

Affirmative Action Plan

Southern Illinois University Edwardsville

Plan Effective Date: January 09, 2023

Plan Expiration Date: January 20, 2024

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Establishment's Name: Southern Illinois University Edwardsville
Alton Campus

Establishment's Address: 2800 College Avenue
Alton, IL 62002

PART ONE

Affirmative Action Plan for Women and Minorities

I. INTRODUCTION

A. History of the University

Southern Illinois University Edwardsville (SIUE) traces its origin to a recommendation in 1956 by the Southwest Illinois Council of Higher Education to locate an institution of higher education in the region bordering Missouri in the greater St. Louis area. The Council was convinced that higher education facilities were needed in the Metro-East part of the greater St. Louis area. Council members hired consultants, whose reports documented that need, and appealed to Southern Illinois University, 100 miles south, to establish satellite campuses. In 1957, SIUE opened "residence centers" in Alton and East St. Louis, Illinois. The University expected to enroll 800 students. Nineteen hundred applied. By 1959, the number of students had doubled to 3800, greatly exceeding the physical facilities and demanding services faster than the University could develop and supply them. A planning team investigated sites in the Metro-East counties and selected one just south of Edwardsville. In 1960, the Illinois legislature authorized a bond issue for construction of a new state University campus. Voter approval came in November 1960. After two and one-half years of planning, University officials and area residents attended ground-breaking ceremonies for the first permanent buildings. The Edwardsville campus was created in response to these needs. Classes were first held on the Edwardsville campus in the fall of 1965.

The University mission is to create an environment of learning, research, and public service that provides the people of Southern Illinois with the opportunities and benefits of a comprehensive University. According to the University Mission, Values, and Diversity statement, "...the University strives to enhance regional access to the educational opportunities it offers. It recognizes an obligation to provide developmental opportunities for the educationally dispossessed; it pursues a commitment to meet the special needs of non-traditional students; and it makes every effort to maintain for all its students admissions standards, fees, schedules, and calendars which will encourage their access and support their progress."

SIUE continues to provide educational services and opportunities to citizens of the state, but its commitment goes beyond Illinois. The University is also committed to preparing well-educated, sensitive and responsible students to make positive contributions to the region, the nation, and the world.

B. Organizational Profile/Organizational Chart – See Appendix D

C. Requirements for Affirmative Action Plan

SIUE is a federal contractor and recipient of federal funds. This Affirmative Action Plan is required by Executive Order 11246, Illinois Human Rights Act as amended, and it's implementing guidelines developed by the U.S. Department of Labor's

Office of Federal Contract Compliance Programs. The Plan sets forth current and future action the University will take regarding affirmative action and equal employment opportunity. The Plan also includes sections for veteran categories and individuals with disabilities. This Affirmative Action Plan is available for inspection by any employee or applicant for employment upon request, during normal business hours, in the Office of Equal Opportunity, Access and Title IX Coordination. Interested persons should contact the Office of Equal Opportunity, Access and Title IX Coordination, Rendleman Hall, Box 1025, Edwardsville, IL, 62026-1025, 618.650.2333 for assistance. The Plan is also available online at <http://www.siu.edu/EOA>

II. AFFIRMATIVE ACTION/EQUAL EMPLOYMENT OPPORTUNITY POLICY

A. Policy Statement

As a federal contractor, Southern Illinois University Edwardsville complies with several employment laws and regulations, including, but not limited to the following:

- Equal Pay Act of 1963
- Titles VI and VII of the Civil Rights Act of 1964
- Executive Order 11246
- The Age Discrimination in Employment Act of 1967
- Title IX of the Educational Amendments of 1972
- Sections 503 and 504 of the Rehabilitation Act of 1973
- The Americans with Disabilities Act Amendments Act of 2008
- The Vietnam Era Veterans Readjustment Act of 1974
- The Illinois Human Rights Act
- The Rules and Regulations of the Board of Trustees of the Southern Illinois University System.

Southern Illinois University Edwardsville (SIUE) is committed to an academic atmosphere and workplace free from inappropriate conduct of a discriminatory nature and that to the extent provided by the applicable laws, no person shall on the basis of age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran status, be denied the benefits of, or be subject to discrimination under, any program or activity which it sponsors or conducts. It is also SIUE's policy to maintain an environment free from discrimination on the basis of sexual harassment.

This policy also assures that employees will receive fair consideration for promotional opportunities and equitable treatment throughout their employment. This includes upgrades, transfers, promotions, recruitment, layoffs, terminations, and rates of pay or other forms of compensation, tenure and promotions. This policy assures that applicants for employment receive fair consideration for employment

opportunities. The Director Equal Opportunity, Access and Title IX Coordination is responsible for the continuing development, implementation, and monitoring of the Affirmative Action/Equal Employment Opportunity Policy by:

- Measuring the effectiveness of the University's Affirmative Action Program;
- Providing indications of need for remedial action; and
- Determining the degree to which University goals and objectives are met.

B. Affirmative Action/Equal Employment Opportunity Objectives

In support of this policy, specific objectives include but are not limited to:

1. Recruiting, hiring, training, and promoting persons in all job classifications without regard to age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran status;
2. Ensuring that wages, training, selection for training, transfers, demotions, layoffs, callbacks from layoff, recruitment, hiring, promotions, granting of tenure, discipline, terminations, and all other conditions and privileges of employment are job-related and comply with the principles of affirmative action and equal opportunity;
3. Ensuring that reasonable procedures are in place for responding to requests for disability, religious, national origin and other types of accommodations;
4. Establishing goals and objectives to address underutilization and/or underrepresentation of women or minorities; and
5. Ensuring equal opportunity in all personnel actions.

C. Reporting and Monitoring Procedures

The University utilizes internal auditing and reporting systems, which measure the effectiveness of the Affirmative Action Plan. These procedures are described in this Plan.

D. Distribution of Policy

The University's Equal Opportunity Policy statement is available to employees and applicants for employment. The policy is discussed with management employees having responsibility for making employment decisions.

External dissemination includes, but is not limited to, notifying recruitment sources, community organizations and labor unions.

E. Reaffirmation of Equal Employment Opportunity Policy

Southern Illinois University Edwardsville reaffirms its support of affirmative action/equal employment opportunity as set forth in this policy. Full cooperation and assistance is expected from the University community. Questions regarding this policy should be discussed with the Office of Equal Opportunity, Access and Title IX Coordination, Rendleman Hall, Box 1025, Edwardsville, IL, 62026-1025, 618.650.2333.

III. ADMINISTRATION OF THE PLAN

A. Overview

This Affirmative Action Plan sets forth action-oriented steps, the University commits itself to achieve equal opportunity through affirmative action. This Plan applies to all organizational units administered by or affiliated with Southern Illinois University Edwardsville, including the School of Dental Medicine and the East St. Louis Center.

B. Authority and Responsibility

The primary authority and responsibility for implementing the Affirmative Action Plan resides with the Chancellor of Southern Illinois University Edwardsville. The Vice Chancellors, Deans, Directors, Chairs, and others having supervisory or administrative authority are responsible for ensuring compliance with the principles of affirmative action and equal employment opportunity.

The Director Equal Opportunity, Access and Title IX Coordination is responsible for daily implementation of the Affirmative Action Plan as outlined in Section IV.

C. Dissemination of Affirmative Action Plan

The Affirmative Action Plan is updated annually and copies are distributed to appropriate University administrators. A copy of the plan is available at the Office of Equal Opportunity, Access and Title IX Coordination and online at www.siue.edu/EOA.

IV. IMPLEMENTATION AND RESPONSIBILITY

A. Chancellor

The Chancellor, as the Chief Executive Officer of the University, assumes final responsibility for implementation of the Affirmative Action Plan.

B. Director, Equal Opportunity, Access and Title IX Coordination

The Director of Equal Opportunity, Access and Title IX Coordination is responsible for the continuing development, implementation, auditing, and monitoring of the Affirmative Action Plan. The Director of Equal Opportunity, Access and Title IX Coordination reports to the Chancellor and has the support of higher-level management in carrying out this assignment.

Responsibilities include:

1. Developing affirmative action programs and guidelines;
2. Identifying affirmative action problem areas;
3. Assisting the administration in resolving affirmative action/equal employment opportunity issues;
4. Designing and implementing auditing and monitoring systems that:
 - a. Measure the effectiveness of the University's Affirmative Action Plan;
 - b. Provide indication of need for remedial action; and
 - c. Determine the degree to which the University's Affirmative Action goals and objectives are met.
5. Serving as liaison between the University and compliance agencies;
6. Serving as University liaison with minority and women's organizations and other groups concerned with employment opportunities for protected class members;
7. Keeping the University administration informed about developments in equal opportunity and affirmative action; and
8. Investigating discrimination complaints.

C. Office of Institutional Research and Studies

The Office of Institutional Research and Studies will provide appropriate statistical data for analyses and reporting purposes.

D. Human Resources

Human Resources will assist with implementation, monitoring, and assessment of the

E. Vice Chancellors

The Vice Chancellors' responsibilities include:

1. Developing, implementing and auditing Unit Action Plans when appropriate;

2. Assisting the Office of Equal Opportunity, Access and Title IX Coordination in developing and meeting coordinated goals and objectives within their respective areas;
goals and objectives within their respective areas;
3. Communicating unit goals and objectives to administrators responsible for affirmative action and equal employment opportunity;
4. Assisting with reporting procedures required by the University's Affirmative Action Plan;
and
5. Assuming responsibility for sensitizing administrators regarding their obligations to affirmative action, equal opportunity, and cultural diversity.

F. Deans, Directors and Chairs

The Deans, Directors, and Chairs' responsibilities include:

1. Assisting with establishing unit goals and objectives;
2. Communicating with minorities, women, students, and community service organizations to enhance recruitment efforts and results;
3. Monitoring unit personnel activities, such as hires, promotions, and terminations to
determine whether goals and objectives are being met;
4. Reviewing qualifications of applicants and employees to ensure that minorities and
women are given full consideration for employment opportunities;
5. Inspecting work locations to ensure that:
 - a. EEO posters are displayed;
 - b. Campus facilities are integrated; and
 - c. University programs and activities are open and accessible to all employees.
6. Conducting evaluations of supervisors' efforts in promoting affirmative action and equal opportunity;
7. Assisting in developing Unit Action Plans when required which summarizes:
 - a. Good faith efforts; and
 - b. Goals and timetables for increasing the representation of minority and female employees where appropriate.

G. Managers and Supervisors

Managers and supervisors lend their individual and collective support to affirmative action and equal opportunity by:

1. Identifying minorities and women for possible employment consideration;

2. Encouraging minority and female employees to apply for promotional opportunities;
3. Endorsing principles of affirmative action, equal employment opportunity, and cultural diversity.

H. Hiring Officials and Employees

Each employee and hiring official shares the responsibility of ensuring non-discrimination and achieving our affirmative action goals. It is through this shared responsibility that the University can fulfill its mission of having a diverse and inclusive work and learning environment.

V. RECRUITMENT AND SELECTION POLICIES

A. General Affirmative Action Policies and Guidelines

Southern Illinois University Edwardsville shall provide equal opportunity through the implementation of procedures outlined in this Affirmative Action Plan. Employment policies, practices, and procedures, which produce an adverse impact¹ on members of protected groups, are prohibited. All populations of University employees are embraced by this Plan, which includes faculty, professional staff, administrators, Civil Service employees, student employees, veterans, employees with disabilities, and contractors of services. Clarification and assistance in implementing these policies and guidelines may be obtained from the Office of Equal Opportunity, Access and Title IX Coordination.

Several guidelines shall apply:

- * Position descriptions, duties, and selection criteria shall be job-related.
- * Recruitment processes shall be conducted in a manner to attract a diverse pool of qualified applicants.
- * All selection procedures shall be conducted according to law and this Plan.
- * Training programs may be developed and implemented to enhance the University's commitment to affirmative action, equal opportunity, and diversity.
- * Compensation, working conditions, and fringe benefits are provided in a non-discriminatory manner.

¹ Adverse impact occurs when a significantly different rate of selection in hiring or other employment decisions work to the disadvantage of a particular work group (minorities, men and/or women).

- * Career development and upward mobility opportunities are provided in a non-discriminatory manner.
- * Affirmative action and equal opportunity measures may be taken to address underutilization of protected groups.
- * Records pertinent to employment (e.g., copies of advertisements, letters of application, vitae, replies to applicants, recommendations, interview questionnaire notes, priority lists, letters offering appointments and other pre-employment records) and applicant flow data shall be maintained by hiring units and/or the Office of Equal Opportunity, Access and Title IX Coordination.
- * University positions resulting from receipt of special funds (i.e., grants, gifts, and other external funding sources) may be advertised unless the hiring unit is granted a waiver as outlined in Part V, Section F of this Plan.
- * The termination of employees shall be conducted in a non-discriminatory manner. Reasons for terminations shall be unrelated to age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran status, or other factors prohibited by law and this Plan.
- * All employees shall have equal and ready access to appropriate University grievance procedures for the redress of alleged discrimination.

B. Policies and Guidelines for Faculty

The governance of the University grants the faculty original jurisdiction in academic matters within the guidelines established by the Board of Trustees, University policies, and other related legal requirements.

The Office of Equal Opportunity, Access and Title IX Coordination will recommend specific reporting systems and procedures to monitor and implement the following policies and guidelines. When appropriate, the Office of Equal Opportunity, Access and Title IX Coordination may determine affirmative action deficiencies and recommend specific strategies for schools, departments, or units. All goals and strategies will be established in a manner consistent with the letter and spirit of this Plan.

1. Policies and Guidelines for Full-Time Faculty:

- a. Each unit requesting permission to employ a faculty member shall develop a position description and specific selection criteria that are job-related. Consideration shall also be given to the unit's affirmative action goals and timetables.

