



August 31, 2018

Members of the Board Academic Matters Committee

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

Dear Committee Members:

The Academic Matters Committee will meet on Thursday, September 13, 2018, at 9:00 a.m. in the Meridian Ballroom located on the first floor of Morris University Center at Southern Illinois University Edwardsville. The agenda; minutes from the April 12, 2018, meeting; and electronic copies of the MWDV, Centers and Institutes, and PQAR can be viewed through the Board's portal system.

I look forward to seeing you at the meeting.

Sincerely,

A handwritten signature in black ink that reads 'Brad Colwell'. The signature is written in a cursive style with a large, stylized 'B' and 'C'.

Brad Colwell
Vice President for Student and Academic Affairs

WBC/pm

Attachment

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

Carlo Montemagno
Randall G. Pembroke
Jerry Kruse
Other Interested Parties

AGENDA

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

Thursday, September 13, 2018
9:00 a.m.

Meridian Ballroom, 1st Floor
Morris University Center
Southern Illinois University Edwardsville

1. Announcements
2. Approval of Minutes of the Meeting April 12, 2018
3. Approval of New Programs, Reasonable and Moderate Extensions, Approval of Off-Campus Program Locations, and Academic Program Eliminations and Suspensions, July 1, 2017 through June 30, 2018 (Board Agenda Item I)
4. Executive Summary: Resource Allocation and Management Program (RAMP) Planning, Operations, and Capital Budget Requests, Fiscal Year 2020 (Joint Discussion with Finance Committee and Architecture and Design Committee) (Board Agenda Item N)
5. Proposed Board of Trustees Export Control Policy, [Addition of 1 Policy of the Board Section 7N] (Board Agenda Item Y)
6. Informational Report: *Centers and Institutes*
7. Informational Report: *Minority, Women, Disabled Students, Faculty and Staff, and Veterans Report*
8. Informational Report: *Program Quality Assurance Report*
9. Presentation: National Corn-to-Ethanol Research Center (NCERC): Creating the connection Between Research, Industrial Entrepreneurship and Student Learning

Presenters: John Caupert, Director of NCERC, SIUE

Courtney Breckenridge, Assistant Director for Communications,
Education and Workforce Initiatives, SIUE
Whitney Friederich, Visiting Research Fellow, B.S. '17, Chemistry,
SIUE

Kyle Sonderman, Visiting Research Fellow, B.S. '17, Biology, SIUC

10. Other Business
11. Adjournment

BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY

Minutes of the Academic Matters Committee Meeting

April 12, 2018

The Academic Matters Committee met at 9:08 a.m. on Thursday, April 12, 2018, in the Conference Room, 2nd Floor of the Delyte W. Morris University Center of Southern Illinois University Edwardsville. Present were: Shirley Portwood, J. Phil Gilbert, Luke Jansen, and Joel Sambursky. Other Board members present were: Sam Beard, Tom Britton, Marsha Ryan, Amy Sholar, and Randal Thomas, Executive Officers present were: President Randy J. Dunn; Senior Vice President Duane Stucky; Vice President Brad Colwell; Chancellor Carlo Montemagno, SIUC; Chancellor Randall Pembroke, SIUE; and Dean and Provost Jerry Kruse, SIU School of Medicine.

Announcements

Dr. Colwell informed the Board that he is chairing a Planning Team that President Dunn established for the purpose of reviewing the practicality and feasibility of centralizing the institutional equity offices. The Team has representation from the Carbondale, Edwardsville, and SIU School of Medicine campuses. The Team's report is due to the President in mid-August.

He also mentioned a \$218,000 planning grant that the SIU System secured to help address the teacher shortage in the state of Illinois.

Approval of the Minutes of the February 8, 2017, Meeting

Motion was made by Trustee Gilbert to approve the minutes of the February 8, 2017, meeting. The motion was duly seconded by Student Trustee Jansen and passed by the Committee.

Information Report: FY 2017 Performance Report

Due to the timing of the Performance Report being uploaded to the new portal system, President Dunn commented if the Board has any questions upon further review of the report after the Board meeting, to please let him know.

Vice President Colwell provided a brief overview of the report and highlighted a few data points on student enrollment, male-to-female enrollment, and off-campus delivery sites.

Presentation: Highlight Reel from the Little Muddy Film Festival and the Eclipse

Vice President Colwell introduced Drs. Deborah Tudor and Howard Motyl and turned the floor over to them.

Dr. Tudor provided a brief introduction of the reel of student work containing three promotional pieces made for the Big Muddy Film Festival, which is an international festival opened to professional film makers, and the Little Muddy Film Festival, which is opened to student film makers. The Festivals are created by the Southern Illinois University Carbondale (SIUC) RSO: Big Muddy Crew.

Also included in the reel were clips from Mass Communication and Media Arts' documentary production, *In the Shadow*, that recorded the Eclipse Day on August 21, 2017. A number of student crews shot footage from different locations, under the direction of Professor Motyl and Mark Stoffel.

Then, Dr. Motyl introduced Kelechi Agwuncha and pointed out that she not only runs the Big Muddy and Little Muddy Film Festival, but she is also an award-winning film maker with a film called, *Super Predator*, that has been shown nationally and internationally. Joey Sears is a freshman and, future award winning filmmaker, who is working on a film and promotional work for Brehm Preparatory School in Carbondale.

Ms. Agwuncha provided an overview of the Big Muddy Film Festival, which celebrated its 40th year February 19-25, 2018. The Festival and crew are housed within the Cinema and Photography department at SIUC and is the second oldest film festival in the nation. The Big Muddy Crew encourages grass roots filmmaking in local communities, and they support the works of both emerging and accomplished filmmakers. Students from the Big Muddy Crew gather to watch the submissions, discuss favorites, and debate cinematics, and then choose experimental, documentary, narrative, and animation films to showcase during Festival week. Cash awards are provided to the best works in each film category. This year there were 72 films and 20 events at Festival week. The Big Muddy Crew show films from around the world and host events in correlation to Festival Week such as Q & A sessions, Heritage Month Film Festival screenings and pre-screenings, and after parties.

In addition to the Big Muddy Film Festival, the Big Muddy Crew also organizes the Little Muddy Film Festival that is exclusively for students. Students submit photos, digital, films, and animations, and the best is chosen in each category.

In the last 40 years the Festival has grown to be a well-respected and community-focused tradition. A new award, the Mike Covell Award, was introduced this year in honor of Mike Covell, founder of the Big Muddy Film Festival. The award is given to the best SIUC alumni film.

Joey Sears highlighted the hands-on work that he, as a freshman, experienced with the Cinema and Photography department. He was able to participate in the Eclipse documentary prior to stepping foot in the classroom. He will also be submitting his work in the Little Big Muddy Festival this year. He believes the Cinema and Photography

Department at SIUC is one of the best in the nation because of the opportunities for students to be engaged.

Board member Portwood said it was a spectacular presentation, and she could see that students love what they do.

Student Trustee Jansen commended the students for their incredible work and time commitment that goes into making a quality piece.

Dr. Motyl informed the Board and audience that the documentary, *In the Shadows*, would be showing May 12, 2018, at 7:00pm on WSIU.

Other Business

Having no further business before it, the Academic Matters Committee adjourned at 9:32 a.m.

WBC/pm

Centers and Institutes

Annual Reporting

Fiscal Year 2017

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

Submitted by the
Office of Academic Affairs to the
Southern Illinois University Board of Trustees
September 2018



Southern Illinois University System

ONE SYSTEM | MANY LOCATIONS | STATEWIDE IMPACT

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INTRODUCTION

In keeping with University Guidelines, the following reports from centers and institutes at Southern Illinois University's three campuses for FY2017 are provided for the SIU Board of Trustees. It is the third annual report on centers and institutes that have been approved by the Illinois Board of Higher Education (IBHE) and/or established by Illinois state statute. Also included are selected centers, institutes and other units that do not require state approval. These reports will permit better administrative oversight of valuable components of the university system, as reflected in Section 2.4 Academic Affairs: Center and Institutes (<http://siusystem.edu/about/section24.shtml>).

Each center or institute completed and submitted to the campus leadership its annual report using a template developed by the Vice President for Student and Academic Affairs, in consultation with campus and medical school administration. This template was used by all centers/institutes to ensure that reporting was consistent across the system. The annual report includes information about financial and other resources (such as total funds expended during the previous fiscal year, revenues by funding source, and total positions by type of position); intellectual contributions (such as publications, presentations, books, compositions, art exhibits, patents, theses and dissertations); public service contributions (such as community projects and patient care); students trained and graduated; evidence of the center's/institute's support for the institution's mission, priorities, and strategic themes; support for the SIU Board of Trustees' strategic plans and/or statewide priorities and needs; external reputation of the center/institute (such as cited publications, invited presentations, media coverage); and evidence that the center's/institute's product or outcomes achieve stated objectives and that results from evaluations are being used to improve the center's/institute's effectiveness. This annual reporting will clarify the center's/institute's organizational effectiveness.

Initially this report was to cover only those centers and institutes that were IBHE-approved and/or Illinois State Statute-established. Because of their importance, other center-like units were asked to report, namely, SIUC's Office of Economic and Regional Development, University Museum and SIUE's Illinois Metro East Small Business Development Center and University Museum. There are other centers, institutes, and units not included in this report that may be considered in the future. Each campus will be assessing the criteria for this report as we move forward.

Brad Colwell
Vice President for Student and Academic Affairs

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	<u>Southern Illinois University Carbondale</u>
2.	Center/Institute	<u>Advanced Coal and Energy Research Center</u>
3.	Date	<u>April 20, 2018</u>
4.	Director	<u>Tomasz S. Wiltowski</u>
4.1	Telephone	<u>618-536-5521</u>
4.2	E-mail	<u>tomek@siu.edu</u>
5.	Year Established	<u>1974</u>
6.	Illinois State Statute (if pertinent)	<u></u>
7.	Reporting Unit	<u>Office of Vice Chancellor for Research</u>
8.	Type	Activity (check all that apply)
	Instructional	<input checked="" type="checkbox"/>
	Research	<input checked="" type="checkbox"/>
	Public Service	<input checked="" type="checkbox"/>

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

ACERC is the hub for SIU advanced coal and energy research, collaboration, education and facilities. Since its establishment in 1974 up to the current day, the center has focused on the following activities:

- 1) RESEARCH: maximizing proposal development and project implementation support to the campus faculty;
- 2) COLLABORATION: serving as a resource for the campus community and a bridge to government, industry and other academic and research institutions;
- 3) FACILITIES: maintaining specialized facilities, and
- 4) OUTREACH: facilitating the improvement of the public's understanding of advanced coal and energy as well as related environmental topics.

9.2 Mission

- Assist faculty, students and others in the campus research community in engaging in advanced coal and energy-related research and service opportunities, and
- Advocate and initiate activities that advance the university as a leader in interdisciplinary advanced coal and energy research, education and service to the ultimate benefit of society and the environment.

9.3 Objectives

- 1) Expand advanced coal and energy education and research across campus
- 2) Facilitate the development of an advanced coal and energy workforce
- 3) Increase return on investments in advanced coal and energy activities
- 4) Establish Illinois Energy Development Park as the regional advanced coal and energy technology test bed.

10. Advisory Board

10.1 Advisory Board - Membership

John Mead, former CRC Director, Retired
Norm Peterson, Director, Government Relations, Argonne National Laboratory
Thomas A. Sarkus, Director, Project Financing & Technology Deployment Division, Office of Major Demonstrations, Strategic Center for Coal, National Energy Technology Laboratory, U.S. Department of Energy

Vann Bush, Managing Director, Gas Technology Institute
 Kevin O'Brien, Director, Illinois Sustainable Technology Center

10.2 Number of Meetings (In This Year) 0

11. Annual Performance

11.1 Performance Measures *

Measure	Target for Year	Results in Year
1. Faculty grants awarded	Up to 5	2
2. Graduate Assistant positions	1-2	9
3. Scholarships awarded	Up to 5	1
4. Student grants awarded	Up to 5	1
5. Community outreach events	1	1
6. Visiting researchers	0	2
7. Publications	0	5

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, public service activities.

11.2 Major Accomplishments (In This Year)

- New Energy Specializations and Minors starting in Fall 2018
- Awarded 1 graduate (PSM Energy) Scholarship
- Supported 2 visiting researchers
- Supported 7 GA's through Faculty Seed Grants and 3 MEEP GA's
- Awarded 1 Energy Boost Scholar (co-op like student stipend)
- Awarded 2 Faculty Seed Grants (approximately \$50,000 each)
- Hosted SIU Energy Day
- Research: NSF – Nexus: Systematic Coupling and Integration of All-component Refining and Efficient Conversion of Biomass

11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

- ACERC supported students with scholarships and grants
- ACERC boosted faculty research towards large grants e.g. NSF via seed grants
- ACERC's Illinois Energy Development Park still stands as a research and development complex for the southern region of Illinois
- ACERC's highly visible events brought SIU, community and business leaders from all over the region together on a regular basis

11.4 Evidence of Support for Center/Institute Objectives

ACERC established and maintained numerous programs as per the Energy Boost grant proposal project management plan developed at the end of FY15. Numerous faculty, staff, student and

community members benefited from these programs as is evidenced by the scholarships, grants, and graduate assistantships awarded, as well as the hundreds of community members served.

11.5 Evidence of Organizational Effectiveness

Over the course of the year and as per the Energy Boost project management plan, ACERC awarded scholarships and Energy Boost grants. ACERC supported numerous graduate assistants and helped facilitate new energy research programs. ACERC organized a successful SIU Energy Day during April 2017.

12. Institutional Assessment

12.1	Date of Last Review	<u>March 2017</u>
12.2	Decision at Last Review	<input checked="" type="checkbox"/> Center/Institute in Good Standing <input type="checkbox"/> Center/Institute Flagged for Priority Review <input type="checkbox"/> Center/Institute Suspended
12.3	Explanation	(briefly provide any explanation necessary of the institutional assessment or plans for pending program review) <hr/>

RESOURCES: (Advanced Coal and Energy Research Center)

Financial Resources	FY2017	FY2016	FY2015	FY2014	FY2013
Revenues:					
State Appropriations	143,166	343,173	386,168	386,403	365,720
Income Funds	152,439	126,525	27,903	141,377	134,384
Grants	4,163,608	4,678,827	239,941	430,854	443,650
Total Revenues	4,459,213	5,148,525	654,012	958,634	943,754
Expenditures:					
<i>(Sources: Combined Grants and State Accounts)</i>					
Salaries: Staff/Faculty	457,578	524,627	400,808	402,684	352,475
Graduate Assistant Support	96,861	51,214	44,958	32,451	3,425
Student Worker Support <i>(Sources: State and FWS Matching)</i>	7,982		9,006	10,547	13,886
Travel	5,770	15,030	4,362	4,179	7,126
Commodities	28,659	4,599	3,430	5,509	5,256
Equipment	961	1,117		3,850	18,852
Contractual Services	151,469	164,917	46,585	142,755	136,254
Student Research Awards and Scholarships	9,000	0	0	0	667
Telecommunication Services	13,447	14,266	7,949	6,509	14,840
Fringe Benefits	96,369	112,054	23,449	27,425	13,140
Facilities and Administrative	56,366	49,966	12,860	13,118	5,025
Total Expenditures	924,461	947,791	551,407	649,029	570,946
Revenue Minus Expenditures	3,534,752	4,210,734	100,604	309,605	372,808

Staffing (Full Time Equivalent)	FY2017	FY2016	FY2015	FY2014	FY2013
Faculty	2	2	1	2	1
Staff	7	12	9	8	7
Total Staffing	9	14	10	10	8

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1,2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	SIU Carbondale
2.	Center/Institute	Center for Ecology
3.	Date	4/18/2018
4.	Director	Matt Whiles
4.1	Telephone	618 453-7639
4.2	E-mail	mwhiles@zoology.siu.edu
5.	Year Established	2005
6.	Illinois State Statute (if pertinent)	N/A
7.	Reporting Unit	Office of the Vice Chancellor of Research
8.	Type	Activity (check all that apply)
	Instructional	
	Research	x
	Public Service	x

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

The purpose of the Center for Ecology is to foster communication and collaboration among faculty, staff, and students with ecological interests at Southern Illinois University, Carbondale. Ecologists at SIUC are spread across several departments including Anthropology, Forestry, Geography, Geology, Microbiology, Plant Biology, Plant, Soil & Agricultural Systems, and Zoology in four colleges (Science, Agricultural Sciences, Liberal Arts, and Engineering). Faculty members in these departments have a wide range of ecological interests and expertise, and the CFE promotes interactions among them.

Facilities associated with the Center include the Middle Mississippi River Wetlands Field Station (<http://ecology.siu.edu/field-station/index.php>) and the Core Facility for Ecological Analyses (<http://ecological-analyses.siu.edu/>), which houses state of the art equipment for processing of soil, water, and tissue samples. The Center for Ecology supports outreach and education activities through the Graduate Research Assistants Supporting Science (GRASS) program (<http://ecology.siu.edu/grass/index.php>), a group of SIU graduate students that work with local teachers and youth group leaders to promote education and awareness of ecological topics.

9.2 Mission

The CFE has a mission of fostering research, promoting interdisciplinary teaching, and providing service consistent with that of Southern Illinois University Carbondale. Research efforts focus on multidisciplinary approaches in ecology and the environment. Service efforts focus on public education and support of public events such as the Missouri Department of Conservation's Day on the River event, the Illinois Cache River Days event, and the Annual CFE Student Research Symposium.

Basic and applied research by CFE members emphasizes ecology and related environmental issues. Research programs address regional/state needs and priorities, but also extend to international scales to serve the needs and interests of many.

9.3 Objectives

The overall goal of the CFE is to support and enhance basic and applied research and creative activities among different academic units at SIUC. Consistent with this goal, CFE members maintain productive research programs that generate grant funds to support research and education. CFE members also work to maintain a cohesive, collaborative environment that transcends department and college boundaries and fosters multidisciplinary approaches to research and problem solving.

Key future objectives:

Continue to foster multidisciplinary research at SIUC that produces tangible products including successful federal grant proposals and high impact publications

Continue to pursue and secure training grants, such as the recent National Science Foundation IGERT and REU grants by CFE members, which provide support for graduate and undergraduate students at SIUC

Continue to support a seminar series of 4-5 internationally recognized speakers per year

Continue and expand the summer internships program, currently funded by the IDNR and IEPA, and Nature Conservancy

Maintain and upgrade shared resources (Core Analytical facility and field station) to foster productive collaborations among members

Continue to develop and expand outreach and public education programs, such as the Graduate Research Assistants Supporting Science (Grass) program to address needs in southern Illinois beyond SIU

Continue to build the CFE Natural Sciences Student Research Symposium to include as much participation across academic units as possible.

10. Advisory Board

10.1 Advisory Board - Membership

NA. CFE faculty meet once or twice a year to discuss the progress and status of the Center, and at seminars 4-5 times per year

10.2 Number of Meetings (In This Year) 5

11. Annual Performance

11.1 Performance Measures *

Measure	Target for Year	Results in Year
1. Peer reviewed publications		78

Measure	Target for Year	Results in Year
2. Books and book chapters		13
3. Grant funding by CFE members		\$1,442,540
4. Funded summer internships for undergraduates		4 positions
5.		

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, public service activities.

11.2 Major Accomplishments (In This Year)

CFE members brought in nearly \$1.5 million in external funding this past year and published 78 peer-reviewed manuscripts and 13 book chapters and books. CFE research projects also provided numerous research and employment opportunities for graduate and undergraduate students, staff, and postdoctoral associates. The CFE also sponsored three well-attended (75+ per event) seminars and receptions.

The CFE Natural Sciences student research symposium was once again well attended and featured 27 oral and poster presentations by graduate and undergraduate students representing 3 colleges and 6 departments.

The CFE has provided anywhere from 2-8 summer internships for undergraduate students each year. These internships are funded by the IDNR, IEPA, and occasionally positions are funded by NGOs such as the Nature Conservancy and Illinois Clean Energy. The CFE provided 4 positions during FY17.

11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

The CFE supports SIUC's "Pathways to Excellence" by enhancing the research status of SIUC and providing research and internship opportunities for graduate and undergraduate students. The CFE promotes high quality research, student mentoring, and outreach, consistent with the SIU Strategic Improvement Plan's vision of SIUC as developing "broad and carefully monitored graduate and research programs of high quality." As outlined above, CFE members consistently receive external grants, produce peer-reviewed publications, and mentor graduate and undergraduate students. The CFE also enhances the mission of "public service... guided by its location in a region of small communities, farms, and mines" through research projects and outreach programs that address local issues related to natural resource management, outdoor recreation, and environmental issues.

11.4 Evidence of Support for Center/Institute Objectives

As outlined in 11.1 and 11.2 above, the CFE continues to meet its annual objectives of securing significant external funding, producing high quality research products such as peer-reviewed publications, providing summer internships, providing seminars with internationally recognized speakers, and providing public education and outreach. These activities provide numerous opportunities for undergraduate and graduate students at SIUC.

11.5 Evidence of Organizational Effectiveness

Staff consists of a Director (3 months summer salary), a field station support person and various committees (seminar committee, internships committee, GRASS). The CFE provides seminars, internships, and has successfully obtained numerous large grants with minimal institutional investment, as noted in the last program review. The technician running the Core Analytical Facility is paid with funds taken in by the facility for services provided.

12. Institutional Assessment

12.1	Date of Last Review	<u>2010</u>	
12.2	Decision at Last Review	<u>X</u>	Center/Institute in Good Standing
		<u> </u>	Center/Institute Flagged for Priority Review
		<u> </u>	Center/Institute Suspended
12.3	Explanation		

RESOURCES: (Center for Ecology)

Financial Resources	FY 2017	FY2016	FY2015	FY2014	FY2013
Revenues:					
State Appropriations					
Local Accounts	57,736.41	26,085.00	29,036.00	28,000.00	36,889.90
Grants & Contracts					
Total Revenues	57,736.41	26,085.00	29,036.00	28,000.00	36,889.90
Expenditures:					
Salaries	26,785.71	6,945.45	11,344.35	12,067.13	661.92
Wages	0.00	0.00	725.00	0.00	0.00
Travel	1,849.90	1,121.90	3,010.13	2,829.39	2,145.11
Equipment	5,933.12	318.08	0.00	1,712.02	1,193.47
Commodities	4,107.47	1,780.97	649.07	2,858.45	1,237.80
Contractual Services	13,412.58	15,424.68	14,917.01	18,508.58	15,370.29
Op/Auto	4,310.81	1,100.22	8,021.36	3,943.98	1,082.82
Telephone	524.52	526.48	527.15	516.90	543.53
Fringe Benefits	0.00	0.00	15.19	0.00	0.00
Indirect	0.00	0.00	0.00	0.00	0.00
Other	500.00	0.00	674.00	161.25	107.50
Total Expenditures	57,424.11	27,217.78	39,883.26	42,597.70	22,342.44
Revenue Minus Expenditures	312.30	(1,132.78)	(10,847.26)	(14,597.70)	14,547.46

* Categorize expenditures in easily understood, consistent categories (e.g., salaries, Graduate Assistant support). Add additional rows as necessary.

