%	5	38	13.2%	5	39	12.8%
Total Minority Employment	636		13.3%	645		13.5%	671		14.0%
Total Employment		4,778			4,783			4,824	

Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 3 years.
Source: IPEDS

Progress: The analysis of minority population of full-time employees shows an increase of 26 or 4.0 percent.

Based upon our utilization findings, SIU Carbondale has established goals for all job groups in which minorities and/or women are underutilized. The purpose of establishing goals is to achieve equitable representation in the workforce and ensure concrete, measurable results. Our goals are a projection of the likely representation of minorities and women as a result of SIU Carbondale’s good faith efforts (AA Plan, March 2015 - February 2016, p. 8 & 9).

As for faculty recruiting and hiring, the availability of underrepresented groups for faculty positions is based upon national data for the number and percentage of minorities and women among recipients of doctorate or other appropriate degrees, e.g., M.S.W., M.F.A., M.D., or J.D. Academic departments are required to actively recruit minorities and woman and must provide adequate justification for non-selection when minorities and/or women are in the applicant pool for positions identified as underutilizing these populations (AA Plan, March 2015 – February 2016, p. 7). A similar process is used to determine goals for administrative/ professional (local and/or national data) and civil service (local data) to proactively recruit and hire minorities and women in these positions.

Self-Imposed/Voluntary Goals:

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

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

The Diversifying Faculty in Illinois (DFI) program was developed by the IBHE to increase the number of Black and Hispanic faculty in Illinois colleges and universities to better represent the diversity of the student population. SIU Carbondale participates in the Diversifying Faculty in Illinois (DFI) program which is funded by the IBHE. In FY 2015, the University received funding for six DFI fellows.

The University's Diversity Opportunity Hire (DOH) fund has been established to enhance the recruitment and retention of diversity hires. The deans are notified annually of the availability of these funds and the guidelines for application. Specific application must be made in writing to the office of the Associate Chancellor for Institutional Diversity by the dean's office upon the recommendation of the chair. The funds may be made available for use as faculty salary or graduate research assistants to encourage the best-in-field to become a part of our institution. In return for funding, the deans provide the associate chancellor with an annual update of the new minority faculty members' progress toward tenure. In FY 2015, four new minority tenure-track faculty, one being the first female in Mechanical Engineering, were funded with DOH funds.

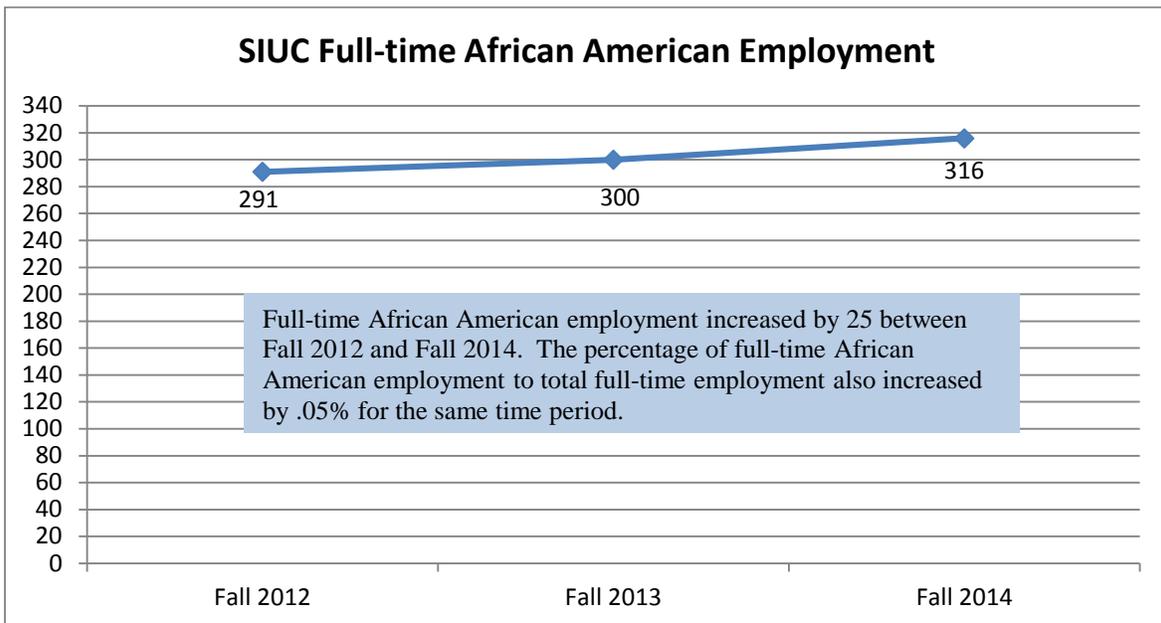
Progress in Retention

The mission of the Underrepresented Tenure Track Faculty Program (URTT) is to support minority faculty as they work toward tenure and promotion and to create a faculty that is rich in diversity, thus reflecting our student body. Doing so would have a positive impact on the recruitment and retention of

students from diverse populations and would greatly contribute to University inclusiveness. The URTT Program brings together the underrepresented tenure-track faculty and various tenured faculty to discuss the tenure process, the guidelines for meeting the various criteria, the importance of selecting a mentor and the pitfalls to avoid along the way. During FY 2015, approximately 10-15 tenure track faculty regularly participated in the program.

Challenges: Although the analysis of full-time minority employees shows an increase from 2013 to 2014 (13.9%), the effort to recruit and retain minority employees must continue. There is a need for an assessment to gain insight into why minority employees are leaving or staying.

Conducting exit interviews may provide some insight. Conducting these interviews, however, presents a challenge without adequate personnel or resources to accomplish the task.



African American Employment

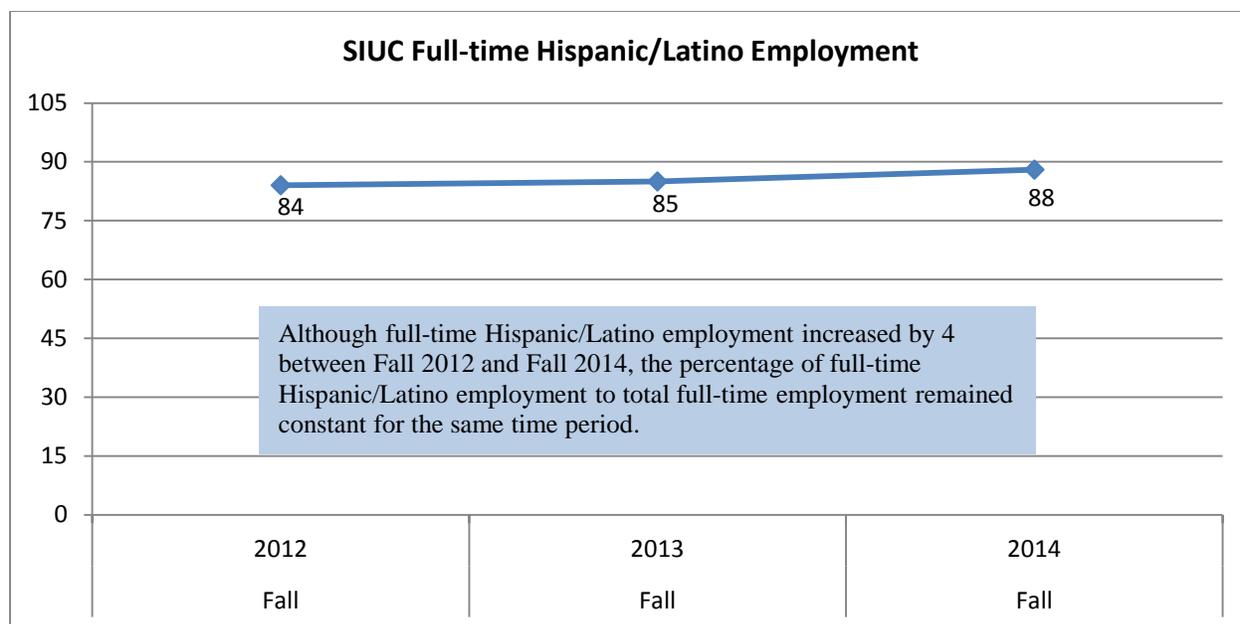
	Fall 2012 Minority	Fall 2012 Total	Fall 2012 % to Full-time Employment	Fall 2013 Minority	Fall 2013 Total	Fall 2013 % to Total Employment	Fall 2014 Minority	Fall 2014 Total	Fall 2014 % to Total Employment
<i>Instructional, Research and Public Service Staff</i>	77	1345	5.7%	72	1301	5.5%	71	1330	5.3%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	16	345	4.6%	14	255	5.5%	18	243	8.7%
<i>Management</i>	9	178	5.1%	7	155	4.5%	10	158	6.3%
<i>Business and Financial Operations</i>	8	346	2.3%	5	389	1.3%	4	382	1.0%
<i>Computer, Engineering, and Science</i>	12	260	4.6%	12	265	4.5%	12	263	4.6%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	33	282	11.7%	41	351	11.7%	42	370	11.4%
<i>Healthcare Practice and Technical</i>	33	418	7.9%	27	412	6.6%	30	446	6.7%
<i>Service Occupations</i>	55	389	14.1%	64	443	14.4%	65	436	14.9%
<i>Sales and Related Occupations</i>	1	4	25.0%	2	5	40.0%	1	2	50.0%
<i>Office and Administrative Support</i>	39	1019	3.8%	43	1007	4.3%	50	987	5.1%
<i>Natural Resources, Construction and Maintenance</i>	7	155	4.5%	10	162	6.2%	10	168	6.0%
<i>Production, Transportation, and Material Moving</i>	1	37	2.7%	3	38	7.9%	3	39	7.7%
Total African American Employment	291		6.1%	300		6.3%	316		6.6%
Total Employment		4778			4783			4,824	

Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 3 years.
Source: IPEDS

Progress: Due to the University’s established goals targeted for positions in which African American employees are underrepresented combined with the programs in place for recruitment and retention, we have seen an increase in African American employment from 2012 to 2014.

An analysis of the African American population of full-time employees shows an increase of 16 African American employees or 5.3 percent.

Challenges: Although overall African American employment has increased, there is still work to be done. The University may consider conducting a campus assessment to increase recruitment and retention efforts of African American employees. An exit interview process may address the factors that are the most compelling to employees’ decision to stay or leave SIU. This could provide valuable information.



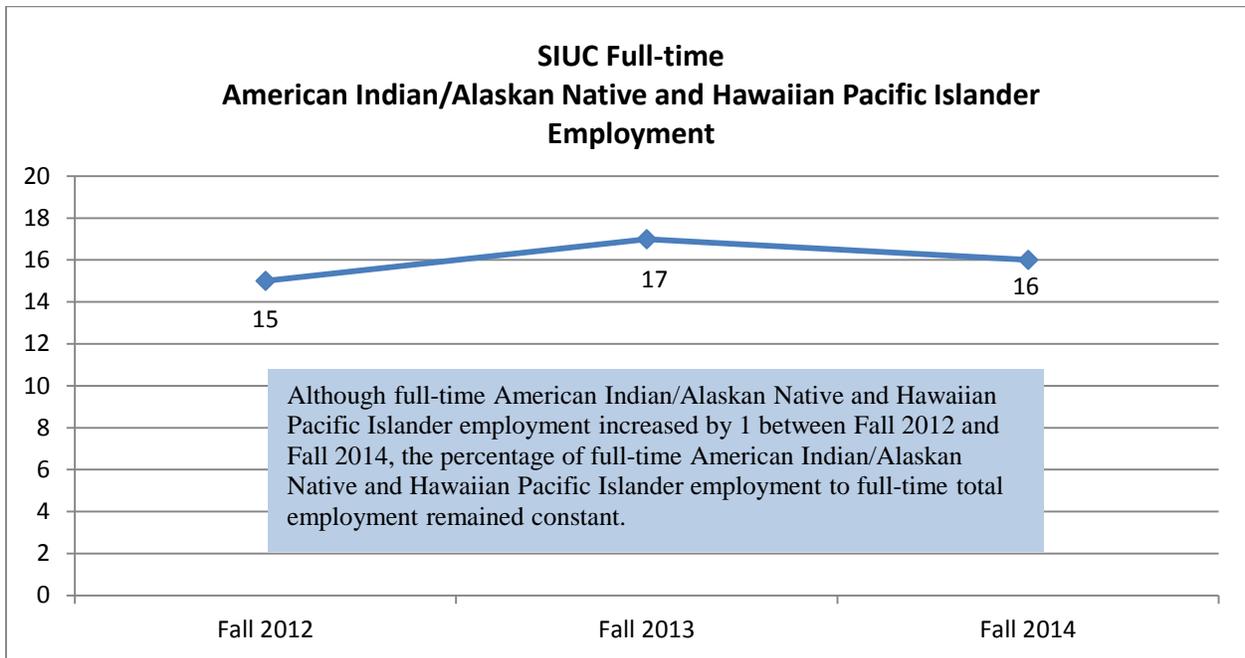
Hispanic/Latino Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>	<i>Fall 2014 Minority</i>	<i>Fall 2014 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	42	1345	3.1%	42	1301	3.2%	44	1330	3.3%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	7	345	2.0%	8	255	3.1%	7	243	3.4%
<i>Management</i>	6	178	3.4%	3	155	1.9%	3	158	1.9%
<i>Business and Financial Operations</i>	1	346	0.3%	3	389	0.8%	5	382	1.3%
<i>Computer, Engineering, and Science</i>	2	260	0.8%	3	265	1.1%	3	263	1.1%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	4	282	1.4%	4	351	1.1%	5	370	1.4%
<i>Healthcare Practice and Technical</i>	2	418	0.5%	2	412	0.5%	3	446	0.7%
<i>Service Occupations</i>	9	389	2.3%	10	443	2.3%	8	436	1.8%
<i>Sales and Related Occupations</i>	0	4	0.0%	0	5	0.0%	0	2	0.0%
<i>Office and Administrative Support</i>	10	1019	1.0%	9	1007	0.9%	9	987	0.9%
<i>Natural Resources, Construction and Maintenance</i>	1	155	0.6%	1	162	0.6%	1	168	0.6%
<i>Production, Transportation, and Material Moving</i>	0	37	0.0%	0	38	0.0%	0	39	0.0%
Total Hispanic/Latino Employment	84		1.8%	85		1.8%	88		1.8%
Total Employment		4,778			4,783			4,824	

Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 3 years.
Source: IPEDS

Progress: The University’s established goals, targeted for positions in which Hispanic/Latino employees are underrepresented, combined with the programs in place for recruitment and retention, are likely the reasons for maintaining our Hispanic/Latino employment from 2013 to 2014.

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



Native American/Alaskan Native and Hawaiian Pacific Islander Employment

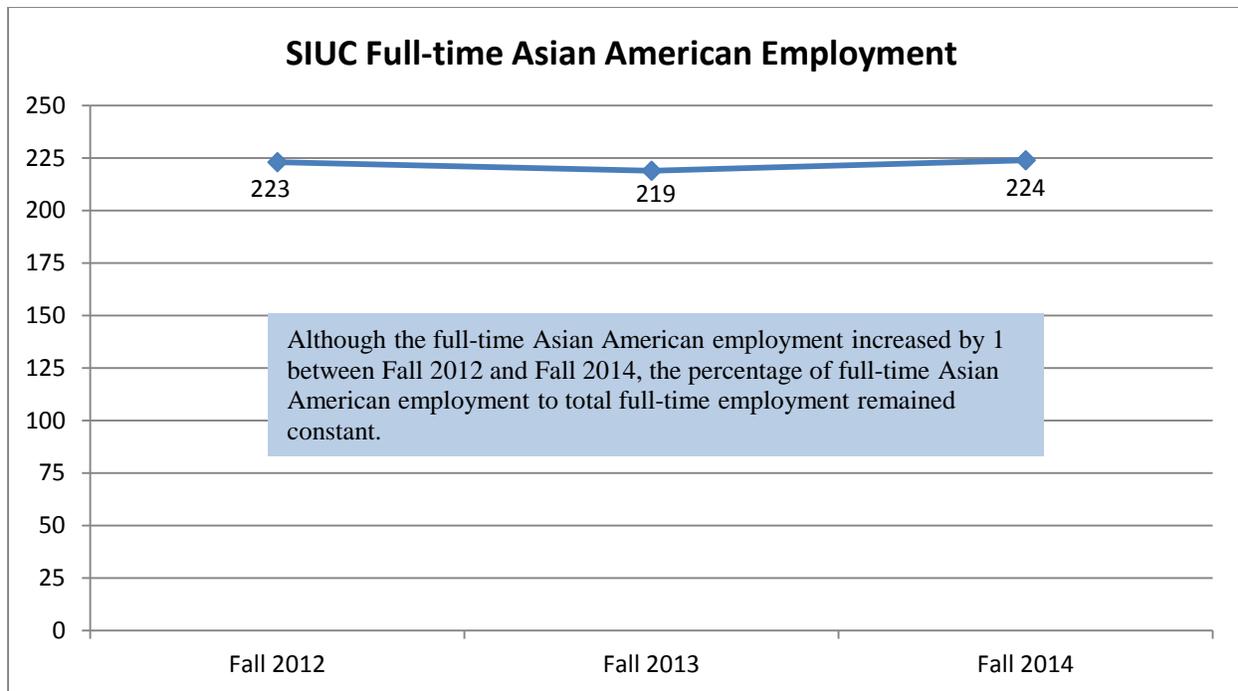
	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>	<i>Fall 2014 Minority</i>	<i>Fall 2014 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	5	1,345	0.4%	5	1,301	0.4%	4	1,330	0.3%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	0	345	0.0%	0	255	0.0%	0	243	0.0%
<i>Management</i>	1	178	0.6%	0	155	0.0%	0	158	0.0%
<i>Business and Financial Operations</i>	0	346	0.0%	1	389	0.3%	1	382	0.3%
<i>Computer, Engineering, and Science</i>	0	260	0.0%	0	265	0.0%	0	263	0.0%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	0	282	0.0%	0	351	0.0%	1	370	0.3%
<i>Healthcare Practice and Technical</i>	1	418	0.2%	0	412	0.0%	0	446	0.0%
<i>Service Occupations</i>	3	389	0.8%	6	443	1.4%	6	436	1.4%
<i>Sales and Related Occupations</i>	0	4	0.0%	0	5	0.0%	0	2	0.0%
<i>Office and Administrative Support</i>	2	1,019	0.2%	2	1,007	0.2%	1	987	0.1%
<i>Natural Resources, Construction and Maintenance</i>	1	155	0.6%	1	162	0.6%	1	168	0.6%
<i>Production, Transportation, and Material Moving</i>	2	37	5.4%	2	38	5.3%	2	39	5.1%
<i>Total Native American/Alaskan Native and Hawaiian Pacific Islander Employment</i>	15		0.3%	17		0.4%	16		0.3%
<i>Total Employment</i>		4,778			4,783			4,824	

Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 3 years.
Source: IPEDS

Challenges: In fall 2014, Native American/Alaskan Native and Hawaiian Pacific Islander full-time employment decreased by 1 employee or 5.9 percent.