- b. Faculty vacancies shall be advertised openly for a length of time sufficient to allow individuals to apply. Hiring units shall also take steps to identify qualified members of protected groups and inform them of available positions and the University's commitment to affirmative action and equal employment opportunity.
- c. Hiring units shall affirmatively seek participation and suggestions from members of protected groups during the recruitment/selection process. Every reasonable effort shall be made to diversify the composition of the search and interview committee. The assistance of protected group members is encouraged. Complete records of recruitment/selection activities shall be maintained by the hiring unit for a period of not less than three years.
- d. When hiring units are deficient in women and minorities, qualified applicants identified as members of a protected group may be interviewed. Such factors as race or gender may be considered as factors (but not the only factor) in the selection process where there are affirmative action goals. A minimum of three qualified applicants generally shall be identified for each full time faculty position unless, for compelling reasons, an exception is granted by the Office of Equal Opportunity, Access and Title IX Coordination as outlined in Part V, Section F of this Plan. If three qualified applicants are not identified, the Office of Equal Opportunity, Access and Title IX Coordination may recommend further affirmative action efforts as appropriate.
- e. Conditions and privileges of employment (e.g., research opportunities, teaching loads, committee assignments, and use of facilities) shall be provided uniformly and without discrimination to all individuals performing essentially the same duties with essentially the same competence. Each unit shall provide a working environment that fosters cooperation and participation among all faculty members. Qualified members of protected groups shall be invited to participate in major research projects, serve on important committees, and participate fully in all other academic matters.
- f. Opportunities for career development, promotion and tenure, salary increases, and fringe benefits shall be provided on an equal basis and in accordance with the law, University policies, and the spirit of this Plan. Units shall be responsive to the potentials and unique abilities of all faculty members. Members of protected groups shall be encouraged to take advantage of development opportunities and fringe benefits.
- g. A written offer(s) of employment shall be extended to a successful applicant(s) within 30 days from the date the Office of Equal Opportunity, Access and Title IX Coordination has approved the search and selection process.

2. Policies and Guidelines for Part-Time Faculty:

- a. Units requesting permission to employ a part-time faculty member shall develop position descriptions and specific selection criteria that are job-related.
- b. Part-time faculty positions shall be advertised locally or regionally for a length of time sufficient to allow interested individuals to apply. Position announcements shall be readily available to members of the protected groups. Hiring units shall also take positive steps to inform qualified women and minorities of the available positions and the University's commitment to affirmative action and equal employment opportunity. The hiring unit shall maintain complete records of the recruitment/selection activities for a period of not less than three years.
- c. When the hiring unit is deficient in protected group representation, qualified applicants identified as members of a protected group may be interviewed. Such factors as race or gender may be considered, but not the only factor, when there are affirmative action goal deficiencies. Hiring units shall maintain clear and specific justifications for all selections and rejections for a period of not less than three years.
- d. Benefits, privileges, compensation, and conditions for part-time appointments and opportunities shall be provided on an equal basis and in accordance with the spirit of this Plan and applicable University policies.
- e. A written offer(s) of employment shall be extended to a successful applicant(s) within 30 days from the date the Office of Equal Opportunity, Access and Title IX Coordination approved the search and selection process.

3. Policies and Guidelines for Distinguished Visiting Faculty:

- a. Units employing a distinguished visiting faculty member shall conduct a selection process in accordance with this Plan and University policies. Units shall remain aware of the University's commitment to affirmative action and seek to ensure the inclusion of qualified members of protected groups as distinguished visiting faculty members.
- b. A written offer(s) of employment shall be extended to a successful applicant(s) within 30 days from the date the Office of Equal Opportunity, Access and Title IX Coordination has approved the search and selection process.

4. Policies and Guidelines for "Acting" Academic Positions:

- a. When pressing administrative concerns preclude normal recruitment and selection procedures, individuals may be appointed to serve in an "acting" capacity. The Unit shall present clear and specific documentation of the reasons for the "acting" appointment and justification for the selection to the Office of Equal Opportunity, Access and Title IX Coordination.
 - b. The Unit shall conduct a search for the permanent position within one calendar year. The Unit shall follow University procedures and guidelines for the recruitment/selection for the permanent position unless an approved exception is granted (see Part V, Section F).
 - c. A written offer(s) of employment shall be extended to a successful applicant(s) within 30 days from the date the Office of Equal Opportunity, Access and Title IX Coordination has approved the search and selection process.
5. Policies and Guidelines for Graduate Assistant Positions:
- a. Units requesting graduate assistants shall develop a position description and specific selection criteria that is job-related.
 - b. Graduate assistant positions shall be advertised for a length of time sufficient to allow interested individuals to apply. Hiring units shall take positive and demonstrable steps to identify qualified members of the protected groups and inform them of the available position and the University's commitment to affirmative action and equal employment opportunity.
 - c. Benefits, privileges, compensation, and conditions of a graduate assistant position shall be provided on an equal basis in accordance with applicable University policies.
 - d. Hiring units shall maintain clear and specific justifications for all selections and rejections for a period of not less than three years.
6. Policies and Guidelines for Consultants and Contracted Services:
- a. Units seeking consultants and contracted services shall take positive steps to identify members of the protected groups who are qualified to render the needed services.
 - b. Units shall maintain records of the services received, as well as affirmative action profile data on selected consultants.

C. Policies and Guidelines for Administrators and Professional Staff

Administrators and professional staff perform a variety of specialized managerial functions. All goals and strategies pertaining to employing administrators and professional staff will be established in a manner consistent with this Plan.

1. Policies and Guidelines for Full-Time Administrators and Professional Staff:
 - a. Each unit requesting permission to employ a full-time administrator or professional staff employee shall develop a position description and specific selection criteria that are job related.
 - b. Administrative and professional staff openings shall be advertised for a length of time sufficient to allow interested individuals to apply. Hiring units shall also take positive steps to identify qualified members of the protected groups and inform them of the openings and the University's commitment to affirmative action and equal opportunity.
 - c. Hiring units shall affirmatively seek participation and guidance from members of protected groups during the recruitment/selection process. Every reasonable effort should be made to diversify the composition of search and interview committees. The participation of protected group members is encouraged. Complete records of the recruitment/selection activities shall be maintained by the hiring unit for a period of not less than three years.
 - d. Race or gender may be considered as factors (but not the only factor) in the selection process when there are affirmative action goals.
 - e. A minimum of three qualified applicants shall be identified for each full-time administrative and professional staff position. If three qualified applicants are not identified, the Office of Equal Opportunity, Access and Title IX Coordination may recommend further affirmative action efforts as appropriate.
 - f. Conditions and privileges of appointment (e.g., fiscal authority, office space, support budgets, and other conditions of appointment) shall be provided uniformly and without discrimination to individuals performing essentially the same duties with essentially the same competence. Each unit shall provide a working environment that fosters cooperation and participation among all employees.
 - g. Opportunities for career development, promotion, salary increases, and fringe benefits shall be provided on an equal basis and in accordance with applicable University policies and this Plan. Members of protected groups

shall be encouraged to take advantage of available developmental opportunities.

- h. A written offer(s) of employment shall be extended to a successful applicant(s) within 30 days from the date the Office of Equal Opportunity, Access and Title IX Coordination approved the search and selection process.

2. Policies and Guidelines for Part-Time Administrators and Professional Staff:

- a. Units requesting to employ a part-time administrative or professional staff person shall develop a position description and specific selection criteria that relate directly to job functions.
- b. Part-time administrative and professional staff positions shall be advertised openly for a length of time sufficient to allow interested individuals to apply. Position announcements shall be readily available to members of the protected groups. Hiring units shall also take positive steps to identify qualified members of the protected groups and inform them of the available position and the University's commitment to affirmative action and equal opportunity. Complete records of the recruitment/selection activities shall be maintained by the hiring unit for a period of not less than three years.
- c. The benefits, privileges, compensation, and conditions of part-time administrative and professional staff appointments, opportunities for career development, promotions and other related employment decisions shall be provided on an equal basis and in accordance with the applicable University policies and this Plan. Qualified members of protected groups shall be encouraged to seek the full benefit from development opportunities.
- d. Changing the status of part-time administrative and professional staff employees shall be conducted in a manner consistent with the affirmative action, personnel, and University policies.
- e. A written offer(s) of employment shall be extended to a successful applicant(s) within 30 days of the date of approval of the selection and hiring process by the Office of Equal Opportunity, Access and Title IX Coordination.

3. Policies and Guidelines for "Acting" Administrative and Professional Staff Positions:

- a. When pressing administrative concerns preclude normal recruitment and selection procedures, individuals may be appointed to serve in an "acting" capacity. Units requesting an "acting" appointment shall review the

professional qualifications of various employees who could, with minimal or no training, fill the "acting" position, giving particular attention to all qualified individuals. The unit shall present clear and specific documentation of the reasons for the "acting" appointment and justification for the selection to the Office of Equal Opportunity, Access and Title IX Coordination.

- b. The unit shall conduct a search for the permanent position within one calendar year. The unit shall follow University procedures and the guidelines of this Plan in the recruitment/selection process for the permanent position, unless an exception is granted (see Part V, Section F).
 - c. A written offer(s) of employment shall be extended to a successful applicant(s) within 30 days from the date the Office of Equal Opportunity, Access and Title IX Coordination approves the search and selection process.
4. Policies and Guidelines for Consultants and Contracted Services:
- a. Units seeking consultants and contract services shall take positive steps to identify members of the protected groups who are qualified to render the needed services.
 - b. Units shall maintain records of the services received, as well as affirmative action profile data on the selected consultants.

D. Policies and Guidelines for Civil Service Employees

The selection and hiring process for Civil Service staff at SIUE is governed by the State Universities Civil Service System, negotiated contracts, and/or memoranda of understanding. The specific employment policies and procedures of the Civil Service System may vary according to position classifications.

1. Policies and Guidelines for Full-Time Status Civil Service Employees:
 - a. Each unit requesting the employment of a full-time status Civil Service employee shall use the Civil Service position descriptions and qualifications appropriate for the job classification as determined by Human Resources. When the hiring unit is deficient in protected group representation or if the available position classification underutilizes the protected groups, the unit may consider employing an apprentice, learner, or trainee for available positions, provided the unit has adequate personnel and resources to offer appropriate training programs.

- b. With some exceptions related to collective bargaining agreements, or to memoranda of understanding, available full-time status Civil Service positions shall be advertised openly for a length of time sufficient to allow interested individuals to apply. In addition, positive steps shall be taken to identify qualified protected group members and inform them of the available position and the University's commitment to affirmative action.
 - c. Employment examinations and/or oral board reviews shall be conducted in accordance with Civil Service rules in a non-discriminatory manner. Special testing accommodations shall be available for individuals with disabilities. Efforts shall be made to include qualified members of the protected groups on examining boards.
 - d. After completion of the recruitment process and the entry of applicants to the appropriate register, the hiring unit shall interview and select an applicant from those referred by Human Resources in accordance with Civil Service rules and this Plan. Hiring units shall maintain clear and specific justifications for selections and rejections for a period of not less than three years.
 - e. Rates of compensation shall be determined by the position classification and the skills and experience of the applicant, according to Civil Service rules, University policies, and/or collective bargaining agreements.
 - f. Fringe benefits and conditions of employment (e.g., insurance programs, retirement benefits, leaves, credit union privileges, and other benefits) shall be provided uniformly to all individuals performing essentially the same duties in accordance with law, Civil Service rules, collective bargaining agreements, and/or University policies.
 - g. Opportunities for career development, promotion, and retraining shall be available to all full-time status Civil Service employees in a non-discriminatory manner and in accordance with Civil Service rules, collective bargaining agreements, applicable University policies, and the spirit of this Plan. Members of the protected groups shall be encouraged to take advantage of available development opportunities and benefits.
2. Policies and Guidelines for Part-Time Status Civil Service Employees:
- a. Units requesting a part-time status Civil Service employee shall use the Civil Service position descriptions and qualifications appropriate for the job classification as determined by Human Resources.
 - b. With the exception of those part-time status Civil Service positions governed by collective bargaining agreements, part-time status Civil Service positions

shall be advertised openly for a length of time sufficient to allow interested individuals to apply. Positive steps shall also be taken to identify qualified members of the protected groups and inform them of the available position and the University's commitment to affirmative action.

- c. All employment examinations and/or oral board reviews shall be conducted in accordance with Civil Service rules in a non-discriminatory manner, without regard for such factors as age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran status. Special testing accommodations shall be available for qualified disabled individuals. Efforts shall be made to include qualified members of the protected groups on examining boards.
- d. After completion of the recruitment process and the entry of applicants to the appropriate register, the hiring unit shall interview and select an applicant from those referred by Human Resources in accordance with Civil Service rules and this Plan. Hiring units shall maintain clear and specific justification for all selections and rejections for a period of not less than three years.
- e. Fringe benefits and conditions of employment (e.g., insurance programs, retirement benefits, leaves, credit union privileges, and other benefits) as applicable for part-time Civil Service positions shall be provided uniformly and without discrimination to all individuals performing essentially the same duties in accordance with law, Civil Service rules, collective bargaining agreements, and/or University policies.
- f. Opportunities for career development, promotion, and retraining opportunities shall be provided in a non-discriminatory manner and in accordance with Civil Service rules, collective bargaining agreements, applicable University policies, and this Plan. Members of protected groups shall be encouraged to take advantage of such opportunities and benefits available to part-time Civil Service employees.
- g. Changing the status of part-time Civil Service employees shall be conducted in a manner consistent with Civil Service rules, applicable collective bargaining agreements, and the affirmative action goals and timetables of the unit.

E. Policies and Guidelines for Student Employees

Students are employed to perform a variety of functions throughout the University. The Office of Student Financial Aid shall develop and implement general policies

and procedures that govern the Student Work Program in accordance with the law, Board of Trustees and University policies, and the general employment policies of this Plan. The Office of Equal Opportunity, Access and Title IX Coordination may develop guidelines for monitoring student work positions.