Staffing (Full Time Equivalent)	FY2017	FY2016	FY2015	FY2014	FY2013
Faculty	0	0	0	0	0
Staff	2.0	1.0	1.0	1.0	0
Students	0	0	0	0	0
Graduate Assistants	0	2.5	2.5	2.0	0.5
Total Staffing	2.0	3.5	3.5	3.0	0.5

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	<u>Carbondale</u>
2.	Center/Institute	<u>Center for English as a Second Language (CESL)</u>
3.	Date	<u>April 1, 2018</u>
4.	Director	<u>William Hellriegel</u>
4.1	Telephone	<u>618-453-6538</u>
4.2	E-mail	<u>william.hellriegel@siu.edu</u>
5.	Year Established	<u>1966</u>
6.	Illinois State Statute (if pertinent)	<u>N/A</u>
7.	Reporting Unit	<u>College of Liberal Arts</u>
8.	Type	Activity (check all that apply)
	Instructional	<input checked="" type="checkbox"/>
	Research	<input type="checkbox"/>
	Public Service	<input type="checkbox"/>

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

CESL offers intensive English instruction to adults with a focus on preparation for success in university degree programs, principally at SIU. CESL is self-supporting and, in addition to classes, provides social-cultural activities, student advising, and specially-designed programs for foreign partner institutions and governments.

9.2 Mission

The Center for English as a Second Language (CESL) serves international students enrolled in CESL or in Southern Illinois University. Our primary mission is to provide the highest quality English language program and curriculum, delivered by professionals in the field of ESL; thereby also increasing the number of students who end up pursuing degrees at SIU. 80% of CESL students who finish our program move on to SIU degree programs.

9.3 Objectives

* provide high quality English instruction for students to meet educational, professional, and/or personal goals; * foster global citizenship by helping students acquire a better understanding of both U.S. academic and social culture as well as their own and other cultures; * Maintain extensive student services; * provide effective teacher training and mentoring of CESL teaching assistants; * encourage professional development in TESOL and related fields in order to contribute to and further knowledge about the field; * provide advanced linguistic, cultural and pedagogical training for international graduate assistants; * promote international awareness within the SIU community and the region; * advance the SIU reputation as an international and multicultural community; and * establish and maintain relationships abroad in order to promote CESL and SIU internationally.

10. Advisory Board

10.1 Advisory Board - Membership

CESL Advisory Board. Current membership includes: William Hellriegel, CESL Director; Elisa Hunt, CESL Assistant Director; Kathryn Mutchnick, CESL NTT Instructor; and Colin Robinson, CESL NTT Instructor.

11. Annual Performance

11.1 Performance Measures *

Measure – CESL STRATEGIC GOALS FOR 2017-2018	Target for Year	Results in Year
<p><u>Recruiting:</u></p> <ul style="list-style-type: none"> * Expand activity with all affiliates - Japan and Taiwan (1): end of 2017, BH, EH <ul style="list-style-type: none"> ** BH to Japan (and Korea?) in May 2017) * Maintain relationship with SACM, staying off SACM over-saturation list by growing overall CESL student numbers, but also by growing SACM student number to saturation limit: end of 2017 <ul style="list-style-type: none"> ** EH to Saudi Scholarship and IECHE 2017 in April 2017 * Develop relationships with governmental agencies in Kuwait, Oman, and Qattar; with result of 3 students per country annually and/or govt-sponsored project from each by end of FY19: EH, BH * Maintain Panama MOE (annual visit by BH to Panama or D.C.) and Proyecta (wait until RFP is issued, and then respond) programs and increase number and/or scope as possible: BH, EH * Attend annual Washington International Education Conference (WIEC), and engage MOE reps from attending countries to ask for group programs: KM/BH/EH * Revive and formalize existing agency relationships as necessary. Complete process by end of Summer 2017, when we will have clear sense of agencies to work with: BH, EH, CIE * Re-contact Director's agency contacts from Herzing and establish relationships with at least 3: BH, by end of Spring 2017. * Attend Miami ICEF or other similar event annually to develop new agents; goal 3 		

Measure – CESL STRATEGIC GOALS FOR 2017-2018	Target for Year	Results in Year
<p>new agents that will produce at least 5 students each in FY19.</p> <p>* Based on existing SIU MOUs, in coordination with CIE (?), pursue new affiliations with these institutions; goal of 3 new affiliates in FY18, each producing at least 5 students in FY19. Start on this in Fall 2017, once results of BH establishing contact with all current partners and agents are in.</p> <p>* Hire p-t student to do web and social media work with already specified goals; this will be conduit through which CESL tries to recruit students directly. Include 360 degree video, video testimonials, CESL Facebook page and website point to online application, etc. All up and running by end of 2017 calendar year. Hire student asap in early 2017. Evolve to full-time staff if warranted by results and opportunities, first half of 2018.</p> <p>* By end of Spring 2018, have developed alumni network that somehow rewards them for active participation in CESL efforts to recruit individual new students in alumni countries: based on work done by p-t student (above).</p> <p>* Reconnect with BH's agent contacts from past (Colombia, Korea, Vietnam): Develop working relationship with at least 3 by end of Spring semester 2017.</p> <p><u>Curriculum:</u></p> <p>* Complete review and revision of current curriculum with Jeremy S. and CESL Curriculum Committee leading effort, with clear time line (completion of all objectives by end of Spring 2018 semester); including SLO completion, measurement of objective attainment, articulation between components of levels and articulation between levels.</p>		

Measure – CESL STRATEGIC GOALS FOR 2017-2018	Target for Year	Results in Year
<p>* Develop CoLA bridge, with clear time line, and strategic roll out - aiming both at current and future students. Finish plan and design by end of Summer 2017; marketing in Fall 2017; implementation starts in Fall 2017 (current students) and Spring 2018.</p> <p><u>Staffing:</u></p> <p>* Fulfill mission to employ TAs in CESL classes as much as possible, but also reduce their number when necessary when enrollments dip in order to protect CESL teacher employment; however, number of TAs should not fall below a ratio of 2:1, CESL faculty: TAs/3:1, CESL faculty FTEs:TA FTEs. Number of TAs is currently 11, and when TAs must be discontinued, favor given to best teachers, whether in Linguistics or in Curriculum and Instruction: ongoing.</p> <p>* Non-teaching staff to remain as is, with GAs used as appropriate.</p> <p><u>CIE:</u></p> <p>* Keep relationship strong.</p> <p>* Run successful customized bridge programs: 2 scheduled for 2017.</p> <p>* Collaborate to design and implement CoLA Bridge (see above): design by end of Summer 2017, implementation in Spring semester 2018.</p> <p>* Other initiatives: as they come up.</p> <p><u>Increase grants and special projects:</u></p> <p>* One-off items that come up</p> <p>* Pursue programs with OERD, aggressively and ongoing; key will be Kyle's and Bill's regular contact with each other, and collaboration.</p> <p><u>Budget:</u></p>		

Measure – CESL STRATEGIC GOALS FOR 2017-2018	Target for Year	Results in Year
<p>* Grow reserve fund to \$2,000,000 in FY18: via static staffing (except for web/social media person) and increased and diverse enrollments from efforts listed above.</p> <p>* Keep CESL's contribution to CIE-CESL-Grad School annual travel budget as equal as possible.</p> <p>* Keep number of regular teachers to number needed for term with lowest anticipated number of enrollments.</p> <p><u>Relationship with Linguistics Dept:</u></p> <p>* Maintain good rapport with Dept Head and with faculty.</p> <p>* Continue ongoing research involving CESL and Linguistics collaboration.</p> <p>* Continue Linguistics student observations of CESL classes.</p> <p>* CESL staff join their events and they join ours as much as possible</p> <p>* Explore other ways CESL and Linguistics can collaborate for mutual benefit, and have some clear ideas to implement by end of Summer 2017.</p> <p>* Review commitment to Linguistics in general and re hiring of TAs and confirm optimum level of TA staffing as well as ways to strengthen relationship for mutual benefit (see above).</p>		

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, public service activities.

11.2 Major Accomplishments (In This Year)

<p>(briefly summarize center/institute's major accomplishments for the year)</p> <ul style="list-style-type: none"> • Received first students from Nagoya University for a three-week program; • Received much larger number of Tokushima University students for 4-week program; • Related to point above, have also established new MOU between SIU and Tokushima University, which resulted in visit by TU faculty to discuss possible collaborative efforts; • Have mostly avoided depleting CESL reserve fund balance despite drop in enrollments; • Have maintained strong relationships with Mexican and Panamanian governments resulting in repeating groups of teacher trainees from both countries coming to CESL for programs varying in length from one month to four months.
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- Have resolved CESL’s chronic accounting issues with establishment of proper and effective practices;
- Have improved CESL activities for students, including more attractive weekly tea times;
- Have initiated social media efforts that are already producing much greater awareness of CESL throughout the world.

11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

CESL’s fundamental function of recruiting tertiary level students who then (80%) matriculate to SIU for full-time degree study and then also succeed is central to the University’s mission to internationalize and to attract as many students as possible from diverse backgrounds.

11.4 Evidence of Support for Center/Institute Objectives

By employing a number teaching assistants, CESL has supported the CoLA Linguistics Department’s efforts to give their graduate students teaching experience under the guidance of experienced CESL instructors. It has likewise also supported the Department of Curriculum and Instruction in the College of Education and Human Services.

11.5 Evidence of Organizational Effectiveness

We have further rationalized CESL’s staff and faculty to best deliver valuable instruction as well as extracurricular experiences to students. By retaining the most capable and energetic persons, this goal has been accomplished.

12. Institutional Assessment

12.1	Date of Last Review	2015
12.2	Decision at Last Review	X Center/Institute in Good Standing Center/Institute Flagged for Priority Review Center/Institute Suspended
12.3	Explanation	(briefly provide any explanation necessary of the institutional assessment or plans for pending program review) NA

RESOURCES: Center for English as a Second Language (CESL)

Financial Resources	FY2017	FY2016	FY2015	FY2014	FY2013
Revenues					
State Appropriations					
Income Fund (tuition & fees)	1,505,000	2,028,000	2,690,473	3,154,571	2,977,392
Grants & Contracts			2,500	1,978	
Investment income	2,100	1,000	2,013	10,631	31,791
Miscellaneous	85,000		536,173	113,799	(63,876)
Total Revenues	1,592,100	2,029,000	3,231,159	3,280,979	2,945,307
Expenditures					
Salaries and wages	1,525,000	1,806,000	1,834,375	1,685,162	1,582,367
Insurance contributions	32,000	31,618	26,626	26,075	21,832
Travel	36,000	30,000	97,493	99,070	67,505
Equipment	10,000	12,000	107,009	97,167	75,868
Commodities	85,000	30,000	131,562	79,206	131,708
Contractual services	270,000	28,382	1,255,001	623,049	295,237
Other	142,800	91,000	(258,980)	684,097	1,841,383**
Total Expenditures	2,100,800	2,029,000	3,194,086	3,293,826	4,015,900
Revenue Minus Expenditures	17,294	0	37,073	(12,487)	(1,070,593)

* Categorize expenditures in easily understood, consistent categories (e.g., salaries, Graduate Assistant support). Add additional rows as necessary.

** \$1,806,139 of this was non-mandatory transfers.

Staffing (Full Time Equivalent)	FY2017	FY2016	FY2015	FY2014	FY2013
Faculty	12	17	21	21	19
Staff	8	7	7	7	7
Total Staffing	19	24	28	28	26

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	Southern Illinois University Carbondale
2.	Center/Institute	Center for Fisheries, Aquaculture, & Aquatic Sciences
3.	Date	March 30, 2018
4.	Director	James Garvey
4.1	Telephone	618 453 4551
4.2	E-mail	jgarvey@siu.edu
5.	Year Established	1950
6.	Illinois State Statute (if pertinent)	N/A?
7.	Reporting Unit	Vice Chancellor for Research
8.	Type	Activity (check all that apply)
	Instructional	X
	Research	X
	Public Service	X

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

SIUC's Center for Fisheries, Aquaculture, and Aquatic Sciences (CFAAS), the oldest research center on the SIUC campus, was created as the Fisheries Research Laboratory under SIUC President Delyte Morris 1950. The center comprises research facilities shared across colleges and departments including a 100-pond outdoor aquaculture facility near Touch of Nature, and indoor tank facility and the new Aquatic Research Laboratory and Saluki Aquarium at McLafferty Annex as well as computer and instrument laboratories, and vessels. Current CFAAS faculty have split appointments with teaching responsibilities in the College of Science and research appointments in the Vice Chancellor for Research's office. CFAAS is one of the top ten academic fisheries programs in the US and is the largest in the Midwest.

9.2 Mission

The mission of the Center for Fisheries, Aquaculture and Aquatic Sciences is to perform high quality research leading to peer reviewed research and train graduate and undergraduate students in fisheries and aquaculture in a research-intensive environment. We strive to maintain a critical mass of complementary faculty and shared resources that enhance the individual faculty member's ability to acquire external funding and contribute to teaching within and beyond the classroom. We also provide outreach to Illinois' commercial aquaculture industry.

9.3 Objectives

- Perform high quality research funded with external grants.
- Publish research in high quality peer-reviewed journals.
- Train M.S. and Ph.D. graduate students.
- Provide research opportunities for undergraduate students.
- Teach graduate and undergraduate courses in fisheries, aquaculture, and related fields.
- Maintain sufficient shared resources (boats, fish tanks, instrumentation etc.) to foster collaboration among faculty within the Center and across departments and colleges to make individual faculty members more productive.
- Provide service to Illinois' aquaculture industry.

10. Advisory Board

10.1 Advisory Board - Membership

N/A

10.2 Number of Meetings (In This Year) _____

11. Annual Performance

11.1 Performance Measures *

Measure	Target for Year	Results in Year
1. External Grant Funding		\$1,298.53
2. Peer-reviewed Publications		18
3. Graduate Students Enrolled		18
4. Graduate Students Finishing Degrees		7
5. Undergraduate Research Projects Supervised		14

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, public service activities.

11.2 Major Accomplishments (In This Year)

Despite CFAAS continues to maintain high productivity per faculty member with nearly \$1.3M in external funding for research projects leading to 18 peer reviewed publications.

Additional accomplishments include:

Graduate Student Micah Bennett won the Richard C. Kudo award for the outstanding dissertation at SIUC.

Mike Lydy won the SIUC Scholar Excellence Award in 2017.

11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

Consistent with the SIU Strategic Improvement Plan's vision of SIUC as developing "broad and carefully monitored graduate and research programs of high quality," CFAAS has maintained very high research productivity through competitive external grants, peer-reviewed publications, and graduate training at the MS and Ph.D. level. CFAAS also embraces the Plan's vision of "public service... guided by its location in a region of small communities, farms, and mines" by reaching out to Illinois' aquaculture industry, which ranges from small farm-pond operations to larger commercial facilities, through brokerage and fish-health screening that make the industry more profitable.

11.4 Evidence of Support for Center/Institute Objectives

- obtained more than \$1.2M in external funding.
- 18 manuscripts were published in high quality peer-reviewed journals.
- advised 8 graduate students with 7 students (6 M.S. and 1 Ph.D.) completing their degree.
- provided research opportunities for 14 undergraduate students.

- maintained center facilities including budgeting \$25k of our indirect recovery funds for the insurance deductible on the repair of the Wetlab roof, which was damaged in a storm in 2015.
- provided service (brokerage of sales and testing for Viral Hemorrhagic Septicemia) for the Illinois aquaculture industry

11.5 Evidence of Organizational Effectiveness

Center Director Jim Garvey is currently the Interim Vice Chancellor for Research. Associate Director Ed Heist continues to perform research and teach the same course load as he did prior to becoming Associate Director. CFAAS recently combined its physical office, support staff, and student computing facility with the Cooperative Wildlife Research Laboratory to make both centers more cost-effective. The effectiveness with which CFAAS fulfills its objectives is detailed above.

12. Institutional Assessment

12.1	Date of Last Review	2010	
12.2	Decision at Last Review	<input checked="" type="checkbox"/> Center/Institute in Good Standing <input type="checkbox"/> Center/Institute Flagged for Priority Review <input type="checkbox"/> Center/Institute Suspended	
12.3	Explanation		

RESOURCES: Center for Fisheries, Aquaculture & Aquatic Sciences

Financial Resources	FY2017	FY2016	FY2015	FY2014	FY2013
Revenues					
State Appropriations	201,178.26	520,975.45	574,169.11	573,932.04	651,754.61
Income Fund	164,379.44	204,577.75	231,102.00	206,769.33	169,037.13
Grants & Contracts	1,298,984.53	1,544,030.00	2,032,054.03	2,272,055.57	1,908,069.45
Total Revenues	1,664,542.23	2,269,583.20	2,837,325.14	3,052,756.94	2,728,861.19
Expenditures*					
Salaries	1,151,946.20	1,093,109.55	1,251,764.98	1,425,459.25	1,537,621.32
Wages	23,591.25	24,661.69	24,051.10	24,491.50	27,741.68
Travel	64,252.18	64,699.64	116,742.85	109,036.02	84,059.41
Equipment	108,586.96	(338.78)	87,925.45	37,492.70	113,901.81
Commodities	186,334.01	169,156.14	527,012.05	335,038.46	404,905.06
Contractual Services	118,060.76	360,254.05	353,682.85	530,531.49	350,993.64
Op/Auto	46,289.74	45,344.43	54,093.25	67,356.62	66,221.24
Telephone	4,504.75	5,209.48	4,726.66	5,163.24	8,527.08
Fringe Benefits	205,523.52	134,403.96	128,840.00	167,719.24	179,440.54
Indirect	105,835.37	117,788.66	252,368.29	197,265.20	183,466.80
Other	10,799.48	40,514.63	16,176.11	48,267.29	10,216.38
Total Expenditures	2,025,724.22	2,054,803.45	2,817,383.59	2,947,821.01	2,967,094.96
Revenue Minus Expenditures	(361,181.99)	214,779.75	19,941.55	104,935.93	(238,233.77)

* Categorize expenditures in easily understood, consistent categories (e.g., salaries, Graduate Assistant support). Add additional rows as necessary.

Staffing (Full Time Equivalent)	FY2017	FY2016	FY2015	FY2014	FY2013
Faculty	2.25	3.6	3.7	5.3	5.3
Staff*	28.7	30.8	39.2	45.2	52.0
Students	5	10	12.5	12.8	9.3
Graduate Assistants	10.5	11.8	14.8	15.3	17.8
Total Staffing	46.45	56.2	70.2	78.6	84.4

*Note: Staff numbers include temporary workers who worked full time at any part of the year (e.g. summer help) as 1 FTE. The average number of FTE staff members in any month is far less than these totals.

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	Southern Illinois University Carbondale						
2.	Center/Institute	Cooperative Wildlife Research Laboratory						
3.	Date	April 19, 2018						
4.	Director	Matt R. Whiles, Interim Director						
4.1	Telephone	(618) 453-7639						
4.2	E-mail	mwhiles@zoology.siu.edu						
5.	Year Established	1950						
6.	Illinois State Statute (if pertinent)	NA						
7.	Reporting Unit	Vice Chancellor for Research and College of Science						
8.	Type	<div style="text-align: center;">Activity (check all that apply)</div> <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Instructional</td> <td style="border: 1px solid black; text-align: center; width: 40px;">X</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Research</td> <td style="border: 1px solid black; text-align: center;">X</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Public Service</td> <td style="border: 1px solid black; text-align: center;">X</td> </tr> </table>	Instructional	X	Research	X	Public Service	X
Instructional	X							
Research	X							
Public Service	X							

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

The CWRL consists of one director and 6 full time Faculty members (one position in Wildlife Toxicology is currently vacant), who also have appointments ranging from 25% - 50% in the Department of Zoology or Forestry. Teaching and research focus on basic and applied wildlife ecology and natural resource management. Faculty members teach both graduate and undergraduate courses, and the lab generally has ~30 active MS and PhD students at any point in time. The CWRL shares 2 full time office staff and 3 student workers with the Fisheries unit. Resources include modern research labs, a centralized computer facility, field vehicles, and an off campus annex with laboratory, office, and storage space.

9.2 Mission

The CWRL has a mission of teaching, research, and service consistent with that of Southern Illinois University Carbondale. Teaching efforts focus on both graduate and undergraduate training. Faculty members also advise zoology and forestry majors, especially those with an emphasis in wildlife biology.

Basic and applied research in the CWRL emphasizes the welfare of people, wildlife resources, and their environments. Research programs address regional/state needs and priorities, but also extend to international scales to serve the needs and interests of many concerned with natural resource use and its influence on the well-being of wildlife and humans.

9.3 Objectives

The overall goal of the CWRL is to train basic and applied wildlife researchers at the graduate and undergraduate levels. Consistent with this goal, CWRL faculty and staff work to maintain the unit's excellent record of research productivity and generating grant funds to support research and education. CWRL faculty and staff also work to maintain a cohesive, collaborative environment that fosters a very interactive group of students. The CWRL has a remarkable history of placement of graduates in career positions.

Key future objectives:

Fill the currently vacant faculty position in Wildlife Toxicology

Grow enrollment in the recently launched Professional Science Masters in Wildlife Administration and Management degree program.

Continue to identify emerging issues in wildlife management and ecology in order to determine research areas such that the CWRL will maintain its national and international recognition.

Maintain traditional areas of research funding through state agencies and a niche in applied wildlife research, while increasing numbers of successful large federal competitive grants and associated indirect funds.

Adapt and develop degree programs, tracks, and specializations that will keep CWRL graduates competitive for jobs and other graduate programs.