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

There is a need for an assessment to gain insight into why Native American/Alaskan Native and Hawaiian Pacific Islander employees are leaving or staying. Conducting exit interviews could also provide some answers.



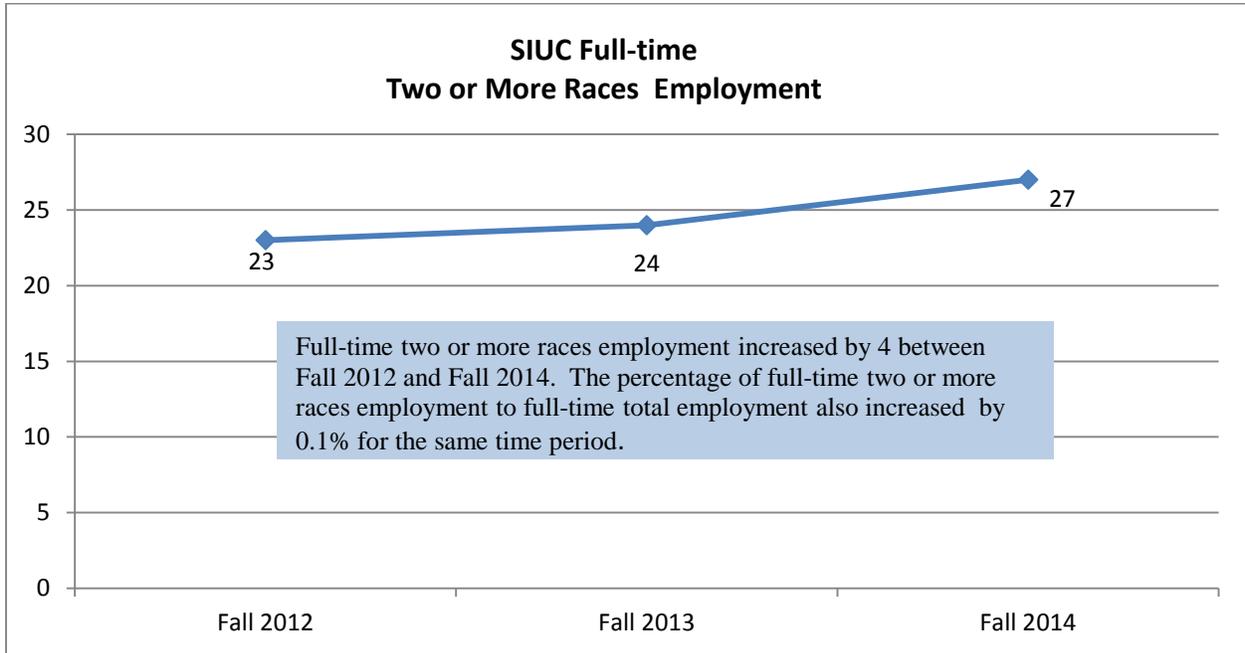
Asian American Employment

	Fall 2012 Minority	Fall 2012 Total	% to Total Employment	Fall 2013 Minority	Fall 2013 Total	% to Total Employment	Fall 2014 Minority	Fall 2014 Total	% to Total Employment
<i>Instructional, Research and Public Service Staff</i>	166	1,345	12.3%	170	1,301	13.1%	175	1,330	13.2%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	24	345	7.0%	9	255	3.5%	12	243	5.8%
<i>Management</i>	5	178	2.8%	3	155	1.9%	3	158	1.9%
<i>Business and Financial Operations</i>	8	346	2.3%	9	389	2.3%	10	382	2.6%
<i>Computer, Engineering, and Science</i>	6	260	2.3%	9	265	3.4%	8	263	3.0%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	5	282	1.8%	9	351	2.6%	7	370	1.9%
<i>Healthcare Practice and Technical</i>	1	418	0.2%	2	412	0.5%	2	446	0.4%
<i>Service Occupations</i>	3	389	0.8%	3	443	0.7%	3	436	0.7%
<i>Sales and Related Occupations</i>	0	4	0.0%	0	5	0.0%	0	2	0.0%
<i>Office and Administrative Support</i>	5	1,019	0.5%	5	1,007	0.5%	4	987	0.4%
<i>Natural Resources, Construction and Maintenance</i>	0	155	0.0%	0	162	0.0%	0	168	0.0%
<i>Production, Transportation, and Material Moving</i>	0	37	0.0%	0	38	0.0%	0	39	0.0%
Total Asian American Employment	223		4.7%	219		4.6%	224		4.7%
Total Employment		4,778			4,783			4,824	

Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 3 years.
Source: IPEDS

Progress: Total Asian American employment increased from 2013 to 2014 by 5 full-time employees or 2.3 percent.

Challenges: Although Asian American employment increased, there is a need for an assessment to gain insight into why these employees stay or leave SIU. Conducting exit interviews could provide this insight.



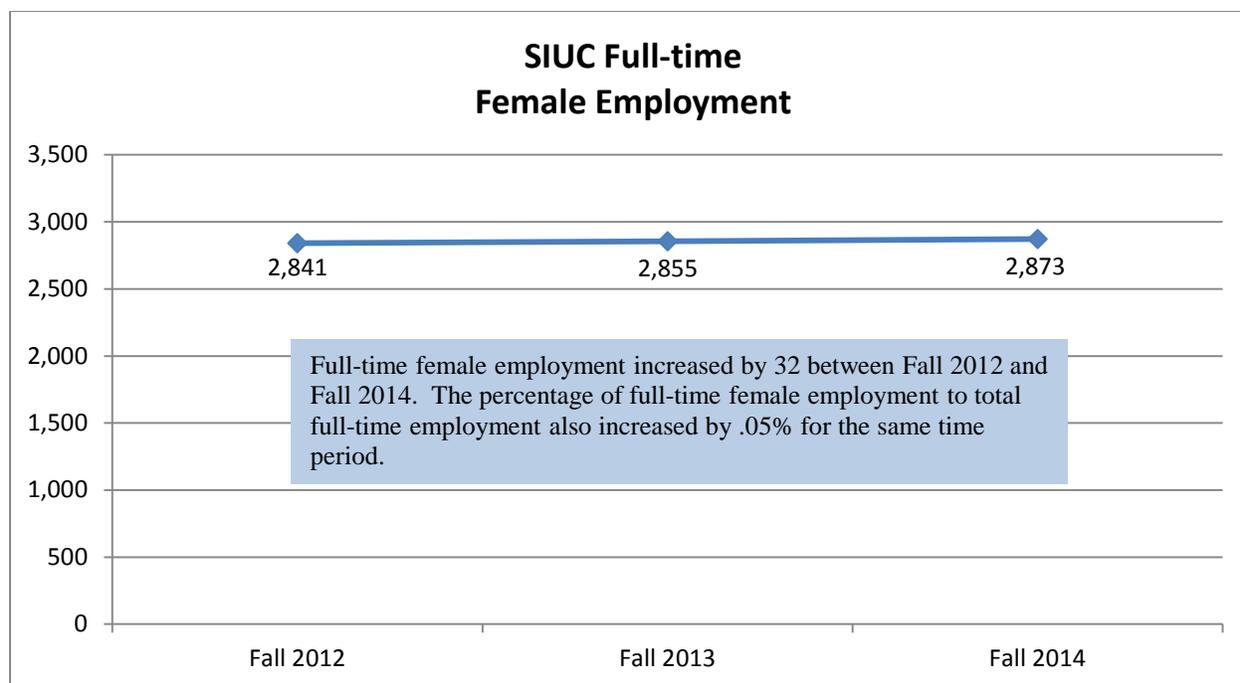
Two or More Races Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>	<i>Fall 2014 Minority</i>	<i>Fall 2014 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	8	1,345	0.6%	7	1,301	0.5%	6	1,330	0.5%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	4	345	1.2%	3	255	1.2%	2	243	1.0%
<i>Management</i>	0	178	0.0%	0	155	0.0%	0	158	0.0%
<i>Business and Financial Operations</i>	1	346	0.3%	1	389	0.3%	1	382	0.3%
<i>Computer, Engineering, and Science</i>	0	260	0.0%	1	265	0.4%	1	263	0.4%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	1	282	0.4%	1	351	0.3%	1	370	0.3%
<i>Healthcare Practice and Technical</i>	3	418	0.7%	4	412	1.0%	5	446	1.1%
<i>Service Occupations</i>	1	389	0.3%	1	443	0.2%	2	436	0.5%
<i>Sales and Related Occupations</i>	0	4	0.0%	0	5	0.0%	0	2	0.0%
<i>Office and Administrative Support</i>	5	1,019	0.5%	5	1,007	0.5%	8	987	0.8%
<i>Natural Resources, Construction and Maintenance</i>	0	155	0.0%	1	162	0.6%	1	168	0.6%
<i>Production, Transportation, and Material Moving</i>	0	37	0.0%	0	38	0.0%	0	39	0.0%
Total Two or More Races Employment	23		0.5%	24		0.5%	27		0.6%
Total Employment		4,778			4,783			4,824	

Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 3 years.
Source: IPEDS

Progress: The employment rate for those self-identified as “two or more” shows an increase of 3 employees or 12.5%. The introduction of this classification in 2010 may account for the decline in certain racial and ethnic group enrollment.

Challenges: There is a need for an assessment to gain insight into why this group of employees are leaving or staying. Conducting exit interviews could also provide some answers.



Female Employment

	Fall 2012 Minority	Fall 2012 Total	% to Total Employment	Fall 2013 Minority	Fall 2013 Total	% to Total Employment	Fall 2014 Minority	Fall 2014 Total	% to Total Employment
<i>Instructional, Research and Public Service Staff</i>	572	1,345	42.5%	592	1,301	45.5%	608	1,330	45.7%
<i>Librarians/Library Tech/Arch and Cur. and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	234	345	67.8%	133	255	52.2%	135	243	65.2%
<i>Management</i>	94	178	52.8%	80	155	51.6%	77	158	48.7%
<i>Business and Financial Operations</i>	245	346	70.8%	278	389	71.5%	271	382	70.9%
<i>Computer, Engineering, and Science</i>	65	260	25.0%	74	265	27.9%	71	263	27.0%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	158	282	56.0%	218	351	62.1%	231	370	62.4%
<i>Healthcare Practice and Technical</i>	390	418	93.3%	385	412	93.4%	413	446	92.6%
<i>Service Occupations</i>	136	389	35.0%	157	443	35.4%	153	436	35.1%
<i>Sales and Related Occupations</i>	2	4	50.0%	3	5	60.0%	2	2	100.0%
<i>Office and Administrative Support</i>	927	1,019	91.0%	916	1,007	91.0%	894	987	90.6%
<i>Natural Resources, Construction and Maintenance</i>	11	155	7.1%	12	162	7.4%	12	168	7.1%
<i>Production, Transportation, and Material Moving</i>	7	37	18.9%	7	38	18.4%	6	39	15.4%
Total Female Employment	2,841		59.5%	2,855		59.7%	2,873		60.0%
Total Employment		4,778			4,783			4,824	

Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 3 years.
Source: IPEDS

Progress: In fall 2014, SIU Carbondale had 4,824 full-time employees. The number of full-time, female employees increased by 18 or 0.6%. This is likely due to the University's self-imposed/ voluntary female goal. It should be noted that females occupied the following, not all inclusive, administrative positions in FY 15:

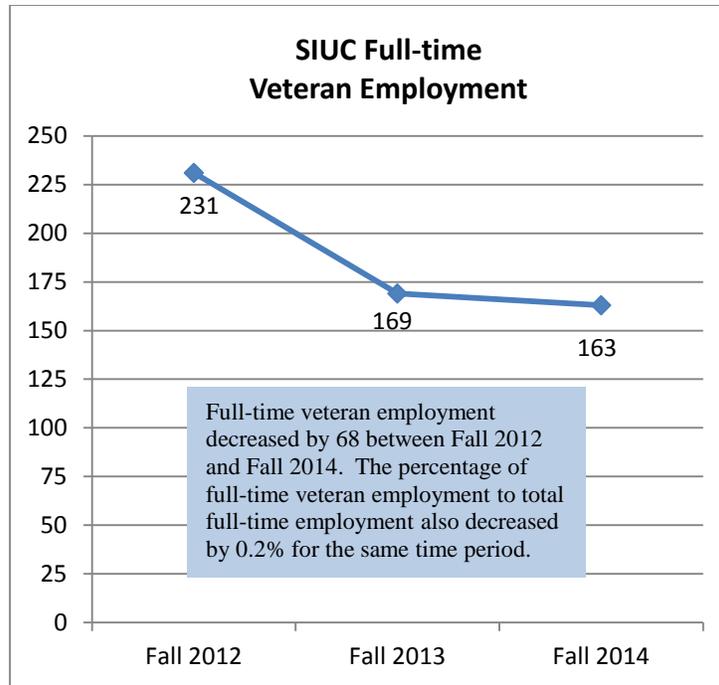
- Associate Chancellor for Institutional Diversity
- Associate Vice Chancellor and Director of Development Alumni Relations
- Associate Vice Chancellor and Executive Director for Alumni
- Interim Provost and Vice Chancellor for Academic Affairs
(highest ranking female on campus)
- Deans or Interim Deans of the School of Law; College of Liberal Arts; College of Mass Communication and Media Arts; College of Science; and University College
- Chief Marketing and Communications Officer
- Associate Vice Chancellor and Executive Director for Development

Programming for Women

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

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

Challenges: The UWPA coordinator position remained open in 2015. At this point, we have not received approval to hire a new coordinator, so programming has been limited.



Veteran Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2013 Minority</i>	<i>Fall 2014 Minority</i>
<i>Executive, Administrative, & Managerial</i>	11	8	7
<i>Faculty</i>	46	37	33
<i>Professionals/Non-Faculty</i>	40	26	24
<i>Clerical & Secretarial</i>	18	13	13
<i>Craft Workers</i>	14	16	16
<i>Technical and Paraprofessional</i>	23	16	15
<i>Skilled Crafts</i>	17	14	16
<i>Service/Maintenance</i>	76	55	55
<i>Total Veteran Employment</i>	231	169	163
<i>Total Employment</i>	4,778	4,783	4,824

Source: SIUC Institutional Diversity Office

There has been a 29% decline in veteran employees representing 68 people in the past three years. Notably, more than 90% of those who left the university took retirement. That means only six out of 68 employees in this category left for a reason other than retirement.