1. Units desiring to hire a student worker shall develop a position description and specific selection criteria that relate directly to job function.
2. All student work positions shall be advertised for a length of time sufficient to allow interested individuals to apply. The Office of Student Financial Aid shall take positive steps to inform members of protected groups of available positions and the University's commitment to affirmative action and equal employment opportunity.
3. The Office of Student Financial Aid shall refer applicants in accordance with appropriate University policies and without regard for such factors as age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran status.
4. Hiring and selection decisions shall be based on non-discriminatory job related criteria.
5. Salaries and/or wages paid to students shall be consistent with the Office of Student Financial Aid and the University's pay guidelines.

F. Waiver of Search Requirements

Every effort should be made to advertise, post, and evaluate applicants for vacant positions. Additionally, promotional opportunities should generally be filled through a competitive process. Search procedures have been developed in order to ensure an open and competitive process to fill vacant positions. Filling vacancies through the search process assures that the University maintains compliance with Federal and state affirmative action legislation in addition to offering assurance that units are hiring the most qualified candidates. However, in rare instances, a limited number of appointments and some promotions may be made without going through standard search procedures.

These positions are eligible for search waiver requests due to (a) the existence of University policy guidelines governing the appointment or search process; (b) urgent departmental/unit teaching needs that cannot be addressed through the normal search process (i.e., increased class enrollment at the beginning of a semester requiring an immediate teaching appointment); or (c) the unique talents and skills required for the position. Any request for a search waiver should include documentation of how the individual for whom the waiver is sought was

identified.

Note: The eligibility of a position for a search waiver does not exempt a position from affirmative action requirements and equal employment opportunity regulations, including documenting good faith efforts to achieve diversity and ensuring non-discrimination.

To obtain a waiver, a Request for Waiver of Search Process form must first be approved by the appropriate Vice-Chancellor and then submitted for consideration and approval to Equal Opportunity, Access and Title IX Coordination. Refer to the EOA website regarding "Hiring Forms" for more information. <http://www.siue.edu/ea/hiringforms.shtml>

VI. ANALYSES

To meet compliance requirements, the University prepares a series of reports. These reports are a major component of the compliance function and the basis for conducting analyses required by Executive Order 11246. These analyses help identify areas of progress and good faith efforts, as well as areas needing further attention. The Office of Institutional Research and Studies and Human Resources provide employment data for these analyses.

A. Workforce Analyses

1. Utilization Analysis

The Utilization Analysis is comprised of three reports summarizing certain aspects of the University Workforce. These reports include the Job Group Analysis, Availability Analysis, and the Underutilization Analysis. The Job Group Analysis displays the Workforce combined into job groups (defined as one or more jobs with similar content, wage rates, and opportunities), and shows where women and minorities are employed throughout the University.

The Availability Analysis calculates availability estimates for women and minorities for each job group. These estimates are used in the goal setting process.

The Underutilization Analysis compares the current availability rates to current incumbency rates for women and minorities. This comparison is the basis for the establishment of placement goals for women and minorities. Data on women and minorities are analyzed separately to determine their respective utilizations,

availability rates, and placement goals. After accomplishing the utilization analysis and determining whether or not underutilization exists,² goals equal to availability rates are set in job groups in which underutilization occurs. Only full-time employee counts are included in the analyses.

2. EEO-6 Categories

The University's workforce is grouped into seven macro-groups for reporting purposes. These categories and their corresponding 2-digit identification codes are:

- 01 - Executive, Administrative, Managerial
- 02 - Faculty
- 03 - Professional/Non-Faculty
- 04 - Secretarial and Clerical
- 05 - Technical and Paraprofessional
- 06 - Skilled Crafts
- 07 - Service Maintenance

3. Job Groups

Job Groups consist of job titles that are similar and based on guidelines outlined in 41 CFR 60-2.12:

- Contain similar job content, compensation and opportunities.
- Parallel employment categories used in published data on the availability rates for minorities and women.
- Reflect, as nearly as possible, the logical structure inherent to the University.
- Where appropriate a job group will contain a sufficient number of employees for valid statistical analysis.

Job Groups are listed in Appendix F.

4. Determination of Availability

² If the availability rate for a particular job group is larger than the corresponding utilization rate, then that job group is cited as being underutilized for that affected class. Goals are not established for those job groups in which utilization is equal to or greater than availability.

Availability is an estimate of the percentage of qualified women and minority candidates that are available for employment for each job group. This estimate is used as a benchmark to determine if barriers exist to women and minorities in the University's workforce.

In accordance with 41 CFR 60-2.14, the University considered the following factors in determining availability:

- The percentage of women and minorities with the requisite skills available within what would be deemed a reasonable recruitment area (external availability).
- The percentage of women and minorities available within the SIUE workforce who are promotable, transferable, trainable (internal availability).

5. Reasonable Recruitment Area (Geographical)

The University's recruitment area has been identified for each job group through determining what may be the most likely and reasonable areas in which we may identify candidates for our positions. In determining the reasonable recruitment areas, SIUE takes appropriate measures to assure that areas are not drawn in such a way that may exclude potential women or minority candidates.

6. Determination of Internal Availability

SIUE analyzes promotion and other internal movements to determine which job groups serve as feeder groups. We use this data to determine who is promotable, transferable, and trainable within the institution. Furthermore, we have taken appropriate measures to ensure that internal availability is not constructed in such a way that has the effect of excluding women and minorities.

7. Goal Analysis

This analysis measures the overall goal performance of the University and identifies areas where good faith efforts occurred. Goals are established for job groups in which women and minorities are underutilized. Goals represent placement rates for the current year. For example, if the availability rate for female faculty is 20%, then the corresponding goal or placement rate is 20% for that year. Therefore, a unit having ten placement opportunities should hire two females.

The Office of Equal Opportunity, Access and Title IX Coordination distributes and discusses unit goals with appropriate administrators. Vice Chancellors, Deans, Chairs, Directors, Managers and Supervisors review goals established for

their areas and develop plans to meet these goals. Human Resources also receives copies of this information to assist units with meeting goals.

8. Use of Placement Goals

Placement goals are important because they provide a means for quantitative evaluation. Goals are not quotas and are not used to discriminate against any applicant or employee. Goals are established and reviewed annually. Moreover, the University's establishment of placement goals does not constitute a finding or admission of discrimination.

B. Personnel Activity Analyses

1. Applicant Flow and Hire Analysis

Affirmative Action information is maintained on applicants seeking employment with the University. The Office of Equal Opportunity, Access and Title IX Coordination maintains applicant flow data on faculty, administrative and professional staff applicants, while Human Resources keeps information on applicants applying for Civil Service positions. This analysis determines the rate at which applicants and employees apply for and are selected for employment opportunities.

2. Promotional Analysis

This analysis measures how successful women and minorities were in applying for and obtaining advancement within their areas of employment or in other areas within the University. This analysis is conducted for both faculty and non-faculty promotions.

3. Termination Analysis

Terminations are defined as any separation from University employment (voluntary or involuntary). The Office of Equal Opportunity, Access and Title IX Coordination reviews terminations periodically to identify areas of potential adverse impact for women and minorities.

VII. IDENTIFICATION OF PROBLEM AREAS

Southern Illinois University Edwardsville performs in-depth analysis of its total employment process to determine if there are areas where minority and/or female groups may face impediments to equal opportunity. The following analyses are conducted in order to reveal any potential problem areas:

1. Placement Goals: An analysis of incumbency versus availability is performed to determine whether there are problems of minority or female utilization. Whenever a problem exists, as defined by the methodology Southern Illinois University Edwardsville uses, Placement Goals are set (see the Placement Goals report in Appendix B).

For job groups that have Placement Goals, steps will be taken to encourage and increase the percentage of qualified females and/or minorities applying for positions both externally and internally. These steps may include, as appropriate, but are not limited to the following:

- Recruiting at colleges and universities with a significant percentage of minority and female students;
- Publishing job advertisements in newspapers and/or magazines that target females and/or minorities;
- Offering mentorship programs for female and minority employees;
- Offering job training to females and minorities currently employed by the University in order to increase their chances of advancing within the University;
- Offering tuition reimbursement to employees to obtain training that will increase their chances of advancing within the University;
- Using recruitment companies that specifically target females and minorities; and
- Continuing to use the services of their State Employment Service.

2. Review of Employment Decisions: Review of employment decisions is made in order to determine whether or not females/minorities are selected at a less favorable rate than males/non-minorities.

Review of Hires/Promotions: Whenever females/minorities are selected at a lower rate than males/non-minorities, a review of the applicant flow is conducted to determine possible reasons why females/minorities were not selected at a more favorable rate. If the University is attracting fewer than expected females/minorities that fit the qualifications for the job groups, good faith efforts will be put into place to attempt to improve the applicant flow of qualified females/minorities.

Review of Terminations: For non-voluntary terminations, if females/minorities are being terminated at a higher rate than males/non-minorities, a review of the employee files will be made to ensure that the University is applying its policies and procedures for termination equally for protected as well as non-protected classes.

3. Compensation: Compensation is reviewed at least annually in order to determine if there are significant discrepancies in pay when comparing female to male rates of pay and minorities versus non-minorities rates of pay. If discrepancies do exist, a thorough review is conducted to determine if the difference in pay is justified due to appropriate factors. If the difference in pay cannot be justified, Southern Illinois University Edwardsville will put a plan in place to address the issue.

VIII. INTERNAL AUDITING AND REPORTING

The University Auditing and Monitoring systems measure the overall effectiveness of the Affirmative Action Plan. These systems include procedures for auditing and monitoring goal progress as well as analyzing employment activities. The Office of Equal Opportunity, Access and Title IX Coordination is responsible for implementing these systems as outlined below.

A. Internal Audits

Internal Audits consist of periodically reviewing personnel activities (e.g. hires, promotions/transfers, terminations and other related employment activities) by job groups having the greatest impact upon the University's affirmative action goals and objectives. Other auditing steps include:

1. Reviewing the selection process, specifically how decisions are made, criteria used, and documentation supporting such decisions, especially where women and minorities are applicants.
2. Auditing selection and hiring processes in goal-related job groups.
3. Developing programs to assist units in meeting AA/EEO goals and objectives.

These and other audit tools enhance the University's ability to assess its equal employment opportunity commitment.

B. Reports

The University will maintain all necessary reports and supporting data necessary for auditing and monitoring purposes. These reports focus on goal progress, good faith efforts, problem areas, and include summaries of AA/EEO trends and patterns.

C. Monitoring

The University monitors its selection and hiring procedures to ensure that applicants and employees are afforded equal opportunity in employment and advancement opportunities. These include hires, promotions, transfers, and upgrades. To enhance this process, the Office of Equal Opportunity, Access and Title IX Coordination will:

1. Monitor opportunities occurring in goal-related areas.

2. Inform hiring official or a search committee when a position is targeted for monitoring purposes. The committee or hiring official may:
 - a. Meet with the Office of Equal Opportunity, Access and Title IX Coordination concerning monitoring procedures.
 - b. Develop a written recruitment plan designed to attract women and minority applicants.
 - c. Develop an interview questionnaire that:
 1. is job-related, and
 2. solicits information useful in selecting candidates.
 - d. Review applicant pool with the Office of Equal Opportunity, Access and Title IX Coordination within the following stages:
 1. after the close of the advertising period, but before the review and selection process starts;
 2. after the first “cut” of applicants; and
 3. after finalists are selected.
 - e. Provide specific reasons why candidates are selected or rejected, focusing on applicants’ education, experience, and background.

D. Documentation of Selection Process

Documentation of the selection process is an essential personnel practice, not only for affirmative action purposes but for use as a written record of how employment decisions are made. Departments are responsible for retaining all materials associated with personnel selection decisions for up to three (3) years. This includes copies of advertisements, resumes, correspondence with applicants, scoring or rating sheets and other materials associated with the selection process. These materials are available to the Office of Equal Opportunity, Access and Title IX Coordination upon request.

IX. ACTION-ORIENTED PROGRAMS

The University continually develops procedures to address areas cited in Appendix B during the current plan year, including employment practices to ensure that equal employment policies and procedures are being carried out.

- The Office of Equal Opportunity, Access and Title IX Coordination will continue Monitoring hiring practices in job groups where underutilization³ or underrepresentation⁴ have been identified in Utilization Analysis.

3 Underutilization occurs when there are fewer minorities and/or women in a specific job group than is reasonably expected by their availability.

4 Underrepresentation occurs when minorities and/or women are located in job groups in numbers

- The Office of Equal Opportunity, Access and Title IX Coordination will develop appropriate procedures to address the underutilization and concentration of women and minorities within the workforce
- The Office of Equal Opportunity, Access and Title IX Coordination will deliver on-going search and selection training for search committees when the position is in job groups where underutilization or underrepresentation has been identified.
- The Office of Equal Opportunity, Access and Title IX Coordination, in concert with Human Resources, will continue its outreach to recruit, hire, and retain Hispanic and American Indian/Alaskan Native applicants and employees.
- The Office of Equal Opportunity, Access and Title IX Coordination continues to review personnel activities including hiring, selection and terminations to ensure that those activities are free from discriminatory actions.
- The Office of Equal Opportunity, Access and Title IX Coordination will develop other appropriate auditing measures to assess the University's compliance status, where and when appropriate.

X. COMPLIANCE GUIDELINES

A. Sex Discrimination

SIUE is committed to maintaining work and educational environments free of discrimination. In keeping with this commitment, the University does not tolerate discrimination against any employee, student or applicant because of gender or sex. Personnel policies and practices are reviewed to ensure that:

- 1) Policies and practices relating to promotion, training programs, and educational programs conform to these Guidelines and the Illinois Human Rights Act.
- 2) Employment advertising contains no sex or gender bias and contains the words "SIUE is an equal opportunity employer."
- 3) Employment policies and practices apply equally to either gender.
- 4) Fringe benefits are accorded equally regardless of gender.
- 5) Wages and salaries are set on the basis of job content and responsibility and not gender.

significantly fewer than would be expected in terms of their overall representation in the University's Workforce.