Maintain and upgrade shared resources (vehicles and other major equipment) to foster productive collaborations among faculty members in the CWRL and other units

Continue to develop and expand outreach and public education programs, such as the Graduate Research Assistants Supporting Science (Grass) program to address needs in southern Illinois beyond SIU.

10. Advisory Board

10.1 Advisory Board - Membership

There is no advisory board. Faculty members in the CWRL include:

Matt Whiles, Professor and Interim Director

Clay Nielsen, Professor

Eric Schauber, Professor

Mike Eichholz, Associate Professor

Justin Boyles, Assistant Professor

Jason Brown, Assistant Professor

Interim Director Whiles reports on CWRL activities to the Vice Chancellor for Research approximately twice per month.

10.2 Number of Meetings (In This Year)

6 CWRL faculty meetings; meetings with the VCR ~
2 times per month.

11. Annual Performance

11.1 Performance Measures *

Measure	Target for Year	Results in Year
1. Grant funds generated		\$1, 204, 618
2. Peer-reviewed publications		34
3. Graduate students enrolled		13
4. Graduate students completed		9
5. Undergraduate researcher projects		12

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, public service activities.

11.2 Major Accomplishments (In This Year)

CWRL faculty members brought in over \$1 million in external funding this past year, exceeding totals for all except two of the past ten years, and published 34 peer-reviewed manuscripts plus a book and 5 book chapters. Collectively, faculty mentored and advised 93 undergraduates in the zoology and forestry programs and supervised 12 undergraduate research projects. CWRL research projects also provided numerous employment and volunteer opportunities for undergraduate workers. CWRL faculty members taught graduate and undergraduate courses in zoology and forestry with a combined enrollment of 194 students.

The CWRL successfully launched the Professional Science Masters Degree Program in Wildlife Administration and Management, with a first-year enrollment of 6 students.

Nine graduate students in the CWRL completed their degrees during FY17

In support of the required, routine program review this year, the CWRL developed a comprehensive self-study document that provides an overview of resources, activities, and accomplishments from 2010-2017.

11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

The CWRL maintains a productive, high quality research, training, and teaching program that is consistent with the SIU Strategic Improvement Plan's vision of SIUC as developing "broad and carefully monitored graduate and research programs of high quality." As outlined above, CWRL faculty members consistently receive external grant dollars, produce peer-reviewed publications, and produce undergraduate and graduate students that excel in the job market. The CWRL also enhances the mission of "public service... guided by its location in a region of small communities, farms, and mines" through research projects and outreach programs that address local issues related to game management, outdoor recreation, wildlife diseases, and nuisance wildlife species. The CWRL also supports SIUC's "Pathways to Excellence" by enhancing the research status of SIUC and providing research and training opportunities for graduate and undergraduate students.

11.4 Evidence of Support for Center/Institute Objectives

As outlined in 11.1 and 11.2 above, the CWRL continues to meet its annual objectives of securing significant external funding, producing high quality research products such as peer-reviewed publications and books, and graduating students that are competitive in their fields. These activities provide numerous opportunities for undergraduate and graduate students in the zoology and forestry programs. Graduate enrollment in the CWRL dropped during the state budget crisis because the Federal Aid funding, which supports much of the CWRL's research and graduate training activities, was unavailable during this period. The fact that graduate enrollment is rebounding quickly reflects the solid reputation of the program.

11.5 Evidence of Organizational Effectiveness

M. Whiles serves as Interim Director of the CWRL while running a highly productive research and graduate training program. Whiles meets with the Vice Chancellor for Research twice monthly to discuss CWRL goals, progress, finances, and related issues. The CWRL and SIU Center for Fisheries, Aquaculture, and Aquatic Sciences have combined their front office resources, support staff, and computing facilities to increase efficiency.

12. Institutional Assessment

12.1	Date of Last Review	2010 internal and external reviews, scheduled for internal and external reviews this year
12.2	Decision at Last Review	<input checked="" type="checkbox"/> Center/Institute in Good Standing <input type="checkbox"/> Center/Institute Flagged for Priority Review <input type="checkbox"/> Center/Institute Suspended
12.3	Explanation	The CWRL is up for a full review this year; a self-study document has been submitted to the OVCR.

RESOURCES: Cooperative Wildlife Research Laboratory

Financial Resources	FY2017	FY2016	FY2015	FY2014	FY2013
Revenues:					
State Appropriations	221,266.16	473,628.24	512,526.69	511,624.47	505,892.09
Local Accounts	28,557.18	80,647.29	111,656.72	116,609.62	86,195.49
Grants & Contracts	320,614.35	927,126.18	1,011,633.63	1,008,472.95	985,900.70
Total Revenues	570,437.69	1,481,401.71	1,635,817.04	1,636,707.04	1,577,988.28
Expenditures:					
Salaries	681,670.29	985,484.09	1,030,716.16	1,003,780.03	1,017,464.98
Wages	11,516.91	14,633.19	31,873.96	35,885.99	21,338.74
Travel	26,772.27	39,220.27	51,222.04	39,313.55	43,563.81
Equipment	(36,285.04)	32,470.93	117,567.00	33,899.22	36,874.31
Commodities	124,062.01	217,598.42	248,962.70	88,828.44	76,439.09
Contractual Services	52,255.67	206,667.35	139,969.11	145,621.90	122,801.43
Op/Auto	15,175.32	65,082.10	59,135.77	67,060.73	90,326.20
Telephone	3,053.86	3,764.01	5,826.86	2,363.48	5,735.38
Fringe Benefits	5,911.55	43,616.64	60,751.85	29,757.31	30,501.42
Indirect	48,848.67	209,114.61	155,976.22	138,172.59	157,507.24
Other	20,000.00	3,301.34	11,161.35	20,302.18	22,000.00
Total Expenditures	952,981.51	1,820,952.95	1,913,163.02	1,604,985.42	1,624,552.60
Revenue Minus Expenditures	(382,543.82)	(339,551.24)	(277,345.98)	31,721.62	(46,564.32)

* Categorize expenditures in easily understood, consistent categories (e.g., salaries, Graduate Assistant support). Add additional rows as necessary.

Staffing (Full Time Equivalent)	FY2017	FY2016	FY2015	FY2014	FY2013
Faculty	5	5.2	5.2	6.0	5.0
Staff	21.3	49.8	66.7	60.7	47.1
Students	12	11.0	16.0	18.0	20.0
Graduate Assistants	8.8	14.0	13.3	13.3	13.5
Total Staffing	47.1	80.0	101.2	98.0	85.6

*Note: Staff numbers include temporary workers who worked full time at any part of the year (e.g. summer help) as 1 FTE.
The average number of FTE staff members in any month is far less than these totals.

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1,2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	Southern Illinois University Carbondale						
2.	Center/Institute	Fermentation Science Institute (FSI)						
3.	Date	04/23/2018						
4.	Director	Matthew McCarroll						
4.1	Telephone	(618) 453-7508						
4.2	E-mail	mmccarroll@siu.edu						
5.	Year Established	2014						
6.	Illinois State Statute (if pertinent)	N/A						
7.	Reporting Unit	Office of the Associate Provost for Academic Programs						
8.	Type	<div style="text-align: center;">Activity (check all that apply)</div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 2px;">Instructional</td> <td style="border: 1px solid black; text-align: center; width: 30%; padding: 2px;">X</td> </tr> <tr> <td style="padding: 2px;">Research</td> <td style="border: 1px solid black; text-align: center; padding: 2px;">X</td> </tr> <tr> <td style="padding: 2px;">Public Service</td> <td style="border: 1px solid black; text-align: center; padding: 2px;">X</td> </tr> </table>	Instructional	X	Research	X	Public Service	X
Instructional	X							
Research	X							
Public Service	X							

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

The Fermentation Science Institute (FSI) supports fermentation related activities on campus by acting as a foundation to support and spur the development of programs and activities related to fermentation. These activities include the coordination and support of education, research, housing and managing the fermentation science degree program, operation of service laboratory for the analysis of alcoholic beverages and associated outreach to support local and regional fermentation related businesses

9.2 Mission

The mission of the FSI is to support the students and faculty of SIU to advance knowledge in the associated areas of fermentation science and to transfer this knowledge through our educational programs, research activities and outreach to the region and fermentation-related industries.

9.3 Objectives

Fundraising and Promotion. The Director will continue to work with the SIU Foundation to identify and work with prospective donors to enhance the effectiveness and impact of the programs and activities of the FSI, as well as actively promoting the FSI on a regional and national scale.

Establish Professional Advisory Board. The Director of the FSI will continue establishing further industry contacts and to identify and invite appropriate individuals to serve on the advisory board of the Institute.

Encourage and Support Research Efforts on Campus. The Director will continue to work with the campus community to encourage research in the general area of fermentation science.

Expand Service Laboratory Impact and Revenue. The laboratory is now certified through the federal Alcohol and Tobacco Tax and Trade Bureau (T.T.B,) for the analysis of beer. The Service Lab will become fully certified for wine and spirits and expand its outreach base and revenue stream.

New Research Projects. FSI will identify research topics that can be developed into research opportunities for students and faculty.

Pilot Distillery. The FSI has secured approval to develop a pilot distillery and has garnered commitment from Artisan Still Designs to donate a distillery to the program. In the coming fiscal year, we will finalize this donation and complete construction and installation of the distillery.

Establish Pilot Malting Facilities. A goal of the malting facility is to offer on-site malting capabilities for training students in the program. Such a facility will serve as a demonstration pilot plant to encourage and support local malting industry. Malt constitutes a value-added specialty crop that could have significant economic impact to the region and serve the needs of the state.

Evaluate Feasibility of Cheese Making Program. Establishing a cheese making program could strengthen the fermentation science degree program and has the potential for positive economic development in our region.

Corporate Partnerships. FSI will develop and maintain corporate relationships and partnerships for support of the program and to develop relationships to enhance placement opportunity for our graduates. In addition, corporate research projects are an effective mechanism to support student research and derive contractual support for the research activities.

Completion of the Fannie Mae McGill Teaching Kitchen and Sensory Laboratory. This teaching kitchen and sensory laboratory will be developed and built in the McLafferty Annex. It will be managed and utilized by the FSI and the Hospitality Management and Tourism department. The project is currently in the design phase.

10. Advisory Board

10.1 Advisory Board - Membership

Professional Advisory Board (not yet complete)

Florian Kuplant – Brewmaster and Co-Owner, Urban Chestnut Brewing Company
 Jared Jankoski – Brewmaster, Goose Island Brewing Company
 Paul Cobet – Annheuser Bush (retired)
 Alastair Pringle – Board Examiner, Institute of Brewing and Distilling
 Bradley Beam – Enology Specialist, Illinois Grape Growers and Vintner’s Association
 Eric Stamp – Corporate QA Manager, MillerCoors

10.2 Number of Meetings (In This Year) 0

11. Annual Performance

11.1 Performance Measures *

Measure	Target for Year	Results in Year
1. Fundraising	NA	350
2. Gifts-in-kind	NA	TBD
3. Completed Research Projects	2	1
4. Sponsored Events	2	2
5. Carbondale Brew Fest	\$5,000	\$2,364.51
6. FSI related Grant Proposals Submitted	3	5
7. Revenue from Testing Services	\$5,000	\$17,465.21

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, public service activities.

11.2 Major Accomplishments (In This Year)

Faculty Hire. The FSI completed the hire of Dr. Katherine Witrick. Dr. Witrick joined SIU in January of 2017 as a joint hire with appointments in Animal Science, Food and Nutrition in the Hospitality Management and Tourism program. She has a 25% appointment in FSI and will teach courses in the Fermentation Science degree program. The FSI managed the search process and developed the offer in consultation with the Deans of Agricultural Sciences and Science, along with securing necessary startup commitments for competitive offer.

Recognition of Degree Program. In spring of 2017 the FSI received formal program recognition by the Master Brewers Association of the Americas as one of six 4-year degree programs in North America. The program is the only recognized program in the central region of the country.

General Promotion of FSI and degree program. Significant effort was placed on promoting the FSI and the degree program, including attending state and national meetings. With the launching of the degree program the Director participated in multiple radio, television and newspaper interviews at the regional and national level. Additionally, the Director gave 9 invited presentations to various professional and community organizations.

Public Outreach and Engagement. The FSI hosted or participated in several educational tasting events in FY17, including hosting the local homebrew club meetings on several occasions. The FSI co-sponsored the SIU Farm to Fork event, which was a coursed meal from locally grown ingredients pairs with 4 locally produced wines and beers. The FSI curated the pairings and facilitated the service and alcohol related activities of the event. This will become an annual event.

Carbondale Beer Festival. The FSI carried out its 2nd year of partnering with the Carbondale Main street organization to organize the Carbondale Beer fest. The FSI used its contacts to bring in participating breweries. In addition, the FSI hosted a lunch and formal tour of the FSI facilities for professional brewers attending the festival. The inaugural festival drew over 700 attendees with a net proceed to the FSI of \$2,364.51 (payment received in FY18).

Research Activities. The FSI organized and conducted two research activities during the fiscal year. One was a continuation of a collaborative effort involving three breweries that utilize wild and mixed yeast cultures in their brewing. The participating breweries included a nationally recognized local brewery (Scratch Brewing) and two other nationally breweries from North Carolina (Fonte Flora Brewing Company) and Texas (Jester King Brewing Company). The research project involved a fermentation science major enrolled in an independent research course for credit plus faculty and staff from chemistry, microbiology and the Fermentation Science Institute. Our new faculty hire, Dr. Katherin Witrick, began her appointment in January of 2017. Her research is supported by the infrastructure of the FSI. Specifically, she is a major user of our analytical core facility and our pilot brewing system. Dr. Witrick has one industry supported project that began in summer of 2017.

Service Laboratory. The FSI completed the search and successfully hired Katherine Strain as the Laboratory Operations Coordinator. The laboratory also became formally certified by the Tax and Trade Bureau of the U.S. Government for the analysis of beer. The laboratory will undergo certification procedures for wine and beer in the Fall of 2016. Both Katherine Strain and Matt McCarroll became certified chemists for the analysis of beer. The service lab experienced a significant increase in request for services, contributing to an activities revenue of nearly \$20,000 in FY17.

FSI Facilities. During FY17 the laboratories of the FSI were completed and commissioned into operation. We began teaching classes at the FSI, utilizing the dedicated teaching facilities. We also hosted a number of workshops and multiple tours of the facility during the year.

11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

Supporting the Illinois Public Agenda:

The development of and activities by the Institute support several aspects of the Illinois Public Agenda. The core mission of the Institute is squarely aligned with Goal 4 *of integration of educational, research & innovation assets*. The planned degree program in fermentation science will also support Goal 1 *of Educational Attainment*. Based on the local, regional and national growth of the craft brewing sector, the planned programs and activities also contribute to Goal 3 *of High Quality Credentials to meet Economic Demand*.

Supporting the SIU Board of Trustees Strategic Plan:

The activities of the Institute related to program development and the initiation of new programs are well aligned with the Board of Trustees strategic themes of *promoting satisfaction and success*. The operation of the service laboratory, the planned coordination of student internship opportunities, the unique niche of the planned degree program and the general outreach activities of the Institute all contribute to the Board's theme of *innovating to transform our state and region*, and the goal of *building a stronger system by developing alternative sources of revenue and additional revenue centers*, as well as theme of *developing our people and our places*.

Supporting the SIU Carbondale Strategic Plan:

The development of the Fermentation Science Institute facilitates in the McLafferty Annex provides students and faculty with state-of-the-art laboratories and teaching space, which support several of the primary goals of the campus strategic plan to *contribute to student success*, and to *encourage research, scholarship and creative activities*. As a new, interdisciplinary institute with planned interdisciplinary programs, the FSI furthers the SIU strategic plan by acting to *strengthen campus community and community relations* by bringing together faculty interest from various departments and colleges in efforts to capitalize on untapped programmatic and research opportunities. By developing novel programs with an efficient, administrative structure, the Institute also contributes to the SIU strategic plan goal of *improving finance, infrastructure and resource allocation*.

11.4 Evidence of Support for Center/Institute Objectives

Fundraising and Promotion. The Director will continue to work with the SIU Foundation to identify and work with prospective donors to enhance the effectiveness and impact of the

programs and activities of the FSI, as well as actively promoting the FSI on a regional and national scale. Efforts have begun to build industrial partnerships.

Establish Professional Advisory Board. The advisory board has been filled to a nearly functional level. The topic gaps that are missing are in industrial and pharmaceutical fermentation. Discussions have started and are ongoing with several companies in these areas with the aim of building partnerships and defining roles on our advisory board.

Encourage and Support Research Efforts on Campus. The FSI is serving a central role in bringing together fermentation related research projects. We have faculty from several departments and colleges involved in research projects and developing grant proposals. We will also have an increasing number of students involved in research that is facilitated by the FSI. An honors project for a student in chemistry was facilitated in the FSI, including participation of a Kevin Smith, a lecturer in the Department of Chemistry and Biochemistry.

Expand Service Laboratory Impact and Revenue. The FSI obtained full certification for beer, wine and distilled spirits by the federal Tax and Trade Bureau during FY 17. Efforts are ongoing to establish a network of customers, which will provide service for the industry while providing revenue and training grounds to further the educational opportunities of our students and majors.

Pilot Distillery. The director was able to secure a commitment from Artisan Still Designs to donate a custom designed multi-column distillery. The value of this donation is on the order of \$100,000. Internal commitments have been secured from the College of Science to build out suitable space in McLafferty to house the distillery. This represents a unique opportunity to differentiate the program and provide world-class training to our students, as well as outreach training and workshop opportunities.

Malting Facilities. The FSI director worked with local regional development and the regional USDA office to develop plans for a pilot malting facility. This resulted in the submission of a grant to develop and place a facility within the FSI. The grant was submitted in FY17 and was awarded (\$120K) during FY18.

Develop Articulation Agreements. Transfer students constitute an important part of the student body at SIU. By developing articulation agreements with select community colleges we can help to ensure that students are well prepared to succeed at SIU. In conjunction with the Articulation and Outreach Office, we have begun development of an articulation agreement with Richland Community College. Once this framework is complete we hope to develop additional agreements.

The FSI continued to support efforts toward completion of the Fae Minor McGill Teaching Kitchen and Sensory Laboratory. The Director of the FSI lead the effort in collaboration with Animal Science, Food and Nutrition to build the teaching kitchen and sensory laboratory in the McLafferty Annex. The project will result in a commercial style kitchen and formal sensory laboratory that will be used by multiple departments for teaching, research and outreach activities.

11.5 Evidence of Organizational Effectiveness

The Institute has fully established effective business operations for what represents a completely new operational unit on the Carbondale campus. The FSI has also acted in a centralized role for the other occupants and activities of the McLafferty Annex. The FSI plays an important role enabling cross college efforts related to fermentation.

12. Institutional Assessment

- 12.1 Date of Last Review N/A
- 12.2 Decision at Last Review Center/Institute in Good Standing
 Center/Institute Flagged for Priority Review
 Center/Institute Suspended
- 12.3 Explanation The FSI will be reviewed in FY 18

RESOURCES: (Fermentation Science Institute)

Financial Resources	FY2017	FY2016	FY2015	FY2014	FY2013
Revenues					
State Appropriations	59,517.97*	166,242.25	151,764.10		
Service Lab	19,829.72	1,234.00	0		
Overhead Recovery Expenditure	2,598.22	15,500.00	0		
Total Revenues	81,945.91	182,976.25	151,764.10		
Expenditures*					
Salaries	139,451.69	121,578.83	102,787.94		
Travel	2,254.28	6,292.68	1,193.75		
Equipment	1,576.21	19,609.16	24,469.92		
Commodities	9,886.78	17,203.32	6,488.09		
Contractual Services	13,711.35	16,388.68	4,045.68		
Awards and Grants	0	1,443.00	54.75		
Telecommunications	960.00	585.30	116.48		
Total Expenditures	167,840.31	181,657.97	139,156.61		
Revenue Minus Expenditures	-85,894.40*	1,318.28	-12,607.49		

*Negative balance is a result of retroactive sweep of state account following state budget crises. State budget was on track for a balanced closeout and revenue from the Service Lab would have been positive.

Staffing (Full Time Equivalent)	FY2017	FY2016	FY2015	FY2014	FY2013
Faculty	.25	0	0		
Staff	1.5	1.5	1.5		
Total Staffing	1.75	1.5	1.5		

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	Southern Illinois University
2.	Center/Institute	Illinois Soybean Center
3.	Date	April 19, 2018
4.	Director	Dr. Jason P Bond
4.1	Telephone	618-453-4309
4.2	E-mail	jbond@siu.edu
5.	Year Established	1997
6.	Illinois State Statute (if pertinent)	N/A
7.	Reporting Unit	College of Agricultural Sciences
8.	Type	Activity (check all that apply)
	Instructional	X
	Research	X
	Public Service	x

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

- The Center for Soybean Research, Teaching and Outreach was started in 1997.
 - Intent was to develop a center without walls.
 - Developed a proposal for state appropriation to hire a plant pathologist and plant geneticist to fill curriculum and research deficiencies.
- Illinois Soybean Association established and endowment of \$500,000 in 2005.
 - Began to function as a center with proceeds from the endowed funds and the annual match from the Chancellor's office.
- The name was changed to Illinois Soybean Center (ISC) in 2008.
- Agronomy Society was officially recognized as a registered student organization in 2014. The club is a resurrected form of the Plant and Soil Science Club that ended in the late 1990s. The recommendation for this club came from the Illinois Soybean Association members serving on the Board of Trustees of the Illinois Soybean Center.
- The Agronomy Society is a honor society of undergraduate and graduate students who maintain a 3.0 GPA.
- The purpose is to promote educational interest, and develop an appreciation for a broader and a scientific outlook in agronomy. Members receive advanced leadership training, so they can educate tomorrow's decision makers.

9.2 Mission

Development of technologies using an interdisciplinary approach to enhance soybean production in Illinois and in the North Central Region, increase soybean utilization by the global community, contribute to the base of scientific knowledge, and educate human capital.

9.3 Objectives

- 1) Conduct research on soybean that increases basic knowledge and contributes to practical solutions of stakeholder problems.
- 2) Develop new soybean cultivars and germplasm that enhance production and value.
- 3) Facilitate technology transfer of research outcomes to growers, to the soybean industry, and to consumers.
- 4) Establish consortia with public and private organizations to enhance research, teaching and outreach for mutual benefit.
- 5) Encourage multi-disciplinary research and improve external funding opportunities.