Southern Illinois University Carbondale (excludes the SOM)
Fall 14 Faculty by Race and Ethnicity

	Non-Resident Alien			Black Non Hispanic			Hispanic			White Non-Hispanic			American Indian/Alaskan Native			Asian			Hawaiian/Pacific Islander			2 or More Races			Unknown			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Faculty, Tenure	4	0	4	12	6	18	11	2	13	212	106	318	0	0	0	50	15	65	0	0	0	0	1	1	0	0	0	289	130	419
% to Total	1.4%	0.0%	1.0%	4.2%	4.6%	4.3%	3.8%	1.5%	3.1%	73.4%	81.5%	75.9%	0.0%	0.0%	0.0%	17.3%	11.5%	15.5%	0.0%	0.0%	0.0%	0.0%	0.8%	0.2%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
Faculty, Tenure Track	11	1	12	5	7	12	6	1	7	59	38	97	0	1	1	8	6	14	0	0	0	1	0	1	0	0	90	54	144	
% to Total	12.2%	1.9%	8.3%	5.6%	13.0%	8.3%	6.7%	1.9%	4.9%	65.6%	70.4%	67.4%	0.0%	1.9%	0.7%	8.9%	11.1%	9.7%	0.0%	0.0%	0.0%	1.1%	0.0%	0.7%	0.0%	0.0%	100.0%	100.0%	100.0%	
Faculty, Non-Tenure	2	7	9	6	21	27	4	7	11	111	171	282	0	0	0	3	7	10	0	1	1	0	2	2	0	0	126	216	342	
% to Total	1.6%	3.2%	2.6%	4.8%	9.7%	7.9%	3.2%	3.2%	3.2%	88.1%	79.2%	82.5%	0.0%	0.0%	0.0%	2.4%	3.2%	2.9%	0.0%	0.5%	0.3%	0.0%	0.9%	0.6%	0.0%	0.0%	100.0%	100.0%	100.0%	
Combined Tenure and Tenure Track	15	1	16	17	13	30	17	3	20	271	144	415	0	1	1	58	21	79	0	0	0	1	1	2	0	0	379	184	563	
Full Time, Part Time, Total																														
Full Time	17	8	25	23	34	57	21	10	31	382	315	697	0	1	1	61	28	89	0	1	1	1	3	4	0	0	505	400	905	
Part Time	3	1	4	6	8	14	2	3	5	78	57	135	1	0	1	4	4	8	0	0	0	0	0	0	0	0	94	73	167	
Total	20	9	29	29	42	71	23	13	36	460	372	832	1	1	2	65	32	97	0	1	1	1	3	4	0	0	599	473	1,072	
% to Total	3.3%	1.9%	2.7%	4.8%	8.9%	6.6%	3.8%	2.7%	3.4%	76.8%	78.6%	77.6%	0.2%	0.2%	0.2%	10.9%	6.8%	9.0%	0.0%	0.2%	0.1%	0.2%	0.6%	0.4%	0.0%	0.0%	100.00%	100.00%	100.0%	

Source: SIUC IPEDS Fall Staff Survey

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

– GOAL AND MISSION –

Mission

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

Vision

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

Values

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

Citizenship

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

Excellence

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

Inclusion

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

Integrity

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

Wisdom

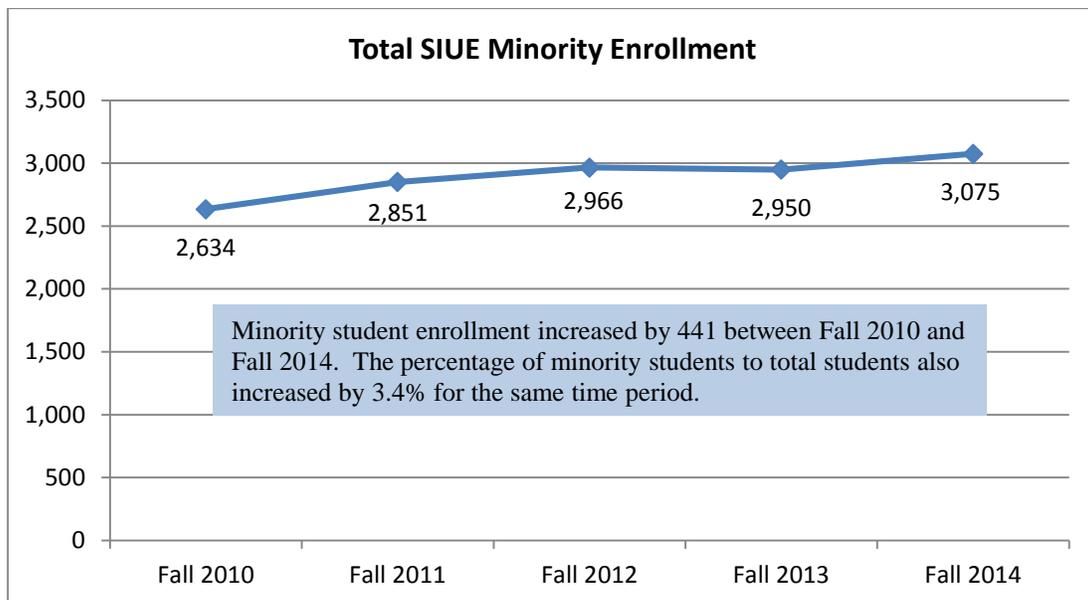
- Creation, preservation, and sharing of knowledge
- Application of knowledge in a manner that promotes the common good
- Life-long learning

– INSTITUTIONAL PROFILE –

Southern Illinois University Edwardsville provides students with a high quality, affordable education that prepares them for successful careers and lives of purpose. Built on the foundation of a broad-based liberal education, and enhanced by hands-on research and real-world experiences, the academic preparation SIUE students receive equips them to thrive in the global marketplace and make our communities better places to live. Situated on 2,660 acres of beautiful woodland atop the bluffs overlooking the natural beauty of the Mississippi River’s rich bottomland and only a short drive from downtown St. Louis, the SIUE campus is home to a diverse student body of nearly 14,000. SIUE also administers the School of Dental Medicine in Alton, Ill., and operates the East St. Louis Higher Education Center in East St. Louis, Ill.

– ENROLLMENT –

For fall 2014, the University enrolled 13,972 total students with 11,421 undergraduate students and 2,551 graduate and professional students. A breakdown by category of the underrepresented students and a summary of the progress and challenges follow.



**Minority
Enrollment**

	<i>Fall 2010</i>	<i>% to Total Enrollment</i>	<i>Fall 2011</i>	<i>% to Total Enrollment</i>	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>	<i>Fall 2014</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	2,267	16.0%	2,473	17.4%	2,568	18.3%	2,567	18.5%	2,698	19.3%
<i>Graduate</i>	304	2.2%	314	2.2%	327	2.3%	323	2.3%	309	2.2%
<i>Professional</i>	63	0.4%	64	0.4%	71	0.5%	60	0.4%	68	0.5%
<i>Total Minority</i>	2,634	18.6%	2,851	20.0%	2,966	21.1%	2,950	21.3%	3,075	22.0%
<i>Total Enrollment</i>	14,133		14,235		14,055		13,850		13,972	

Source: IPEDS

Progress: Over the past five years, SIUE has experienced record levels of enrollment, with a high in fall 2011 and record levels of minority enrollment. Although the last three years have seen a slight decrease from the record high, fall 2014 enrollment has increased by more than 100 students. During the same time frame, the number and the percentage of minority students increased significantly, with most of the increase in the undergraduate population. For fall 2014, minority students comprised nearly 24% of the undergraduate population, a significant increase from 16% in fall 2009. During the last year, nearly all the gain in overall enrollment took place in minority enrollment. The percentage of minority enrollment is 23% of the student body. For fall 2014, the total number of minority enrollment and percentage is a record high.

This progress has been accomplished through continuous efforts across the campus from recruiting efforts, retention efforts, and creating an inclusive and welcoming environment for all students. The Office of Admissions used a variety of initiatives to recruit underrepresented students. The Office of Admissions has conducted an annual targeted bus tour for admitted students from the Chicago area, including the Chicago Public Schools, allowing the admitted students to interact with faculty, staff and current SIUE students. The Office of Admissions also regularly attends college fair programs targeting minority students in St. Louis and Chicago, along with targeted mailings to accepted students, and student-to-student contacts. These efforts have resulted in a significant increase in the number of students from Cook County. Over the past five years, the number of enrolled students from Cook County increased by over 40% and the vast majority of the enrolled students were minority students. The Chicago Area Bus Tour yielded 57 enrolled students at a yield rate of 60%, which is more than three times the yield rate from Cook County in general.

Likewise, the Office of Retention and Student Success and Student Opportunities for Academic Success (SOAR) have a number of initiatives that directly impact minority students at SIUE that have resulted in higher retention rates for the participants. A new initiative was started in spring 2013 by the Office of Retention called Academic Recovery Informational Sessions—Partners for Success. Students who failed to remain in good academic standing were asked to attend an informational session where they were informed of the critical nature of academic probation as well as techniques and support services available. Of those taking advantage of the program, nearly 200 (or 38%) were minority students. Nearly three-fifths participating in the program earned a 2.0 or higher GPA when participating in the program. Another initiative is Taking Aim. This retention initiative is critical as graduate students will personally contact first- and second-year students who have not registered for the upcoming semester and discuss the student's future semester registration, academic support services that are available and also answer any other questions the student might have at the time. These efforts, along with the efforts of other support services, led to a 7.1% increase over the previous year in African American students' retention from fall 2013 to spring 2014; Hispanic students' persistence rate increased 11.6% for the same time period. While

the gains were not as substantial, similar growth occurred for fall 2014 to spring 2015 semesters of first-year students. Compared to the previous fall – spring, there was a 1.2% growth in African American students. While there was a dip in Hispanic fall to spring retention rates from last year, the drop was minimal after the previous year had been record highs for such students.

SOAR is committed to improving the graduation and retention rates of the university by helping nontraditional and/or underrepresented students develop the necessary characteristics and abilities to succeed at the university level. SOAR advises over 500 undergraduate students throughout the academic year and provides mentoring, tutoring and study skills development. The SOAR program delivers institutional support proactively and early in the first year, in order to intercept potential first-year attrition. By utilizing proactive retention strategies, such as small group study sessions, academic progress reporting, early warning systems, and comprehensive tracking methods, we are able to report academic progress and retention rates of first-year students that are two percentage points higher than that of students who do not participate in the SOAR program. Despite the less than favorable academic levels some students begin with, the longer the students participate in the SOAR program, the more positive results are achieved. The number of SOAR students on the Dean's List increases, while the number of program participants on academic probation and those with suspension status decreases. During the 2014-15 academic year, approximately 383 students SOAR and Johnetta Haley Scholars achieved a grade point average of 3.00 or better. This is an increase of more than 50 students from the prior year.

Several colleges and departments offer programs to recruit and/or retain students. SIUE School of Nursing's Student Nurse Achievement Program (SNAP) is a federally funded program designed to recruit racially, ethnically and culturally diverse high school graduates interested in pursuing a Bachelor of Science degree in nursing. Students are recruited from educationally underserved circumstances that limit opportunities for successful post-secondary education. Beginning in their freshman year, SNAP students receive faculty and peer support through mentorship programs, remediation and study groups. School of Nursing faculty advises and monitors student progress throughout the program, promoting academic and personal success. SNAP participated in Summer Diversity Camp for summer 2015 and welcomed 16 new students into the program for fall 2015.

The School of Pharmacy has held a Diversity Summer Camp for high school juniors and seniors with an interest in pursuing a degree in healthcare. The aims of the summer camp was to expose students to careers in healthcare offered at SIUE and increase the number of minority students who apply and enroll in the SIUE's Professional Healthcare programs. Students are exposed to Pharmacy, Nursing and Dental Medicine.

SIUE's School of Education created the Office of Diversity and Faculty Development to monitor and coordinate efforts to increase diversity within the School. They developed an action plan to guide the School's work in recruiting, developing, and retaining a diverse faculty and student body. The Director also works with the University-wide Diversity Council to help coordinate diversity initiatives across the campus.

The School of Engineering has hosted an "Introduction to Engineering" program for high school students during the summer. This is a five-day residential program whereby high school students are introduced to engineering, computer science, and construction disciplines with hands-on projects. The objective of the program is to attract students to the field of engineering with an emphasis to recruit minority and female students. In 2015, a total of 54 students participated in two sessions. Of the 54 students, 16 or nearly 30% were minority male, 5 were minority female, and 5 were white female. Over 38 percent of the participants were minority students. This past year, the School of Engineering reached a record high minority student enrollment of 179 students in fall 2015, constituting 12.3 % of the undergraduate population and represents an increase of nearly 50% in the past 4 years. The female enrollment increased

to 160 in 2015 constituting 11.0 % of the undergraduate population and an increase of nearly 40% over the last 5 years.

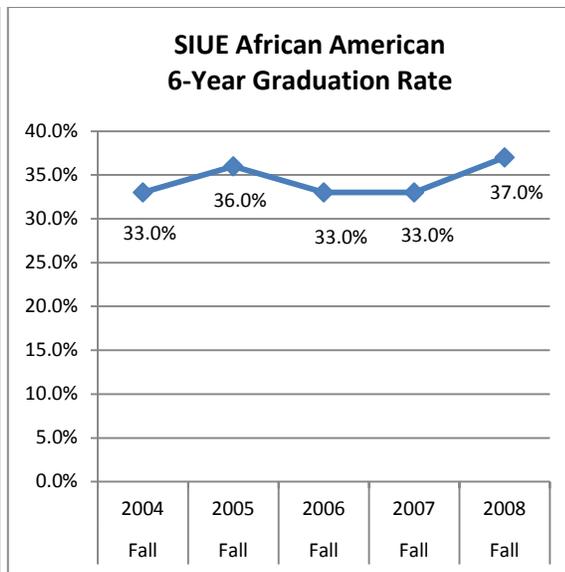
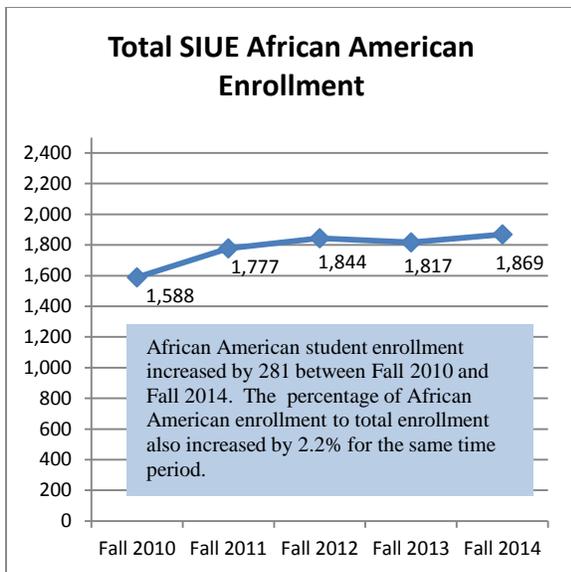
The Upward Bound Program of SIUE-East St. Louis Center serves approximately 275 high school students in a college preparatory program designed to serve low-income and/or potential first-generation college students.

The University also works to create an inclusive and welcoming environment for students. SIUE received the 2015 Higher Education Excellence in Diversity (HEED) award from *INSIGHT Into Diversity* magazine, the oldest and largest diversity-focused publication in higher education, which is awarded to institutions that demonstrate outstanding commitment to diversity and inclusion. The Office of Institutional Diversity and Inclusion (OIDI) developed an Online Diversity and Inclusion Learning Community, which provides diversity and inclusion training to the entire university community 24/7. The SIUE Multicultural Center had its ribbon cutting in November 2014 and since opening has provided programming to the University community by recognizing and celebrating heritage months. The Multicultural Center also provides office space and a meeting place for student groups. The Office of OIDI continued its film series to promote cultural awareness on campus. The OIDI also continues to offer mentoring to student athletes through its Faculty/Staff Mentoring Student Athletes Program.

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

Challenges: The yield rate for admitted minority applicants is lower than the average for all admitted students, resulting in fewer minority students on campus. Additionally, the yield rate for admitted students from Chicago is about half the average of all admitted students. For comparison, about 50% of local admitted students enroll, while about 20% of Chicago students enroll. While the percentage of undergraduate African American students is higher than the Illinois's percentage of African American students in high school, the percentages of the number of enrolled Hispanic/Latino and Asian American students is significantly less than the Illinois high school population. This geographic disparity is representative of enrollment as a whole. About 90% of enrolled students are from Illinois. Of that 90%, about 45% of the enrolled students are from Madison and St. Clair Counties, which are closest to SIUE. This highlights the success and need for initiatives such as the Chicago Area Bus Tour that brings admitted students to campus, and which yielded nearly 60% this past year, even though the program is only currently able to bring just under 100 students to campus.

Minority student enrollment increased by 441 student between fall 2010 and fall 2014. The percentage of minority students to total students has also increased by 3.4% for the same time period.



African American Enrollment

	Fall 2010	% to total Enrollment	Fall 2011	% to total Enrollment	Fall 2012	% to total Enrollment	Fall 2013	% to total Enrollment	Fall 2014	% to total Enrollment
<i>Undergraduate</i>	1,394	9.9%	1,583	11.1%	1,648	11.7%	1,623	11.7%	1,672	12.0%
<i>Graduate</i>	181	1.3%	182	1.3%	184	1.3%	183	1.3%	183	1.3%
<i>Professional</i>	13	0.1%	12	0.1%	12	0.1%	11	0.1%	14	0.1%
Total African American	1,588	11.2%	1,777	12.5%	1,844	13.1%	1,817	13.1%	1,869	13.4%
<i>Total Enrollment</i>	14,133		14,235		14,055		13,850		13,972	

Source: IPEDS

Progress: SIUE has made significant process regarding the enrollment of African American students over the past five years in both total numbers and percentages, including record highs for fall 2014. Most of the increases are in the undergraduate ranks. The percentage of enrolled African American students is well above the population of African American students in Illinois high schools. As mentioned above, the Office of Admissions has instituted a number of practices that target minority students in Cook County, such as the Bus Tour and attending the 100 Black Men College fair. Of the students who enrolled in the past year from Cook County, more than 75% were African American. The Office of Admissions also targets students in the campus vicinity by attending college fairs targeting minority students and visiting the SIUE East St. Louis Charter High School. While there, the office conducts an on-site admission program. Once a student has been admitted, the Office of Admissions will send a series of emails and a postcard campaign to inform the students and their parents about the value of a SIUE education.

SIUE has initiated a number of programs to improve the retention of students that directly impact African American students and other minorities. The Office of Retention and Student Success has three programs in particular. As mentioned above, Taking Aim at SIUE is an initiative where graduate students contact first- and second-year students who have not registered for the upcoming semester and discuss the students' future registration. The graduate students also discuss the academic support services that are available and address other questions. This and other efforts have led to a 7.1% increase over the

previous year for African American students' retention from fall 2013 to spring 2014. Over the past five years, there has been a slight increase in the graduation rates for African American students. Over the past five years, freshmen retention rates have increased from the 57% range to over 66%.