- 6) Employment will not be denied because of an applicant's pregnancy (The Pregnancy Disc. Act of 1978).
- 7) Personnel actions are not based upon general assumptions about employment characteristics of women, nor on stereotyped characterizations of the sexes, nor on arbitrary preferences of hiring personnel.
- 8) The University will consider women and men for all jobs unless sex is a bona fide occupation qualification.

B. Family Medical Leave Act

The Family and Medical Leave Act of 1993 (FMLA or Act) allows "eligible" University employees to take job-protected, unpaid leave, or to substitute appropriate paid leave if the employee has earned or accrued it, for up to a total of 12 workweeks in any 12 months because of the birth of a child and to care for the newborn child, because of the placement of a child with the employee for adoption or foster care, because the employee is needed to care for a family member (child, spouse, or parent) with a serious health condition, or because the employee's own serious health condition makes the employee unable to perform the functions of his or her job. In certain cases, this leave may be taken on an intermittent basis rather than all at once, or the employee may work a part-time schedule.

(a) An employee on FMLA leave is also entitled to have health benefits maintained while on leave as if the employee had continued to work instead of taking the leave.

(b) An employee generally has a right to return to the same position or an equivalent position with equivalent pay, benefits and working conditions at the conclusion of the leave. The taking of FMLA leave cannot result in the loss of any benefit that accrued prior to the start of the leave.

(c) The University has a right to 30 days advance notice from the employee where practicable. In addition, the University may require an employee to submit certification from a health care provider to substantiate that the leave is due to the serious health condition of the employee or the employee's immediate family member. Failure to comply with these requirements may result in a delay in the start of FMLA leave. Pursuant to a uniformly applied policy, the University may also require an employee present a certification of fitness to return to work when the absence was caused by the employee's serious health condition. The University may delay restoring the employee to employment without such certificate relating to the health condition which caused the employee's absence. [60 FR 2237, Jan. 6, 1995; 60 FR 16383, Mar. 30, 1995]

The University personnel policies comply with federal and state guidelines in that employment will not be terminated or otherwise placed in jeopardy due to an employee's pregnancy, childbirth or related medical conditions. Employees may be eligible for up to 12 work weeks of unpaid leave during any 12 month period.

C. Sexual Harassment

Sexual harassment is a form of discrimination and is prohibited by University policy. The University's Sexual Harassment Policy and Procedures gives examples of prohibited conduct, the discipline that can be expected for engaging in such behavior, and procedures for handling complaints and conducting investigations.

Individuals seeking more information regarding allegations of sexual harassment should contact the Office of Equal Opportunity, Access and Title IX Coordination, Room 3310, Rendleman Hall, 618.650.2333. Copies of the University's Sexual Harassment Policy and the University's Sexual Harassment Complaint Procedures are available online at the following sites:

<http://siusystem.edu/board-of-trustees/legislation/board-legislation-policies.shtml#7D>
www.siu.edu/policies/2c5.shtml

D. Religion and National Origin

The University prohibits discrimination based on religion and/or national origin. Religious beliefs, religious observances and practices of students and employees may be accommodated, unless an accommodation causes an undue hardship on the University. To determine whether an accommodation is unreasonable, the University considers at least the following factors:

- University necessity,
- financial cost and expenses to the University, and
- personnel problems that may result from an accommodation.

Questions regarding religious and/or national origin accommodations should be addressed to the Office of Equal Opportunity, Access and Title IX Coordination.

E. Women and Minorities Not in the Workplace

The University will notify women and minorities not currently in the workforce of employment opportunities. Openings will be posted with local and state agencies, and groups and organizations with clients who are either women and/or minorities.

F. Review of Qualifications and Obligations to Individuals with Disabilities and Veterans

The University periodically reviews job descriptions and job qualifications to ensure that individuals with disabilities, disabled veterans, qualified protected veterans are not being unfairly eliminated from employment considerations. SIUE takes affirmative action to employ, advance in employment, and otherwise treat qualified individuals with a disability without regard to their disability, including but not limited to recruitment, employment, promotion, compensation, training, layoffs, transfers, terminations, and job benefits.

G. Identification Invitation

The University will post notices inviting veterans and individuals with disabilities to identify themselves for affirmative action purposes. These notices are posted in Human Resources. Such information is strictly confidential and used for affirmative action purposes.

H. Compensation

The University does not reduce an employee's wages or salary because of disability income, pension, or other similar sources of payment.

I. Age Discrimination

The University prohibits discrimination on the basis of age in employment, benefits, training, promotional opportunities, terminations, wages and hours, and other related employment activities. It is against University policy to discriminate against a person age 40 or older. It is also illegal to discriminate against individuals within the group based on age. For example, preferring someone in their 40's over someone in their 50's.

J. Listing of Employment Openings

The University provides copies of current openings to the Vietnam Veterans Outreach Programs, the Illinois Employment Security Agency, and other related community organizations and agencies.

K. Coverage and Waivers

The University complies with all applicable coverage and waivers concerning affirmative action for individuals with disabilities, disabled veterans, and qualified protected veterans when appropriate.

L. Physical and Mental Qualifications

1. The University makes known its policy regarding physical and mental qualifications of individuals with disabilities, disabled veterans, and qualified protected veterans.
 - a. The University takes affirmative action to employ, advance, and otherwise treat individuals with disabilities, disabled veterans, and qualified protected veterans without discrimination.
 - b. The University complies with rules, regulations, and relevant orders of the Secretary of Labor, issued pursuant to Section 503 of the Vocational Rehabilitation Act of 1973, Sec. 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974, and the Americans with Disabilities Act of 1990.
2. The University may require an employee to undergo a comprehensive medical, mental, physical and / or psychological examination prior to employment or promotion provided that the results of such examination are used to meet the requirements of this Plan.
3. The University maintains confidential information obtained from any source regarding an applicant's or employee's physical or mental condition, except under the following conditions:
 - a. Supervisors and Managers are informed of restrictions of work or duties of individuals with disabilities regarding accommodations.
 - b. Medical and safety personnel are notified if a condition requires emergency treatment.
 - c. Government officials are provided relevant and appropriate information when reviewing compliance requirements or complaints.

M. Promotions and Transfers

The University will make a good faith effort to advance and promote qualified individuals with disabilities, disabled veterans, and qualified protected veterans, when appropriate, through affirmative action efforts.

N. Good Faith Efforts

The University will make a good faith effort to recruit qualified individuals with disabilities, disabled veterans, and qualified protected veterans not currently in the workforce, through affirmative action efforts.

O. Individuals with Disabilities

The University fully embraces the policy of affirmative action and equal opportunity for individuals with disabilities as required by the Rehabilitation Act of 1973, The Vietnam Era Veteran's Readjustment Assistance Act of 1974, The Americans with Disabilities Act Amendments Act of 2008 (ADAAA) and Illinois Human Rights Act as amended. The University prohibits discrimination on the basis of disability in employment practices and policies or the provision of services, educational programs and activities, and other programs or benefits offered by Southern Illinois University Edwardsville.

University employees, students, applicants for employment and others needing information or seeking assistance regarding accommodations or complaint procedures may contact the University's ADAAA Coordinator in the Office of Equal Opportunity, Access and Title IX Coordination, Room 3310, Rendleman Hall, 618.650.2333. Students seeking assistance or information can contact ACCESS. Their website is located at <https://www.siu.edu/access/>.

P. Determination of Disability

The University may require an employee to provide medical documentation of impairment, or may require the employee to undergo a medical examination to determine a person's disability and any reasonable accommodation if appropriate.

The University prohibits employment discrimination against "qualified individuals with disabilities." A qualified individual with a disability is:

- An individual with a disability who meets the skill, experience, education, and other job-related requirements of a position held or desired, and who, with or without reasonable accommodation, can perform the essential functions of a job.

A person with a "disability" is an individual who:

- has a physical or mental impairment that substantially limits one or more of his/her major life activities;
- has a record of such an impairment; or
- is regarded as having such an impairment.

Q. Request for an Accommodation

The University will attempt to make good faith efforts to analyze requests (written or verbal) for an accommodation and enter into an interactive process with the requester, the requester's supervisor, the University ADAAA Coordinator, and

Human Resources to determine whether a reasonable accommodation exists or is appropriate.

Individuals who feel their request for an accommodation was not given serious consideration may contact the EOA for assistance.

R. Filing Complaints of Discrimination

The University has adopted policies and procedures against discrimination and harassment. Any SIUE employee, student, applicant for employment or admission or participant in a University program or activity who believes they have been unlawfully discriminated against on the basis of age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran status may contact the Office of Equal Opportunity, Access and Title IX Coordination, Rendleman Hall, Room 3310, 618.650.2333. Copies of the University's Non-Discrimination Complaint Procedures and Sexual Harassment Complaint Procedures are available at www.siu.edu/EOA.

S. Title IX Compliance

The University fully complies with the provisions of Title IX of the Education Amendment of 1972, which prohibits discrimination on the basis of sex in University activities and programs including Intramural and Intercollegiate Athletics. See Appendix E for Title IX Policy Statement.

T. Illinois Laws

The University complies with appropriate provisions of the Illinois Constitution, the Illinois Human Rights Act, the State Officials and Employees Ethics Act, and other Illinois statutes that prohibit discrimination.⁵

⁵ The IL Human Rights Act (775 ILCS 5/101), IL Worker's Compensation Retaliation Act (820 ILCS 305/4), IL Minimum Wage Law (820 OLCS 105/1), IL Equal Pay Act of 2003 (820 IL CS 112/1), The Victim's Economic Security and Safety Act (820 ILCS 180/1), Family Military Leave Act (820 ILCS 151/1), Civil Rights Act of 2003 (740 ILCS 23/1), IL Whistleblower Act (740 ILCS 174,) IL Educational Labor Relations Act & Public Sector Labor Relations Act, and the IL Right to Privacy in Workplace (820 ILCS 55/1).

PART TWO

Affirmative Action Plan for Qualified Individuals with Disabilities and Qualified Protected Veterans

I. INTRODUCTION

This Section of the Affirmative Action Plan is designed to meet requirements that Southern Illinois University Edwardsville create an affirmative action plan for individuals with disabilities and covered veterans as required by federal and state law.

II. POLICY STATEMENT ON DISABILITY AND VETERAN STATUS

Under the Affirmative Action obligations imposed by Section 503 of the Rehabilitation Act of 1973 and Vietnam Era Veterans' Readjustment Assistance Act of 1974 (VEVRAA), as amended, it is the policy of the University to provide Equal Employment Opportunities and to advance in employment qualified individuals with a disability as well as qualified protected veterans. This policy is designed to employ and advance all qualified individuals with a disability and qualified protected veterans at all levels of employment, including the executive level. The University's policy of providing Equal Employment Opportunities to qualified persons with a disability and qualified protected veterans shall apply to all employment practices including, but not limited to: upgrading, demotion or transfer, tenure or promotion, layoff or termination, rates of pay or other forms of compensation, and selection for training. The University attempts to comply with all of the rules, regulations, and relevant orders of the Secretary of Labor and the Office of Federal Contract Compliance Programs (OFCCP), issued pursuant to Section 503 of the 1973 Rehabilitation Act and the 1974 Vietnam Era Veterans' Readjustment Assistance Act, as amended.

The University's Affirmative Action Program for qualified persons with a disability and qualified protected veterans is reviewed and updated annually. If there are any significant changes in the University's procedure, or if employee rights or benefits are modified as a result of an annual updating, these changes are communicated to employees and to applicants for employment.

On a strictly voluntary basis, the University invites all qualified protected veterans who are either employees or applicants for employment, and employees who have a disability, and who wish to benefit under the University's Affirmative Action Program to identify themselves to either their immediate supervisor or to the Office of Equal Opportunity, Access and Title IX Coordination. Any individual who identifies himself/herself will not be subjected to any form of harassment or retaliation based on his/her status or self-identification. Further, this self-identification will be kept confidential.

Employees and applicants shall not be subjected to harassment, intimidation, threats, coercion or discrimination because they have engaged in or may engage in any of the following activities: (1) filing a complaint; (2) assisting or participating in an investigation, compliance review, hearing, or any other activity related to the administration of Section 503 of the Rehabilitation Act of 1973, as amended, VEVRAA, as amended, or any other Federal, State or local law requiring equal opportunity for disabled persons or qualified protected veterans or; (3) opposing any act or practice made

unlawful by Section 503 of the Rehabilitation Act of 1973, VEVRAA or its implementing regulations in this part or any other Federal, State or local law requiring equal opportunity for disabled persons or for qualified protected veterans; or (4) exercising any other right protected by Section 503 of the Rehabilitation Act of 1973, or its implementing regulations in this part or any other right protected by VEVRAA or its implementing regulations in this part.

The University reviews personnel activities to determine whether present practices give careful, thorough and systematic consideration of the qualifications of individuals with disabilities, disabled veterans, and qualified protected veterans for employment opportunities filled either by hiring or promotion, and for all training opportunities offered or available.

SIUE will make good faith efforts to analyze requests (written or verbal) for an accommodation and enter into an interactive process with the requester, the requester supervisor, the University ADA/AA Coordinator, and Human Resources to determine whether a reasonable accommodation exists, is appropriate or unless it is demonstrated that an accommodation would impose an undue hardship on the University.

University employees, students, supervisors, applicants for employment and others needing information or seeking assistance regarding this policy, accommodations or complaint procedures may contact the University's ADA Coordinator in the Office of Equal Opportunity, Access and Title IX Coordination, Room 3310, Rendleman Hall, 618.650.2333. Students seeking assistance or information regarding disabilities services or programs can contact ACCESS. Their website is located at <https://www.siu.edu/access/>.