10. Advisory Board

10.1 Advisory Board – Membership

Faculty Advisory Board: Represents over 25 Faculty Members from multiple colleges			
Agribusiness Economics	Dwight Sanders	Medical Physiology	Buck Hales
Animal Biotechnology	Ed Heist	Plant Biology	Andrew Wood
Animal Nutrition	Gary Apgar	Plant Breeding	Stella Kantartzi
Biotechnology	David Lightfoot	Plant Pathology	Ahmad Fakhoury
Food and Nutrition	Jeremy Davis	Weed Science	Karla Gage

Engineering/Technology Microbiology	Vacant Doug Fix	Soil Science	Amir Sadeghpour
Board of Directors:			
1. Director			
2. Associate Dean, COAS			
3. Chair, Department of Plant, Soil, and Agricultural Systems			
4. Chair, Department of Animal Science, Food and Nutrition			
5. Chair, Department of Agribusiness Economics			
6. Fisheries and Illinois Aquaculture Rep			
7. Faculty Rep			
8. Illinois Soybean Association Executive Director			
9. Illinois Soybean Association Chairman			
10. Illinois Soybean Association District Rep			
11. Dean, COAS - Ex Officio			

10.2 Number of Meetings (In This Year) 1

11. Annual Performance

11.1 Performance Measures *

Measure	Target for Year	Results in Year
1. Publications	30	23
2. Public Service Activities (Field Days, Conferences, workshops, etc.)	50	55
3. National/Regional Research Projects or Working Groups	--	21
4. Graduate Students Trained (MS and PhD)	--	26
5. Undergraduate Student Workers Trained	--	22
6. Undergraduate Leadership Training (Agronomy Honor Society)	50	72
6. Undergraduate Job Placement/Graduate School	--	21
8. Graduate Students Job Placement/Graduate School	--	8
9. Grant Dollars	--	\$2,067,169
10. Internships	--	12

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, public service activities.

-- Targets will be identified at completion of Strategic Plan

11.2 Major Accomplishments (In This Year)

(briefly summarize center/institute's major accomplishments for the year)

- The Director met twice with United Soybean Board, North Central Soybean Research Program, and Soybean Center Directors from Iowa, Missouri, Indiana, and Ohio.
 - Discussed initiatives and scope of each center and funding opportunities
 - Developed an initiative for communication efforts that would serve each center
- The Agronomy Society undergraduate students participated in their first international meeting of 6,000 scientists representing Soil, Crop and Agronomy Societies in Phoenix, AZ.
- At the 2017 meeting in Tampa, FL, SIU students placed 6th in the nation among the Land Grant Universities for club activities and community involvement. They finished 1st in Illinois.
 - Individually, undergraduate student researchers from SIU finished 1st and 3rd in the nation for oral presentations and 3rd in the nation for poster presentations.
- The Agronomy Society held their 2nd Annual Agronomy and Life Science Field Day. This is a recruitment and retention event held on campus by our students for community college students. Over 100 community college students attended from Rend Lake College, Kaskaskia College, Parkland College, Lake Land College, Wabash Community College and Ivy Tech (Indiana).
- The Illinois Soybean Center and the Agronomy Society helped host:
 - Belleville Farmer Field Day – 250 participants
 - Illinois Soybean Advisory Field Day – 75 participants
 - North Central Soybean Research Program Field Day – 50 Farmer Directors that constitute the Funding Board for the 12 North Central states

11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

In review of the general expectations for Centers and Institutes for the SIU System, the Illinois Soybean Center has evidence of support for these expectations set forth in table 11.1:

Create and transfer knowledge to students and other learners –

Offer students and other learners opportunities to apply knowledge to the real world –

The Center trained 94 undergraduates, and 1000s of industry, alumni and soybean stakeholders in the past year. Center faculty also helped place 41 undergraduate and graduate students with jobs, internships and positions at other universities.

Support graduate and professional students – Faculty research grants led to the support of 26 graduate students (MS and PhD).

Support undergraduate research activity – Faculty research grants led to the support of 22 undergraduate student researchers.

Enhance the university's external reputation – Faculty were engaged with 21 National/Regional Research Projects. Faculty also contributed via publications, public service activities across the state of Illinois, and secured millions in research funding.

Engage and contribute to the welfare of the people we serve – Faculty presented workshops and field day presentations to over 1,000 people representing industry, alumni and soybean stakeholders. Faculty are actively involved in recruitment, retention and placement.

Translate research finding to useable products and services for academia and the public

– Faculty research grants led to 23 publications in scientific journals and also provided crop management recommendations via extension talks and publications.

Maintain a minimal critical mass of faculty – Over the last 5 years, the number of faculty involvement in soybean research has been affected by a reduction in state research funding. Several faculty have diversified their research portfolios, however the total number of faculty available for soybean research has not changed over the last 3 years.

Increase student competitiveness in the marketplace – This is evidenced by placing 29 undergraduate and graduate students.

11.4 Evidence of Support for Center/Institute Objectives

1) **Conduct research on soybean that increases basic knowledge and contributes to practical solutions of stakeholder problems.** This is evident by the amount of research grant funding and the number of publications. Faculty at SIU have a great reputation among the funding agencies and review boards of professional journals.

2) **Develop new soybean cultivars and germplasm that enhance production and value.** SIU did not release new soybean cultivars and germplasm in 2017, but historically this has been a hallmark of the soybean research program at SIU.

3) **Facilitate technology transfer of research outcomes to growers, to the soybean industry, and to consumers.** This is evident by the numbers of publications, extension presentations, workshops and one-on-one training sessions.

4) **Establish consortia with public and private organizations to enhance research, teaching and outreach for mutual benefit.** Currently SIU soybean researchers are the Lead Investigators on 2 National United Soybean Board Projects totaling \$1 million in grant funding. The Illinois Soybean Center is actively engaged with State, Regional and National Soybean Associations in addition to Soybean Centers at The Ohio State University, Iowa State University, University of Missouri and Purdue University.

5) **We encourage multi-disciplinary research and improve external funding opportunities as evidenced by our faculty advisory board and the amount of grant funding.**

11.5 Evidence of Organizational Effectiveness

(briefly provide any evidence of the center/institute's organizational effectiveness in this year)
A major limitation of the Illinois Soybean Center is that there are limited funds to operate the Center and there are no staff members. The Director also does not have an administrative appointment (no release time). He is volunteering to serve in this capacity, and he has a full workload in teaching, research and service. Given this level of funding, certainly there is a positive return on the investment.

Over the past year, the Director has continued to expand the Agronomy Society in size and purpose. Additionally, there are several research proposals are in development to expand the training and leadership opportunities for undergraduate and graduate students.

In the summer and fall of 2018, the Faculty Advisory Committee and Board of Directors will develop a strategic plan for the Center. This plan will guide the Center and will help to identify avenues for future funding of the Center.

12. Institutional Assessment

12.1 Date of Last Review 2012

12.2 Decision at Last Review X Center/Institute in Good Standing
 Center/Institute Flagged for Priority Review
 Center/Institute Suspended

12.3 Explanation

RESOURCES: Illinois Soybean Center

Financial Resources	FY2017	FY2016	FY2015	FY2014	FY2013
Revenues					
State Appropriations	-	179,319.36	157,181.91	164,781.00	180,014.25
Income Fund	-	-	-	-	-
Grants & Contracts (faculty research activity)**	2,067,169	2,370,269	2,259,488	3,787,443	4,256,488
University Match on Interest from Endowment	-	-	20,530.00	-	34,028.00
Distribution from Endowment	20,535.20	20,534.59	20,534.58	20,530.20	20,356.42
Total Revenues***	-	199,853.95	198,246.49	185,311.2	234,398.67
Expenditures*					
Salaries	-	214,507.03	156,933.67	169,988.08	189,782.18
Fringe Benefits	-	-	-	-	2,579.25
Travel	-	-	-	-	2,791.17
Equipment	-	-	-	1,051.39	16,456.86
Commodities	-	-	-	2,677.22	3,649.87
Contractual Services	-	-	95.55	6,916.38	572.11
Award and Grants (Grad As. Fee)	-	284.70	109.50	129.00	322.50
Operation of Auto	-	-	-	-	-
Telecommunications	-	-	-	168.59	138.53
Total Expenditures	-	214,791.73	157,138.72	180,930.66	216,292.47
Revenue Minus Expenditures	-	(14,937.78)	41,107.77	4,380.54	18,106.20

* Categorize expenditures in easily understood, consistent categories (e.g., salaries, Graduate Assistant support). Add additional rows as necessary.

** **Faculty research activity associated with Center. Not direct funding to the Center.**

*** Total Revenues does not include Grants and Contracts, that are managed by faculty.

Staffing (Full Time Equivalent)	FY2017	FY2016	FY2015	FY2014	FY2013
Faculty	-	1.53335	1.0187	1.5	1.5625
Graduate Assistant	-	0.875	0.499	0.1459	0.6206
Staff	-	-	-	-	-
Total Staffing	-	1.6459	2.1831	2.0415	2.0071

There are 17 faculty involved (or have been) in soybean research but no faculty were being paid through the centers operating funds in FY2017.

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	Southern Illinois University Carbondale						
2.	Center/Institute	Materials Technology Center						
3.	Date	March 30, 2018						
4.	Director	Ian Ivar Suni, Ph.D.						
4.1	Telephone	618-453-7822						
4.2	E-mail	isuni@siu.edu						
5.	Year Established	1983						
6.	Illinois State Statute (if pertinent)	Unknown						
7.	Reporting Unit	Office of the Vice Chancellor for Research						
8.	Type	<p style="text-align: center;">Activity (check all that apply)</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">Instructional</td> <td style="padding: 2px 10px; text-align: center;">Aspirational</td> </tr> <tr> <td style="padding: 2px 10px;">Research</td> <td style="padding: 2px 10px; text-align: center;">XX</td> </tr> <tr> <td style="padding: 2px 10px;">Public Service</td> <td style="padding: 2px 10px;"></td> </tr> </table>	Instructional	Aspirational	Research	XX	Public Service	
Instructional	Aspirational							
Research	XX							
Public Service								

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

The Materials Technology Center was established in 1983 as a result of a high-technology thrust by the state of Illinois. Charged with stimulating Materials-related research on the campus of SIU, the center accomplishes this mission through initiating interdisciplinary research in the Colleges of Engineering and Science, disseminating results to researchers in academia, industry, and national laboratories, and organizing Materials seminars and discussion groups. The center encourages research in new areas by administering a competitive seed grant program that funds projects for faculty entering new areas of materials research and provides technical, administrative and financial support to start-up and established research programs. A historical strength of the center has been research in the area of carbon-carbon composites, but the center has expanded its leadership and expertise in carbon science to include areas such as carbon nanotubes and development of carbon material precursors. New areas of emphasis include Materials Design by Iterative Computation, Synthesis and Characterization, Sensors and Biosensors, and Energy Storage. Other research programs included catalysis, magnetic materials, materials for alternative and traditional energy, polymers, chemical vapor deposition and infiltration, inkjet and wax printing, mechanical behavior or cells, and metal-organic frameworks. Under the guidance of established experts, students associated with MTC receive hands-on training and valuable experience. The total program of the center offers an opportunity for students at all levels of experience to train in the fields of Materials Science and Engineering. The web address for the Materials Technology Center is <http://mtc.siu.edu/>

9.2 Mission

The mission of the Materials Technology Center is to advance and develop new technologies involving the synthesis, processing, understanding, and application of advanced materials in order to address the Grand Challenges facing humanity, and to provide students with the necessary education and training to address these Challenges. These Grand Challenges include economical solar energy and other alternative energies; improved medicines and biomedical technologies, including those involving the human brain; carbon sequestration; reduced greenhouse gas emissions and environmental remediation; improved clean water technology; finding sustainable alternatives to rare earth elements, and other scarce elements of technological importance; and advancing scientific inquiry.

9.3 Objectives

We endeavor to:

- Invite outside seminar speakers and guests in the field of Materials Science and Engineering (MSE) to SIUC to enable greater understanding of the various MSE sub-disciplines by our students and faculty. This is particularly valuable for the three research focus areas of the Materials Technology Center: Materials Design by Iterative Computation, Synthesis and Characterization, Sensors and Biosensors, and Energy Storage.

- Provide editorial advice, matching funds, and other assistance as needed for Materials faculty to write grant proposals to federal agencies, state agencies, foundations, and industry as needed. This provides a sustainable feedback mechanism due to the indirect cost return agreement for 5% of the OVCR share for MTC faculty projects back to the MTC.
- Provide periodic support for seed grants to MTC faculty to aid in their ability to start research projects in new fields, and subsequently obtain external grant funding.
- Provide periodic guidance and advice into emerging areas within Materials Science and Engineering research as need for MTC faculty.
- Support an active Materials Research Society University Chapter at SIUC. This was a specific suggestion from our 2014 IBHE review.
- If possible, start appropriate graduate curricula in the field of Materials Science and Engineering. This is another specific suggestion from our 2014 IBHE review. The Materials Technology Center awaits further action by the administration of SIUC to implement a sustainable funding mechanism for such graduate programs.
- If possible, depending on budgetary constraints, lobby for and support the acquisition of advanced equipment for Materials characterization and Materials processing.

10. Advisory Board

10.1 Advisory Board - Membership

Dr. Punit Kohli, Professor of Chemistry and Biochemistry
 Dr. Tomasz Wiltowski, Director of the Advanced Coal and Energy Research Center
 Dr. Shaikh Ahmed, Professor of Electrical and Computer Engineering
 Dr. Lichang Wang, Professor and Chair of the Department of Chemistry

10.2 Number of Meetings (In This Year) 2

11. Annual Performance

11.1 Performance Measures *

Measure	Target for Year	Results in Year
1. Host outside seminar speakers	2	1
2. Peer reviewed publications by MTC faculty	50	73
3. Research grants obtained by MTC faculty	2	2
4.		
5.		

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, public service activities.

11.2 Major Accomplishments (In This Year)

The Materials Technology Center hosts a series of academic seminars, bring internationally renowned researchers to campus to meet with SIUC students and faculty. During FY 17, seminar speakers included:

- Dr. Alan West, Professor and Chair of Chemical Engineering, Columbia University. Seminar entitled, "Electrochemical Energy Storage: Chemicals and/or Batteries," on February 23, 2017.

Unfortunately, our other scheduled seminar speaker (Dr. Richard Axelbaum, Washington University) had to cancel his seminar at the last minute for health reasons. He is rescheduled to present a seminar in FY18.

On October 13, 2016, the Director of the Materials Technology Center presented a poster on our technology transfer and intellectual property development efforts at the SIU Tech Expo in Chicago, which was organized by the Vice Chancellor for Research, Dr. James Garvey. The poster include contributions from the following members of the Materials Technology Center:

- Dr. Punit Kohli, "Micro-lens for High Resolution Imaging."
- Dr. Boyd Goodson, "Heterogeneous Catalysts for NMR/MRI Enhancement via SABRE."
- Dr. Rasit Koc, "Synthesis of Metal Borides."
- Drs. Saikat Talapatra and Kanchan Mondal, "Liquid Fuel Production from Solid Precursors with Carbon Nanotubes."
- Dr. Lichang Wang, "Dye-sensitized Solar Cell Featuring Powdered Coal."
- Dr. Kyle Plunkett, "New Electron-accepting Materials for Organic Electronics."

At the SIU Tech Expo, the Director also networked with other SIU stakeholders from industry, government, law, and national laboratories.

The Director of the Materials Technology Center is faculty adviser for the University Chapter of the Materials Research Society (MRS) at Southern Illinois University Carbondale (SIUC). During FY17, the MRS University Chapter hosted a series of luncheon meetings at which different SIUC graduate students made presentations about their Materials research to the other students in the MRS University Chapter. They also organized a student tour of the IMAGE center, which houses scanning electron microscopes (SEM) and transmission microscopes (TEM) that are vital for Materials research.

In addition, the MRS University Chapter submitted a proposal, entitled "Exploring Materials Technology with a Younger Generation of Scientists," in December 2016 to the MRS Foundation In February 2017 we were notified by the MRS that this would be funded at the level of \$993.17. **On Saturday, May 20, the MRS University Chapter had an all-day Materials demonstrations and presentation at the Science Center in the University Mall, Carbondale IL.** The demonstration and presentation topics included:

- Electroless silver deposition to make metallic, broccoli-like trees.
- Electroless silver deposition to make a mirror shiny.
- Inflate a balloon by causing a phase change, evaporation of dry ice.
- Fixation of a biological sample for electron microscopy using liquid nitrogen.

During Summer 2016, we aided with administration and support, including financial support, the Materials Research and Education for Undergraduate (REU) program funded by the National Science Foundation (NSF) through a grant to two faculty Members (Dr. Boyd Goodson and Dr. Saikat Talapatra) of the Materials Technology Center. This involved hosting 14 undergraduate students doing Materials Science and Engineering research with a variety of SIUC faculty in different Departments (Chemistry & Biochemistry, Physics, Mechanical Engineering and Energy Processes, Civil and Environmental Engineering).

Throughout the fiscal year, the Director meets with various faculty at SIUC involved or interested in research into Materials Science and Engineering. Discussions include their research, research of other faculty in different Departments and Colleges, and how the Director might be able to facilitate interdisciplinary collaboration. **During FY17, the Director also initiated a series of more formal meetings on two vital topics within Materials research, Energy Materials and Biointerfaces.** This involved meetings with interested faculty and detailed exchange of recent articles, particularly review articles, within sub-fields of Energy Materials and Biointerfaces. Some examples of the articles that we exchanged and discussed include:

- M. Kumar *et al*, "Strategic review of secondary phases, defects and defect-complexes in kesterite CZTS–Se solar cells," *Energy Environ. Sci.* **8**, 3134 (2015).
- D.A. Egger *et al*, "Hybrid Organic–Inorganic Perovskites on the Move," *Acc. Chem. Res.* **49**, 573 (2016).
- C. Zhong *et al*, "A review of electrolyte materials and compositions for electrochemical supercapacitors," *Chem. Soc. Rev.* **44**, 7484 (2015).
- J.S. Park *et al*, "Directed migration of cancer cells guided by the graded texture of the underlying matrix," *Nat. Mater.* **15**, 792 (2016).
- E. Bressan *et al*, "Graphene based scaffolds effects on stem cells commitment," *J. Translat. Med.* **12**, 296 (2014).
- H.C. Flemming *et al*, "Biofilms: an emergent form of bacterial life," *Nat. Rev. Microbiol.* **14**, 563 (2016).

On Monday, May 8 2017, the Director made a presentation on Electrochemistry to the AP Chemistry class at Carterville High School (CHS), following an invitation by Jenni Gibbs, who teaches this course at CHS.

11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

The Materials Technology Center strives to aid the SIUC administration, faculty, students, and other stakeholders to accomplish the goals outlined in our Strategic Plan. For example, among the values described in our Strategic Plan are:

- We are proud of our status as a nationally ranked public research university
- We pride ourselves on innovation in research and creative activity

All of the activities described elsewhere in this Report are focused on maintaining our status as a nationally ranked public university, and increasing the quality and quantity of our research and creative activity. The Strategic Plan also identifies two important goals:

- Enhance research, scholarly and creative activity productivity to the benefit of students, community and other University stakeholders.
- Enhance our reputation for providing cutting-edge graduate and undergraduate research opportunities.

The Materials Technology Center is primarily focused around these goals through our various scholarship-focused activities.

11.4 Evidence of Support for Center/Institute Objectives

All of the activities described in this report are planned and executed to support the Center objectives that are outlined above. These include:

- Bring in outside seminar speakers and guests in the field of Materials Science and Engineering (MSE) to SIUC to enable greater understanding of the various MSE sub-disciplines by our students and faculty. This is particularly valuable for the three research focus areas of the Materials Technology Center: Materials Design by Iterative Computation, Synthesis and Characterization, Sensors and Biosensors, and Energy Storage.
- Provide editorial advice, matching funds, and other assistance as needed for Materials faculty to write grant proposals to federal agencies, state agencies, foundations, and industry as needed. This provides a sustainable feedback mechanism due to the indirect cost return agreement for 5% of the OVCR share for MTC faculty projects back to the MTC.
- Provide periodic support for seed grants to MTC faculty to aid in their ability to start projects in new fields, and subsequently obtain external grant funding.

11.5 Evidence of Organizational Effectiveness

This is thoroughly documented in the remainder of this Report.

12. Institutional Assessment

12.1 Date of Last Review IBHE review conducted during FY 14 by Dr. James Allen, SIUC Associate Provost for Academic Programs

12.2 Decision at Last Review XX Center/Institute in Good Standing
 _____ Center/Institute Flagged for Priority Review
 _____ Center/Institute Suspended

12.3 Explanation

Not applicable

RESOURCES: Materials Technology Center

Financial Resources	FY2017	FY2016	FY2015	FY2014	FY2013	
Revenues						
State Appropriations	75486	88725	88725	49037	49037	
Income Fund						
Grants & Contracts	17193				176258	
VCR New Faculty Startup				150000		
COS New Faculty Startup			100000			
xxx						
xxx						
xxx						
xxx						
Total Revenues	92679	88725	188725	199037	225295	
Expenditures*						
Salaries	75486	75486	75486	37002	37002	
Other than salary	17193	13239	113239	162035	188293	
xxx						
xxx						
xxx						
xxx						
Total Expenditures	92679	88725	188725	199037	225295	
Revenue Minus Expenditures	0	0	0	0	0	

* Categorize expenditures in easily understood, consistent categories (e.g., salaries, Graduate Assistant support). Add additional rows as necessary.