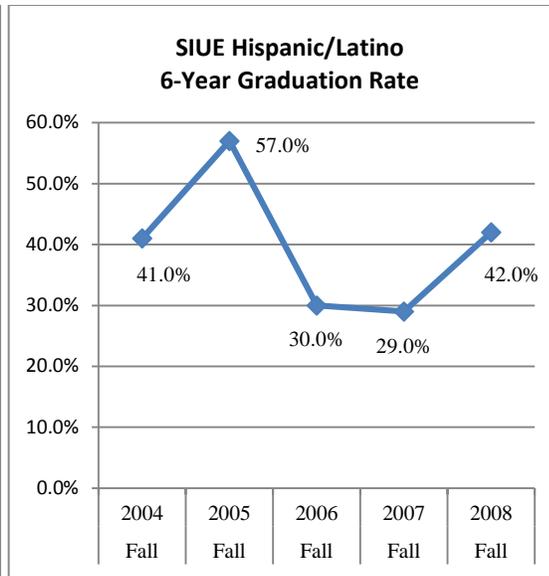
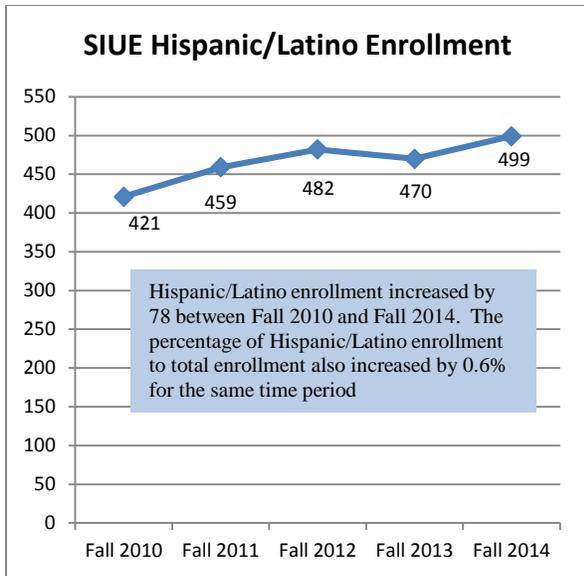
SOAR also administers Project Game (Goal-Oriented African American Men Excel) and Project Fame (Females of African-descent Modeling Excellence). Project GAME has successfully been serving African American males at SIUE since 1999, providing tools and resources for academic advancement and leadership development. GAME is a two-semester course for 20-25 African American males, which provides comprehensive services that address various retention issues related to this particular population of students. Practical methods revealing strategies for excelling academically and interrelating socially are learned and applied in a context of cultural awareness.

FAME is a six-credit, two-semester program for entering freshmen. It is designed to assist African American females in their success at SIUE through academic, social and co-curricular activities. Each year 20 students are selected to participate in the program. Each participant is an incoming freshman who is selected based on high school GPA, ACT score, leadership potential, volunteer experience, and potential for success at SIUE. The programs are two-semester courses and provide tools and resources for academic advancement and leadership.

The School of Engineering provides resources and financial support for African American students to improve retention via the National Society of Black Engineers student chapter.

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

While working with Project GAME, we have found this retention dilemma is not exclusive to only African American males who are from first-generation or low-income families, or who have low ACT scores. In fact, this trend includes African American males with average-to-high ACT scores, higher income families, and even those who have parents with college degrees.



Hispanic/Latino Enrollment

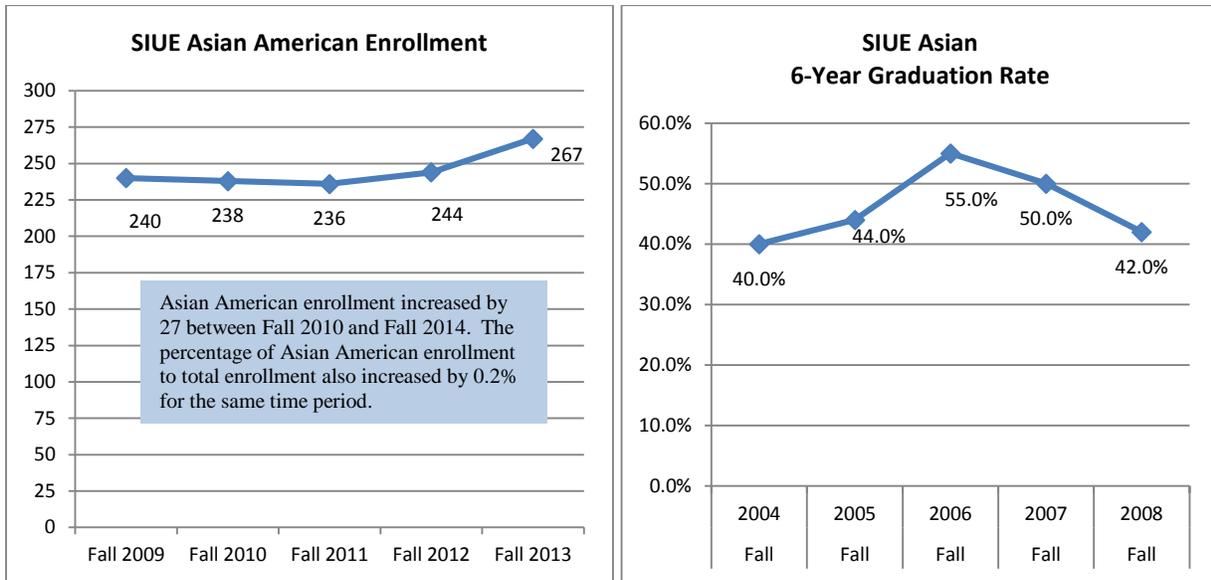
	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment	Fall 2014	% to Total Enrollment
<i>Undergraduate</i>	354	2.5%	390	2.7%	408	2.9%	405	2.9%	435	3.1%
<i>Graduate</i>	45	0.3%	48	0.3%	53	0.4%	49	0.4%	47	0.3%
<i>Professional</i>	22	0.2%	21	0.1%	21	0.1%	16	0.1%	17	0.1%
Total Hispanic/Latino	421	3.0%	459	3.2%	482	3.4%	470	3.4%	499	3.6%
<i>Total Enrollment</i>	14,133		14,235		14,055		13,850		13,972	

Source: IPEDS

Progress: During the past five years, SIUE has experienced a significant increase in the number and percentage of enrolled Hispanic/Latino students and achieved a record high number and percentage of Hispanic/Latino students in fall 2014. As mentioned previously, the Office of Admissions has instituted a number of practices that target minority students, including several that target Hispanic/Latino students. The Office of Admissions participated in the National Hispanic Leadership Institute College Fair in Chicago. The office also participated in the 4th Annual Hispanic College Fair in St. Louis, as well as the Hispanic Graduate Fair. The office advertised in the United States Hispanic Leadership Institute booklet. Various offices developed a partnership with the St. Louis Hispanic Chamber of Commerce. Once students are admitted, the Office of Admissions will send a series of emails and postcard to inform the students and their parents about the value of a SIUE education.

The retention efforts discussed above have benefitted the Hispanic/Latino population. The Office of Retention and Support Services reported that the persistence rate increased 11.6% for Hispanic/Latino students from fall 2013 to spring 2014, and was a record high. There was a slight decrease for fall 2014 to spring 2015 in Freshmen retention rates, but remain near record highs. Hispanic women persistence rate increased and was better than the overall average for all freshmen students.

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



Asian American Enrollment

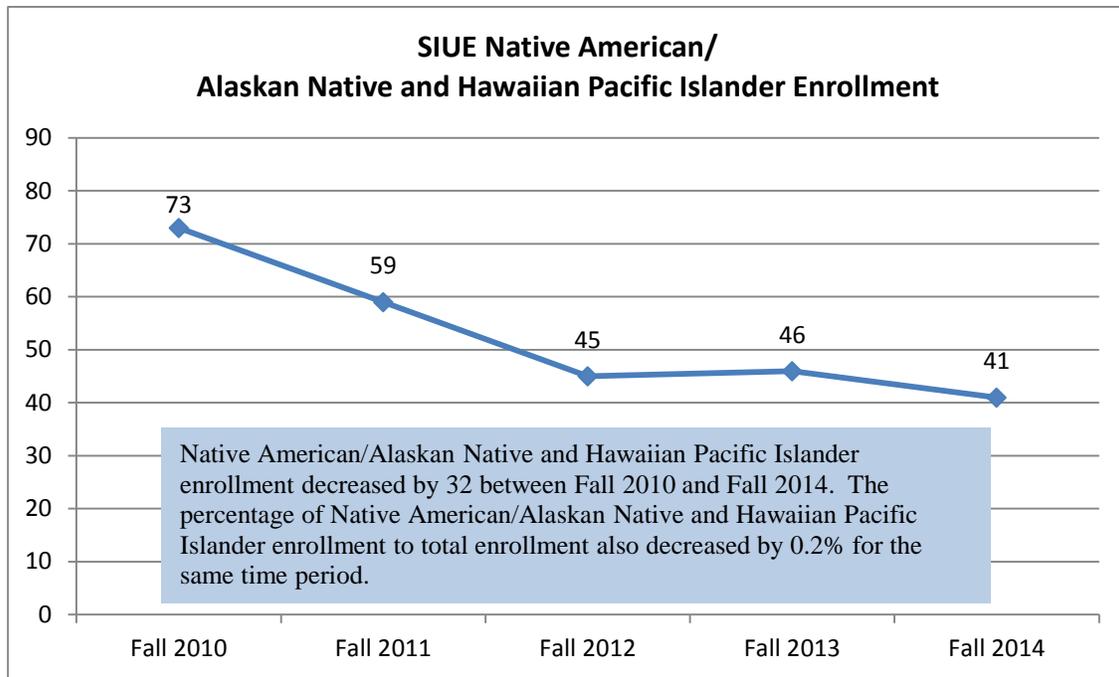
	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment	Fall 2014	% to Total Enrollment
<i>Undergraduate</i>	183	1.3%	172	1.2%	159	1.1%	172	1.2%	198	1.4%
<i>Graduate</i>	39	0.3%	45	0.3%	50	0.4%	48	0.3%	43	0.3%
<i>Professional</i>	18	0.1%	21	0.1%	27	0.2%	24	0.2%	26	0.2%
Total Asian American	240	1.7%	238	1.7%	236	1.7%	244	1.8%	267	1.9%
<i>Total Enrollment</i>	14,133		14,235		14,055		13,850		13,972	

Source: IPEDS

Progress: The number of Asian American students enrolled at SIUE is a small portion of the student body. According to data provided by the ACT, about 5% of graduating seniors in Illinois high schools are Asian American, which is greater than the percentage at SIUE, especially at the undergraduate level.

There is greater representation in the graduate students than undergraduate students and it has increased over the last five years. The last four years of undergraduate enrollment have been fairly steady. The retention rates have been above the school's average for the past four years.

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



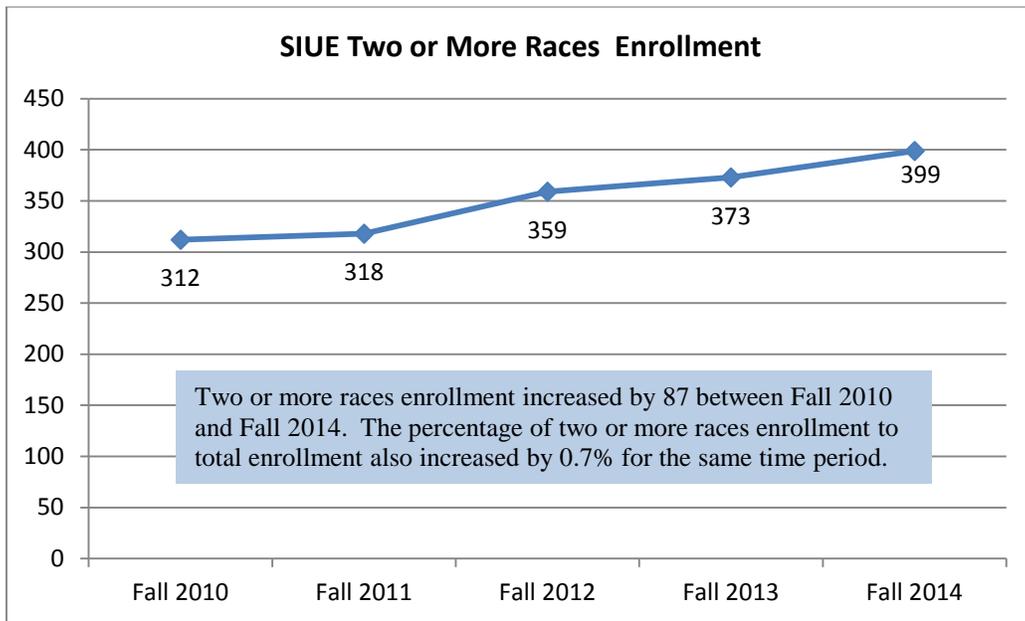
Native American/Alaskan Native and Hawaiian Pacific Islander Enrollment

	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment	Fall 2014	% to Total Enrollment
<i>Undergraduate</i>	61	0.4%	50	0.4%	39	0.3%	41	0.3%	37	0.3%
<i>Graduate</i>	9	0.1%	6	0.0%	4	0.0%	4	0.0%	3	0.0%
<i>Professional</i>	3	0.0%	3	0.0%	2	0.0%	1	0.0%	1	0.0%
Total Native American/Alaskan Native and Hawaiian Pacific Islander	73	0.5%	59	0.4%	45	0.3%	46	0.3%	41	0.3%
Total Enrollment	14,133		14,235		14,055		13,850		13,972	

Source: IPEDS

Progress: This population comprises 0.3% of the undergraduate and total student body. This number has remained consistent over the past four years and is consistent with the number of high school seniors in Illinois, according to ACT data. The efforts that the Office of Admissions applies to other minority students apply to this population as well. The Office works with high school counselors and fair organizers and offer on-site admission to those who meet the SIUE admission criteria. This allows SIUE to be one of the first universities students are admitted to and lets the students know the next steps toward enrolling. Admitted students and parents/guardians are sent letters to inform them of the value of a SIUE education. The Office also published the Multicultural Recruitment brochure to appeal to a diverse student body. While only a handful of students have been admitted during the past few years, nearly half have enrolled, which is significantly above the school's average enrollment rate. The efforts of the Office of Retention and Student Success pertain to this population, as well.

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



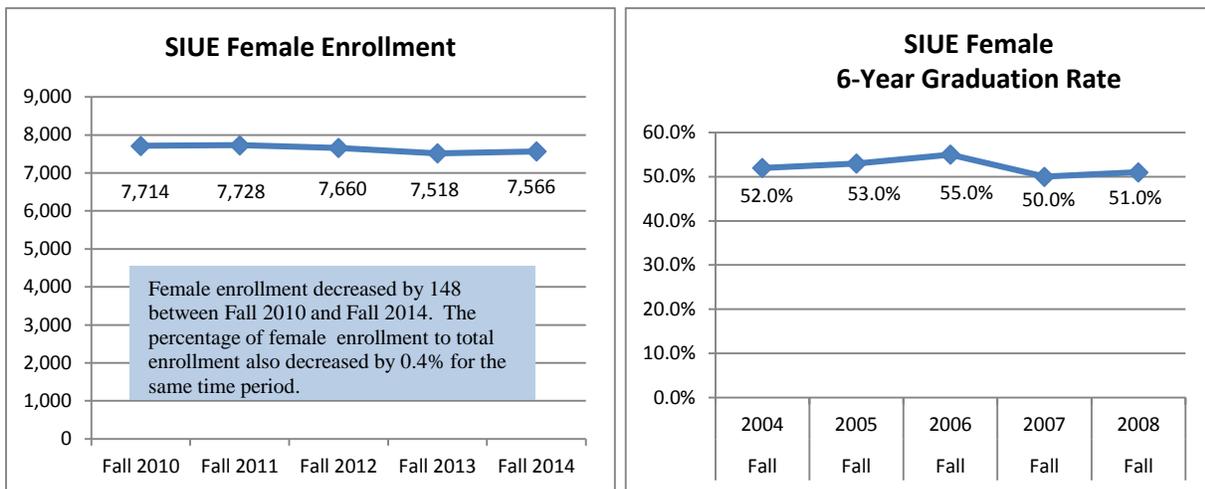
Two or More Races Enrollment

	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment	Fall 2014	% to Total Enrollment
<i>Undergraduate</i>	275	1.9%	278	2.0%	314	2.2%	326	2.4%	356	2.5%
<i>Graduate</i>	30	0.2%	33	0.2%	36	0.3%	39	0.3%	33	0.2%
<i>Professional</i>	7	0.0%	7	0.0%	9	0.1%	8	0.1%	10	0.1%
Total Two or More Races	312	2.2%	318	2.2%	359	2.6%	373	2.7%	399	2.9%
<i>Total Enrollment</i>	14,133		14,235		14,055		13,850		13,972	

Source: IPEDS

Progress: Over the last five years, there has been a significant increase in the number of students in this population, including the highest recorded number for fall 2014. The increased number of enrolled students is comparable to the data provided by ACT, which shows 3% of Illinois high school students identify with this population. The efforts that the Office of Admissions applies to other minority students apply to this population, as well. The Office works with high school counselors and fair organizers and offers on-site admission to those who meet the SIUE admission criteria. This allows SIUE to be one of the first universities students are admitted to and lets the students know the next steps toward enrolling. Admitted students and parents/guardians are sent letters to inform them of the value of a SIUE education. The Office also published the Multicultural Recruitment brochure to appeal to a diverse student body. The percentage of students that enroll is comparable to the school's average enrollment rate. The services of the Office of Retention and Student Success and SOAR are also germane to this population as well.

Challenges: There appears to be a slight increase in the number of students identifying themselves as two or more races. It is unknown why there is an increase but it might be good in the sense that students are feeling more comfortable identifying their ethnicity. Challenges remain to establish benchmarking for retention and graduation rates for this population.