III. REVIEW OF PERSONNEL PROCESSES

Southern Illinois University Edwardsville reviews annually its personnel processes to determine whether its present procedures ensure careful, thorough and systematic consideration of the qualifications of known qualified individuals with disabilities and qualified protected veterans. This review covers all procedures related to the filling of job vacancies either by hire or by promotion, as well as all training opportunities offered or made available to employees.

In determining the qualifications of veterans, Southern Illinois University Edwardsville limits its consideration of a qualified protected veteran's military record, including discharge papers, to only that portion of the record, which is relevant to the specific job qualifications for which the veteran is being considered.

Based upon Southern Illinois University Edwardsville's review of its personnel processes, Southern Illinois University Edwardsville will modify the personnel processes when necessary, and will include the development of new procedures in this Affirmative Action Program to ensure Equal Employment Opportunity.

IV. PHYSICAL AND MENTAL QUALIFICATIONS

The physical and mental job qualifications of all jobs have been reviewed and are reviewed as new ones are established to ensure that, to the extent that such qualification requirements tend to screen out qualified individuals with disabilities and qualified disabled veterans, job qualifications are consistent with business necessity and the safe performance of the job.

No qualification requirements were identified which had a screening effect. All job qualification requirements were found to be job-related and consistent with business necessity and safety.

The University will continue to review physical and mental job qualification requirements whenever a job is vacated and the University intends to fill it through hiring, promotion or transfer and will conduct a qualifications review whenever job duties change.

If at any time Southern Illinois University Edwardsville should inquire into an employee's physical or mental condition or should conduct a medical examination prior to a change in employment status, Southern Illinois University Edwardsville affirms that information obtained as a result of the inquiry will be kept confidential, except as otherwise provided for in Section 503 of the Rehabilitation Act of 1973 regulations. The results of the examination or inquiry will be used in accordance with the aforementioned regulations:

1. Supervisors, managers, and University officials may be informed regarding restrictions and accommodations for the work or duties of individuals with a disability.
2. Employees familiar with first aid may be informed, where and to the extent appropriate, if an individual with a disability might require emergency treatment.
3. OFCCP officials investigating compliance with either the 1973 Rehabilitation Act or VEVRAA, as amended.

V. REASONABLE ACCOMMODATION TO PHYSICAL AND MENTAL LIMITATIONS

It is the University's policy to make a reasonable accommodation to the physical and mental limitations of any employee with a disability and qualified applicants with a disability unless his/her accommodation imposes an undue hardship on the University's business (41 C.F.R. – 741.44(d); 250-44(d)). In determining the extent of the University's accommodation obligations, the following factors, among others, are considered:

1. Business necessity; and
2. Financial cost and expense.

Each applicant or employee is dealt with on an individual basis. Reasonable accommodations are made whenever possible and ongoing efforts include revision of facilities to make them accessible. The University makes every effort to provide suitable employment for those employees who become disabled while employed by us.

Some examples of reasonable accommodation include:

- job restructuring;
- modifying work schedules;
- reassignment to a vacant position;
- acquiring or modifying equipment or devices;
- adjusting or modifying examinations, training materials, or policies; and
- providing qualified readers or interpreters.

The University is not required to lower quality or quantity standards to make an accommodation. Nor is the University obligated to provide personal use items, such as glasses or hearing aids, as accommodations.

VI. HARRASSMENT PREVENTION PROCEDURES

Employees of and applicants to Southern Illinois University Edwardsville will not be subject to harassment, intimidation, threats, coercion, or discrimination because they have engaged or may engage in filing a complaint, assisting in a review, investigation, or hearing or have otherwise sought to obtain their legal rights related to any Federal, State, or local law regarding EEO for qualified individuals with disabilities or qualified protected veterans. Any employees or applicants who feel that they have been subject to harassment, intimidation, threats, coercion, or discrimination because of their disability or status as a qualified protected veteran should contact the Office of Equal Opportunity, Access and Title IX Coordination for assistance. This policy is posted for employees and applicants to view.

VII. AUDIT AND REPORTING SYSTEMS

The University has designed and implemented audit and reporting systems that:

1. Measure the effectiveness of the University's programs;
2. Document personnel activities;
3. Identify problem areas where remedial action is needed; and
4. Determine the degree to which Southern Illinois University Edwardsville's AAP goals and objectives have been attained.

The following activities are reviewed at least annually to ensure freedom from stereotyping qualified individuals with disabilities and qualified protected veterans in any manner, including that which may limit their access to any job for which they are qualified:

1. Recruitment, advertising, and job application procedures;
2. Hiring, promotion, upgrading, layoff, recall from layoff;
3. Rates of pay and any other forms of compensation including fringe benefits;
4. Job assignments, job classifications, job descriptions, and seniority lists;
5. Sick leave, leaves of absence, or any other leave;
6. Training, attendance at professional meetings and conferences; and
7. Any other term, condition, or privilege of employment.

Southern Illinois University Edwardsville's audit system includes periodic reports documenting Southern Illinois University Edwardsville's efforts to achieve its EEO/AAP responsibilities. Managers and supervisors are asked to report any current or foreseeable EEO problem areas and are asked to outline their suggestions/recommendations for solutions. During the reporting, the following occurs:

1. The Office of Equal Opportunity, Access and Title IX Coordination will discuss any problems relating to significant rejection ratios, EEO charges, etc., with management; and;
2. The Office of Equal Opportunity, Access and Title IX Coordination will report the status of the University's AAP goals and objectives to management. The Office of Equal Opportunity, Access and Title IX Coordination will recommend remedial actions for the effective implementation of the AAP.

VIII. RESPONSIBILITIES AND OBLIGATIONS

A. Responsibility for Implementing Equal Opportunity Policy

The Chancellor assumes final responsibility for implementation of the Equal Opportunity Policy. However, the Office of Equal Opportunity, Access and Title IX Coordination is responsible for the continuing development, implementation, and monitoring of the policy. This includes:

1. Discussing and explaining provisions of the plan with top administration;
2. Designing and implementing auditing and monitoring systems that:
 - a. measure the effectiveness of affirmative action for veterans and individuals with disabilities;
 - b. indicate need for remedial action; and
 - c. determine the degree to which the University's goals and objectives are met.
3. Serving as liaison between the University and compliance agencies;

4. Serving as liaison between the University and veterans organizations and community action groups concerned with employment opportunities for individuals with disabilities; and
5. Reviewing qualifications of employees with disabilities, disabled veterans, qualified protected veterans, to ensure that they are given full opportunities for transfers and promotions.

B. Development of Programs

In establishing this section of the Affirmative Action Plan, the following guidelines apply:

1. Reviewing and modifying job qualification requirements when necessary; Analyzing the selection process to ensure that employees and/or applicants with disabilities, disabled veterans, and qualified protected veterans have access to employment opportunities;
2. Training appropriate personnel involved in the recruitment, screening, selection, promotion, discipline, and other related personnel functions in affirmative action and equal opportunity guidelines;
3. Advising recruiting units of the Affirmative Action Plan and soliciting assistance in recruitment and placement of qualified individuals with disabilities, disabled veterans, qualified protected veterans; and
4. Including qualified employees with disabilities, disabled veterans, and qualified protected veterans on the Human Resources staff.

IX. DETERMINATION OF DISABILITY STATUS

In determining an individual's disability status, the University may:

- 1) Require an applicant or employee to provide medical documentation of impairment
 - a. or, in the alternative, may require the applicant or employee to undergo a medical
 - b. examination at the University's expense.
- 2) Require a disabled veteran to submit documentation from the Veteran's Administration or military service or a release indicating his or her disability status. Such documentation should be updated as required.
- 3) Make determination of a disability under 41 CFR 60-250 and CFR 60-741 for affirmative action purposes only and is not used to exclude or otherwise limit employment opportunities of qualified veterans and individuals with disabilities.

APPENDIX A

Progress Report

Women and Minorities in the Workforce Report

I. Introduction.

The University employed over 2300 full-time permanent employees in faculty, administrative, and professional staff. For this workforce, 59% identify as women and 41% identify as men. In terms of racial composition, the workforce is 77% white, 13% Black, and 10% other races. This composition does reflect the diversity of the region.

II. Workforce Compositions, Changes, and Challenges

Based on current workforce, there were no previous and there are no current Affirmative Action Goals for the Alton campus.

Conclusion

The report shows the University's efforts in meeting its affirmative action and equal opportunity obligations during hard economic times. However, the University continues to maintain a positive level of women and minorities in all categories of employment.

APPENDIX C

Selected Glossary of IPEDS Terms⁷

1. Clerical and Secretarial: A primary function or occupational activity category used to classify persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature. Includes personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmer) and/or information and other paperwork required in an office. Also includes such occupational titles as switchboard operators, including answering service; telephone operators; bill and account collectors; billing and posting clerks and machine operators; bookkeeping, accounting, and auditing clerks; payroll and timekeeping clerks; procurement clerks; file clerks; clerical library assistants; human resources assistants, except payroll and timekeeping; shipping, receiving, and traffic clerks; secretaries and administrative assistants; computer operators; data entry and information processing workers; desktop publishers; mail clerks and mail machine operators (except postal service); office clerks (general); office machine operators (except computer); and proofreaders and copy markers.
2. Executive, Administrative, and Managerial: A primary function or occupational activity category used to classify persons whose assignments require management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department, or subdivision. Assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment. Included in this category are employees holding titles such as top executives; chief executives; general and operations managers; advertising, marketing, promotions, public relations, and sales managers; operations specialties managers; administrative services managers; computer and information systems managers; financial managers; human resources managers; purchasing managers; postsecondary education administrators, such as presidents, vice presidents (including assistants and associates), deans (including assistants and associates) if their principal activity is administrative and not primarily instruction, research, or public service, directors (including assistants and associates), department heads (including assistants and associates) if their principal activity is administrative and not primarily instruction, research, or public service, and assistant and associate managers (including first-line managers of service, production, and sales workers who spend more than 80 percent of their time performing supervisory

⁷ For more information about the Integrated Postsecondary Education Data System (IPEDS), go to <http://nces.ed.gov/ipeds/>

APPENDIX B

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Job Group Analysis

Edwardsville

Analysis Data as of 01/05/2023

Alton Campus

Alton

Job Group: 1 - Exec/Admin/Mgrl

Location	Job Title	Total Employees		Female	Minority	Black	Asian	Native American	Hispanic	Pacific Islander	Two or more races
		#	%								
Alton	Dean	1	25.00	0	0	0	0	0	0	0	0
Alton	Dean, Asc	2	50.00	0	0	0	0	0	0	0	0
Alton	Dean, Ast	1	25.00	1	0	0	0	0	0	0	0
Totals:		4		1	0	0	0	0	0	0	0
				25.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %

Job Group: 3 - Professional Non-Fac

Location	Job Title	Total Employees		Female	Minority	Black	Asian	Native American	Hispanic	Pacific Islander	Two or more races
		#	%								
Alton	Admissions & Records Coord.	1	25.00	1	0	0	0	0	0	0	0
Alton	Director	2	50.00	0	0	0	0	0	0	0	0
Alton	Officer, Adm/Rec	1	25.00	1	0	0	0	0	0	0	0
Totals:		4		2	0	0	0	0	0	0	0
				50.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %

Job Group: 4 - Clerical/Secretarial

Location	Job Title	Total Employees		Female	Minority	Black	Asian	Native American	Hispanic	Pacific Islander	Two or more races
		#	%								
Alton	Accounting Associate	2	5.00	1	0	0	0	0	0	0	0
Alton	Accounting Officer	1	2.50	1	0	0	0	0	0	0	0
Alton	Accounting Specialist	1	2.50	1	0	0	0	0	0	0	0
Alton	Aide, Administrative	2	5.00	2	0	0	0	0	0	0	0
Alton	Associate, Medical Insurance	5	12.50	5	0	0	0	0	0	0	0
Alton	Clerk II Dental Clin	9	22.50	9	0	0	0	0	0	0	0
Alton	Coord Dental Unit	6	15.00	6	0	0	0	0	0	0	0
Alton	Office Support Asc	2	5.00	2	0	0	0	0	0	0	0
Alton	Office Support Specialist	6	15.00	6	1	0	1	0	0	0	0
Alton	Representative, Admissions/Rec	1	2.50	1	0	0	0	0	0	0	0
Alton	Representative, Med. Insurance	1	2.50	1	0	0	0	0	0	0	0
Alton	Specialist, Medical Insurance	2	5.00	2	0	0	0	0	0	0	0
Alton	Supervisor, Stores	1	2.50	1	0	0	0	0	0	0	0

Job Group Analysis

Analysis Data as of 01/05/2023

Alton Campus

Alton

Job Group: 4 - Clerical/Secretarial

Location	Job Title	Total Employees #	%	Female	Minority	Black	Asian	Native American	Hispanic	Pacific Islander	Two or more races
Alton	Supv Departmentl Info	1	2.50	1	0	0	0	0	0	0	0
Totals:		40		39	1	0	1	0	0	0	0
				97.50 %	2.50 %	0.00 %	2.50 %	0.00 %	0.00 %	0.00 %	0.00 %