Staffing (Full Time Equivalent)	FY2017	FY2016	FY2015	FY2014	FY2013	
Faculty	1	1	1	1	1	
Staff	0	0	0	0	0	
Total Staffing	1	1	1	1	1	

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1,2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	SIUC						
2.	Center/Institute	Meyers Institute						
3.	Date	04/10/2018						
4.	Director	Yuqing Hou						
4.1	Telephone	618-453-5174						
4.2	E-mail	houyq@siu.edu						
5.	Year Established	2000						
6.	Illinois State Statute (if pertinent)	N/A)						
7.	Reporting Unit							
8.	Type	<div style="text-align: center;">Activity (check all that apply)</div> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Instructional</td> <td style="padding: 2px;">Yes</td> </tr> <tr> <td style="padding: 2px;">Research</td> <td style="padding: 2px;">Yes</td> </tr> <tr> <td style="padding: 2px;">Public Service</td> <td style="padding: 2px;"></td> </tr> </table>	Instructional	Yes	Research	Yes	Public Service	
Instructional	Yes							
Research	Yes							
Public Service								

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

The Meyers Institute for Interdisciplinary Research in Organic and Medicinal Chemistry was initiated by late Distinguished Professor Cal Y. Meyers through a \$3 million endowment to SIU foundation in 2000. Cal Y. Meyers served as the first director of the institute until his death in 2012. The institute currently is managed by Dr. Yuqing Hou. Professor Meyers firmly believed that basic research leads to new applications and broad-field publications. Students with exposure to a variety of interdisciplinary research activities are prime candidates for positions in the scientific, medical and commercial sectors.

The institute has provided assistantships, postdoctoral fellowships, and undergraduate stipend during the past years. The students get their degrees in chemistry. Currently, the institute supports two graduate students, who are working on their advanced degrees.

The Institute is located in the Neckers Building, which houses the Department of Chemistry and Biochemistry.

9.2 Mission

The institute carries out basic research in organic chemistry, medicinal chemistry and related interdisciplinary fields. The institute aims to provide education opportunities for undergraduate, graduate, and postdoctoral students in these fields.

9.3 Objectives

The current objectives of the institute are:
Holding biannual symposium to promote SIUC and research
Teaching and supporting students in the institute
Recruiting more students
Seeking external funding
Providing instructional service to the Department of Chemistry and Biochemistry when needed
Carrying out research activities
Communicating results to scientific communities

10. Advisory Board

10.1 Advisory Board - Membership

In the process of building a board

10.2 Number of Meetings (In This Year) None

11. Annual Performance

11.1 Performance Measures *

Measure	Target for Year	Results in Year
1. Initiate new research projects	3	3
2. Teach courses in Chemistry	1	1
3. Filing a patent application	1	0
4. Recruiting graduate students	1	0
5. Publications/conferences	2	1

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, public service activities.

11.2 Major Accomplishments (In This Year)

Dr. Yuqing Hou taught Chem 549 and Chem 444 in the Department of Chemistry and Biochemistry.
Lihong Gao, a PhD student, started a new research on organic frameworks and the research will focus on catalysis.
Collaboration with Dr. Boyd Goodson in the Chemistry Department produced some interesting results and the results may be patented and published later.
Jack Pertile, a MS student, has made progresses on a new synthetic route for RNA probes.

11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

Dr. Yuqing Hou served as the chair in the American Chemical Society Southern Illinois Section.
Dr. Yuqing Hou also volunteered as the Illinois Junior Science Fair judge.

11.4 Evidence of Support for Center/Institute Objectives

The institute has contributed to the Department of Chemistry and Biochemistry by teaching chemistry courses. Dr. Yuqing Hou also serves on several graduate students' committees, helping and guiding the students, writing cumulative exams.
The Institute provided financial support for the graduate students carrying out research in the institute.
We have initiated collaborative research with faculty members in chemistry.
Lihong Gao, a PhD student, has advanced to candidacy to her PhD study.

11.5 Evidence of Organizational Effectiveness

The institute has been managed by Dr. Yuqing Hou since Dr. Meyers's death, currently directing two graduate students for their research, while also contributing to the department of chemistry and biochemistry. He also manages the account/PCard, and purchases chemicals.

12. Institutional Assessment

12.1 Date of Last Review 2013

12.2 Decision at Last Review Center/Institute in Good Standing
X Center/Institute Flagged for Priority Review
 Center/Institute Suspended

12.3 Explanation

RESOURCES: Meyers Institute

Financial Resources	FY2016	FY2015	FY2014	FY2013	FY2012
Revenues					
State Appropriations	0	0			
Income Fund	120000.00	75000			
Grants & Contracts	0	0			
Previous year balance	70738.27	92642.67			
xxx					
xxx					
Total Revenues	190738.27	92642.67			
Expenditures*					
Fringe benefits	32000.00	30596.64			
Contractual service	1000.00	1034.50			
Salaries	100500.00	59304.96			
Commodities	7500.00	5756.49			
Equipment	0	211.51			
xxx					
Total Expenditures	141,000.00	96904.40			
Revenue Minus Expenditures	49738.27	70738.27			

* Categorize expenditures in easily understood, consistent categories (e.g., salaries, Graduate Assistant support). Add additional rows as necessary.

Staffing (Full Time Equivalent)	FY2015	FY2014	FY2013	FY2012	FY2011
Faculty					
Staff	1	1			
Total Staffing	1	1			

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	Southern Illinois University Carbondale
2.	Center/Institute	Office of Economic & Regional Development (OERD). SIU Research Park
3.	Date	March 30, 2018
4.	Director	Kyle Harfst, Executive Director
	4.1 Telephone	(618) 453-3427
	4.2 E-mail	harfst@siu.edu
5.	Year Established	1986 – OERD, 2001 – SIU Research Park
6.	Illinois State Statute (if pertinent)	N/A
7.	Reporting Unit	OERD reports to the Office of the Chancellor
8.	Type	Activity (check all that apply)
	Instructional	X
	Research	X
	Public Service	X

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

The Office of Economic and Regional Development (OERD) is an umbrella organization for economic development activities within the university. This includes the Illinois Small Business Development Center at SIU, Small Business Incubator, Saluki Ventures Student Business Incubator, Illinois Manufacturing Excellence Center, Center for Delta Studies, Center for Innovation, and Business Innovation & Research.

The SIU Research Park, a separate, university-related organization, is also coordinated through this office.

The Illinois Manufacturing Excellence Center (IMEC) is an Illinois non-profit corporation with four higher education partners within the state. SIUC is one of those partners. At present 9 IMEC staff are SIU Employees.

9.2 Mission

OERD & SIU Research Park Mission: To establish and support an environment to foster innovation, commercialize University discoveries, and advance entrepreneurship and economic development with SIU and throughout the region.

IMEC Mission: to be a catalyst for transforming the state of manufacturing.

9.3 Objectives

- Create an entrepreneurial culture on campus – encompassing both spatial opportunities and programmatic activities.
- Integrate activities within SIU Research Park with the campus community – ranging from increased traffic, the Saluki Ventures Student Business Incubator, student learning labs, and technology entrepreneurship.
- Optimize economic development services for the broader community.
- Become an economic development leader in southern Illinois and create a regional focus.

10. Advisory Board

10.1 Advisory Board - Membership

SIU Research Park Board of Directors:

Curtis Baird, Board Chair (CEO, Highline Ideas)
Gary Williams, Vice Chair (Manager, City of Carbondale)
Teresa Katubig, Secretary (CEO, Higher Level, Inc.)
John Dosier, Treasurer (President, First Southern Bank)
Duane Stucky (Senior Vice President and Board Treasurer, SIU)
Carlo Montemagno (Chancellor, SIUC)
David Dilalla (Interim Provost and Vice Chancellor, SIUC)
James Garvey (Vice Chancellor for Research, SIUC)
Rex Budde (CEO, Southern Illinois Healthcare)
Curt Jones (Founder, Dippin' Dots Ice Cream)
Angela Povolish (Associate, FMGR Law Firm)
Donald Gulley (CEO, Southern Illinois Power Cooperative)

SIU Small Business Incubator Tenancy Review Committee:

Eldon Benz (Vice President, DxR Development Group)
Jerry Crouse (Consultant, Regional Economic Development Corporation)
Harold Emling (Partner, Emling & Hoffman CPA Firm)
Sue Endres (CPC, Midwest Medical Management Practice, Inc.)
Terry Clark (Dean, SIU College of Business)
Kyle Harfst (Executive Director, SIU Office of Economic & Regional Development)
Michael Kimmel (City Attorney, Carbondale, Illinois)
Robert Patino (Director of Technology Transfer, SIU)

Small Business Development Center Advisory Committee:

Karen Binder (Grand River Spirits)
Sue Endres (Midwest Medical Practice Management)
Sharon Reynolds-Haeger (S2K Marketing)
Todd Darnstaedt (Today's Technology)
Skyler Graskewicz (Joy Pet Food)
Meriam Lahlou (Little River Research and Design)
Rex Duncan (Champion Community Investments)
Ken Anderson (Thermaquatica)
Tom Harness (Harness TechEd)
Gary Williams (City of Carbondale)
Mary Mechler (Illinois Manufacturing Excellence Center)
Hurley Myers (DxR Development Group)
Rusty Wanstreet (USDA Rural Development)
LouAnne Elwell (Southpass Beads)
Christi Mathis (University Communications)
Erik Cornett (Core Pharmacy)
Mark Novoa (Ground FX Flooring)

10.2 Number of Meetings (In This Year) SIU Research Park (3), Incubator (1), SBDC (1)

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	Total clients (SBD)	215	258
2.	Total business counseling hours (SBDC/ITC/TIES)	1,800	1,294
3.	Total jobs created – technical assistance (SBDC)	100	91
4.	Total jobs retained – technical assistance (SBDC)	125	96
5.	Number of business start-ups (SBDC)	20	34
6.	Number of business expansions/acquisitions (SBDC)	13	8
7.	Number of loans secured for clients (SBDC)	15	14
8.	Amount of loans secured (SBDC)	\$2,500,000	\$3,163,000
9.	Number of equity-financed projects (SBDC)	15	19
10.	Amount of equity secured for clients (SBDC)	\$1,625,000	\$773,050
11.	Successful I.P. filings awarded (SBDC)	4	1
12.	University student projects with regional business (SBDC)		6
13.	New Small Business Incubator Tenants		2
14.	Saluki Venture Start-Up activities		3
15.	Companies assisted (IMEC)		614
16.	New and retained sales per project (IMEC)		\$1,300,000

Measure		Target for Year	Results in Year
17.	Cost savings per project (IMEC)		\$131,000
18.	Jobs created and retained (IMEC)		3,677
19.	Aggregate impact (IMEC)		\$411,367,826
20.	Entrepreneurs in Residence Engaged (DRA)	4	4

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, public service activities.

11.2 Major Accomplishments (In This Year)

- Provided 9 training seminars to 355 participants.
- Admitted 6 tenants into the Dunn-Richmond Economic Development Center.
- Assisted businesses exporting products, increasing their sales by \$36 million.
- Assisted 10 students with Saluki Ventures Start-up activities.
- Served as the business development interface with the Office of Technology Transfer.
- Provided assistance to southern Illinois High School CEO programs, promoting retention of youth entrepreneurs.
- Coordinated dual credit for 24 high school entrepreneurship students with SIU's BUS 115 class.
- Acquired the Center for Innovation (formerly in the College of Business).
- Collaborated with the SIU Alumni Association to demonstrate 3-D printers.
- Partnered with the International Economic Development Council to offer two national workshops on business continuity and economic development for elected officials.
- Lead planning entity for the Technology Expo for the total solar eclipse.
- Was awarded a grant from the U.S. Delta Regional Authority to offer an Entrepreneur-in-Residence program to regional, technology, and high growth businesses.
- Continued partnerships for other economic development agencies.

11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

Goal 4 (Illinois Public Agenda) is to better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions. OERD supports this goal and it is evident through entrepreneurial training, innovation education, its business interface with technology transfer and creating an overall culture of entrepreneurship on campus and in the region.

Two recent designations for SIUC include the announcement by the Carnegie Foundation as a Community Engagement Institution. OERD staff was part of the proposal process and was critical due to its efforts for community outreach. The Association of Public and Land-grant Universities designated SIUC as an Innovative and Economic Prosperity Campus. OERD staff was part of the proposal process for the first submission and was critical for the second submission and subsequent designation. Both designations demonstrate evidence of the university's goal of enhancing our value to and our collaboration with the broader community in our mutual goals of research translation, workforce education and economic development.

11.4 Evidence of Support for Center/Institute Objectives

In this case, the Office of Economic and Regional Development and the Center/Institute are one and the same. An entrepreneurial culture on campus continues to increase. One example is the Forbes rating of entrepreneurial universities in the United States several years ago. SIUC is now

ranked in the top 30 (#27) of entrepreneurial universities.

Activities are being integrated with the SIU Research Park and central campus. Several examples include the use of student projects with external constituents, the Saluki Innovation Series, the Saluki Entrepreneur Corps, and development of the 3-D lab

Staff continues to optimize and re-envision the range of services offered. The increasing use of social media, search engine optimization marketing and foreign direct investment as a regional economic development strategy are examples of the changing client needs.

OERD is being recognized as an economic development leader in southern Illinois. Involvement with the regional planning commissions, county and local economic development agencies, the Southern Illinois Metropolitan Planning Organization all indicate the region's desire to have university involvement and leadership.

11.5 Evidence of Organizational Effectiveness

Receiving the designation by Forbes Magazine as a top 30 (# 27) entrepreneurial university in 2015, the designation by the Carnegie Foundation as a Community Engagement Institution, and the designation by the Association of Public and Land grant Universities as an Innovative and Economic Prosperity Campus, provides validation that the campus and this unit has been an effective entity.

Given the challenge of the past three years, with either a decreased state budget or no budget, the organization has been able to survive. In March of 2015 a state grant to OERD was suspended and subsequently terminated to due to the change in leadership at the state level. The grant was to be used for enhancing an innovative ecosystem in the region. Despite this loss of \$100,000 in grant funding, a number of this activities took place, including establishment of the 3-D lab.

12. Institutional Assessment

12.1	Date of Last Review	<u>None for OERD</u>
12.2	Decision at Last Review	<u> </u> Center/Institute in Good Standing <u> </u> Center/Institute Flagged for Priority Review <u> </u> Center/Institute Suspended
12.3	Explanation	<u>(briefly provide any explanation necessary of the institutional assessment or plans for pending program review)</u>

RESOURCES: Office of Economic & Regional Development

Financial Resources	FY2017 (1)	FY2016	FY2015	FY2014	FY2013 (2)
Revenues					
State Appropriations	\$317,423	\$489,386	\$543,806	\$548,000	\$688,949
Econ Dev Program Income	11,175	65,368	74,000	0	0
Grants & Contracts	1,527,492	1,738,361	1,671,000	1,734,000	1,825,985
SBDC Generated Income	1,700	1,545	1,207	895	2,870
Total Revenues	\$1,857,790	\$2,294,660	\$2,290,013	\$2,282,895	\$2,517,804
Expenditures*					
Salaries/Wages & Benefits	\$1,584,167	\$1,846,574	\$2,153,711	\$2,171,974	\$2,342,133
Building Maintenance	3,568	1,966	17,763	21,152	54,654
Internal Roof Loan	12,026	12,026	12,026	12,026	12,026
Contractual	41,885	93,044	64,111	78,771	133,769
Supplies & Commodities	16,193	19,503	11,789	13,876	21,029
Misc.	59,872	185,968	12,612	14,439	16,956
Total Expenditures	\$1,717,711	\$2,159,081	\$2,272,013	\$2,312,238	\$2,580,567
Revenue Minus Expenditures	\$140,079	\$135,579	\$18,011	-\$29,343	-\$62,763

(1) OERD programs encompass three different fiscal years. As a result, estimates were provided based on the State Fiscal Year

(2) During FY 2013 the Center for Rural Health started reporting to the School of Medicine

Staffing (Full Time Equivalent)	FY2017	FY2016	FY2015	FY2014	FY2013
Faculty	0	0	0	0	0
Staff	16	18	26	28	31
Total Staffing	16	18	26	31	31

RESOURCES: SIU Research Park

Financial Resources	FY2017	FY2016	FY2015	FY2014	FY2013
Revenues					
State Appropriations	0	0	0	0	0
Income Fund	0	0	0	0	0
Grants & Contracts	\$204,218	\$235,111	\$289,962	\$325,624	\$309,224
Budget Allocation from SIU	123,766	131,648	119,621	79,418	95,981
Interest Income	734	649	872	1,361	1,952
Total Revenues	\$328,718	\$367,408	\$410,455	\$406,403	\$407,157
Expenditures*					
Budget Expended at SIU	123,766	131,648	119,621	79,418	95,981
Management and General	251,948	259,438	264,618	277,660	250,331
Depreciation	13,503	28,457	43,122	43,122	43,122
Total Expenditures	\$389,217	\$419,543	\$427,361	\$400,200	\$389,434
Revenue Minus Expenditures	-\$60,499	-\$52,135	-\$16,906	\$6,203	\$17,723

Staffing (Full Time Equivalent)	FY2017	FY2016	FY2015	FY2014	FY2013
Faculty	0	0	0	0	0
Staff (4 staff contribute time)	1	1	1	1	1
Total Staffing	1	1	1	1	1

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1,2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	Southern Illinois University Carbondale						
2.	Center/Institute	Paul Simon Public Policy Institute						
3.	Date	4/10/2018						
4.	Director	John Shaw						
4.1	Telephone	618-453-4003						
4.2	E-mail	john.shaw@siu.edu						
5.	Year Established	Approved 1996, opened 1997						
6.	Illinois State Statute (if pertinent)	(N/A)						
7.	Reporting Unit	Chancellor's Office						
8.	Type	<div style="text-align: center;">Activity (check all that apply)</div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 2px;">Instructional</td> <td style="border: 1px solid black; text-align: center; width: 30%; padding: 2px;">X</td> </tr> <tr> <td style="padding: 2px;">Research</td> <td style="border: 1px solid black; text-align: center; padding: 2px;">X</td> </tr> <tr> <td style="padding: 2px;">Public Service</td> <td style="border: 1px solid black; text-align: center; padding: 2px;">X</td> </tr> </table>	Instructional	X	Research	X	Public Service	X
Instructional	X							
Research	X							
Public Service	X							

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

The Paul Simon Public Policy Institute was founded in January 1997 in order to fulfill the following overarching objective summarized in the New and Expanded Program Request (NEPR) approved by the Illinois Board of Higher Education at the Institute's founding in 1996.

"The guiding principle of the Institute will be the premise that rational scholarly analysis contributes to the making of more effective and more efficient public policy and contributes to elevating the level of public discourse in this country "(NEPR, 1996, 2).

9.2 Mission

The Institute's mission statement is as follows:

The Paul Simon Public Policy Institute acts on significant and controversial issues impacting the region, the state, the nation, and the world. The Institute is committed to developing and working to implement approaches that bring concrete, positive results in tackling some of the most difficult challenges in the public policy arena.

The Institute focuses its efforts on fostering:

- * Ethical conduct in government.
- * Opportunity and fair treatment for citizens in America and throughout the world.
- * Promoting responsible citizenship for all Americans- but particularly for young Americans.

9.3 Objectives

The Institute executes its mission by working on a variety of specific annual objectives.

Those include:

- Conducting nationally known public opinion polls (Simon Poll™ and The Southern Illinois Poll™) to inform decision makers and citizens.
- Analyzing public policy through academic papers and other media.
- Providing and supervising paid internships and other learning opportunities for university students.
- Hosting lectures and conferences with noted leaders in public policy, journalism and other fields.
- Providing leadership and civic education programs for high school students.

10. Advisory Board

10.1 Advisory Board - Membership

The Board of Counselors are:

Nancy Chen (member at-large)
 Ross Glickman (State Democratic Party appointment)
 Brennan Knop (Simon family)
 Mike Lawrence (member at-large)
 Carlo Montemagno (*ex officio* member, SIU Carbondale Chancellor)
 Bill Norwood (member at-large)
 Vicki Otten (member at-large)
 Howard Peters (member at-large)
 James Salmo (*ex officio* member, Vice Chancellor for Development & Alumni Relations)
 Martin Simon (Simon family) - Chair of the Board
 Lucy Sloan (member at-large)
 John Trasviña (member at-large)
 Lance Trover (State Republican Party appointment)
 Paula Wolff (member at-large)
 David Yepsen (previous past director)
 Vacant (member at-large)

10.2 Number of Meetings (In This Year) 1 meeting per year

11. Annual Performance

11.1 Performance Measures *

Measure	Target for Year	Results in Year
1. Simon Poll TM	2	2 Polls Conducted
2. The Simon Review (Published Papers)		6 papers
3. Public Events		11 events
4. Internships Filled	6	5 internships filled
5. Graduate Assistants funded	1	1 position filled

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, and public service activities.

11.2 Major Accomplishments (In This Year)

- We held eleven events in a wide variety of topics that were free and open to the public. This included United Nations Secretary General Ban Ki-moon's last public speaking appearance before he retired. The event was attended by well over 1400 people and more via livestream.
- We kicked off our 20th Anniversary Celebration of the Institute's founding with former Gov. Jim Edgar as a keynote speaker.
- Held our annual Morton-Kenney Public Affairs Lecture Series with Carol Marin, the Jeanne Hurley Simon Lecture with Tequia Hicks-Delgado, and Gil & Jean Kroening Lecture with Steven Ellis.
- Held 3 separate Pizza and Politics events featuring local Illinois State Senators Paul Schimpf and Dave Fowler and Rep. Will Guzzardi.
- Conducted 2 statewide Simon Polls™ (fall & spring). Our findings were picked up through numerous statewide media outlets (television, radio and print), plus staff was interviewed for several stories for our expertise on the findings. We also presented our poll data through a City of Chicago Event in October 2016.
- We published 6 academic Simon Review papers over a variety of topics. All papers are made available via OpenSIU.
- We placed two interns in Springfield for the spring 2017 legislative session, plus had two interns serving in local Carbondale offices and a social work intern within the Institute.
- We began our search for the Institute's new director in June 2017 after David Yepsen's retirement in October 2016. He was institute director for seven years.
- We continued successful fundraising efforts to fully endow the Jeanne Hurley Simon Memorial Scholarship and the Barbara Brown Memorial Scholarship.

11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

While PSPPI does not directly generate credit hours by offering formal classroom instruction, virtually all facets of the Institute's mission and activities support Goals 1-4 of the Illinois Public Agenda either directly or indirectly. Our guiding principal is "the premise that rational scholarly analysis contributes to the making of more effective and more efficient public policy and contributes to elevating the level of public discourse in this country." We focus on public policy and encourage university students, faculty and staff to be more engaged in the political discussion and analysis of public policy. We have organized and sponsored conferences on college affordability, the funding of K-12 education, the necessity of workforce development and the healthcare system in Illinois.