Female Enrollment

	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment	Fall 2014	% to Total Enrollment
<i>Undergraduate</i>	6,027	42.64%	6,047	42.48%	6,035	42.94%	5,935	42.85%	6,054	43.33%
<i>Graduate</i>	1,423	10.07%	1,412	9.92%	1,351	9.61%	1,300	9.39%	1,237	8.85%
<i>Professional</i>	264	1.87%	269	1.89%	274	1.95%	283	2.04%	275	1.97%
Total Female	7,714	54.6%	7,728	54.3%	7,660	54.5%	7,518	54.3%	7,566	54.2%
<i>Total Enrollment</i>	14,133		14,235		14,055		13,850		13,972	

Source: IPEDS

Progress: Female enrollment has remained steady over the past five years. Female students make up 53% of undergraduate students and 60% of graduate students (including doctoral students). Over the past few years, the University had admitted more than 1,000 more female applicants than male applicants and

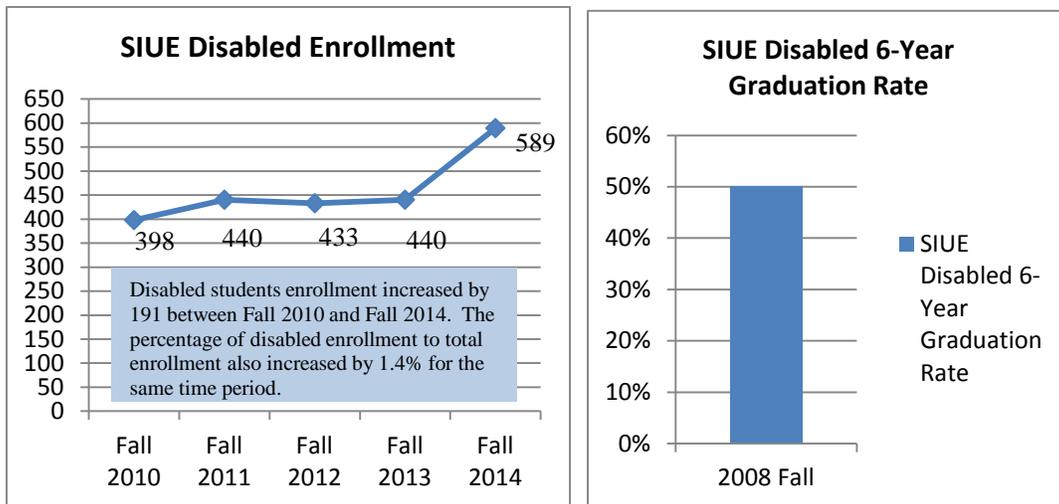
more ultimately enroll at SIUE, as well. At the same time, the average ACT scores of females admitted and enrolled increased from the year before.

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

As mentioned above, the School of Engineering has several programs designed to improve diversity. The School of Engineering and the Society of Women Engineers hosted 100 middle school-age girls for the third annual Introduce a Girl to Engineering Day. The program offered young girls exposure to the engineering field. Nearly 20% of the participating students in the “Introduction to Engineering” summer program were female students. The female enrollment in the School of Engineering increased to 160 in 2015, constituting 11.0 % of the undergraduate population and an increase of nearly 40% over the last 5 years.

In addition to the many programs, events and services listed above, SIUE provides advisors for a number of student groups, both professional and social, to the benefit of female students and female students of color to create a more engaging, welcoming campus. Some of the organizations are Making Waves, Society of Women Engineers, Women’s Bowling Club, Black Girls Rock, and sororities. The Women's Studies Program offered a robust slate of events in 2015 touching on a wide-range of subjects of interest to women.

Challenges: Female enrollment has decreased slightly in the last five years, with a slight uptick this year. It is unknown as to why this is an issue; however, a number of targeted programs have been developed to address female socialization issues.



Disabled Enrollment

	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment	Fall 2014	% to Total Enrollment
<i>Undergraduate</i>	364	2.58%	400	2.81%	388	2.76%	394	2.84%	549	3.93%
<i>Graduate</i>	34	0.24%	40	0.28%	45	0.32%	46	0.33%	40	0.29%
<i>Professional</i>	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total Disabled	398	2.82%	440	3.09%	433	3.08%	440	3.18%	589	4.22%
<i>Total Enrollment</i>	14,133		14,235		14,055		13,850		13,972	

Source: Office of Equal Opportunity, Access & Title IX Coordination

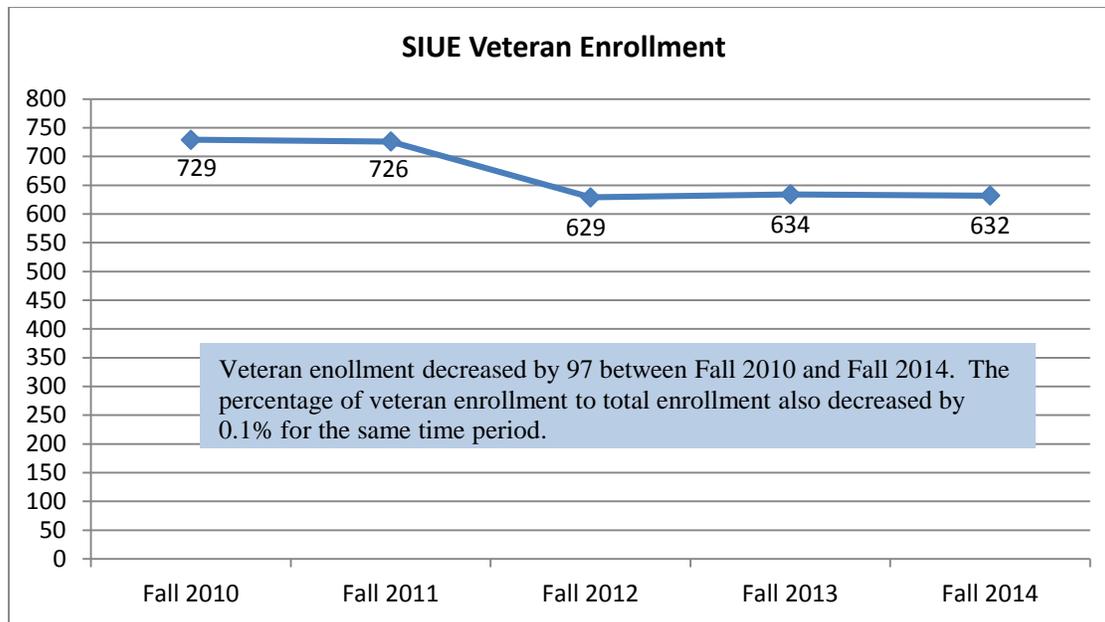
Progress: SIUE has experienced a large increase in the number and percentage of enrolled students with disabilities. Over the past five years, there has been a significant increase in their number and percentage. Disability Support Services (DSS) provided academic accommodations and services for nearly 600 SIUE students with disabilities during the 2014-2015 Academic Year. These accommodations include: priority registration; advocacy; extended time on exams and quizzes; interpreting for the deaf and hard-of-hearing; note-taking services; and textbooks in accessible formats.

Additionally, DSS initiated the Online Learning Community for Students with Disabilities in September 2014. To date, there are 441 students who have the potential for access to the learning community. A total of 112 students have benefitted from more than one application of the learning community. There are 17 modules within this learning community, which provides students with disabilities strategies for time management, test-taking, note-taking, study skills, and resources (both institutional and extra-institutional).

To create an inclusive environment, DSS facilitated 16 educational opportunities, lectures, programs and activities to increase visibility of disability as a diverse population. These included in-class presentations, graduate student lectures, and open forums. September was celebrated as Disability Awareness Month. Other initiatives include: the Great Disability Challenge as part of the Cougar World Games; the New Horizons student organization; the Workforce Recruitment Program; a Kindle learning program; scholarships for students with disabilities; personal adjustment counseling; one-on-one goal-setting for learning with the DSS learning specialist; technology review and recommendations; and in-class diversity training programs relating to students with disabilities. The Office of Institutional Diversity and Inclusion in collaboration with Disability Support Services established the Faculty Mentoring Students with Disabilities Program. DSS Undergraduates earned an average GPA of 2.74. There were 46 students with disabilities who graduated this spring with an average GPA of 3.12. While the graduation statistics only track one year, the rate is comparable to the school's overall rate.

Challenges: One of the challenges is the number of students with disabilities needing more therapeutic services beyond accommodations. This may be something counseling services can begin to look at more closely and coordinate the learning disabilities of students with their psychological needs. For example, we have students who need immediate help, however, there is a delay in service delivery due to staffing in Counseling Services. Additionally, DSS will target students with disabilities earning a cumulative GPA of less than 2.0 for retention efforts, including individualized assessment of long- and short-term goals, time management, study skills, and curricular and co-curricular resources needed to promote retention and academic success. DSS and the students will work together to assess the effectiveness and efficiency of the goal-setting process, as well as the learning outcomes set out by the students.

Veterans Enrollment



Veterans Enrollment

	Fall 2010	% to Total Enrollment	Fall 2011	% to Total Enrollment	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment	Fall 2014	% to Total Enrollment
<i>Undergraduate</i>	626	3.12%	628	3.17%	512	2.72%	519	2.89%	530	2.95%
<i>Graduate</i>	89	0.44%	83	0.42%	102	0.54%	100	0.56%	91	0.51%
<i>Professional</i>	14	0.07%	15	0.08%	15	0.08%	15	0.08%	11	0.06%
Total Veteran	729	3.6%	726	3.7%	629	3.3%	634	3.5%	632	3.5%
<i>Total Enrollment</i>	20,037		19,817		18,847		17,964		17,989	

Source: Office of Equal Opportunity, Access & Title IX Coordination

Progress: In October 2014, then Chancellor Furst-Bowe created a Veteran Students Study Committee to explore the needs and expectations of the veteran-student and ROTC populations on campus and to develop recommendations for additional academic and support services for these students. Based on the results of the needs assessment, the university expects to identify funding sources to provide additional support to veteran and ROTC students. A single point of contact has been appointed to address student benefit needs. Recently, SIUE was approved by Veterans Affairs as a work-study site. According to the fall 2013 census, SIUE had 554 veteran students using benefits. There was a slight increase in fall 2014 to 560 veteran students. Victory Media, the premier media entity for military personnel transitioning into civilian life, has named SIUE a Military Friendly School for the seventh-consecutive year. This honor places SIUE in the top 20 percent of colleges, universities and trade schools that are doing the most to embrace America's military service members, veterans and spouses as students to ensure their success on

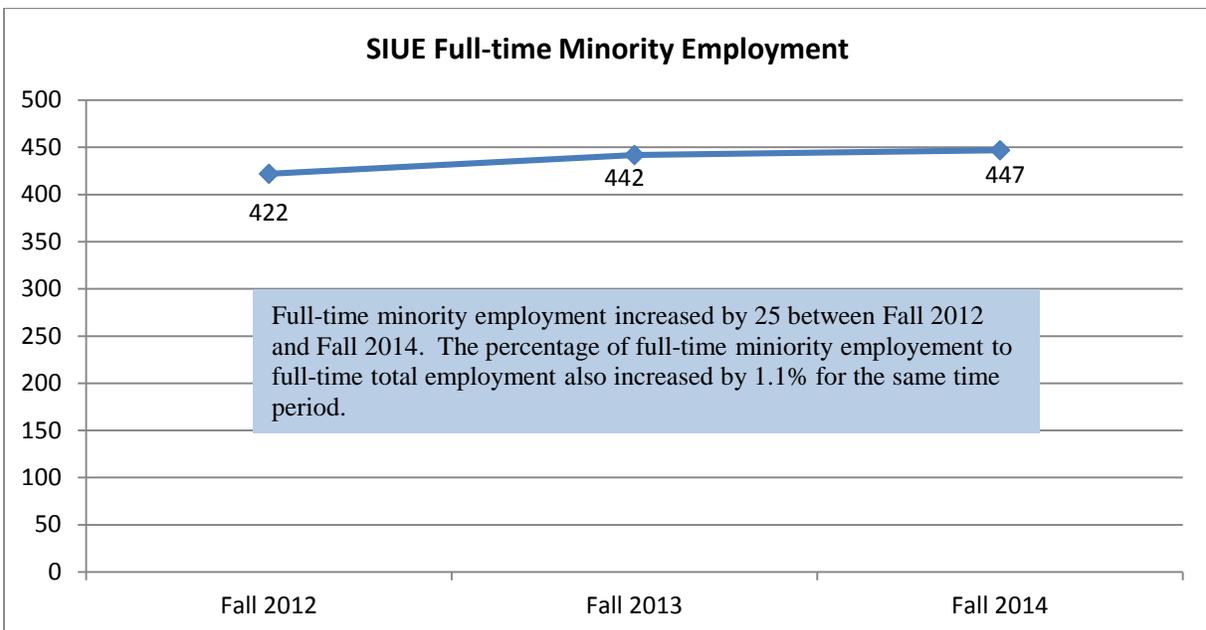
campus. Tribute programs and resource fairs have been held for the last several years. The services of the Office of Retention and Student Success and Disability Student Services are available to this population, as well.

Challenges: While SIUE has designated staff members who assist veterans and military service personnel with very specific administrative tasks at the University, there is a lack of attention to the unique and varied needs of this population regarding their transition into higher education, issues related to their future service commitments, integration into campus life, as well as progress toward their educational goals. As such, a full-time coordinator and a dedicated work/gathering space for students were recommended by the Committee.

EMPLOYMENT –

The University had employed 2,509 full-time employees in faculty, administrative, professional, and civil service positions in fall 2014, of which 59% were female, 21% minority, including 13% African American, 4% Asian American and 2% Hispanic/Latino. American Indians/Alaskan Natives represented less than 1% of the University’s full-time workforce. Although the University’s level of total employment has held steady over the past few years, the University’s workforce continues to reflect the diversity of the region it serves.

While this period’s report shows progress, the results also challenge the University to continue to develop initiatives and strategies to attract, hire, and retain women, minorities, and employees with disabilities.



Minority Employment

	Fall 2012 Minority	Fall 2012 Total	% to Full-time Employment	Fall 2013 Minority	Fall 2013 Total	% to Total Employment	Fall 2014 Minority	Fall 2014 Total	% to Total Employment
<i>Instructional, Research and Public Service Staff</i>	112	631	17.7%	123	626	19.6%	125	623	20.1%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	134	296	45.3%	141	299	47.2%	144	311	46.3%
<i>Management</i>	14	104	13.5%	12	106	11.3%	12	109	11.0%
<i>Business and Financial Operations</i>	14	98	14.3%	16	99	16.2%	24	108	22.2%
<i>Computer, Engineering, and Science</i>	17	123	13.8%	21	125	16.8%	20	128	15.6%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	47	102	46.1%	41	90	45.6%	37	92	40.2%
<i>Healthcare Practice and Technical</i>	2	15	13.3%	2	13	15.4%	4	18	22.2%
<i>Service Occupations</i>	38	287	13.2%	39	292	13.4%	38	290	13.1%
<i>Sales and Related Occupations</i>	2	13	15.4%	2	13	15.4%	3	12	25.0%
<i>Office and Administrative Support</i>	37	361	10.2%	41	360	11.4%	37	352	10.5%
<i>Natural Resources, Construction and Maintenance</i>	4	53	7.5%	3	56	5.4%	2	56	3.6%
<i>Production, Transportation, and Material Moving</i>	1	26	3.8%	1	25	4.0%	1	24	4.2%
Total Minority Employment	422		20.0%	442		21.0%	447		21.1%
Total Employment		2,109			2,104			2,123	

Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 3 years.
Source: IPEDS

Progress: Due to the fact that employment categories were changed for fall 2012, it is not feasible to undertake a five-year progress analysis for specific job groups. However, comparisons of total employment and total minority employment can be drawn. Since 2010, SIUE has added 95 total positions (full-time and part-time) to the total workforce. Over that same time, the number of minority employees increased by over 100 positions. Over the last three years, more minority employees have been added than have been added to the total workforce. As such, total minority employment is now more than 21% of the workforce and is likely a record high. Fifteen hires helped to meet goals established by the affirmative action plan. Based on our utilization findings, SIUE has established goals for all positions where minorities, women and/or disabilities are underutilized. The goal of the university is to ensure equitable representation in the workforce and undertakes steps to actively recruit minority applicants. The University now posts all goal-related positions on the website of Insight to Diversity and requires a search plan be developed to determine how to publicize each job opening to increase the diversity of the applicant pool. All goal-related searches are required to have the search committee members receive training to search and hire with the goal of increasing diversity. The Office of Institutional Diversity and Inclusion in collaboration with a number of units on campus created the Guidelines for Recruiting and Retaining a Diverse Workforce to be used in all searches.

The SIUE School of Education created the Office of Diversity and Faculty Development to monitor and coordinate efforts to increase diversity within the School. They developed an action plan to guide the School's work in recruiting, developing, and retaining a diverse faculty.