Job Group: 5 - Technical and Paraprof

Location	Job Title	Total Employees #	%	Female	Minority	Black	Asian	Native American	Hispanic	Pacific Islander	Two or more races
Alton	Dental Assistant I	5	15.63	4	1	1	0	0	0	0	0
Alton	Dental Assistant II	6	18.75	5	3	0	1	0	2	0	0
Alton	Dental Assistant III	4	12.50	4	0	0	0	0	0	0	0
Alton	Dental Assistant IV	1	3.13	1	0	0	0	0	0	0	0
Alton	Hygienist Dental	6	18.75	6	0	0	0	0	0	0	0
Alton	IT Mgr/Admin. Coord.	1	3.13	1	0	0	0	0	0	0	0
Alton	IT Support Associate	2	6.25	0	1	1	0	0	0	0	0
Alton	IT Technical Asc	3	9.38	1	0	0	0	0	0	0	0
Alton	Micro Sup Spec II	2	6.25	0	0	0	0	0	0	0	0
Alton	Spec III Equip	2	6.25	0	1	0	0	0	0	0	1
Totals:		32		22	6	2	1	0	2	0	1
				68.75 %	18.75 %	6.25 %	3.13 %	0.00 %	6.25 %	0.00 %	3.13 %
Total Employees in the Plan:		80		64	7	2	2	0	2	0	1
				80.00 %	8.75 %	2.50 %	2.50 %	0.00 %	2.50 %	0.00 %	1.25 %

Workforce Analysis

Analysis Data as of 01/05/2023

Alton

Department: Dental Med, School of

Incl/ Excl	Job Title	EEO Code	Salary Code	Total		Total	White	Black	Asian	Native American	Hispanic	Pacific Islander	Two or more races
				Employees	Minorities								
	Accounting Associate	5	NA	2	0	Male	1	1	0	0	0	0	0
						Female	1	1	0	0	0	0	0
	Accounting Officer	5	NA	1	0	Male	0	0	0	0	0	0	0
						Female	1	1	0	0	0	0	0
	Accounting Specialist	5	NA	1	0	Male	0	0	0	0	0	0	0
						Female	1	1	0	0	0	0	0
	Admissions & Records Coord.	2	NA	1	0	Male	0	0	0	0	0	0	0
						Female	1	1	0	0	0	0	0
	Aide, Administrative	5	NA	2	0	Male	0	0	0	0	0	0	0
						Female	2	2	0	0	0	0	0
	Associate, Medical Insurance	5	NA	5	0	Male	0	0	0	0	0	0	0
						Female	5	5	0	0	0	0	0
	Clerk II Dental Clin	5	NA	9	0	Male	0	0	0	0	0	0	0
						Female	9	9	0	0	0	0	0
	Coord Dental Unit	5	NA	6	0	Male	0	0	0	0	0	0	0
						Female	6	6	0	0	0	0	0
	Dean	1.1	NA	1	0	Male	1	1	0	0	0	0	0
						Female	0	0	0	0	0	0	0
	Dean, Asc	1.2	NA	2	0	Male	2	2	0	0	0	0	0
						Female	0	0	0	0	0	0	0
	Dean, Ast	1.2	NA	1	0	Male	0	0	0	0	0	0	0
						Female	1	1	0	0	0	0	0
	Dental Assistant I	3	NA	5	1	Male	1	0	1	0	0	0	0
						Female	4	4	0	0	0	0	0
	Dental Assistant II	3	NA	6	3	Male	1	0	0	0	1	0	0
						Female	5	3	0	1	1	0	0
	Dental Assistant III	3	NA	4	0	Male	0	0	0	0	0	0	0
						Female	4	4	0	0	0	0	0

Incl - employee is included in this plan and department

Excl - employee is excluded from this plan and department

Workforce Analysis

Analysis Data as of 01/05/2023

Alton

Department: Dental Med, School of

Incl/ Excl	Job Title	EEO Code	Salary Code	Total			Total	White	Black	Asian	Native American	Hispanic	Pacific Islander	Two or more races
				Employees	Minorities									
	Dental Assistant IV	3	NA	1	0	Male	0	0	0	0	0	0	0	0
						Female	1	1	0	0	0	0	0	0
	Director	2	NA	2	0	Male	2	2	0	0	0	0	0	0
						Female	0	0	0	0	0	0	0	0
	Hygienist Dental	3	NA	6	0	Male	0	0	0	0	0	0	0	0
						Female	6	6	0	0	0	0	0	0
	IT Mgr/Admin. Coord.	3	NA	1	0	Male	0	0	0	0	0	0	0	0
						Female	1	1	0	0	0	0	0	0
	IT Support Associate	3	NA	2	1	Male	2	1	1	0	0	0	0	0
						Female	0	0	0	0	0	0	0	0
	IT Technical Asc	3	NA	3	0	Male	2	2	0	0	0	0	0	0
						Female	1	1	0	0	0	0	0	0
	Micro Sup Spec II	3	NA	2	0	Male	2	2	0	0	0	0	0	0
						Female	0	0	0	0	0	0	0	0
	Office Support Asc	5	NA	2	0	Male	0	0	0	0	0	0	0	0
						Female	2	2	0	0	0	0	0	0
	Office Support Specialist	5	NA	6	1	Male	0	0	0	0	0	0	0	0
						Female	6	5	0	1	0	0	0	0
	Officer, Adm/Rec	2	NA	1	0	Male	0	0	0	0	0	0	0	0
						Female	1	1	0	0	0	0	0	0
	Representative, Admissions/Rec	5	NA	1	0	Male	0	0	0	0	0	0	0	0
						Female	1	1	0	0	0	0	0	0
	Representative, Med. Insurance	5	NA	1	0	Male	0	0	0	0	0	0	0	0
						Female	1	1	0	0	0	0	0	0
	Spec III Equip	3	NA	2	1	Male	2	1	0	0	0	0	0	1
						Female	0	0	0	0	0	0	0	0
	Specialist, Medical Insurance	5	NA	2	0	Male	0	0	0	0	0	0	0	0
						Female	2	2	0	0	0	0	0	0

Incl - employee is included in this plan and department

Excl - employee is excluded from this plan and department

Workforce Analysis

Analysis Data as of 01/05/2023

Alton Campus

Alton

Department: Dental Med, School of

Incl/ Excl	Job Title	EEO Code	Salary Code	Total		Total	White	Black	Asian	Native American	Hispanic	Pacific Islander	Two or more races
				Employees	Minorities								
	Supervisor, Stores	5	NA	1	0	Male	0	0	0	0	0	0	0
						Female	1	1	0	0	0	0	0
	Supv Departmntl Info	5	NA	1	0	Male	0	0	0	0	0	0	0
						Female	1	1	0	0	0	0	0
Totals				80	7	Male	16	12	2	0	1	0	1
					8.75	%	20.00	15.00	2.50	0.00	1.25	0.00	1.25
						Female	64	61	0	2	1	0	0
						%	80.00	76.25	0.00	2.50	1.25	0.00	0.00

Incl - employee is included in this plan and department
 Excl - employee is excluded from this plan and department

Availability Analysis

Analysis Data as of 01/05/2023

Alton Campus

Alton

Job Group: 1 - Exec/Admin/Mgrl

Factor	Weight	Total Female		Total Minorities	
		<u>Avail</u>	<u>Wtd</u>	<u>Avail</u>	<u>Wtd</u>
Total Weighted Availability			0.00		0.00

Availability Analysis

Analysis Data as of 01/05/2023

Alton

Job Group: 3 - Professional Non-Fac

Factor	Weight	Total Female		Total Minorities	
		<u>Avail</u>	<u>Wtd</u>	<u>Avail</u>	<u>Wtd</u>
Total Weighted Availability			0.00		0.00

Availability Analysis

Analysis Data as of 01/05/2023

Alton

Job Group: 4 - Clerical/Secretarial

Factor	Weight	Total Female		Total Minorities	
		Avail	Wtd	Avail	Wtd
Total Weighted Availability			0.00		0.00

Availability Analysis

Analysis Data as of 01/05/2023

Alton

Job Group: 5 - Technical and Paraprof

Factor	Weight	Total Female		Total Minorities	
		<u>Avail</u>	<u>Wtd</u>	<u>Avail</u>	<u>Wtd</u>
Total Weighted Availability			0.00		0.00

Utilization Analysis for Individuals with Disabilities

Analysis Data as of 01/05/2023

Alton

Goal for Individuals with Disabilities: 7.00%

Job Group	Employees			Goal Set?	Underutilized #	Shortfall	
	Total #	Disabled #	%			#	>= 0.01?
1 - Exec/Admin/Mgrl	4	0	0.00	Yes	0.28	0.28	Yes
3 - Professional Non-Fac	4	0	0.00	Yes	0.28	0.28	Yes
4 - Clerical/Secretarial	40	0	0.00	Yes	2.80	2.80	Yes
5 - Technical and Paraprof	32	0	0.00	Yes	2.24	2.24	Yes
Total	80	0	0.00				

Placement Goals

Analysis Data as of 01/05/2023

Alton

Job Group

Class

Goal Placement Rate %

There were no areas of underutilization in the Affirmative Action Program. Therefore, no placement goals were set.

APPENDIX C

Selected Glossary of IPEDS Terms⁷

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2. Executive, Administrative, and Managerial: A primary function or occupational activity category used to classify persons whose assignments require management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department, or subdivision. Assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment. Included in this category are employees holding titles such as top executives; chief executives; general and operations managers; advertising, marketing, promotions, public relations, and sales managers; operations specialties managers; administrative services managers; computer and information systems managers; financial managers; human resources managers; purchasing managers; postsecondary education administrators, such as presidents, vice presidents (including assistants and associates), deans (including assistants and associates) if their principal activity is administrative and not primarily instruction, research, or public service, directors (including assistants and associates), department heads (including assistants and associates) if their principal activity is administrative and not primarily instruction, research, or public service, and assistant and associate managers (including first-line managers of service, production, and sales workers who spend more than 80 percent of their time performing supervisory

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- activities); engineering managers; food service managers; lodging managers; and medical and health services managers.
3. Faculty: Persons identified by the institution as such and typically those whose initial service as a principal activity (or activities). They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of those academic ranks. Faculty may also include the chancellor/president, provost, vice provosts, deans, directors, or the equivalent, as well as associate deans, assistant deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instruction combined with research and/or public service. The designation as “faculty” is separate from the activities to which they may be currently assigned. For example, a newly appointed president of an institution may also be appointed as a faculty member. Graduate, instruction, and research assistants are not included in this category.
 4. Full-Time Instructional Faculty: Those members of the instruction/research staff who are employed full time and whose major regular assignment is instruction, including those with released time for research. Also includes full-time faculty for whom it is not possible to differentiate among teaching, research, and public service because each of these functions is an integral component of their regular assignment.
 5. Graduate Assistants: Graduate-level students who are employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research. Graduate students having titles such as graduate assistant, teaching assistant, teaching associate, teaching fellow, or research assistant typically hold these positions.
 6. Other Professional (Support/Service): A primary function or occupational activity category used to classify persons employed for the primary purpose of performing academic support, student service, and institutional support, whose assignments would require either a baccalaureate degree or higher or experience of such kind and amount as to provide a comparable background. Included in this category are all employees holding titles such as business operations specialists; buyers and purchasing agents; human resources, training, and labor relations specialists; management analysts; meeting and convention planners; miscellaneous business operations specialists; financial specialists; accountants and auditors; budget analysts; financial analysts and advisors; financial examiners; loan counselors and officers; computer specialists; computer and information scientists, research; computer programmers; computer software engineers; computer support specialists; computer systems analysts; database administrators; network and computer systems administrators; network systems and data communication analysts; counselors, social workers, and other community and social service specialists; counselors; social workers; health educators; clergy; directors, religious activities and education;

lawyers; librarians, curators, and archivists; museum technicians and conservators; librarians; artists and related workers; designers; athletes, coaches, and umpires; dancers and choreographers; music directors and composers; chiropractors; dentists; dietitians and nutritionists; optometrists; pharmacists; physicians and surgeons; podiatrists; registered nurses; therapists; and veterinarians.

7. Professional Staff: Employees of an institution whose primary function or occupational activity is classified as one of the following: faculty; executive, administrative, managerial; or other professional.
8. Race/Ethnicity: Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group. The groups used to categorize U.S. citizens, resident aliens, and other eligible non-citizens are as follows: American Indian/Alaska Native; Asian/Pacific Islander; Black, non-Hispanic; Hispanic; White, non-Hispanic.
9. Service/Maintenance: A primary function or occupational activity category used to classify persons whose assignments require limited degrees of previously acquired skills and knowledge and in which workers perform duties that result in or contribute to the comfort, convenience, and hygiene of personnel and the student body or that contributes to the upkeep of the institutional property. Includes titles such as fire fighters; law enforcement workers; parking enforcement workers; police officers; security guards; lifeguards; ski patrol; cooks and food preparation workers; food and beverage serving workers; fast food and counter workers; waiters and waitresses; other food preparation- and serving-related workers; building cleaning and pest control workers; grounds maintenance workers; electrical and electronic equipment mechanics; installers and repairers; radio and telecommunications equipment installers and repairers; avionics technicians; electric motor, power tool, and related repairers; vehicle and mobile equipment mechanics, installers, and repairers; control and valve installers and repairers; heating, air conditioning, and refrigeration mechanics and installers; air transportation workers; motor vehicle operators; and parking lot attendants.
10. Skilled Crafts: A primary function or occupational activity category used to classify persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job-training and experience or through apprenticeship or other formal training programs. Includes occupational titles such as welders, cutters, solderers, and brazers; bookbinders and bindery workers; printers; cabinetmakers and bench carpenters; plant and system operators; stationary engineers and boiler operators; water and liquid waste treatment plant and system operators; crushing, grinding, polishing, mixing, and blending workers; medical, dental, and ophthalmic laboratory technicians; painting workers; photographic process workers and processing machine operators; and etchers and engravers.

11. Technical and Paraprofessional: A primary function or occupational activity category used to classify persons whose assignments require specialized knowledge or skills which may be acquired through experience, apprenticeship, on-the-job training, or academic work in occupationally specific programs that result in a 2-year degree or other certificate or diploma. Includes persons who perform some of the duties of a professional in a supportive role, which usually requires less formal training and experience than normally required for professional status. Includes mathematical technicians; life, physical, and social science technicians; agricultural and food science technicians; chemical technicians; geological and petroleum technicians; nuclear technicians; paralegals and legal assistants; miscellaneous legal support workers; health technologists and technicians; dietetic technicians; pharmacy technicians; licensed practical and licensed vocational nurses; medical records and health information technicians; opticians, dispensing; healthcare support occupations; nursing aides, orderlies, and attendants; physical therapist assistants and aides; massage therapists; dental assistants; medical assistants; and pharmacy aides.