We also seek to engage and teach the mass media and K-12 teachers and students in that conversation. We value and extoll the importance of public service. We especially seek to encourage university students to enter careers in public services and through our paid internships we get them invaluable on-the-job training. Many of our former interns are now pursuing productive careers in local, state and national government jobs, as well as a variety of non-profit organizations.

The statewide polls we conduct inform the public and the media about important dimensions of public opinion regarding key policy and political questions. Our published papers focus on significant issues of public policy and politics. The papers are used and cited across the state, nation, and globe. We constantly stress the need for higher education and university based research in making Illinois competitive in an increasingly interdependent global economy.

Education brings light to the political process and operation of government. In the absence of such light our politics and government are driven by ignorance, fear, prejudice and myth. Our institute, and others like it seek to expand the light and decrease the darker impulses of a mass society and polity. This ambition is clearly consonant with the four major goals of the Illinois Public Agenda, the SIU system, and campus priorities for this and each year.

11.4 Evidence of Support for Center/Institute Objectives

We continue to see donors supporting the Institute's mission and objectives as we are remembered in annual giving support and planned estate gifts. One of our longtime supporters, Lois Herr, donated over \$90,000 via her estate gift to the main Institute endowment as her testament to how she supported and valued the Institute.

We continue to see large crowd turnouts at our events, averaging from 60-75 people on any given event. These audiences include students, faculty, and staff from SIU, area K-12 students and teachers, interested citizens and a range of media outlets. We ask our audience to complete feedback cards to continually tweak and adjust for future events.

Our *Simon Review* papers are widely downloaded. In this year alone, we had over 2,200 unique downloads. Via OpenSIU, we are able to track that downloads this year came mostly from the United States, China, France, Zimbabwe and the United Kingdom. There have been over 20,000 downloads of these papers by users from across the nation and throughout the world since the series was started in 2004.

Our polls are widely used and cited when they are released. Our poll results have been covered widely in local, state and national media outlets.

Our policy experts are in much demand for interviews with the media. Our policy experts, David Yepsen, John Jackson, Linda Baker, Charles Leonard and Jak Tichenor were interviewed during this past fiscal year in *The New York Times*, *Wall Street Journal*, *The Washington Post*, *Newsweek*, *Politico*, *NPR*, *the Chicago Tribune*, *The Chicago Sun Times*, *The St. Louis Post-Dispatch*, *The Southern Illinoisan* and a wide variety of other outlets. Our staff also were featuring in a weekly public affairs segment on WSIL Channel 3, called *Talking Politics* during this entire year.

11.5 Evidence of Organizational Effectiveness

We continue to successfully place SIU undergraduate students in the state capitol in a variety of offices as interns during the spring legislative session. These interns are supervised by Dr. Linda Baker. We also continue to place Demuzio interns in local government offices in Southern Illinois. These interns are supervised by Dr. John Jackson.

We continued our partnership with the Celia M. Howard Foundation which provides a fellowship via the Institute for one graduate student. They have been so impressed by the work our past and current fellow holders that they decided to offer more fellowship opportunities via the Institute. Therefore, they have increased their support now to two fully funded (\$20,000 each) fellowships.

We continued our long term agreement with the McCormick Foundation to offer two conferences for area K-12 educations on civic engagement and best practices on teaching methods in their fields.

Our supporters donated over \$8,000 for SIU’s first annual Day of Giving. During this fiscal year our largest single private gift was from Lois Herr who left us over \$90,000 in her will.

12. Institutional Assessment

12.1 Date of Last Review NA – This is annual first assessment. (IBHE 8 year review completed in 2016. We were found to be in good standing with only two recommendations to be made.)

12.2 Decision at Last Review x Center/Institute in Good Standing
 Center/Institute Flagged for Priority Review
 Center/Institute Suspended

12.3 Explanation (briefly provide any explanation necessary of the institutional assessment or plans for pending program review)
 NA

Resources: Public Policy Institute

FINANCIAL RESOURCES						
REVENUES	FY2017**	FY2016	FY2015	FY2014	FY2013	FY2012
State Appropriations (Original)	496,427.13	550,795.13	561,141.76	496,087.04	544,467.59	561,461.86
Budget Reduction	304,928.55	37,524.39	29,291.76	0.00	0.00	0.00
Budget Increase	0.00	0.00	0.00	60,872.72	22,065.27	23,707.53
Ending Budget	191,498.58	486,767.74	531,850.00	556,959.76	566,532.86	585,169.39
Income Fund						
Grants & Contracts						
Endowment Accounts - SIUF		814,707.35	675,577.74	846,028.14	801,589.99	448,173.08
Overheard Recovery - 202125						
TOTAL REVENUES	992,854.26	1,889,794.61	1,797,861.26	1,959,947.66	1,934,655.71	1,618,511.86
EXPENDITURES	FY2017	FY2016	FY2015	FY2014	FY2013	FY2012
1120 Salaries - Regular Positions	379,335.63	430,208.95	442,399.36	455,028.04	472,358.86	473,599.95
1120 Salaries - Graduate Assistants	2,553.99	2,193.79	12,136.41	20,118.48	9,193.56	8,556.00
1120 Salaries - Undergraduate Assistants	8,749.70	0.00	0.00	0.00	0.00	4,670.75
1120 Salaries - Fac AP Vacation Payout	0.00	0.00	0.00	0.00	1,804.02	10,784.22
1120 Salaries - Fac AP Sick Payout	0.00	0.00	0.00	0.00	0.00	5,333.13
1120 Salaries - Prior Year Salary Refund	0.00	0.00	0.00	0.00	0.00	(539.10)
4279 Employee Cont for Group Ins	0.00	0.00	0.00	0.00	0.00	0.00
4249 Wages Regular	1,431.77	15,035.31	18,066.88	16,113.47	19,850.99	21,911.31
4399 Travel	0.00	936.30	975.95	5,353.78	4,514.43	4,108.55
4499 Equipment	0.00	110.51	0.00	148.11	0.00	0.00
4699 Commodities	2,232.75	4,360.59	5,975.11	7,179.96	10,295.28	5,264.14
4899 Contractual Services	14,725.49	31,004.97	42,806.43	47,764.67	42,419.32	43,160.88
5099 Awards & Grants	0.00	0.00	320.84	257.89	107.50	172.00
5199 Op of Automotive	784.88	905.53	1,432.73	1,800.48	1,318.89	3,265.50
5399 Telecommunications	3,783.51	3,160.35	3,409.92	2,223.32	4,402.95	4,597.29
Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
Facilities & Administrative Costs	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL EXPENDITURES ****	413,597.72	487,916.30	527,523.63	555,988.20	566,265.80	584,884.62
REVENUE MINUS EXPENDITURES	579,256.54	1,401,878.31	1,270,337.63	1,403,959.46	1,368,389.91	1,033,627.24

* Categorize expenditures in easily understood categories (e.g., salaries, Graduate Assistant support). Add additional rows as necessary.

** Unit change Unit 21181 (Reporting to Provost) to Unit 25150 (Reporting to Chancellor) - Salaries centralized under Chancellor's Office - vacant lines swept monthly causing decreases and/or increases to salaries budget.

*** Salaries centralized under Chancellor's Office - vacant lines swept monthly causing decreases and/or increases to salaries budget. Figures as of April 2, 2018

**** PLEASE NOTE THAT THE TOTAL EXPENDITURES **DO NOT** INCLUDE ENDOWMENT EXPENDITURES.

STAFFING (Full Time Equivalent)	FY2017	FY2016	FY2015	FY2014	FY2013	FY2012
Administrative Professional Staff	5.4000	4.7500	4.7500	5.0000	4.0000	5.0000
Civil Service Staff	0.0000	0.0000	0.5000	0.5000	0.5000	0.5000
Faculty Staff	1.0073	1.3700	1.5625	0.7700	1.0073	1.0073
Extra Help Staff	0.0000	0.0000	0.7000	0.0000	1.8660	2.3136
Graduate Assistants	1.0000	1.0000	1.5000	2.0000	0.5000	2.2500
Undergraduate Assistants	1.2500	1.3750	0.5000	0.0000	0.0000	0.3750
TOTAL STAFFING	8.6573	8.4950	9.5125	8.2700	7.8733	11.4459

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	SIUC
2.	Center/Institute	SIU Clinical Center
3.	Date	03/29/18
4.	Director	Holly C. Cormier
4.1	Telephone	618-453-2361
4.2	E-mail	cormierh@siu.edu
5.	Year Established	1958
6.	Illinois State Statute (if pertinent)	N/A
7.	Reporting Unit	Associate Provost – Academic Affairs
8.	Type	Activity (check all that apply)
	Instructional	Yes
	Research	Yes
	Public Service	Yes

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

(briefly describe the center/institute)

The Clinical Center graduate training program provides the training site for several graduate programs including Clinical Psychology, Communication Disorders and Sciences (CDS), and Educational Psychology and Special Education. The Clinical Center's mission is to provide the training resources and milieu for graduate students in these areas to complete direct experience training as required by their specific program. The specific areas of training that the graduate students participate in include: speech, language, and hearing services; psychological services including individual adult and child therapy, couple and family therapy, group therapy, and psychological assessment. To facilitate this training, the Clinical Center maintains required medical/clinical records; provides therapy rooms; provides recording equipment and other supervision supports such as one-way observation areas; maintains a resource library that houses and maintains psychological testing material, speech and language assessment materials, treatment manuals and supportive materials, intervention equipment such as language materials, toys and other therapy materials. We maintain a client lobby and receptionist. We ensure that professional standards required by the departmental accrediting bodies and laws, such as those regarding client confidentiality, are maintained and that professional standards are not transgressed. The Clinical Center maintains licensed professional coverage for mental health services during open hours as required by Medicare. This licensed professional is available to back up any student clinician in an emergency situation.

9.2 Mission

(give the mission of the center/institute)

The mission of the Clinical Center Training Program is the same mission that it was charged with in 1958 at its inception; that is, to provide training to graduate students to prepare them for their professional career, to serve the community, and to facilitate research.

9.3 Objectives

(list the current objectives for the center/institute)

- 1) To provide clinical training experiences that prepare students for licensure and/or internship placement.
- 2) Ensure that students are trained to use research based, best practice treatments and assessments.
- 3) Coordinate with academic programs to ensure that the clinic provides training experiences and opportunities that are congruent with national accreditation standards for a given discipline.
- 4) Provide community service in the course of fulfilling training mission.
- 5) Provide research opportunities for supervising faculty.

10. Advisory Board

10.1 Advisory Board - Membership

No functioning board at this time. We are in the process of building a board.

10.2 Number of Meetings (In This Year) _____

11. Annual Performance

11.1 Performance Measures *

Measure	Target for Year	Results in Year
1. Client satisfaction surveys	N/A	
2. Applied for Jackson Co. Funding	\$20,000.00	\$20,000.00
3. Increase faculty related research activity	N/A	Three faculty members are collecting clinical data
4. Increase client base	N/A	Have established ourselves as a referral option with DCFS
5. Increase outreach and collaboration with community agencies	N/A	We have increased collaboration

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, public service activities.

11.2 Major Accomplishments (In This Year)

(briefly summarize center/institute's major accomplishments for the year)
We have successfully increased client numbers within our agency, increased revenue, secured \$20,000.00 in funding from Jackson Co., and increased collaboration with other community agencies.

11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

(briefly provide any evidence of the center/institute's support for statewide, SIU system, or campus priorities in this year)
The clinic's central mission is training. In service of fulfilling this mission, the Clinical Center provides service and support to our surrounding communities. We offer an array of clinical

services at a reduced rate. The clinic collaborates with a number of community agencies to address issues related to accessibility and availability and is active in many areas related to community engagement.

11.4 Evidence of Support for Center/Institute Objectives

(briefly provide any evidence of the center/institute's support for the unit's objectives in this year – see 9.3 above)

- 1) We assign clients to student clinicians. Clinicians carry a caseload that is consistent with their program and national accrediting body requirements.
- 2) Students receive didactic training in their home departments and receive clinical supervision of the work with clients. Student clinicians provide clinical treatment that is consistent with didactic training and supervision.
- 3) The clinic director and the clinical support staff work with instructional and supervising faculty of the various programs that we serve. These meetings and collaborations ensure that the clinic provides a training setting that is consistent with program requirements.
- 4) We provide an array of clinical services to members of our surrounding communities.
- 5) Three faculty supervisors are currently collecting data in the Clinical Center. Two other faculty members are in the planning phase of a clinical research study.

11.5 Evidence of Organizational Effectiveness

(briefly provide any evidence of the center/institute's organizational effectiveness in this year)

The mission of the clinic is training. While in the clinic, students accrue direct service hours and receive supervision and training in treatment and assessment. Near the completion of their programs, these students compete for internship placements across the country. In clinical psychology, this is a highly competitive process given that there are more students seeking APA accredited internship placements than there are available placement positions. Since 2013, all clinical psychology graduate students have successfully matched for internship placements, and in most cases, they matched with the first or second choices. A part of what makes these students so competitive are the skill and expertise that they acquire as part of their training in the Clinical Center.

In addition to student success, the clinic also surveys clients to assess satisfaction with services. Client ratings of their experiences in the clinic are consistently high average and above average in all domains queried (e.g. they feel that services addressed presenting concerns, therapists were professional and competent, they would return to the Clinical Center in the future).

The clinic has also increased outreach efforts to the community, established collaborations with integrated health care settings (SIU Family Medicine, Pediatric Group). Finally, faculty are conducting clinical research with clients looking at therapeutic change, resilience, and the impact of therapeutic intervention.

12. Institutional Assessment

12.1	Date of Last Review	2010	
<hr/>			
12.2	Decision at Last Review	<input checked="" type="checkbox"/> Center/Institute in Good Standing <input type="checkbox"/> Center/Institute Flagged for Priority Review <input type="checkbox"/> Center/Institute Suspended	
12.3	Explanation	(briefly provide any explanation necessary of the institutional assessment or plans for pending program review)	
<hr/>			

RESOURCES: (SIU Clinical Center)

Financial Resources	FY2017	FY2016	FY2015	FY2014	FY2013
Revenues					
State Appropriations	359,585.56	340,810.51	413,408.53	407,388.59	402,769.37
Income Fund	102,960.50	65,584.78	57,982.50	55,656.00	48,504.79
Grants & Contracts	20,000.00				
xxx					
xxx					
xxx					
Total Revenues					
Expenditures*					
Salaries	369,679	360,535	411,396	418,801	423,944
Equipment	6,721	4,791	2,136	180	16,476
Travel	1,527	1,685	1,397	100	450
Contractual	17,442	12,500	12,489	16,727	33,230
Commodities	16,069	10,850	15,337	10,092	5,617
Telecom	4,577	5,037	5,121	3,583	18,137
Total Expenditures	416,015	395,398	447,876	449,483	497,854
Revenue Minus Expenditures					

* Categorize expenditures in easily understood, consistent categories (e.g., salaries, Graduate Assistant support). Add additional rows as necessary.

Staffing (Full Time Equivalent)	FY2017	FY2016	FY2015	FY2014	FY2013
GAs	3.5	3.5	3.5	5	6
Staff	6.5	6.75	6.75	6.75	7.5
Total Staffing	10	10.25	10.25	11.75	13.5

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	<u>Southern Illinois University Carbondale</u>
2.	Center/Institute	<u>WSIU Public Broadcasting</u>
3.	Date	<u>March 22, 2018</u>
4.	Director	<u>Greg Petrowich</u>
4.1	Telephone	<u>618-453-6181</u>
4.2	E-mail	<u>Greg.petrowich@wsiu.org</u>
5.	Year Established	<u>(Academic Year established as recognized by the SIU President-1958)</u>
6.	Illinois State Statute (if pertinent)	N/A
7.	Reporting Unit	<u>Office of the Chancellor</u>
8.	Type	Activity (check all that apply)
	Instructional	X
	Research	
	Public Service	X

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

Licensed to the Board of Trustees of Southern Illinois University, WSIU Public Broadcasting is an integral part of the College of Mass Communication & Media Arts on the Carbondale campus. Since 1958, WSIU has provided trusted programming and services that inspire personal growth, community engagement, and a love for learning in people of all ages.

The WSIU stations serve more than three million people across five states and beyond through three digital television channels, three radio stations, an HD radio channel, a website, local production units, and an education and community outreach department. Additional services include the Southern Illinois Radio Information Service (SIRIS), operated by WSIU Radio, which helps nearly 1,000 individuals who are blind or whose physical condition prevents them from reading stay connected to the world. WSIU also offers professional development in the broadcast industry to hundreds of students each year.

9.2 Mission

WSIU Public Broadcasting exists to improve the quality of life of the people we serve. Through programs, services and outreach, WSIU partners with other community organizations to promote positive change, and to support the academic and public service missions of Southern Illinois University Carbondale.

9.3 Objectives

Provides experiential learning opportunities for students at Southern Illinois University in a wide variety of areas including broadcast, journalism, digital media, community engagement, marketing, and promotions. WSIU provides free over-the-air educational broadcast service to the region with a specific focus on universal access, particularly in rural areas.

10. Advisory Board

10.1 Advisory Board - Membership

WSIU is served by a Friends Board with a primary objective of advocating on behalf of the stations. While the group may provide advice from time to time, we do not refer to them as an advisory board which has a specific definition under grant guidelines with the Corporation for Public Broadcasting.

10.2 Number of Meetings (In This Year) 6

11. Annual Performance

11.1 Performance Measures *

Measure	Target for Year	Results in Year
1. Scholar Bowl HS Students in Studio for Hi-Q	128	128
2. Community Partnership Organizations	100	90
3. Family Day Attendance at Cedarhurst Mt. Vernon	500	600
4. WSIU mobile app downloads	1000	1444
5. Individual Outreach contacts	5000	7384

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, public service activities.

11.2 Major Accomplishments (In This Year)

Launched the Illinois Education Collaborative to connect educators across the state with educational resources; staff and students; took home honors at the 2017 Illinois Broadcasters Association Convention; launched on-demand viewing with PBS Passport; continued commitment to digital platforms with more online content and enhancements to our WSIU Mobile App; Radio news team published 26 articles & spoke with a number of experts to provide context about the eclipse and its impact of the region; students provided video support for NASA Eclipse Megacast.

11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

Student Success: Offered students hands-on training and service learning opportunities in all aspects of the media industry resulting in close to 8,000 hours of real-world training; worked with 50+ university and community volunteers who contributed nearly 360 hours of service. **Diversity and Inclusiveness:** Held documentary cinema screenings and facilitated discussions at the public library to promote awareness of community issues. **Community Relations:** Maintain a network of strategic community partners to promote education, outreach, and inclusiveness in our communities.

11.4 Evidence of Support for Center/Institute Objectives

WSIU worked with students from throughout the university, including the College of Mass Communication and Media arts to provide hands on, experiential learning through multiple broadcast productions. These included daily radio news casts, full-length audio programming and national distribution, digital and social media productions, full-length television productions including: River Region Evening Edition, Scholastic Hi-Q, alt.news 26:46, Lincoln Academy, Lawmakers, Expressions, Little Egypt Live, and more. Provided service to over 1400 subscribers to SIRIS (Southern Illinois Reading Information Service) for the blind and visually impaired. Maintained and operated two full-power television transmitters and three full-power radio transmitters servicing approximately 3-million people in five states with free over-the-air educational media including local news and information, a full schedule of children's television, and documentary content. Welcomed nearly 600 people to the annual Family Day at Cedarhurst Center for the Arts in Mt. Vernon; partnered with the Carbondale Public Library to host film screenings and discussions on social issues that impact our viewers and listeners; organized a media literacy outreach project with the Student Leadership Council at Carterville Junior High School; provided comprehensive election coverage; serve as a platform for local voices that reflect our region's unique personality; historical legacy, values and diversity of opinion through episodes of Expressions and the Little Egypt Live series; facilitated educational opportunities for children at local libraries; created investigative partnerships with local journalists

11.5 Evidence of Organizational Effectiveness

WSIU reaches three million people stretching across a five-state region on a variety of platforms including multiple digital television channels and radio stations, interactive web platforms, social media and mobile applications. WSIU operates with approximately half of the full-time staff it operated with 20 years ago (down from 50 to 25). WSIU generates more than \$1-million in outside grant funding and approximately \$1-million in local community support to compliment the \$800,000 in university operating cash support.

12. Institutional Assessment

12.1	Date of Last Review	<u>2013-2014</u>
12.2	Decision at Last Review	X Center/Institute in Good Standing Center/Institute Flagged for Priority Review Center/Institute Suspended
12.3	Explanation	(briefly provide any explanation necessary of the institutional assessment or plans for pending program review)

RESOURCES: WSIU Public Broadcasting

Financial Resources	FY2017	FY2016	FY2015	FY2014	FY2013
Revenues					
State Appropriations	888,010	912,265	1,020,584	1,049,004	972,804
Operating Grant-CPB	1,177,136	1,146,917	1,165,528	1,154,023	1,058,087
Operating Grant-State of IL	0	0	204,803	216,300	189,745
Project Grants	20,149	71,652	74,485	39,712	74,554
Membership Income	478,761	603,906	488,807	454,044	476,980
Underwriting Income	501,616	460,543	434,960	535,507	524,995
Production Income	32,993	33,341	36,952	3,587	51,982
Tower Income	59,206	70,932	80,263	78,529	74,597
Federal Work Study	33,441	32,197	34,000	34,982	33,000
Direct University Support	511,571	427,237	504,040	496,475	626,689
Indirect/in-kind SIU Support	968,697	1,086,659	1,141,589	1,090,101	1,097,520
Other indirect support	43,162	52,044	48,546	55,269	55,513
Building & Equip SIU support	45,401	0	0	0	35,261
Investment Income	12,848	(11,549)	16,524	18,657	13,606
State Benefit Payments	1,615,649	1,362,695	1,157,647	834,225	820,320
Misc. Income	4,368	5,988	1,696	57,743	44,835
USDA & PBS Equip Grants				177,843	815,352
Total Revenues	6,393,008	6,254,827	6,410,424	6,296,001	6,965,840
Expenditures*					
Programming & Production	3,288,246	3,221,443	3,442,673	3,486,080	3,367,663
Broadcasting & Engineering	1,138,840	1,120,595	1,036,661	1,041,621	1,079,886
Program Info & Promotion	362,766	377,666	421,005	337,583	385,711
Fundraising & Membership	350,559	372,959	375,010	373,391	466,891
Underwriting & Grant	258,359	257,230	246,054	271,477	149,531
Management & General	1,048,571	975,673	928,271	783,774	889,879
Total Expenditures	6,447,341	6,325,566	6,449,674	6,293,926	6,339,591
Revenue Minus Expenditures	(54,333)	(70,739)	(39,250)	2,075	626,279

* Categorize expenditures in easily understood, consistent categories (e.g., salaries, Graduate Assistant support). Add additional rows as necessary.