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

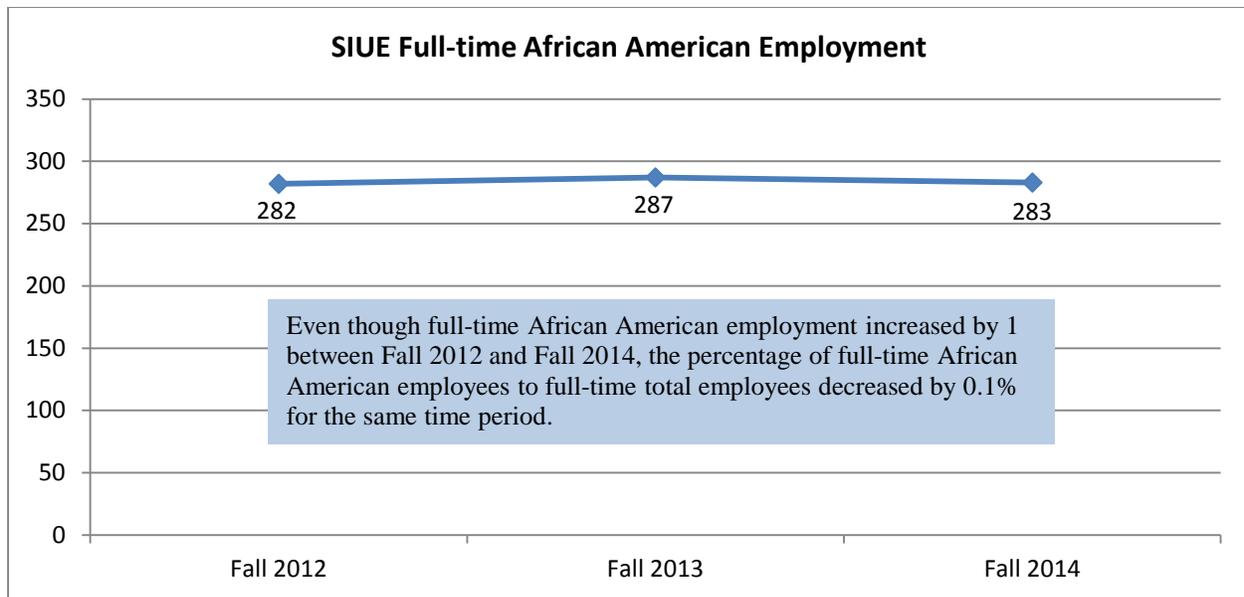
Minorities hold key positions University-wide, including Associate Chancellor for Institutional Diversity and Inclusion; Dean, School of Pharmacy; Assistant Dean, School of Dental Medicine; Director, Lovejoy Library; Director, Mechanical and Industrial Engineering; Director, Research and Projects Fiscal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

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

- Assistant Professor, Chemistry
- Assistant Professor, Dental Medicine
- Head Coach, Athletics
- Assistant Superintendent, Facilities Management
- Human Resources Associate, Human Resources
- Admissions Counselor, Admissions
- Human Resources Representative, Human Resources
- Community Director, Housing

As mentioned earlier, SIUE received the 2015 Higher Education Excellence in Diversity (HEED) award from INSIGHT Into Diversity magazine, the oldest and largest diversity-focused publication in higher education, which is awarded to institutions that demonstrate outstanding commitment to diversity and inclusion. To promote the importance of creating a diverse and inclusive environment, the University Diversity Council and the Office of Institutional Diversity and Inclusion created the Champion for Diversity Award to be given to a faculty or staff member for promoting diversity and inclusion on and off campus. The first award was announced in fall 2014.

Challenges: While there is an increase in employing minority staff, the challenge remains with recruiting and retaining faculty of color. Due to budget constraints, hiring will be limited while job losses are expected.



African American

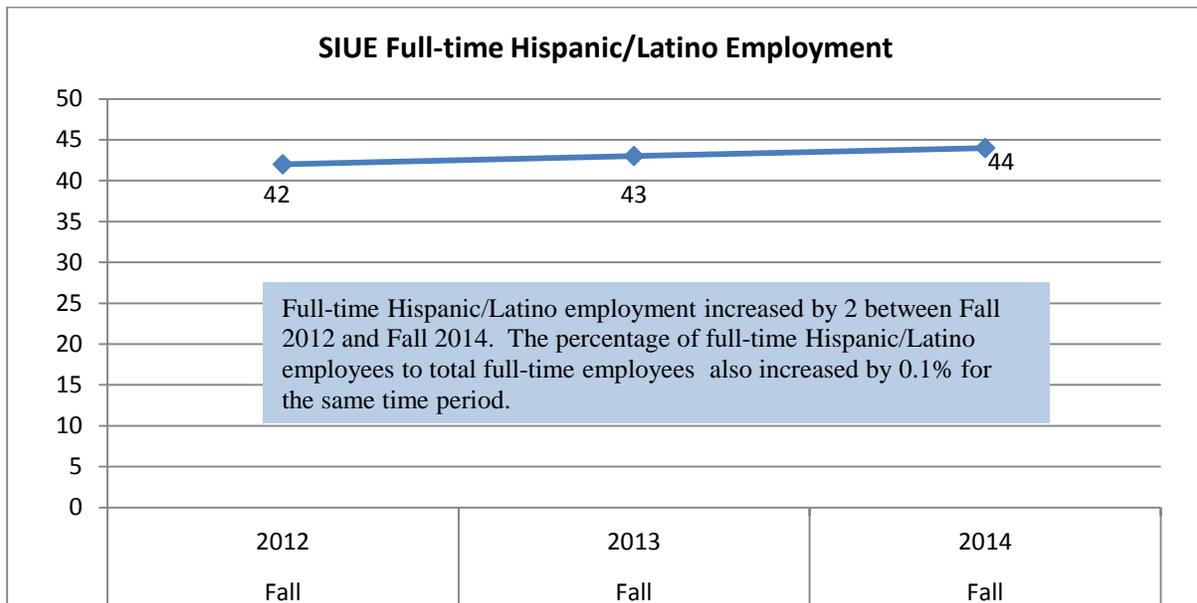
	Fall 2012 Minority	Fall 2012 Total	% to Full-time Employment	Fall 2013 Minority	Fall 2013 Total	% to Total Employment	Fall 2014 Minority	Fall 2014 Total	% to Total Employment
<i>Instructional, Research and Public Service Staff</i>	36	631	5.7%	37	626	5.9%	39	623	6.3%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	118	296	39.9%	125	299	41.8%	123	311	39.5%
<i>Management</i>	9	104	8.7%	9	106	8.5%	7	109	6.4%
<i>Business and Financial Operations</i>	13	98	13.3%	13	99	13.1%	18	108	16.7%
<i>Computer, Engineering, and Science</i>	5	123	4.1%	6	125	4.8%	5	128	3.9%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	44	102	43.1%	37	90	41.1%	32	92	34.8%
<i>Healthcare Practice and Technical</i>	1	15	6.7%	1	13	7.7%	3	18	16.7%
<i>Service Occupations</i>	26	287	9.1%	26	292	8.9%	26	290	9.0%
<i>Sales and Related Occupations</i>	1	13	7.7%	1	13	7.7%	0	12	0.0%
<i>Office and Administrative Support</i>	28	361	7.8%	31	360	8.6%	29	352	8.2%
<i>Natural Resources, Construction and Maintenance</i>	1	53	1.9%	1	56	1.8%	1	56	1.8%
<i>Production, Transportation, and Material Moving</i>	0	26	0.0%	0	25	0.0%	0	24	0.0%
Total African American	282		13.4%	287		13.6%	283		13.3%
Total Employment		2,109			2,104			2,123	

Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 3 years.
Source: IPEDS

Progress: Over the past two years, the overall number of African American employees has been steady. African American full-time instructional faculty represented 6% of all full-time instructors. In FY 2015,

African American employees accounted for 25 new full-time hires, which was 12.5% of all new hires that year. Of those 20 new hires, 12 helped to achieve an employment goal.

Challenges: Approximately 25% of African American employees are male, and the hiring for the year was at a similar rate. Additionally, whereas in FY 2014, about 20% of new hiring was African American employees, this year’s rate was only comparable to the current workforce percentages.



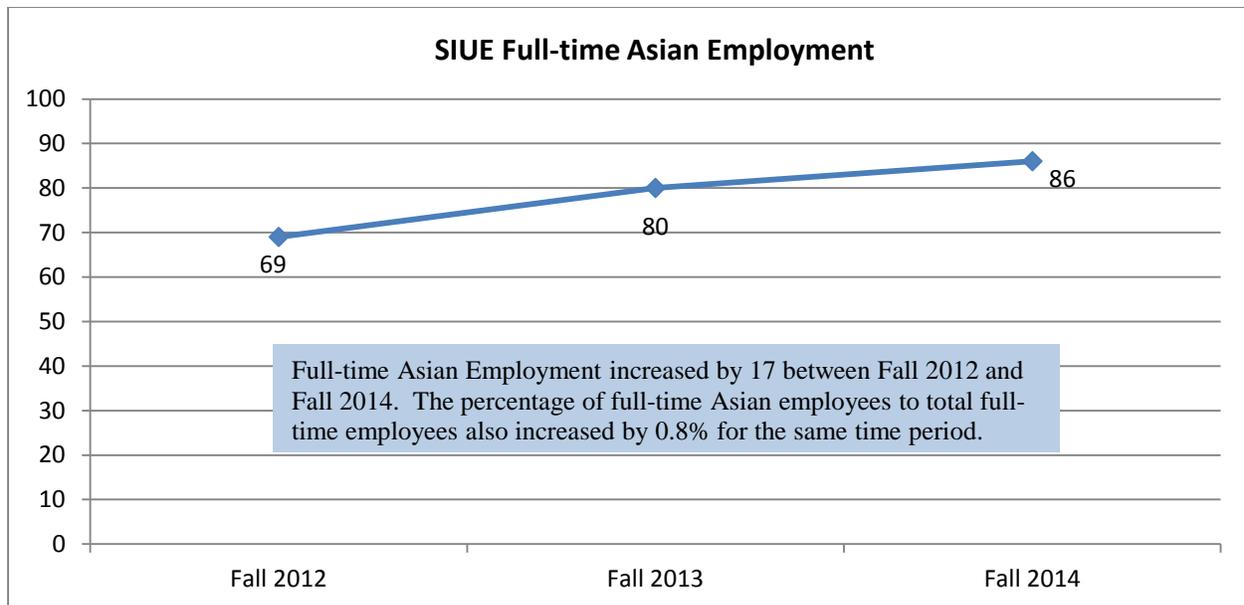
Hispanic/Latino Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2014 Minority</i>	<i>Fall 2014 Total</i>	<i>% to Full-time Employment</i>
<i>Instructional, Research and Public Service Staff</i>	18	631	2.9%	19	626	3.0%	19	623	3.0%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	5	296	1.7%	4	299	1.3%	5	311	1.6%
<i>Management</i>	2	104	1.9%	1	106	0.9%	2	109	1.8%
<i>Business and Financial Operations</i>	0	98	0.0%	2	99	2.0%	2	108	1.9%
<i>Computer, Engineering, and Science</i>	4	123	3.3%	4	125	3.2%	4	128	3.1%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	2	102	2.0%	2	90	2.2%	2	92	2.2%
<i>Healthcare Practice and Technical</i>	1	15	6.7%	1	13	7.7%	1	18	5.6%
<i>Service Occupations</i>	4	287	1.4%	4	292	1.4%	3	290	1.0%
<i>Sales and Related Occupations</i>	1	13	7.7%	1	13	7.7%	1	12	8.3%
<i>Office and Administrative Support</i>	3	361	0.8%	3	360	0.8%	3	352	0.9%
<i>Natural Resources, Construction and Maintenance</i>	1	53	1.9%	1	56	1.8%	1	56	1.8%
<i>Production, Transportation, and Material Moving</i>	1	26	3.8%	1	25	4.0%	1	24	4.2%
Total Hispanic/Latino Employment	42		2.0%	43		2.0%	44		2.1%
Total Employment		2,109			2,104			2,123	

Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 3 years.
Source: IPEDS

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

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



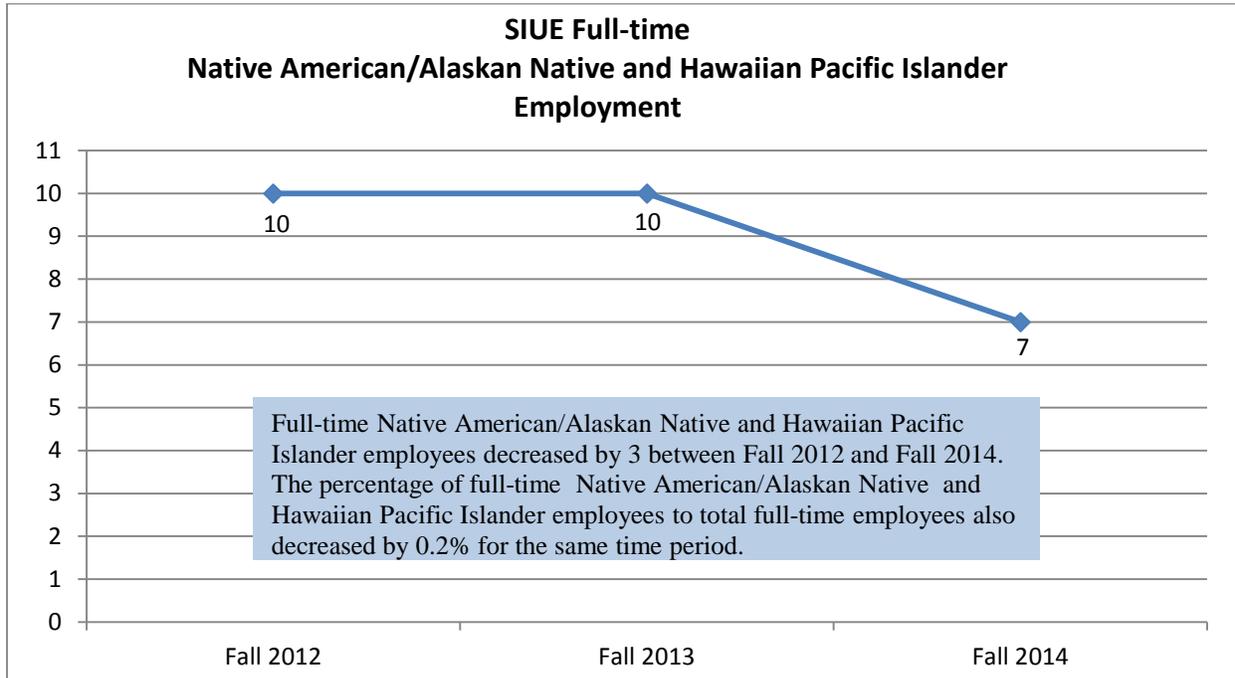
Asian American Employment

	Fall 2012 Minority	Fall 2012 Total	% to Full-time Employment	Fall 2013 Minority	Fall 2013 Total	% to Full-time Employment	Fall 2014 Minority	Fall 2014 Total	% to Full-time Employment
<i>Instructional, Research and Public Service Staff</i>	50	631	7.9%	60	626	9.6%	61	623	9.8%
<i>Librarians/Library Tech/Arch and Cur. and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	6	296	2.0%	6	299	2.0%	9	311	2.9%
<i>Management</i>	3	104	2.9%	2	106	1.9%	3	109	2.8%
<i>Business and Financial Operations</i>	0	98	0.0%	0	99	0.0%	1	108	0.9%
<i>Computer, Engineering, and Science</i>	5	123	4.1%	7	125	5.6%	7	128	5.5%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	0	102	0.0%	0	90	0.0%	0	92	0.0%
<i>Healthcare Practice and Technical</i>	0	15	0.0%	0	13	0.0%	0	18	0.0%
<i>Service Occupations</i>	3	287	1.0%	3	292	1.0%	2	290	0.7%
<i>Sales and Related Occupations</i>	0	13	0.0%	0	13	0.0%	0	12	0.0%
<i>Office and Administrative Support</i>	2	361	0.6%	2	360	0.6%	3	352	0.9%
<i>Natural Resources, Construction and Maintenance</i>	0	53	0.0%	0	56	0.0%	0	56	0.0%
<i>Production, Transportation, and Material Moving</i>	0	26	0.0%	0	25	0.0%	0	24	0.0%
Total Asian American	69		3.3%	80		3.8%	86		4.1%
Total Employment		2,109			2,104			2,123	

Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 3 years.
Source: IPEDS

Progress: There was a 20% increase in the number of Asian American employees in fall 2013 in the Instructional/Research job group. Nearly the entire increase in Asian American employment was in that one job group, which accounts for 75% of all Asian American employees. Asian Americans are nearly 10% of full-time instructional faculty.

Challenges: There is not a significant Asian American population to recruit from for local job searches.