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activities); engineering managers; food service managers; lodging managers; and medical and health services managers.

3. Faculty: Persons identified by the institution as such and typically those whose initial service as a principal activity (or activities). They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of those academic ranks. Faculty may also include the chancellor/president, provost, vice provosts, deans, directors, or the equivalent, as well as associate deans, assistant deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instruction combined with research and/or public service. The designation as “faculty” is separate from the activities to which they may be currently assigned. For example, a newly appointed president of an institution may also be appointed as a faculty member. Graduate, instruction, and research assistants are not included in this category.
4. Full-Time Instructional Faculty: Those members of the instruction/research staff who are employed full time and whose major regular assignment is instruction, including those with released time for research. Also includes full-time faculty for whom it is not possible to differentiate among teaching, research, and public service because each of these functions is an integral component of their regular assignment.
5. Graduate Assistants: Graduate-level students who are employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research. Graduate students having titles such as graduate assistant, teaching assistant, teaching associate, teaching fellow, or research assistant typically hold these positions.
6. Other Professional (Support/Service): A primary function or occupational activity category used to classify persons employed for the primary purpose of performing academic support, student service, and institutional support, whose assignments would require either a baccalaureate degree or higher or experience of such kind and amount as to provide a comparable background. Included in this category are all employees holding titles such as business operations specialists; buyers and purchasing agents; human resources, training, and labor relations specialists; management analysts; meeting and convention planners; miscellaneous business operations specialists; financial specialists; accountants and auditors; budget analysts; financial analysts and advisors; financial examiners; loan counselors and officers; computer specialists; computer and information scientists, research; computer programmers; computer software engineers; computer support specialists; computer systems analysts; database administrators; network and computer systems administrators; network systems and data communication analysts; counselors, social workers, and other community and social service specialists; counselors; social workers; health educators; clergy; directors, religious activities and education;

lawyers; librarians, curators, and archivists; museum technicians and conservators; librarians; artists and related workers; designers; athletes, coaches, and umpires; dancers and choreographers; music directors and composers; chiropractors; dentists; dietitians and nutritionists; optometrists; pharmacists; physicians and surgeons; podiatrists; registered nurses; therapists; and veterinarians.

7. Professional Staff: Employees of an institution whose primary function or occupational activity is classified as one of the following: faculty; executive, administrative, managerial; or other professional.
8. Race/Ethnicity: Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group. The groups used to categorize U.S. citizens, resident aliens, and other eligible non-citizens are as follows: American Indian/Alaska Native; Asian/Pacific Islander; Black, non-Hispanic; Hispanic; White, non-Hispanic.
9. Service/Maintenance: A primary function or occupational activity category used to classify persons whose assignments require limited degrees of previously acquired skills and knowledge and in which workers perform duties that result in or contribute to the comfort, convenience, and hygiene of personnel and the student body or that contributes to the upkeep of the institutional property. Includes titles such as fire fighters; law enforcement workers; parking enforcement workers; police officers; security guards; lifeguards; ski patrol; cooks and food preparation workers; food and beverage serving workers; fast food and counter workers; waiters and waitresses; other food preparation- and serving-related workers; building cleaning and pest control workers; grounds maintenance workers; electrical and electronic equipment mechanics; installers and repairers; radio and telecommunications equipment installers and repairers; avionics technicians; electric motor, power tool, and related repairers; vehicle and mobile equipment mechanics, installers, and repairers; control and valve installers and repairers; heating, air conditioning, and refrigeration mechanics and installers; air transportation workers; motor vehicle operators; and parking lot attendants.
10. Skilled Crafts: A primary function or occupational activity category used to classify persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job-training and experience or through apprenticeship or other formal training programs. Includes occupational titles such as welders, cutters, solderers, and brazers; bookbinders and bindery workers; printers; cabinetmakers and bench carpenters; plant and system operators; stationary engineers and boiler operators; water and liquid waste treatment plant and system operators; crushing, grinding, polishing, mixing, and blending workers; medical, dental, and ophthalmic laboratory technicians; painting workers; photographic process workers and processing machine operators; and etchers and engravers.

11. Technical and Paraprofessional: A primary function or occupational activity category used to classify persons whose assignments require specialized knowledge or skills which may be acquired through experience, apprenticeship, on-the-job training, or academic work in occupationally specific programs that result in a 2-year degree or other certificate or diploma. Includes persons who perform some of the duties of a professional in a supportive role, which usually requires less formal training and experience than normally required for professional status. Includes mathematical technicians; life, physical, and social science technicians; agricultural and food science technicians; chemical technicians; geological and petroleum technicians; nuclear technicians; paralegals and legal assistants; miscellaneous legal support workers; health technologists and technicians; dietetic technicians; pharmacy technicians; licensed practical and licensed vocational nurses; medical records and health information technicians; opticians, dispensing; healthcare support occupations; nursing aides, orderlies, and attendants; physical therapist assistants and aides; massage therapists; dental assistants; medical assistants; and pharmacy aides.

APPENDIX C

Selected Glossary of IPEDS Terms⁷

1. Clerical and Secretarial: A primary function or occupational activity category used to classify persons whose assignments typically are associated with clerical activities or are specifically of a secretarial nature. Includes personnel who are responsible for internal and external communications, recording and retrieval of data (other than computer programmer) and/or information and other paperwork required in an office. Also includes such occupational titles as switchboard operators, including answering service; telephone operators; bill and account collectors; billing and posting clerks and machine operators; bookkeeping, accounting, and auditing clerks; payroll and timekeeping clerks; procurement clerks; file clerks; clerical library assistants; human resources assistants, except payroll and timekeeping; shipping, receiving, and traffic clerks; secretaries and administrative assistants; computer operators; data entry and information processing workers; desktop publishers; mail clerks and mail machine operators (except postal service); office clerks (general); office machine operators (except computer); and proofreaders and copy markers.
2. Executive, Administrative, and Managerial: A primary function or occupational activity category used to classify persons whose assignments require management of the institution, or a customarily recognized department or subdivision thereof. Assignments require the performance of work directly related to management policies or general business operations of the institution, department, or subdivision. Assignments in this category customarily and regularly require the incumbent to exercise discretion and independent judgment. Included in this category are employees holding titles such as top executives; chief executives; general and operations managers; advertising, marketing, promotions, public relations, and sales managers; operations specialties managers; administrative services managers; computer and information systems managers; financial managers; human resources managers; purchasing managers; postsecondary education administrators, such as presidents, vice presidents (including assistants and associates), deans (including assistants and associates) if their principal activity is administrative and not primarily instruction, research, or public service, directors (including assistants and associates), department heads (including assistants and associates) if their principal activity is administrative and not primarily instruction, research, or public service, and assistant and associate managers (including first-line managers of service, production, and sales workers who spend more than 80 percent of their time performing supervisory

⁷ For more information about the Integrated Postsecondary Education Data System (IPEDS), go to <http://nces.ed.gov/ipeds/>

activities); engineering managers; food service managers; lodging managers; and medical and health services managers.

3. Faculty: Persons identified by the institution as such and typically those whose initial service as a principal activity (or activities). They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of those academic ranks. Faculty may also include the chancellor/president, provost, vice provosts, deans, directors, or the equivalent, as well as associate deans, assistant deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instruction combined with research and/or public service. The designation as “faculty” is separate from the activities to which they may be currently assigned. For example, a newly appointed president of an institution may also be appointed as a faculty member. Graduate, instruction, and research assistants are not included in this category.
4. Full-Time Instructional Faculty: Those members of the instruction/research staff who are employed full time and whose major regular assignment is instruction, including those with released time for research. Also includes full-time faculty for whom it is not possible to differentiate among teaching, research, and public service because each of these functions is an integral component of their regular assignment.
5. Graduate Assistants: Graduate-level students who are employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research. Graduate students having titles such as graduate assistant, teaching assistant, teaching associate, teaching fellow, or research assistant typically hold these positions.
6. Other Professional (Support/Service): A primary function or occupational activity category used to classify persons employed for the primary purpose of performing academic support, student service, and institutional support, whose assignments would require either a baccalaureate degree or higher or experience of such kind and amount as to provide a comparable background. Included in this category are all employees holding titles such as business operations specialists; buyers and purchasing agents; human resources, training, and labor relations specialists; management analysts; meeting and convention planners; miscellaneous business operations specialists; financial specialists; accountants and auditors; budget analysts; financial analysts and advisors; financial examiners; loan counselors and officers; computer specialists; computer and information scientists, research; computer programmers; computer software engineers; computer support specialists; computer systems analysts; database administrators; network and computer systems administrators; network systems and data communication analysts; counselors, social workers, and other community and social service specialists; counselors; social workers; health educators; clergy; directors, religious activities and education;

lawyers; librarians, curators, and archivists; museum technicians and conservators; librarians; artists and related workers; designers; athletes, coaches, and umpires; dancers and choreographers; music directors and composers; chiropractors; dentists; dietitians and nutritionists; optometrists; pharmacists; physicians and surgeons; podiatrists; registered nurses; therapists; and veterinarians.

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10. Skilled Crafts: A primary function or occupational activity category used to classify persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job-training and experience or through apprenticeship or other formal training programs. Includes occupational titles such as welders, cutters, solderers, and brazers; bookbinders and bindery workers; printers; cabinetmakers and bench carpenters; plant and system operators; stationary engineers and boiler operators; water and liquid waste treatment plant and system operators; crushing, grinding, polishing, mixing, and blending workers; medical, dental, and ophthalmic laboratory technicians; painting workers; photographic process workers and processing machine operators; and etchers and engravers.

11. Technical and Paraprofessional: A primary function or occupational activity category used to classify persons whose assignments require specialized knowledge or skills which may be acquired through experience, apprenticeship, on-the-job training, or academic work in occupationally specific programs that result in a 2-year degree or other certificate or diploma. Includes persons who perform some of the duties of a professional in a supportive role, which usually requires less formal training and experience than normally required for professional status. Includes mathematical technicians; life, physical, and social science technicians; agricultural and food science technicians; chemical technicians; geological and petroleum technicians; nuclear technicians; paralegals and legal assistants; miscellaneous legal support workers; health technologists and technicians; dietetic technicians; pharmacy technicians; licensed practical and licensed vocational nurses; medical records and health information technicians; opticians, dispensing; healthcare support occupations; nursing aides, orderlies, and attendants; physical therapist assistants and aides; massage therapists; dental assistants; medical assistants; and pharmacy aides.

APPENDIX D

List of Organizational Charts

Chart 1. Office of the Chancellor

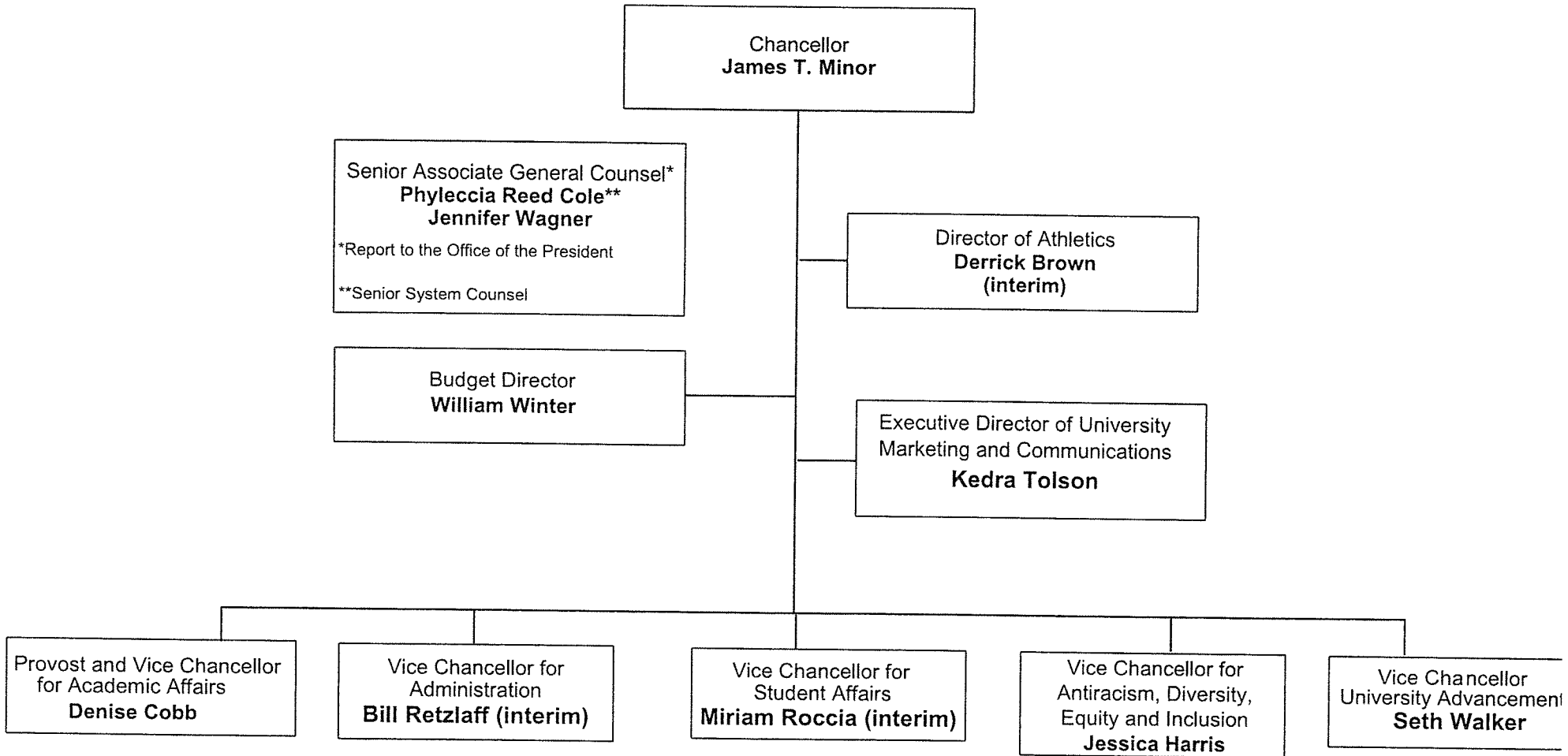
Chart 2. Provost and Vice Chancellor for Academic Affairs