Staffing (Full Time Equivalent)	FY2017	FY2016	FY2015	FY2014	FY2013
Faculty-Full Time	1.5	1.5	1.5	1.5	1.53
Staff-Full Time	26	26	30	30	30
Student employees-FTE	13.96	12.65	10.32	14	15
Total Staffing-FTE	41.46	40.15	41.82	45.50	46.53
Student employees number/yr	76	97	96	112	113

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	Southern Illinois University Edwardsville						
2.	Center/Institute	Center for STEM Research Education and Outreach						
3.	Date	December 18, 2017						
4.	Director	Sharon Locke						
4.1	Telephone	618-650-3452						
4.2	E-mail	slocke@siue.edu						
5.	Year Established	2012 (received temporary approval from IBHE)						
6.	Illinois State Statute (if pertinent)	N/A						
7.	Reporting Unit	Graduate Studies and Research						
8.	Type	<div style="text-align: center;">Activity (check all that apply)</div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Instructional</td> <td style="border: 1px solid black; text-align: center;">X</td> </tr> <tr> <td>Research</td> <td style="border: 1px solid black; text-align: center;">X</td> </tr> <tr> <td>Public Service</td> <td style="border: 1px solid black; text-align: center;">x</td> </tr> </table>	Instructional	X	Research	X	Public Service	x
Instructional	X							
Research	X							
Public Service	x							

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

The STEM Center provides centralized leadership and support for STEM education activities. Programs span from formal and informal education to public outreach. The Center brings together practitioners and researchers from a broad range of disciplines to achieve its goals of improving STEM (science, technology, engineering, and mathematics) understanding and achievement in K-12 and higher education.

9.2 Mission

The STEM Center at SIUE is dedicated to building a community of researchers and educators who together innovate ways to engage students and the public in STEM.

9.3 Objectives

1. Build and support interdisciplinary teams of SIUE faculty to conduct STEM education projects and seek and secure external and internal funding.
2. Provide access to equipment, facilities, and expertise from STEM education research to SIUE faculty and students and the broader community.
3. Facilitate and promote innovations in SIUE undergraduate and graduate STEM teaching.
4. Enhance teaching and learning of STEM for pre-service and in-service teachers.
5. Develop, enhance, coordinate, and promote new and existing STEM related outreach in the southern Illinois region to enhance STEM literacy.
6. Develop and maintain a comprehensive STEM resource and equipment center for in-service and pre-service teachers, SIUE faculty, and other local stakeholders.

10. Advisory Board

10.1 Advisory Board - Membership

Internal Advisory Group:

Connie Barber, Assistant Professor, Computer Management and Information Systems
Lynn Bartels, Professor, Department of Psychology & Faculty Development Director
Janet Holt, Executive Director, Illinois Education Research Council
Kelly Jo Karnes, Director, Kimmel Student Involvement Center
Jessica Krim, Associate Professor, Department of Curriculum and Instruction
Gary Mayer, Assistant Professor, Computer Science
Terri Poirier, Associate Dean for Education and Academics, School of Pharmacy
Ann Popkess, Chair, Department of Family Health and Community Health Nursing
Barb Nawacha, Chair, Department of Art and Design
Bill Retzlaff, Associate Dean, College of Arts and Sciences

External Advisory Group:

Linda Chapman, Vice President of Academic Affairs, Lewis and Clark Community College

Gary Nieber, Executive Director, Edwardsville YMCA
 Stephanie Spann, Structural Engineer, David Mason and Associates
 Marvin Warner, Director of School Improvement Services, Madison County ROE
 Kathy Wilson, Executive Director, Boys and Girls Club
 Tom Withee, Physics Teacher, Collinsville High School

10.2 Number of Meetings (In This Year) One internal and one external

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	Develop grant proposals	Submit 10	15 submitted
2.	Submit articles for publication	Submit 3	3 submitted
3.	Present findings at conferences	Present 3	Completed
4.	Continue STEM reading group for SIUE faculty and staff	15 meetings	13 completed
5.	Issue RFP for Faculty Fellow in undergraduate education	1 awarded	2 awarded
6.	Promote lending library	Faculty: 150 visits Public: 400 visits Student: 500 visits	Faculty: No (92) Public: No (364) Students: Yes
7.	Hold annual open house	1 event	Held Nov 9, 2016
8.	Expand professional development offerings	Present 2 new programs impacting 30 teachers	Presented 3 new programs impacting 44 teachers
9.	Develop formal community partnerships	3 contracts or MOUs in place totaling \$20,000	Completed
10.	Coordinate outreach activities	Impact 700 K-12 and members of the public and 100 faculty and students as volunteers	Completed
11.	Attend STEM organization meetings	2 regional and national meetings as allowed by funding	Completed
12.	Internal advisory board meeting	1 meeting	Completed
13.	External advisory board meeting	1 meeting	Completed
14.	Staff member to teach Science 241 course	1 section	Completed

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, public service activities.

11.2 Major Accomplishments (In This Year)

In partnership with the Illinois Natural History Survey, the STEM Center was awarded a National Science Foundation Research Experience for Undergraduates (REU) Site, funding 10 undergraduate students per year to participate in interdisciplinary research investigating evidence of the Anthropocene in the Upper Mississippi River System.

The STEM Center hosted 23 public education and outreach events and 4 teacher trainings, including sessions in Fairfield and Springfield, IL.

STEM Center activities were featured in 20 SIUE press releases and received mentions in an additional 5 SIUE stories.

Research Assistant Professor Carol Colaninno was appointed committee member of the Society for American Archaeology Public Education Committee.

The STEM Center served as the external evaluator for the St. Louis based Youth Learning Center's Two-Degrees Program, a career and workforce skills development program.

The Digital East St. Louis project was highlighted in the blog of the National STEM Learning and Research Center (STELAR).

The Center hosted 13 sessions of Journal Club at the STEM Resource Center for SIUE faculty and staff. Topics for FY17 included assessing student outcomes other than cognitive/knowledge, implementing the Next Generation Science Standards, online learning, flipped classrooms, and STEM and the Humanities.

The STEM Center prepared a comprehensive self-study report as part of its formal program review (final approval and review decision is pending for FY18).

11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

(1) Support for SIUE Campus Priorities

- a) Prepared and Committed Students: The center provides work experiences in STEM for undergraduate and graduate students, and in collaboration with academic departments provides undergraduate scholarships through the NSF Noyce programs. Financial support through scholarships and internships increases the likelihood of retention and graduation of STEM students.
- b) Innovative High-Quality Programs: The center consults with SIUE faculty to improve their teaching, and provides instructional support for science content courses for pre-service

teachers. The STEM Faculty Fellows Program enables faculty to improve undergraduate education at SIUE by testing innovative approaches to instruction, which in turn helps improve retention. Through Noyce summer intern experiences, undergraduates have the opportunity to gain work experience while in college.

- c) **Dedicated Faculty and Staff:** The center collaborates with and supports faculty members on grant applications and promotes interdisciplinary research projects, which are a priority for federal funding agencies. The center serves as a partner for broader impacts work required for National Science Foundation proposals, increasing competitiveness of proposals submitted by science and engineering faculty. We also present and publish research in collaboration with faculty and connect faculty with opportunities for community engagement with schools, youth organizations, and the general public.
- d) **Outreach and Partnerships:** The center is a leading K-12 outreach organization on campus. In addition to youth programs, we provide teacher professional development and equipment loans through the Resource Center. Noyce interns conduct outreach in supervised settings in the community with multiple partners in both the private and non-profit sectors. The CosmoQuest project developed an on-line community for citizen science for NASA mission data analysis.
- e) **Physical and Financial Stability:** The center has a high return on investment from grant funding relative to state support of center staff. Grants provide indirect cost recovery for SIUE and the center. Fee-based programs partially support a center staff member, who in turn provides instructional support services to SIUE faculty and students. Central coordination and promotion of materials for loan reduces costs to academic departments.

(2) Support for IBHE State Goals

- a) **Increase Educational Attainment:** The center is directly addressing the STEM workforce pipeline in Illinois by providing instructional supports to improve student outcomes at both the K-12 and undergraduate levels. We improve academic preparation and increase motivation in STEM so that Illinois students successfully transition from high school to higher education, and into careers.
- b) **Improve College Affordability:** Center programs provide scholarships, internships, and graduate assistantships through grant awards. Center Director Locke was a lead writer for the NSF Noyce grants, which will provide \$1.2 million in funds deposited directly into SIUE Bursar accounts for student scholarships.
- c) **Strengthen Workforce Development:** The center has a strong focus on supporting evidence-based, hands-on training for future science and math teachers. Our work, in partnership with the School of Education, Health, and Human Behavior and College of Arts and Sciences, increases the number of highly qualified teachers in Illinois, with a particular focus on preparing teachers who will be successful in high-needs school districts.
- d) **Link Research and Innovation to Economic Growth:** Involvement of STEM Center faculty and staff in scientific and engineering research proposals increases SIUE's competitiveness for national funding in basic and applied research that fuels new discoveries with

commercialization potential. Outreach and evaluation sections written by center faculty and staff consistently receive positive reviews.

11.4 Evidence of Support for Center/Institute Objectives

See Section 9.3 above for list of STEM Center objectives.

Objective 1: A primary objective is to facilitate interdisciplinary grant applications. We use our experience to strengthen grant applications and pursue a range of research project types and topics. In FY17 we partnered with 13 other SIUE departments/units, as well as 4 external organizations for submission of \$3.5 million in proposals.

NSF Research Experience for Undergraduates (REU)	Anthropology, U of I & IL Natural History Survey (AWARDED)	\$287,690
NSF Improving Undergraduate STEM Education (IUSE)	Applied Health, Mechanical & Industrial Engineering	\$299,991
NSF Improving Undergraduate STEM Education (IUSE)	Biological Sciences	\$299,936
NSF Advancing Informal STEM Learning (AISL)	East St Louis Center & PryCor Technologies	\$683,542
NSF	Chemistry	\$120,000
HHMI - preproposal	Office of the Provost, Enrollment Management, & College of Arts and Sciences	
NSF Cyber Corps Scholarships for Service	Computer Science	\$495,126
NSF INCLUDES - preproposal	East St Louis Center, Computer Science, Mass Communications	
NSF PFE: Research Initiation in Engineering Formation	Civil Engineering	\$75,000
NSF Scholarships in STEM (S-STEM)	Biological Sciences, Teaching & Learning	\$994,825
NSF INCLUDES – invited full proposal	East St Louis Center, Computer Science, Mass Communications	\$300,000

Center proposals with no internal collaborating units in FY17:

NSF National Research Traineeships (Washington University of St. Louis)	\$65,883
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Meridian Society – HUGG (AWARDED)	\$2,574
Swarovski Foundation - Water School Phase 1 (AWARDED) (Lewis & Clark CC)	\$8,508
Swarovski Foundation - Water School Phase 2 (AWARDED) (Lewis & Clark CC)	\$9,570

Objective 2: In FY17 the Resource Center provided materials loans and consulting services that impacted an estimated 4,100 SIUE students and 35,800 K-12 or adult STEM learners.

Objective 3: In FY17 the STEM Center Faculty Fellows Program enabled improvements in undergraduate education at SIUE by testing two innovative approaches to instruction: infusing cybersecurity into the computer science curriculum, and implementing flipped teaching in STEM departments.

STEM Center staff selected and trained 12 SIUE freshmen and sophomores to participate in the Noyce summer scholars program. Summer scholars conduct 200 hours of outreach in SIUE youth summer camps and at community organizations such as the Watershed Nature Center, Saint Louis Zoo, and The Field Museum (Chicago).

11.5 Evidence of Organizational Effectiveness

Organizational Effectiveness in achieving predetermined goals

As shown in Section 11.1, we met or exceeded targets for 12 of our 14 measures. Numbers of visitors to the Resource Center were lower than expected, which may be in part due to our temporary location in the Vadalabene Center, which is located outside the main campus core and not adjacent to our main clients in STEM departments. We did not quite meet our target number for reading groups sessions due to a delayed start in the spring semester (13 of 15 sessions were held).

Public Service and Instruction

The Resource Center reached 4,100 SIUE students and over 35,000 other local students with loans of materials to enhance classroom learning. Research has shown that hands-on learning, such as that enabled by our Resource Center materials, has positive impacts on STEM interest, learning, and career choices.

Center staff taught credit-bearing undergraduate courses in the departments of Geography and Anthropology.

Research & Grant Applications

STEM Center revenue through grants and contracts was \$833,000 in FY17, which is nearly four times our state appropriation. We exceeded our target for grant proposal submissions by 50%.

The Center continues to present and publish findings from its research and education projects in order to enhance the regional and national reputation of the SIU system.

Year	# Publications	# Presentations	FTE Research Faculty
FY17	6	11	2.2
FY16	21	21	2.5*
FY15	7	31	2.7

*correction to FY16 report

12. Institutional Assessment

12.1 Date of Last Review Review decision is pending –expected in FY18

12.2 Decision at Last Review _____ Center/Institute in Good Standing
 _____ Center/Institute Flagged for Priority Review
 _____ Center/Institute Suspended

12.3 Explanation _____

RESOURCES: SIUE Center for STEM Research, Education, and Outreach

Financial Resources	FY2017	FY2016	FY2015	FY2014	FY2013
Revenues					
State Appropriations	212,240	213,655	253,000	257,000	255,000
Course Specific Fees	4,825	5,125	5,000	5,825	5,250
Salary Transfer	0	15,225	15,225	25,720	0
Non Recurring Funds	0	0	0	0	64,381
Income Fund	37,530	50,480	53,239	41,582	24,436
Grants & Contracts	832,919	2,397,194	642,082	526,500	479,655
ICR	232,527	49,505	85,665	80,584	158,715
Foundation	8,524	22,014	72,171	71,143	55,874
Total Revenues	1,328,565	2,753,198	1,126,382	1,008,354	1,043,311
Expenditures*					
Salaries	483,326	379,583	445,753	518,110	476,351
Grant Collaborators	57,498	39,905	15,995	25,386	52,734
Faculty Fellow	0	8,655	0	0	0
Graduate Assistant	5,7640	42,677	41,256	18,069	30,722
Student Interns	0	26,304	24,000	5,000	0
Student Wages	15,428	11,393	12,610	7,029	13,822
Travel	26,553	17,498	23,951	39,615	45,331
Equipment	16,833	8,053	4,268	16,973	82,321
Commodities	27,117	15,088	18,943	15,894	51,925
Contractual Services	930,823	247,677	136,450	102,561	80,964
Awards	58,250	41,222	19,600	1,590	65,590
Scholarships	90,533	148,747	172,500	57,500	0
Automotive	1,184	112	817	811	758
Telecommunications	5,093	4,750	4,334	4,906	5,157
Benefits	125,394	85,658	60,840	96,296	84,103
Non Mandatory Transfers	26,992	925	0	19,775	0
Total Expenditures	1,922,682	1,078,517	981,317	929,516	989,778
Revenue Minus Expenditures	(594,117)#	1,674,681	145,065	78,838	53,533

* Categorize expenditures in easily understood, consistent categories (e.g., salaries, Graduate Assistant support). Add additional rows as necessary.

In FY17 the Center had high expenses associated with grant funds received as revenue in FY16. This is the reason for the large surplus in FY16, followed by a deficit (on paper) in FY17. Note that revenue still exceeds expenditures over those two years.

Staffing (Full Time Equivalent)	FY2017	FY2016	FY2015	FY2014	FY2013
Tenured/Tenure-Track Faculty	1	1	1	1	1
Research Faculty	1.2	2	1.7	1.8	2
Non Tenure-Track Faculty	1	0	0	0	0
Staff	5	5	4	5	4
Total Staffing	8.2	8	6.7	7.8	7

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	Southern Illinois University Edwardsville (SIUE)						
2.	Center/Institute	SIUE East St. Louis Center						
3.	Date	December 14, 2017						
4.	Director	Jesse Dixon						
4.1	Telephone	618-482-8326						
4.2	E-mail	jessdix@siue.edu						
5.	Year Established	1966						
6.	Illinois State Statute (if pertinent)	N/A						
7.	Reporting Unit	SIUE East St. Louis Center, organizational code 712475						
8.	Type	<div style="text-align: center;">Activity (check all that apply)</div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; padding: 2px;">Instructional</td> <td style="border: 1px solid black; text-align: center; width: 30%; padding: 2px;">X</td> </tr> <tr> <td style="padding: 2px;">Research</td> <td style="border: 1px solid black; text-align: center; padding: 2px;">X</td> </tr> <tr> <td style="padding: 2px;">Public Service</td> <td style="border: 1px solid black; text-align: center; padding: 2px;">X</td> </tr> </table>	Instructional	X	Research	X	Public Service	X
Instructional	X							
Research	X							
Public Service	X							

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9. Overview

9.1 Description

(briefly describe the center/institute)
The SIUE East St. Louis Center has supported youth, adults and families in the Metro East Community for more than 50 years through programs including Head Start and Early Head Start, the SIUE Charter High School, Upward Bound programs, Project Success and Performing Arts. The SIUE We Care Clinic is a nurse-managed primary care clinic that serves the community and the SIUE Dental Clinic offers comprehensive dental services for both children and adults.

9.2 Mission

(give the mission of the center/institute)
With a focus on empowering people and strengthening communities, the SIUE East St. Louis Center is dedicated to improving the lives of families and individuals - from pre-school through adult - in the Metro East, through programs that offer the community renewed hope and an opportunity to reach educational, career and life goals.

9.3 Objectives

(list the current objectives for the center/institute)
We inspire individuals and families and help them lead successful and healthy lives. We provide care for young children. We help teens prepare for college. We help young adults build skills that lead to success in college and better jobs. We offer high-quality, affordable health care. Located just 20 miles south of the SIU Edwardsville campus, the East St. Louis Center connects the community with the research, faculty, students and credibility that a nationally recognized university brings.

10. Advisory Board

10.1 Advisory Board - Membership

Percy McKinney, Resident
Chet Cantrell, Christian Activity Center
Diane Sonneman, Catholic Urban Programs
Sydney Stigge-Kaufman, East St. Louis School District 189
Valerie Davis, Resident/Head Start Parent
Stanley Franklin, NAACP
Desiree Tyus, YMCA
Janice Moenster, Children’s Home and Aid Society of Illinois
Mildred Motley, East St. Louis Housing Authority
Edmond Brown, Business Owner/Greater East St. Louis Business Development Association

10.2 Number of Meetings (In This Year) 1

11. Annual Performance

11.1 Performance Measures *

Measure	Target for Year	Results in Year
1. Maintain compliance for existing grants	100%	100%
2. Increase the number of students being served	10%	25%
3. Improve the quality across existing programs (separate measures for each program)	11 of 11 programs meet their program-specific goals	11 of 11 programs met their program-specific goals
4. Increase grants awarded to SIUE East St. Louis Center	Receive 7 of 14 grants applied for	12 of 14 grants received (total \$3.2 million)
5. Increase SIUE East St. Louis Center presence as a leader in the East St. Louis community	Increase involvement in community coalitions	Significantly increased community presence (business development, workforce development, library, etc.)

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, public service activities.

11.2 Major Accomplishments (In This Year)

<p>(briefly summarize center/institute's major accomplishments for the year)</p> <p>Programs:</p> <p>Head Start/Early Head Start – served 1,752 families</p> <ul style="list-style-type: none"> - 80% of Head Start participants Mastered 5 of 6 standards on Teaching Strategies Gold across all age groups; with 4 year olds mastering 6 of 6 standards. By year's end, 95% of 4-year-olds met standards in the "Literacy" and "Cognitive" domains. - Head Start Centers continued to be designated with the Gold Circle of Quality Rating from the Excelerate Illinois statewide quality rating and improvement system. SIUE's are the only early childhood centers in the state to receive the honor. Gold Circle of Quality programs have met the highest quality standards in three areas: learning environment and teaching quality; administrative standards; and staff training and education <p>Upward Bound – served 285 students</p> <ul style="list-style-type: none"> - 100% high school graduation rate - 92% accepted into 2- or 4-year colleges - Successfully re-applied for new 5-year grant cycle on 3 existing grants; Successfully applied for three brand new Upward Bound grants (Academy, Math and Science CM, and Veterans Upward Bound all launching in September 2017) <p>Performing Arts – served 140 students</p> <ul style="list-style-type: none"> - The East St. Louis Center for the Performing Arts Summer Camp put on its third consecutive summer camp and launched an after-school music and dance program for the first time in several years <p>New Initiatives</p> <ul style="list-style-type: none"> • Kindergarten Readiness Camp - In Summer 2017, the SIUE East St. Louis Center implemented its second "Kindergarten Readiness Camp" targeting incoming kindergarten students with no formal early childhood experience with highly engaging

classroom experiences designed to help them be more successful the first day of kindergarten. This pilot was funded by the Boeing Company to serve 60 students.

- Metro-East Accelerated Training and Career Hub (MATCH) - In January 2017, the SIUE East St. Louis Center began implementing an initiative in workforce development opportunities and career pathways for Head Start parents. This began in partnership with SWIC, Lewis and Clark, NCERC, Phillips 66, St. Clair County Office of Intergovernmental Grants, Leadership Council Southwest Illinois, and the Mid-America Workforce Investment Board. Funded by ISBE's Pre-School for All partnership with East ST. Louis School District 189 and the Illinois Community College Board's interagency agreement with SIUE for the East St. Louis campus, more than 100 participants enrolled in postsecondary education or credentialing programs through the MATCH initiative.
- Pres-School for All Family Engagement – In January 2017, East St. Louis School District 189 received a \$3 million Pre-School for All Expansion grant through ISBE to provide pre-school in East St. Louis. District 189 contracted with the SIUE East St. Louis Center to provide family engagement services for more than 200 students and families.
- TRIO Scholars – In January 2017, the SIUE East St. Louis Center launched TRIO scholars, a program to track and support recent Upward Bound graduates to help them persist in postsecondary completion. Funded by the St. Louis-based Trio Foundation, this program assisted more than 60 students in their first and second year of college.
- Zero Waste Challenge – In January 2017, the SIUE East St. Louis Center launched the Zero Waste Challenge in partnership with NCERC and the SIUE STEM Center to support project-based STEM learning experiences of elementary and high school students focused on environmental science. Funded by Constellation Energy, this program exposed students in Project Success and Upward Bound with project-based STEM units delivered by the SIUE STEM Center, career exploration facilitated by NCERC, and several multi-program activities.
- Learning Resource Center – In January 2017, the SIUE East St. Louis Center re-opened the East St. Louis Higher Education Campus library (Learning Resource Center) to serve as a community library and workforce development hub. This was funded through an interagency agreement with the Illinois Community College Board.