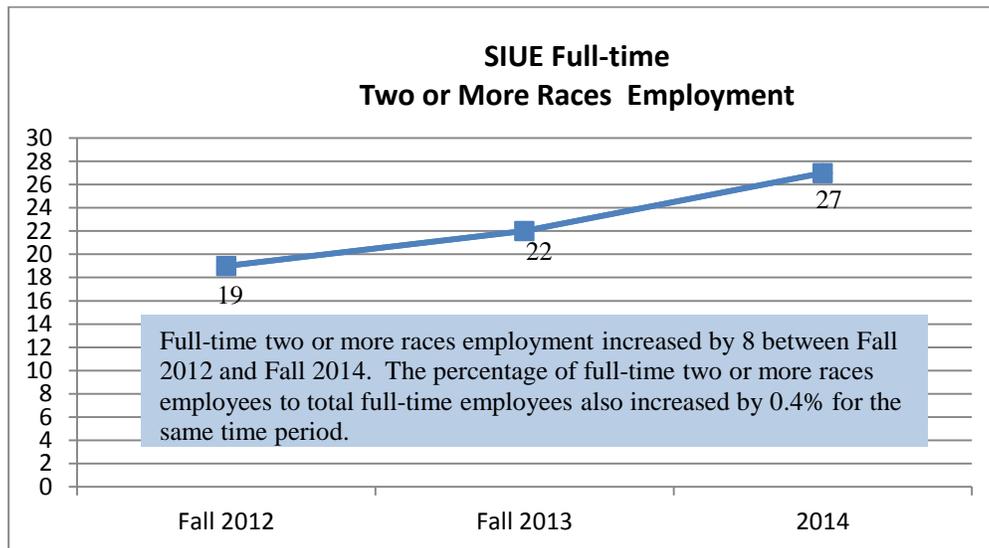
Native American/Alaskan Native and Hawaiian Pacific Islander Employment

	Fall 2012 Minority	Fall 2012 Total	% to Full-time Employment	Fall 2013 Minority	Fall 2013 Total	% to Full-time Employment	Fall 2014 Minority	Fall 2014 Total	% to Full-time Employment
<i>Instructional, Research and Public Service Staff</i>	2	631	0.3%	2	626	0.3%	1	623	0.2%
<i>Librarians/Library Tech/Arch and Cur. and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	2	296	0.7%	2	299	0.7%	2	311	0.6%
<i>Management</i>	0	104	0.0%	0	106	0.0%	0	109	0.0%
<i>Business and Financial Operations</i>	0	98	0.0%	0	99	0.0%	0	108	0.0%
<i>Computer, Engineering, and Science</i>	1	123	0.8%	1	125	0.8%	1	128	0.8%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	0	102	0.0%	0	90	0.0%	0	92	0.0%
<i>Healthcare Practice and Technical</i>	0	15	0.0%	0	13	0.0%	0	18	0.0%
<i>Service Occupations</i>	2	287	0.7%	2	292	0.7%	2	290	0.7%
<i>Sales and Related Occupations</i>	0	13	0.0%	0	13	0.0%	0	12	0.0%
<i>Office and Administrative Support</i>	3	361	0.8%	3	360	0.8%	1	352	0.3%
<i>Natural Resources, Construction and Maintenance</i>	0	53	0.0%	0	56	0.0%	0	56	0.0%
<i>Production, Transportation, and Material Moving</i>	0	26	0.0%	0	25	0.0%	0	24	0.0%
Total Native American/Alaskan Native and Hawaiian Pacific Islander Employment	10		0.5%	10		0.5%	7		0.3%
Total Employment		2,109			2,104			2,123	

Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 3 years.
Source: IPEDS

Progress: There has been no progress in this area.

Challenges: There is not a significant population to recruit from for local job searches.



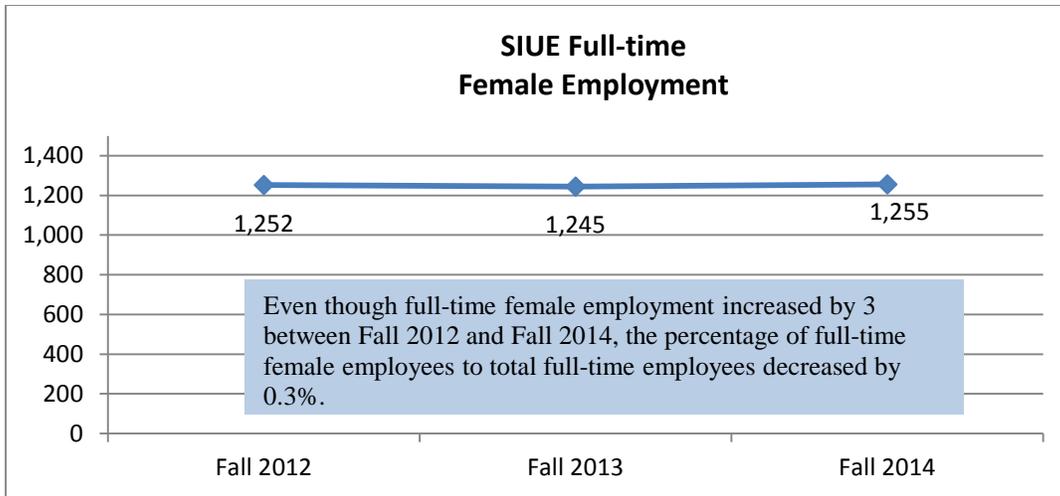
Two or More Races Employment

	Fall 2012 Minority	Fall 2012 Total	Fall 2012 % to Full-time Employment	Fall 2013 Minority	Fall 2013 Total	Fall 2013 % to Full-time Employment	Fall 2014 Minority	Fall 2014 Total	Fall 2014 % to Full-time Employment
<i>Instructional, Research and Public Service Staff</i>	6	631	1.0%	5	626	0.8%	5	623	0.8%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	3	296	1.0%	4	299	1.3%	5	311	1.6%
<i>Management</i>	0	104	0.0%	0	106	0.0%	0	109	0.0%
<i>Business and Financial Operations</i>	1	98	1.0%	1	99	1.0%	3	108	2.8%
<i>Computer, Engineering, and Science</i>	2	123	1.6%	3	125	2.4%	3	128	2.3%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	1	102	1.0%	2	90	2.2%	3	92	3.3%
<i>Healthcare Practice and Technical</i>	0	15	0.0%	0	13	0.0%	0	18	0.0%
<i>Service Occupations</i>	3	287	1.0%	4	292	1.4%	5	290	1.7%
<i>Sales and Related Occupations</i>	0	13	0.0%	0	13	0.0%	2	12	16.7%
<i>Office and Administrative Support</i>	1	361	0.3%	2	360	0.6%	1	352	0.3%
<i>Natural Resources, Construction and Maintenance</i>	2	53	3.8%	1	56	1.8%	0	56	0.0%
<i>Production, Transportation, and Material Moving</i>	0	26	0.0%	0	25	0.0%	0	24	0.0%
Total Two or More Races	19		0.9%	22		1.0%	27		1.3%
Total Employment		2,109			2,104			2,123	

Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 3 years.
Source: IPEDS

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

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



Female Employment

	Fall 2012 Minority	Fall 2012 Total	% to Full-time Employment	Fall 2013 Minority	Fall 2013 Total	% to Full-time Employment	Fall 2014 Minority	Fall 2014 Total	% to Full-time Employment
<i>Instructional, Research and Public Service Staff</i>	312	631	49.4%	307	626	49.0%	307	623	49.3%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	235	296	79.4%	244	299	81.6%	252	311	81.0%
<i>Management</i>	46	104	44.2%	45	106	42.5%	45	109	41.3%
<i>Business and Financial Operations</i>	71	98	72.4%	70	99	70.7%	75	108	69.4%
<i>Computer, Engineering, and Science</i>	42	123	34.1%	42	125	33.6%	43	128	33.6%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	68	102	66.7%	57	90	63.3%	56	92	60.9%
<i>Healthcare Practice and Technical</i>	12	15	80.0%	10	13	76.9%	14	18	77.8%
<i>Service Occupations</i>	114	287	39.7%	123	292	42.1%	123	290	42.4%
<i>Sales and Related Occupations</i>	13	13	100.0%	13	13	100.0%	12	12	100.0%
<i>Office and Administrative Support</i>	337	361	93.4%	332	360	92.2%	325	352	92.3%
<i>Natural Resources, Construction and Maintenance</i>	2	53	3.8%	2	56	3.6%	3	56	5.4%
<i>Production, Transportation, and Material Moving</i>	0	26	0.0%	0	25	0.0%	0	24	0.0%
Total Female	1,252		59.4%	1,245		59.2%	1,255		59.1%
Total Employment		2,109			2,104			2,123	

Note: IPEDS changed the employment categories in Fall 2012, therefore the reason for showing only 3 years.
Source: IPEDS

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

Women continue to hold key positions University-wide, including Vice Chancellor for University Advancement, SIUE Foundation; Interim Provost; Dean, School of Nursing; Dean, Library and Information Services; Associate Vice Chancellor for Student Affairs; Associate Chancellor for Institutional Diversity and Inclusion; Assistant Provost for Academic Effectiveness and Innovation; Director, International Affairs; Director, Human Resources; Director, Health Services; Director, Student Involvement; and Registrar.

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

- Assistant Professor, Dental Medicine
- Assistant Professor, Chemistry
- Community Director, University Housing
- Academic Advisor, Arts and Sciences
- Human Resources Representative, Human Resources
- Human Resources Associate, Human Resources
- Accounting Clerk, Parking Services

Challenges: The challenge is to ensure that more women are a part of the applicant pool and that more attention is given to the hiring process to ensure women are equitably treated in all positions, particularly in areas such as instruction and STEM related careers.

Veterans Employment

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

**Data from Vets-100 reports*

Progress: Over the past five years, veterans employment held steady until fall 2014, when there was a marked increase. Human Resources has worked with local veteran employment groups to build an employment referral network. Additionally, the entire workforce was surveyed to update their self-identification. This might have resulted in the large increase in employees identified.

Challenges: As we develop relationships with local veteran employment services, we need to evaluate the effectiveness of the resources to determine if strong applicants are being referred for employment. The limited hiring that has been ongoing increases the difficulty of such a review.

	Non-Resident Alien			Black Non Hispanic			Hispanic			White Non-Hispanic			American Indian/Alaskan Native			Asian			Hawaiian/Pacific Islander			2 or More Races			Unknown			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Faculty, Tenure	0	0	0	13	4	17	5	3	8	146	105	251	0	0	0	24	11	35	0	1	1	0	2	2	0	0	0	188	126	314
% to Total	0.0%	0.0%	0.0%	6.9%	3.2%	5.4%	2.7%	2.4%	2.5%	77.7%	83.3%	79.9%	0.0%	0.0%	0.0%	12.8%	8.7%	11.1%	0.0%	0.8%	0.3%	0.0%	1.6%	0.6%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
Faculty, Tenure Track	10	4	14	2	8	10	3	4	7	45	52	97	0	0	0	10	12	22	0	0	0	1	0	1	0	0	0	71	80	151
% to Total	14.1%	5.0%	9.3%	2.8%	10.0%	6.6%	4.2%	5.0%	4.6%	63.4%	65.0%	64.2%	0.0%	0.0%	0.0%	14.1%	15.0%	14.6%	0.0%	0.0%	0.0%	1.4%	0.0%	0.7%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
Faculty, Non-Tenure	0	1	1	0	12	12	2	2	4	50	84	134	1	0	1	2	2	4	0	0	0	2	0	2	0	0	0	57	101	158
% to Total	0.0%	1.0%	0.6%	0.0%	11.9%	7.6%	3.5%	2.0%	2.5%	87.7%	83.2%	84.8%	1.8%	0.0%	0.6%	3.5%	2.0%	2.5%	0.0%	0.0%	0.0%	3.5%	0.0%	1.3%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
Combined Tenure and Tenure Track	10	4	14	15	12	27	8	7	15	191	157	348	0	0	0	34	23	57	0	1	1	1	2	3	0	0	0	259	206	465
Full Time, Part Time, Total																														
Full Time	10	5	15	15	24	39	10	9	19	241	241	482	1	0	1	36	25	61	0	1	1	3	2	5	0	0	0	316	307	623
Part Time	0	0	0	6	2	8	0	6	6	129	119	248	0	0	0	7	7	14	1	1	2	2	3	5	1	0	1	146	138	284
Total	10	5	15	21	26	47	10	15	25	370	360	730	1	0	1	43	32	75	1	2	3	5	5	10	1	0	1	462	445	907
% to Total	2.2%	1.1%	1.7%	4.5%	5.8%	5.2%	2.2%	3.4%	2.8%	80.1%	80.9%	80.5%	0.2%	0.0%	0.1%	9.3%	7.2%	8.3%	0.2%	0.4%	0.3%	1.1%	1.1%	1.1%	0.2%	0.0%	0.1%	100.00%	100.00%	100.0%

Source: SIUE IPEDS Fall Staff Survey

SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

– GOAL AND MISSION –

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

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

– INSTITUTIONAL PROFILE –

The school encompasses a complete sequence of medical education programs beginning with undergraduate medical education leading to the M.D. degree, and progressing through clinical residency and fellowship training, and continuing medical education for practicing physicians. Graduate science programs in pharmacology, physiology, molecular biology, microbiology, immunology, and cell biology are offered at the masters and doctoral levels. A highly successful, masters-level physician assistant program is offered by the medical school on the SIU Carbondale campus. Post-baccalaureate medical science education is also provided to educationally disadvantaged and minority students tracking towards health professions through the school's nationally recognized MEDPREP (Medical/Dental Education Preparatory Program).

Using existing University and community resources in Carbondale, in Springfield, and throughout the region and state, the school continues to grow and mature in its mission. Affiliation agreements signed between the school and Springfield's community hospitals – Memorial Medical Center and St. John's Hospital – provided the valuable physical base for the clinical and residency/fellowship programs in Springfield during the early years of the school's development. Currently facilities supporting the School's programs include University-owned and leased structures; the previously mentioned affiliated community hospitals in Springfield, as well as affiliated hospitals in Carbondale, Decatur, and Quincy, and a number of additional outreach sites. Additionally, 865 Illinois physicians, most from central and southern Illinois, serve as volunteer or part-time medical school faculty.

The school has an excellent record in the training of caring, competent physicians, and in developing new models for rural health care delivery, particularly in medically underserved areas of the State. The school is internationally recognized for its innovative teaching and student assessment techniques, including a competency-based curriculum, the development and use of simulated patients and problem-based learning in medical education, and coursework in medical humanities and doctoring. Survey results document that our students' satisfaction with their education is very high. SIU School of Medicine also ranks among the top medical schools in the country for its "social mission," the school's success in graduating physicians

practicing in primary care or medically underserved areas, as well as success in training physicians from diverse backgrounds.

As members of the school's physician group medical practice, SIU HealthCare, provides over 230 full-time physicians who are affiliated with the school, offering a full range of primary and tertiary care services reflecting a broad variety of specialized diagnostic and treatment services, many of which are not available elsewhere in central and southern Illinois. As a result, SIU HealthCare provides a rich environment for the training of students, clinical residents and fellows. SIU HealthCare annually delivers clinical services to over 116,000 patients through 532,000 total patient visits. More than 363,000 patient visits are made annually to SIU physicians in the SIU Clinic sites; the rest are patient visits/encounters served by SIU physicians in community hospitals.

The quality of health care provided by the school, or any other academic medical center, cannot continue without an investment in medical research. The school's research effort is providing the engine for continued growth in biomedical-related economic development and technology transfer activities as well as clinical care. The faculty has 215 externally-funded research projects underway in over 100 laboratories located on the Springfield and Carbondale campuses.

The Simmons Cancer Institute at SIU was established in 2001 to provide opportunities for innovative cancer research, comprehensive cancer treatment and clinical outreach to the community, alongside advanced training for students, clinical residents, fellows, and practicing physicians regarding cancer. The Institute is committed to research as well as clinical services and continues to attract National Institutes of Health (NIH) funded researchers to the school.

SIU School of Medicine is accredited by the Liaison Committee on Medical Education (LCME). In June 2015, the school received notification that it received full unconditional accreditation of its undergraduate medical education program (leading to the M.D. degree) for an additional eight years; this is the highest number of years for which a medical school can be accredited. The accreditation committee had no areas of concern to report. This 2015 accreditation marked the second consecutive citation-free accreditation the School of Medicine has received – an unprecedented occurrence for LCME. The school's Graduate Medical Education program (i.e. clinical residencies and fellowships) is accredited by the Accreditation Council for Graduate Medical Education (ACGME); the most recent reaccreditation by ACGME was in 2012. The medical school's continuing medical education program is accredited by the Accreditation Council for Continuing Medical Education (ACCME), with reaccreditation being granted most recently in 2011. Both ACGME and ACCME accreditations were for their maximum allowed periods when they were renewed by the accrediting agencies. In sum, the SIU School of Medicine is fully accredited for medical education programs.

– ACCOMPLISHMENTS –

- Continued improvement in diversity of medical student minority populations from 20.3% minority in the 2004/2005 student body to 29.2% for all classes in the 2014/15 student body.
- Improved recruitment focus resulting in increased diversity of the total workforce from 12.2% minority hires for all faculty and staff combined in 2004 to 15.2% of new hires in 2014. Recruitment of minorities in civil service classifications, which has been a special focus in the last few years, has improved from 6.5% minority employees in 2011 to 10.0% in 2014.
- Continued outreach and educational programs that celebrate the ethnic and cultural diversity of the central and southern Illinois region. Programs included a Diversity Enrichment Week held annually in October. In addition, informal ethnic celebrations are held quarterly allowing students, residents, faculty, staff and the general community to gain information about different cultural traditions.
- Diversity training for supervisors on all campuses in the fall of 2014.

- Smooth transition from the 14-year tenure of Dr. Kevin Dorsey as only the third Dean and Provost of the SIU School of Medicine, to the leadership of Dr. Jerry Kruse beginning in January 2016.

– A FOCUS ON RETENTION AND COMPLETION –

There are no statistically significant “achievement gaps by race, ethnicity, socioeconomic status, gender and disability (Illinois Public Agenda for College and Career Success)” for students educated at the SIU School of Medicine (SIUSOM). Most students who enter the medical school graduate with an M.D. degree. While it is true that some students encounter difficulty while going through our rigorous curriculum, systems are in place to support a student who needs to remediate cognitive and/or non-cognitive issues.

The SIUSOM’s success at retaining students through to completion of educational programs is impressive and on par with outcomes in the U.S. medical education industry as a whole. An analysis of retention and completion rates for our country’s 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 medical school students.” The 10-year completion rate for the SIUSOM is 97 percent. Looking more specifically at underrepresented groups and their completion rates at the SIUSOM, again focusing on 10-year completion rates, the national numbers for African Americans and Hispanics are 89 percent and 94 percent respectively (AAMC *Analysis in Brief*). At the SIUSOM, retention rates are 90 percent and 100 percent respectively for those two groups. These two groups comprise 15 percent of our medical student body.