Chart 3. Vice Chancellor for Administration

Chart 4. Vice Chancellor for Student Affairs

Chart 5. Vice Chancellor for University Advancement
Chief Executive Officer for SIUE Foundation

Southern Illinois University Edwardsville Organizational Chart



Provost and Vice Chancellor for Academic Affairs
Denise Cobb

Associate Provost
Elza Ibroscheva

Assistant Provost
Vacant

Associate Vice Chancellor for Enrollment Management
Scott Belobrajdic

Institutional Research and Studies
Phillip Brown

Office of International Affairs
Mary Weishaar

East St. Louis Center
Tim Staples

Honors Program
Jessica Hutchins (interim)

Associate Provost for Research
Jerry Weinberg

Directors
National Corn-to-Ethanol Research Center
John Caupert
Center for S TEM Education, Research, and Outreach
Sharon Locke

Coordinator for Policy, Communication and Issues of Concern
Thomas Jordan

Assistant to the Provost for Human Resources
Vacant

Assistant to the Provost for Library and Community Engagement
Lydia Jackson

Director of Business Affairs
James Schram

Associate Vice Chancellor for Information Technology and Chief Information Officer
Steven Huffstutler

Deans
College of Arts and Sciences
Kevin Leonard
School of Business
Timothy Schoenecker
School of Education, Health and Human Behavior
Robin Hughes
School of Engineering
Cem Karacal
School of Nursing
Judy Liesveld
School of Pharmacy
Mark Luer
Graduate School
Jerry Weinberg
School of Dental Medicine
Saulius Drukteinis
Library and Information Services
Eric Ruckh (interim)

Vice Chancellor
for Administration
Bill Retzlaff (interim)

Director of Planning
and Budgeting
Janet Haroian

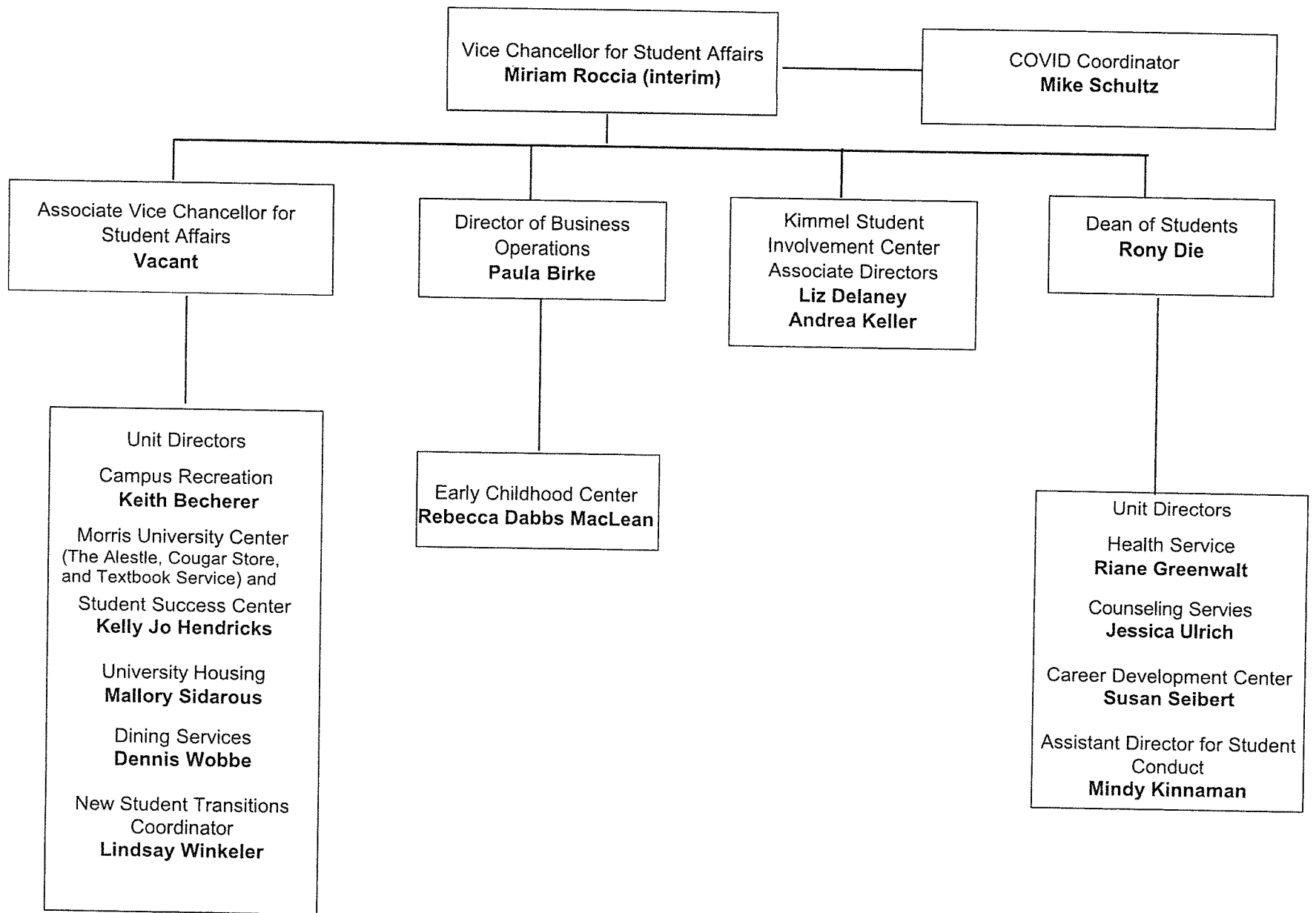
Administrative
Services
Robert Vanzo

Facilities
Management
Craig Holan

Financial Affairs
Richard Hampton

Human
Resources
Carl Chambers

University Police
**Justin Lieberman
(interim)**



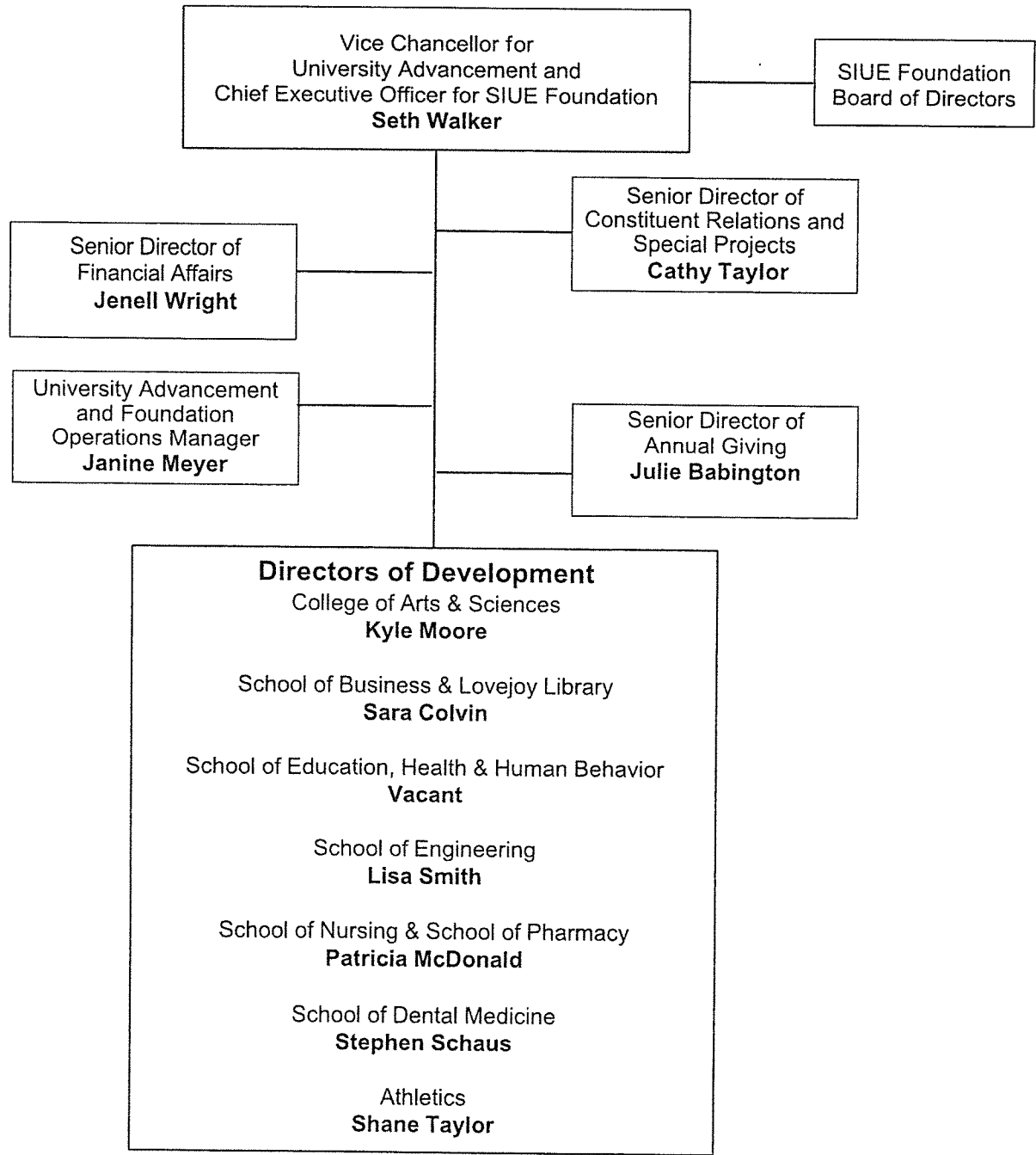
Vice Chancellor for Antiracism,
Diversity, Equity and Inclusion
Jessica Harris

Equal Opportunity, Access and
Title IX Coordination
Kimberly Kilgore

Accessible Campus
Community and Equitable
Student Support (ACCESS)
Dominic Dorsey

Student Opportunities, Equity,
Diversity, and Inclusion
Earleen Patterson

Inclusive Excellence,
Education and Development
Lindy Wagner



APPENDIX E

Title IX General Policy Statement

Title IX General Policy Statement

It is the policy of Southern Illinois University Edwardsville (SIUE) to prohibit discrimination and harassment on the basis of race, color, national origin, ancestry, religion, sex, sexual orientation including gender identity, marital status, civil union status, age, physical or mental disability, military status, or unfavorable discharge from military service in regard to the administration of educational programs, admission of students, employment actions, athletics or other sponsored activities.

SIUE complies with the requirements of Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in all programs and activities receiving federal financial assistance. To ensure compliance with Title IX, the University has designated the Office of Equal Opportunity, Access and Title IX Coordination (EOA) as the contact office responsible for developing, adopting and making this policy available to the University community. EOA will also coordinate Title IX compliance requirements with the Department of Intercollegiate Athletics and other University departments, as appropriate.

Any individual who believes he/she has been discriminated against or harassed because of their gender, who has been subjected to sexual harassment, sexual assault, sexual misconduct, or relationship violence in violation of University policy, or who has witnessed such activity against another, may file a complaint or obtain information and assistance from EOA.

SIUE's Sexual Assault, Sexual Misconduct and Relationship Violence Policy and Procedures may be found at <http://www.siu.edu/policies/2c13.shtml>.

For other forms of Sexual Harassment, the SIU Sexual Harassment Policy and Complaint Procedures may be found at <http://bot.siu.edu/leg/policies.html#7D> and <http://www.siu.edu/policies/2c5.shtml> respectively .

For complaints of gender discrimination, the SIUE Non-Discrimination and Non-Harassment Policy and Complaint Procedures may be found at <http://www.siu.edu/policies/2c7.shtml> and <http://www.siu.edu/policies/2c8.shtml> respectively .

1. SIUE student-athletes with inquiries concerning the application of Title IX to programs and activities may contact the Assistant Title IX Coordinator: Ms. Katie Zingg, Assistant Director, Intercollegiate Athletics, Vadalabene Center, Room 1331B, Campus Box 1129, SIUE Campus, Edwardsville, IL 62026-1129, Telephone: (618) 650-5475, Email: kzingg@siue.edu.
2. SIUE students, faculty, and staff who seek information regarding Title IX related gender discrimination or harassment, including sexual assault and relationship violence, or who wish to file a complaint may contact the University's Title IX Coordinator, Jamie Ball, Director of the Office of Equal Opportunity, Access and Title IX Coordination, Rendleman Hall, Room 3316, Campus Box 1025, SIUE Campus, Edwardsville, IL 62026-1025, Telephone: (618) 650-2333, Facsimile: (618) 650-2270, Email: jball@siue.edu; or through online reporting tools available at <https://www.siu.edu/coa/reporting-options-resources/report-an-incident.shtml>.

3. Individuals with inquiries concerning the application of Title IX may also contact: The Office for Civil Rights, Chicago Office, U. S. Department of Education, 500 W. Madison Street, Suite 1475, Chicago, IL 60661, Telephone: (312) 730-1560, Facsimile: (312) 730-1576, Email: OCR.Chicago@ed.gov.