This *Analysis in Brief* summary pointed out that academic attrition is low in medical schools in general. However, when African American and Hispanic students did leave medical schools, the most common reason was academic difficulty. This was not true for Asian and White students. For these 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).” And many African American and Hispanic students have low SES histories.

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

While academic issues are most often the final pathway for students who must leave our school, various social, economic, medical, and/or psychological factors may influence that result. Therefore, a holistic approach is utilized when supporting such students. A multidisciplinary team assesses and assists in implementing remediation strategies. The school’s departments of Medical Education and Student Affairs usually lead the way in circumstances where a medical student is in jeopardy. Our Student Progress Committee serves as a monitoring body to ensure each medical student’s adherence to established standards of academic conduct. Our Office of Diversity provides additional support where needed. An academic coach meets regularly and separately with students who proactively want 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.

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

– **ACADEMIC ENVIRONMENT** –

The school graduated its 2,685th medical student during its May 2015 commencement. Of the graduates who have completed their clinical residencies and are currently practicing physicians, 42.0% are practicing in Illinois and 20.0% are practicing in the contiguous states of Wisconsin, Iowa, Missouri, Kentucky, and Indiana. Of those practicing in Illinois, 33.0% are located in rural locations.

In the 2014-2015 admissions cycle, the school received 1,312 applications. Of the 72 incoming students who accepted invitations to enroll in the class, 6 (8.3%) were minority students as well as being underrepresented minority students. SIU School of Medicine’s female enrollment is 39.0%, which is a bit lower than the national average of 47% females.

REPORT ON STUDENTS

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

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

Class	% from towns of 25,000 or less	Males	Females	Mean age	Age range
2014	53%	39	33	23.2	20-45
2015	58%	34	38	22.8	20-37
2016	54%	37	35	22.7	20-30
2017	54%	39	32	22.5	20-29
2018	61%	44	25	22.3	20-36

SIU School of Medicine is currently approved to accept 72 students in each class for a total of 288 students. As noted earlier, all students must be Illinois residents, and the school focuses on acceptance of students from rural areas of central and southern Illinois. The following chart compares 2010 U.S. census data for the central/southern Illinois region with data reflecting the school’s medical student population.

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

Description	Black Non-Hisp.	Hispanic	White Non-Hisp.	Am. Indian Alaskan Nat.	Asian/Pacific Islander	Two or More Races	Total Minority
Census Data	7.8%	3.0%	87.6%	0.0%	1.6%	0.0%	12.4%
New Enrollees	6.9%	1.4%	77.8%	0.0%	13.9%	0.0%	22.2%
Total 2014/15 Enrollment	12.0%	3.4%	70.8%	1.0%	12.7%	0.0%	29.2%

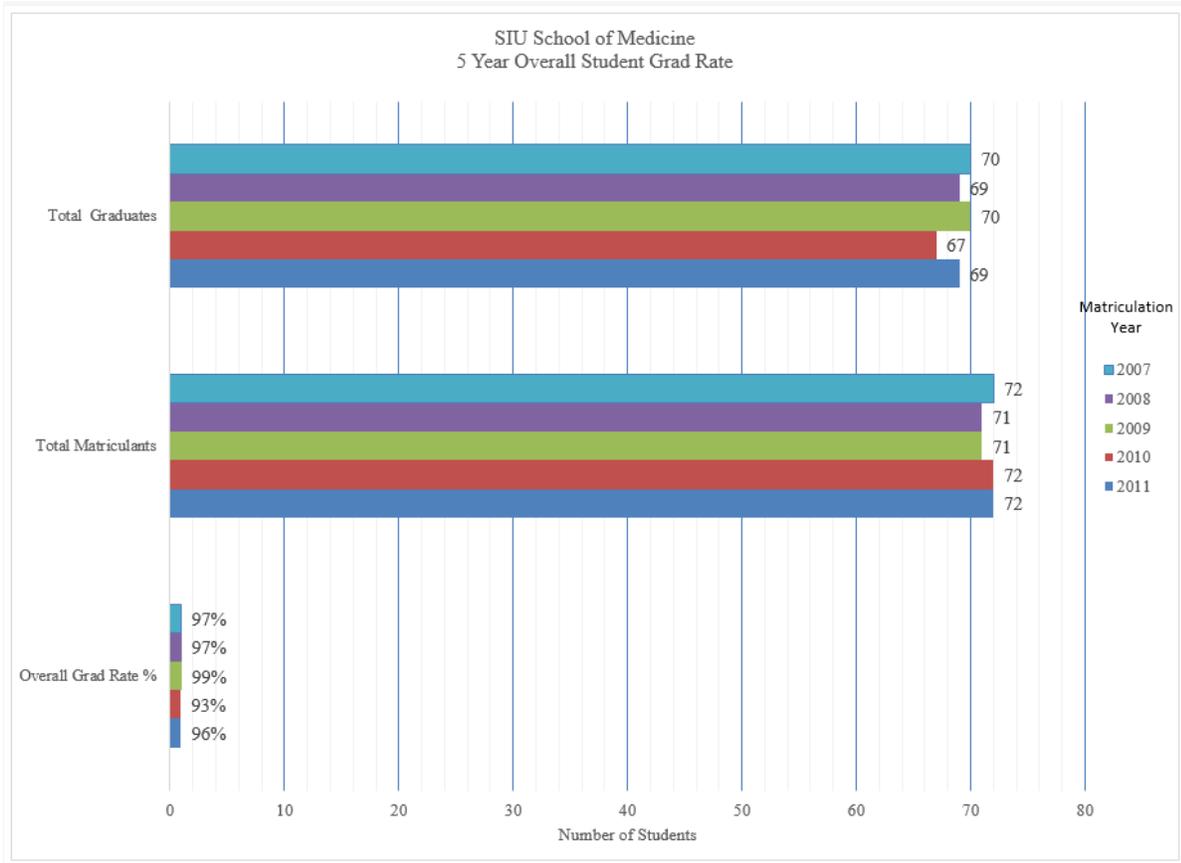
Census data – 2010 U.S. Population census data estimate for 86 central and southern Illinois counties served by the School of Medicine.
 New enrollees – 2014 *new* enrollees/matriculates to SIU School of Medicine
 Total 2014/15 enrollment – Fall 2014 enrollment for all four Medical School classes (MSI-MSIV)

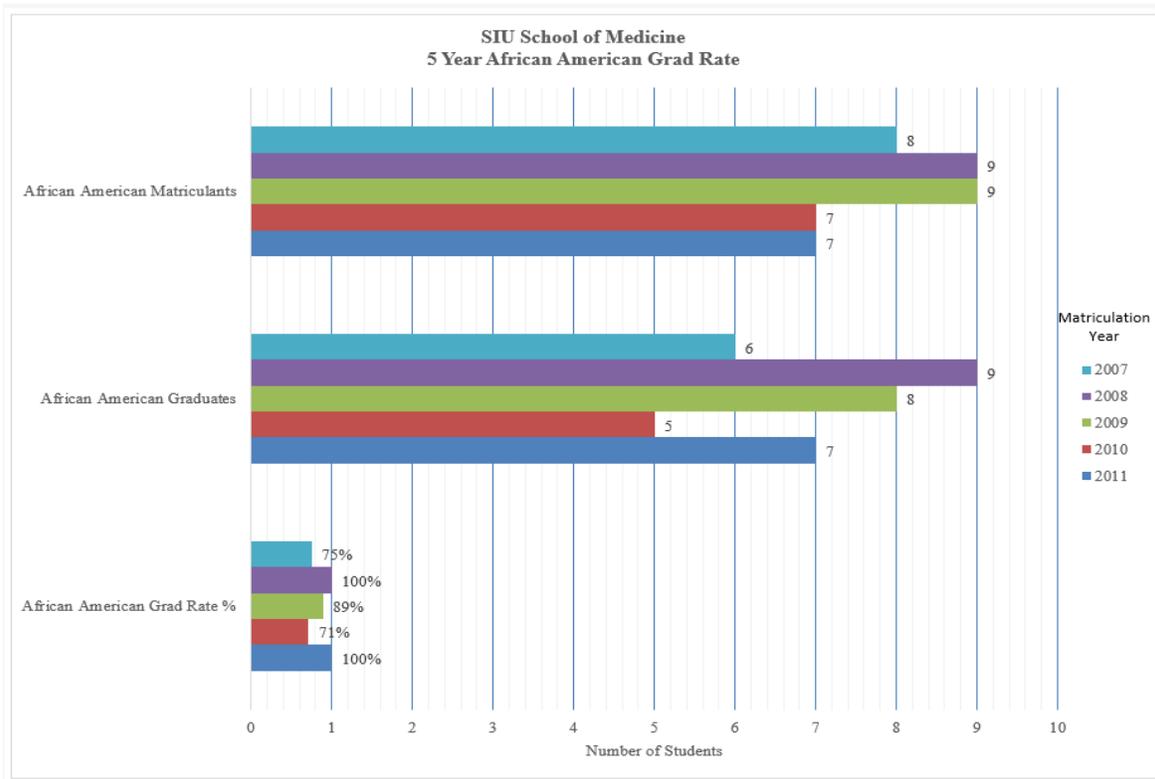
It is noted that the population estimates prepared by the U.S. Census Bureau (2010) indicate that the total racial minorities for central/southern Illinois counties served by the SIU School of Medicine is 12.4%. The medical school’s minority enrollment is 29.2%. The school continues to meet its goal of reflecting a diverse mix of students who will mirror the minority population for the counties it serves.

The school continues to nurture its nationally acclaimed MEDPREP program, in part, as a pipeline for recruitment to its medical education program. Efforts are continuously being made to encourage students who are Illinois residents to select SIU School of Medicine as their preferred school of choice. Each year the school is successful in attracting five to six students from this program into its entering class.

In 2009 the school established the Physician Pipeline Preparatory Program in partnership with the Springfield public school district to encourage and prepare high school students for careers as physicians. Currently 17 Pipeline graduates are completing their undergraduate education, and will be tracked as they choose their future careers.

Five-Year Grad Rates





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. All students self-identifying as having a disability 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 below.

Comparative Table III: SIU School of Medicine Medical Students with Disabilities

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

Comparative Table IV: SIU School of Medicine Medical Students Who Used Services

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

REPORT ON FACULTY

For the calendar year January 1 through December 31, 2014, there were fifty-seven (57) new faculty members recruited to the School of Medicine.

The percentages for this category follow:

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

Description	Black Non-Hisp.	Hispanic	White Non-Hisp	Am. Indian Alaskan Nat.	Asian/Pacific Islander	Two or More Races	Total Minority
Census Data	7.8%	3.0%	87.6%	0.0%	1.6%	0.0%	12.4%
New Faculty	3.8%	0.0%	66.0%	0.0%	28.3%	1.9%	34.0%
Total Faculty	2.6%	2.9%	74.7%	0.0%	18.8%	1.0%	25.3%

Census data – 2010 U.S. Population census data estimate for 86 central and southern Illinois counties served by the School of Medicine
 New faculty – new tenure and alternate track faculty hired from January 1-December 31, 2014
 Total faculty – tenure and alternate faculty on staff as of December 31, 2014

Of the total faculty population in 2014, 39.8% were females on the tenure and alternate track, and 52.8% of the new faculty hires were female.

The school’s faculty shows a steady growth in overall minority representation from 17.7% in 2004, to 23.5% in 2009, to 34.0% of the new hires in 2014.

REPORT ON STAFF

Principal Administrative Appointment Staff

A total of sixty-four (64) new Principal Administrative appointment staff were hired this past year. It should be noted that Principal Administrative appointments at the school include advance practice professionals (nurse practitioners, physician assistants, midwives) as well as researcher positions. Of the sixty-four (64) new Principal Administrative appointment staff hired, fourteen (14) were researchers.

The percentages for this category follow:

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

Description	Black Non-Hisp.	Hispanic	White Non-Hisp.	Am. Indian Alaskan Nat.	Asian/Pacific Islander	Two or More Races	Total Minority
Census Data	7.8%	3.0%	87.6%	0.0%	1.6%	0.0%	12.4%
New PAA	7.8%	0.0%	76.6%	0.0%	10.9%	4.7%	23.4%
Total PAA	2.6%	.4%	89.1%	0.0%	6.4%	1.5%	10.9%

Census data – 2010 U.S. Population census data estimate for 86 central and southern Illinois counties served by the School of Medicine
 New PAA – new Principal Administrative Appointment staff hired from January 1-December 31, 2014
 Total PAA – Principal Administrative Appointments on staff as of December 31, 2014

Once again, the commitment to mirroring the diverse population for the area served has been a focus. In the last ten years, the total PAA minority population has grown over 2%, from 8.6% to 10.9%.

Civil Service Staff

A total of two hundred and thirty-eight (238) Civil Service employees were hired this past year.

The percentages for this category follow:

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

Description	Black Non-Hisp.	Hispanic	White Non-Hisp.	Am. Indian Alaskan Nat.	Asian/Pacific Islander	Two or More Races	Total Minority
Census Data	7.8%	3.0%	87.6%	0.0%	1.6%	0.0%	12.4%
New CS Staff	8.0%	.4%	88.2%	.4%	1.3%	1.7%	11.8%
Total CS Staff	5.5%	.5%	91.9%	.1%	.5%	1.5%	10.0%

Census data – 2010 U.S. Population census data estimate for 86 central and southern Illinois counties served by the School of Medicine
 New CS staff – *new* Civil Service staff hired from January 1-December 31, 2014
 Total CS staff – Civil Service staff as of December 31, 2014

The School of Medicine continues to support targeted in-house job fairs, participation in high school career days, and improved communications with local training schools such as Lincoln Land Community College, Capital Area Career Center, Capital Area School of Practical Nursing, and Midwest Technical Institute, which have had a positive impact on increased minority representation. The medical school has also increased its participation with many of these organizations as training sites for practical experience and on-site training programs. As part of the Minority Staff Recruitment plan, the school’s Human Resources staff has listed weekly vacancies on Illinois Job Link, regularly advertised in local minority publications, and increased participation in career fairs in diverse geographic markets. Also, in order to further expand recruitment, the School of Medicine continues to recruit licensed practical nurses, registered nurses and certified medical assistants through dedicated mailings and clinical open houses. The goal of the mailings and open houses is to increase the applicant pool and reach a diverse population of qualified nursing and certified medical assistant candidates.

In 2014, the U.S. Department of Labor’s Office of Federal Contract Compliance Programs (OFCCP) established new guidelines for federal contractors, heightening employer obligations regarding hiring and employment of disabled individuals. At December 2015, 12 employees (1.0%) had self-identified as being disabled.

SUMMARY

A consistent and measured approach has been applied to improving the diversity of the SIU School of Medicine. The results of the steady effort and focus on this area are shown in this report. While we are pleased with our progress, the medical school recognizes that the continuation of its efforts are a must to assure continued improvement to meet our goal of having a campus population that reflects the region’s socio-economic, ethnic and cultural diversity, and emphasizes inclusivity.



Southern Illinois University School of Medicine
Fall 14 Faculty by Race and Ethnicity

	Non-Resident Alien			Black Non Hispanic			Hispanic			White Non-Hispanic			American Indian/Alaskan Native			Asian			Hawaiian/Pacific Islander			2 or More Races			Unknown			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Faculty, Tenure	0	0	0	0	0	0	3	0	3	31	14	45	0	0	0	8	2	10	0	0	0	0	1	1	0	0	0	42	17	59
% to Total	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.1%	0.0%	5.1%	73.8%	82.4%	76.3%	0.0%	0.0%	0.0%	19.0%	11.8%	16.9%	0.0%	0.0%	0.0%	0.0%	5.9%	1.7%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
Faculty, Tenure Track	0	0	0	1	0	1	0	1	1	19	14	33	0	0	0	10	4	14	0	0	0	0	0	0	0	0	0	30	19	49
% to Total	0.0%	0.0%	0.0%	3.3%	0.0%	2.0%	0.0%	5.3%	2.0%	63.3%	73.7%	67.3%	0.0%	0.0%	0.0%	33.3%	21.1%	28.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
Faculty, Non-Tenure	0	0	0	4	5	9	3	6	9	85	86	171	0	2	2	29	18	47	0	0	0	0	1	1	0	0	0	121	118	239
% to Total	0.0%	0.0%	0.0%	3.3%	4.2%	3.8%	2.5%	5.1%	3.8%	70.2%	72.9%	71.5%	0.0%	1.7%	0.8%	24.0%	15.3%	19.7%	0.0%	0.0%	0.0%	0.0%	0.8%	0.4%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%
Combined Tenure and Tenure Track	0	0	0	1	0	1	3	1	4	50	28	78	0	0	0	18	6	24	0	0	0	0	1	1	0	0	0	72	36	108
Full Time, Part Time, Total																														
Full Time	0	0	0	5	5	10	6	7	13	135	114	249	0	2	2	47	24	71	0	0	0	0	2	2	0	0	0	193	154	347
Part Time	0	0	0	0	1	1	0	0	0	8	13	21	0	0	0	2	2	4	0	0	0	0	0	0	0	0	0	10	16	26
Total	0	0	0	5	6	11	6	7	13	143	127	270	0	2	2	49	26	75	0	0	0	0	2	2	0	0	0	203	170	373
% to Total	0.0%	0.0%	0.0%	2.5%	3.5%	2.9%	3.0%	4.1%	3.5%	70.4%	74.7%	72.4%	0.0%	1.2%	0.5%	24.1%	15.3%	20.1%	0.0%	0.0%	0.0%	0.0%	1.2%	0.5%	0.0%	0.0%	0.0%	100.00%	100.00%	100.0%

Source: SIUC IPEDS Fall Staff Survey