Community Leadership.

- SIUE East St. Louis Center serves on the East Side Aligned Alignment Council and Executive Committee (this is a collective impact initiative with participation from over 40 organizations and businesses in the region including Boeing, the US Attorney's Office, the United Way, Washington University in St. Louis, etc.).

New grants Secured During FY17 for FY18 and Beyond

- NSF STEM+C (\$845,000 for three years) – *Exploring STEM Challenges for Minority Girls* funded by National Science Foundation to design and develop curriculum in STEM and computer science for African American elementary-age girls
- Upward Bound Scholars Academy (\$1,325,000 over 5 years) – US Department of Education-funded Upward Bound program providing in-school college access support at East St. Louis Senior High School
- Upward Bound Math and Science CM (\$1,325,000 over 5 years) - US Department of Education-funded Upward Bound program providing in-school college access support at Madison and Cahokia High Schools

- Veterans Upward Bound (\$1,325,000 over 5 years) - US Department of Education-funded Upward Bound program providing college access and career training support for veterans in the greater St. Louis Metropolitan region
- Building Futures (\$188,000 for 18 months) – DCEO and DCFS-funded to support a workforce development/college access program for students ageing out of the foster care system
- Healthy Families Initiative (\$67,000) – ISBE-funded program to support East St. Louis Center for the Performing Arts

11.3 Evidence of Support for State, SIU System, and SIU Campus Priorities

(briefly provide any evidence of the center/institute’s support for statewide, SIU system, or campus priorities in this year)
 Based on SIUE’s Strategic Plan, the SIUE East St. Louis Center’s activities directly support the following Goals:
 Long-Term Goal 5: Outreach and Partnerships
 All programs “effect positive change in the region” together by serving more than 2,500 students and families daily with high-quality educational programming in the Greater East St. Louis community.
 Long-Term Goal 6: Physical and Financial Sustainability
 Generate more than \$17 million annually in grant funding - \$600,000 in indirect cost revenue goes directly to main campus services.

11.4 Evidence of Support for Center/Institute Objectives

(briefly provide any evidence of the center/institute’s support for the unit’s objectives in this year – see 9.3 above)
 Annual reports for each program provides more detail on how these objectives get met.

11.5 Evidence of Organizational Effectiveness

(briefly provide any evidence of the center/institute’s organizational effectiveness in this year)
 Full compliance and successful reapplication for all programs

12. Institutional Assessment

12.1 Date of Last Review _____

12.2 Decision at Last Review _____ Center/Institute in Good Standing
 _____ Center/Institute Flagged for Priority Review
 _____ Center/Institute Suspended

12.3 Explanation (briefly provide any explanation necessary of the institutional assessment) _____

RESOURCES: SIUE East St. Louis Center

See attached Excel file

* Categorize expenditures in easily understood, consistent categories (e.g., salaries, Graduate Assistant support). Add additional rows as necessary.

Staffing (Full Time Equivalent)	FY2017	FY2016	FY2015	FY2014	FY2013
Faculty	6	6	6	5	6
Staff	211	246	244	236	206
Total Staffing	217	252	250	241	212

RESOURCES: SIUE East St. Louis Center							
	FY2017	FY2016	FY2015	FY2014	FY2013	FY2012	
Financial Resources							
Revenues							
State Appropriations	683,121	814,258	942,180	752,010	1,091,392	1,279,000	
Income Fund	308,885	309,370	242,918	154,117	335,352	264,542	
Grants & Contracts							
Head Start/Early Program	11,613,514	11,245,264	8,307,529	12,558,176	11,444,732	10,876,696	
Latchkey Program	0	0	14,211	14,374	31,292	46,067	
Project Success/East St. Louis	264,919	259,259	265,817	258,747	253,673	281,894	
Upward Bound (BEV)	311,492	311,492	311,492	295,201	311,492	311,492	
Upward Bound (EC)	593,818	576,522	576,522	546,370	576,522	576,522	
Upward Bound Math and Science Center	257,500	250,000	250,000	236,925	250,000	250,000	
Child & Adult Food Care Program	586,489	574,111	560,872	571,467	574,298	575,555	
National School Lunch Program	0	37,496	47,113	51,631	43,850	27,524	
Summer Food Service Program	16,015	16,154	16,154	3,515	6,261	11,602	
Kindergarten Readiness Camp	65,000	0	0	0	0	0	
ICCB	260,974	0	0	0	0	0	
Post-Secondary Completion Strategies Program	10,000	0	0	0	0	0	
Preschool for All	170,735	0	0	0	0	0	
ESL STEM & Energy Constellation	37,500	0	0	0	0	0	
Total Revenues	15,179,961	14,393,927	11,534,808	15,442,534	14,918,862	14,500,894	
Expenditures*							
Misc**	281,592	51,881	34,286	338,522	86,311	49,003	
Salaries	6,488,918	6,288,294	4,889,286	7,027,243	5,925,952	6,325,696	
Fringes	3,486,176	3,434,997	2,574,574	3,395,793	3,679,132	3,319,438	
Travel	29,207	27,640	48,314	60,471	56,975	38,201	
Equipment	264,019	162,227	121,825	369,645	37,869	140,119	
Commodities	267,269	286,244	195,552	216,092	251,360	131,604	
Contractual Services	2,438,223	2,450,829	3,013,297	3,243,183	4,070,153	2,961,988	
Operation of Auto	94,234	60,125	83,336	118,943	88,382	119,343	
Telecommunication	118,217	144,821	83,838	114,147	94,834	141,112	
Indirect Cost	951,934	915,400	678,661	947,764	891,501	823,854	
Total Expenditures	14,419,787	13,822,457	11,722,968	15,831,803	15,182,468	14,050,358	
Revenue Minus Expenditures	760,174	571,470	(188,160)	(389,269)	(263,606)	450,536	

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	Southern Illinois University Edwardsville
2.	Center/Institute	Environmental Resources Training Center
3.	Date	December 4, 2017
4.	Director	Matthew R. Maas
4.1	Telephone	618-650-2214
4.2	E-mail	mmaas@siue.edu
5.	Year Established	1967
6.	Illinois State Statute (if pertinent)	Ill. Rev. Stat., Ch. 144, Sec. 691, et seq
7.	Reporting Unit	School of Engineering
8.	Type	Activity (check all that apply)
	Instructional	
	Research	
	Public Service	X

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

ERTC is the State of Illinois' Training Center for water treatment technology. The Center educates pre-service students enrolled in the one-year Water Quality Control Operations Program, who wish to enter the water industry. The Center also provides continuing education at ERTC and in classes throughout the State for working operators who are required to obtain CEUs or wish to advance their professional certification.

9.2 Mission

The ERTC Mission is to provide quality education in water treatment technology to the people of the State of Illinois. ERTC conveys knowledge and skills to drinking water supply operators to ensure that the citizens of Illinois receive safe and reliable drinking water. ERTC also conveys knowledge and skills to water reclamation plant operators to ensure that the effluent water is of the highest quality and will not degrade the quality of our nation's water.

9.3 Objectives

Provide a comprehensive one-year training program with the Water Quality Control Operations Program for pre-service students.

Provide continuing education for in-service students.

Ensure the availability of continuing education to all operators throughout Illinois and Missouri.

Produce up-to-date training manuals for the water quality industry.

Develop on-line courses to disseminate the knowledge and skills needed in the water treatment industry to operators and the general public.

Continue to provide state-wide training for the mandated Cross Connection Control Device Inspection (CCCDI) program. By Illinois statute, ERTC is the only institution that can provide the required training for CCCDI (Title 35, Subpart F, Chapter II, Part 653.802 para. F, sub para. 2.) (Nov. 1, 1985)

10. Advisory Board

10.1 Advisory Board - Membership

1.	Dr. Jim Zhou Professor of Environmental Engineering, School of Engineering, SIUE
2.	Dr. Zhi-Qing Lin Chair, Department of Environmental Sciences, SIUE
3.	Edward Matecki Assistant Director, Facilities Management, SIUE
4.	Martin Reynolds Public Works Director (Ret.), Roxana, IL
5.	Tim Albers Environmental Scientist, American Water Works Co.
6.	Patti Schaake Chief Operator, Edwardsville, IL
7.	Penny Pinkstaff Public Works Director, Lebanon, IL
8.	Becca Coyle Division Manager, Metropolitan Sewer District, St. Louis, MO
9.	John Leezy Utility Superintendent, Glen Carbon, IL

10.2 Number of Meetings (In This Year) 0

11. Annual Performance

11.1 Performance Measures *

Measure	Target for Year	Results in Year
1. Maintain enrollment in one-year program between 20 and 30 students.	20 to 30 Students	26
2. Maintain a pass rate of greater than 80% on the state certification exams.	>80%	DW = 80% WW = 83%
3. Increase job placement for graduates.	>80%	60%

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, public service activities.

11.2 Major Accomplishments (In This Year)

The ERTC made several changes and had many accomplishments of note for this fiscal year.

Revenue increased by \$87,000 over FY16. A large increase in revenue from our in-service training courses (CCCDI, Night Classes, and Workshops) proved to be the main catalyst.

Funds were secured through a TAACCCT grant that allowed the ERTC to expand their scope in the field of distribution by beginning the construction of a mock distribution system in the pilot plant. It currently consists of distribution piping, valves, and a water tower. Additional improvements are planned and we eventually hope to construct an outdoor version of this distribution system.

Drew Hoelscher (Water Director) was able to create an internship opportunity between ERTC and Missouri American Water. There were two interns this year and there are plans to increase to four interns next year. Additionally, this relationship creates the opportunity of a scholarship program with American Water (similar to the current MSD program).

Paul Shetley (ERTC Director) retired at the end of May 2017. Kim Bateman acted as interim director and did a fantastic job through the end of the fiscal year.

New class B water certification exams were created and implemented. The ERTC also became responsible for grading all wastewater certification exams

The SIUE wastewater plant was nominated for plant of the year and Rick Lallish (Plant OIC) received the IWEA Kenneth Merideth Award 2017 for outstanding contributions in the wastewater field.

11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

ERTC is the Training Center for the State of Illinois for water treatment technology. ERTC trains the people who ensure that the citizens of Illinois have safe, reliable drinking water.

Continuing water quality problems throughout the nation demonstrate the value of safe drinking water and the role that well trained operators have in the delivery of safe, reliable water to the residents of our communities. ERTC produces competent, well trained, state-certified water and wastewater treatment operators ready to enter the workforce.

ERTC provides support to Illinois State Agencies, such as the Illinois EPA, Pollution Control Board, and the Department of Public Health.

ERTC supports, participates, and assists in the development of the annual conferences of the Illinois Water Environment Association (IWEA), Illinois Potable Water System Operators Association (IPWSOA), and the Illinois Association of Water Pollution Control Operators (IAWPCO).

The ERTC Director of Water Reclamation Operations is the official Operator-in-Charge (OIC) for the SIUE wastewater treatment plant. The OIC is an IEPA required position of responsibility.

11.4 Evidence of Support for Center/Institute Objectives

The Center has enjoyed the full support of the Dean of the School of Engineering for the last twelve years.

The Illinois EPA has supported ERTC financially by providing operating funds for over 35 years. During the summer of 2016 funding from the US Dept. of Labor provided over \$200,000 of funds for upgrades to the Center's training facility.

The Metropolitan Sewer District (MSD) of St. Louis hires ERTC graduates almost exclusively when recruiting new plant operators.

MSD has continued their \$3,500 scholarship for minority and female students enrolled in the 1-year *Water Quality Control Operations Program*.

A Legacy Scholarship is available to students who verify that they have a relative working in the water or wastewater field. Recipients receive \$500 off of their tuition. A total of 10 students qualified for the scholarship during FY17.

Illinois Association of Water Pollution Control Operators has established a scholarship for students in the 1-year program.

Illinois Water Environment Association has had a scholarship for ERTC students for over 15 years.

The A.J. LaRocca Foundation of Roselle, IL has established a scholarship for students in the 1-years program.

There are five additional professional water industry organizations that provide scholastic awards to ERTC students.

11.5 Evidence of Organizational Effectiveness

Enrollment in the one-year program, day workshops, and night classes continues to be strong.

ERTC continues to provide the highest quality training in water treatment technology to the water and wastewater treatment professional. The proof is in the pass rates for the Illinois and Missouri Certification exams. The students in the 1-year program had an 80% pass rate on the drinking water certification exams and an 83% pass rate on the wastewater certification exams.

The Illinois EPA and the Missouri DNR recognize ERTC as the premier training center for water treatment technology in the Midwest.

Although 2017 experienced a decrease, the employment placement rate for the graduating classes of 2012 through 2017 is **80%**.

12. Institutional Assessment

12.1 Date of Last Review Prior to August 2005. No review was conducted during Paul Shetley's tenure as Director of ERTC.

12.2 Decision at Last Review _____ Center/Institute in Good Standing
_____ Center/Institute Flagged for Priority Review
_____ Center/Institute Suspended

12.3 Explanation N/A

RESOURCES: Environmental Resources Training Center

Financial Resources	FY2017	FY2016	FY2015	FY2014	FY2013
Revenues					
State Appropriations					
One-Year Program	246,168	272,000	186,000	208,050	226,520
Grants & Contracts	341,687	310,000	241,800	241,800	141,900
CCCDI Training/Symposium	110,845	80,000	90,000	104,000	97,000
CCCDI Recertification	68,000	66,000	45,000	45,000	40,500
Night Classes	41,925	20,000	20,000	28,000	27,000
Workshops	71,475	45,000	35,000	50,000	55,000
Total Revenues	880,100	793,000	617,800	676,850	587,920
Expenditures*					
Full Time Salaries	532,303	399,000	392,160	451,000	384,000
Adj. Staff & Student Workers	46,064	51,000	58,000	49,000	70,000
Telecom/Communications	12,933	14,500	14,500	14,500	14,000
Commodities	74,218	36,000	36,000	36,000	40,000
Equipment	23,807	100,000	50,000	50,000	25,000
Computer	3,810	21,000	8,400	7,140	6,000
Travel	36,353	14,000	14,000	14,000	12,000
Marketing	20,658	10,000	10,000	9,000	8,000
Total Expenditures	750,146	645,500	583,060	630,640	559,000
Revenue Minus Expenditures	129,954	147,500	34,740	46,210	28,920

* Categorize expenditures in easily understood, consistent categories (e.g., salaries, Graduate Assistant support). Add additional rows as necessary.

Staffing (Full Time Equivalent)	FY2017	FY2016	FY2015	FY2014	FY2013
Faculty	0	0	0	0	0
Staff	7	7	6.5	7	6.3
Total Staffing	7	7	6.5	7	6.3

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: January 1, 2017 – Nov 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	Southern Illinois University Edwardsville
2.	Center/Institute	IL SBDC for the Metro East at SIUE
3.	Date	11-30-17
4.	Director	Giovanna May
	4.1 Telephone	618.650.2929
	4.2 E-mail	gdimagg@siue.edu
5.	Year Established	1984
6.	Illinois State Statute (if pertinent)	N/A
7.	Reporting Unit	School of Business
8.	Type	Activity (check all that apply)
	Instructional	
	Research	
	Public Service	X

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

The Illinois Metro East SBDC at SIUE operates 2 offices (SIUE –Edwardsville Campus and East St. Louis Higher Education Campus) to assist entrepreneurs and small business owners in the designated 9 county region of Southwest Illinois.

9.2 Mission

To assist entrepreneurs and companies in defining their path to success. The IL SBDC for the Metro East at SIUE positively impacts the Metro East Illinois region by strengthening the business community, creating and retaining new jobs, and encouraging new investment. The SBDC enhances Metro East Illinois economic interests, providing one-stop assistance to individuals by means of counseling, research, and advocacy for new ventures and existing small businesses.

9.3 Objectives

- Deliver effective and relevant services that address client needs and contribute to business growth and job creation.
- Develop long-term relationships with clients that have significant opportunities to grow and create jobs in Illinois.
- Utilize partnerships to advocate for small businesses and promote an entrepreneurial culture.
- Support the goals and objectives of both the SIUE School of Business and the University at large.

10. Advisory Board

10.1 Advisory Board - Membership

SBDC—N/A

ITC- Southwest IL Trade and Investment Council

- Established the first-ever Southwest Illinois Trade and Investment Council, currently, the only council of its kind in Illinois:

<http://www.siu.edu/business/itc/sw-ill-trade-investment-council.shtml>

Membership list is attached

10.2 Number of Meetings (In This Year) 4

11. Annual Performance

11.1 Performance Measures *

Measure	Target for Year	Results in Year
1. Number of Jobs Created (SBDC)	40	38
2. Number of Business Starts (SBDC)	9	9
3. Number of Clients Advised (SBDC)	120	425
4. Number of Clients Advised (ITC)	60	43
5. Client Exports (ITC)	\$20,000,000.00	\$282,320,552.60

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, public service activities.

11.2 Major Accomplishments (In This Year)

<p>SBDC:</p> <p>Advised 390 Clients</p> <p>Supported Belleville, Granite City, Greenville and Alton High School CEO Programs</p> <p>Hosted 4th Annual Metro East Startup Challenge promoting Entrepreneurship and Innovation in St. Louis Region.</p> <p>Hosted 2nd Annual SBA InnovateHER Challenge</p> <p>Conducted and Hosted 35 Workshops/Training Sessions</p> <p>Published 12 Success Stories</p> <p>ITC:</p> <ul style="list-style-type: none"> Moved forward with several initiatives via the Southwest Illinois Trade and Investment Council, (currently, the only council of its kind in Illinois), among them, the organization of outbound and inbound trade missions. <p>http://www.siu.edu/business/itc/sw-ill-trade-investment-council.shtml</p> <ul style="list-style-type: none"> Conducted its first Export Needs Assessment Survey for the region. The ITC was able to identify specific opportunities and challenges the business community is currently facing with regard to their international activities as well as key areas of improvement to enable more businesses to become successful exporters. Sponsored four seminars / conferences with very positive feedback. Over 200 business representatives from the bi-state region, including SIUE faculty, staff and students were trained by experienced professionals. In addition, the ITC in partnership with TheBank of Edwardsville, the Latino Roundtable of Southwest Illinois and other regional organizations, offered a one-day conference, "Immigrants in Our Midst", which focused on how to better serve U.S. immigrants' financial, legal and social needs. Over

80 representatives from profit and not-for-profit organizations in the St. Louis region attended the event.

- Partnered with World Trade Center St. Louis, St. Louis Regional Chamber of Commerce, Leadership Council Southwestern Illinois, the U.S. Department of Commerce, the Small Business Administration, Washington University and other leading organizations across the St. Louis region to develop the first ***Metro St. Louis Export Plan***, which outlined specific steps local business, civic and government leaders will take to promote Metro St. Louis growth.
- Currently working with the World Trade Center St. Louis and regional partners to develop a foreign direct investment plan for the St. Louis region with help from the Brookings Institution.
- Sponsored 6 businesses in the southwestern region with their participation in trade missions and shows in Canada, Europe and Latin America. These clients were also assisted with research work performed by SIUE graduate students through the ITC's International Business Consulting Project series.
- Continued providing specialized assistance regarding Latin America.
- Hosted the second ***"W" Network of Downstate Illinois*** Conference at SIUE. In addition of the regional community, SIUE students, faculty and staff participated in the discussion. <http://www.siu.edu/business/itc/pdf/page4.shtml>

11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

Provided business counseling and/or support to more than 90 SIUE students (Students, Clients and Entrepreneurship Club) in CY2017; organized efforts to foster and promote innovation and entrepreneurship on campus; and strengthened SIU system to the community through coordinated outreach efforts, social media campaign, and community partnerships.

11.4 Evidence of Support for Center/Institute Objectives

As stated above – 422 client contacts (SBDC), over \$282M in ITC client exports; 35 training sessions (SBDC).
Starting a Small Business Workshop is offered at no cost to SIUE students
Center supports SIUE Entrepreneurship Club at its activities
Recommend clients to participate in class projects for CMIS 300, MGMT 475 and MGMT 595
Promotes SIUE's vision of Entrepreneurship and Innovation within the communities we serve

11.5 Evidence of Organizational Effectiveness

During CY2017, the SBDC and ITC met or exceeded the goals in a majority of its performance measures and achieved 70% or greater in 15 of 27 total measures.

12. Institutional Assessment

12.1 Date of Last Review 8/5/2015

12.2 Decision at Last Review Center/Institute in Good Standing
 Center/Institute Flagged for Priority Review
 Center/Institute Suspended

12.3 Explanation 2017 SBA Review is currently in process

RESOURCES: IL SBDC for the Metro East at SIUE

Financial Resources	CY2017	CY2016	CY2015	CY2014	CY2013
Revenues					
State Appropriations	122,951	144,416	150,826	159,945	154,677
Income Fund	8,218	11,545	23,807	18,990	20,976
Grants & Contracts	180,000	122,827	189,000	189,000	179,572
Total Revenues	311,169	278,788	363,633	367,935	349,176
Expenditures*					
Salaries/Fringes	209,347	225,661	284,024	295,657	259,058
Commodities	4,197	4,116	3,103	6,967	7,367
Contractual	52,169	36,109	34,205	42,967	52,086
Travel	9,453	13,189	13,052	12,832	15,539
Consultants/Indep. Contractors	15,000	0	0	0	17,616
Equipment	0	0	0	0	5,171
Telephone/Other	6,482	12,851	5,479	5,931	9,401
Total Expenditures	296,648	291,836	339,863	364,354	366,238
Revenue Minus Expenditures	14,521	(13,048)	23,770	3,581	(11,013)

* Categorize expenditures in easily understood, consistent categories (e.g., salaries, Graduate Assistant support). Add additional rows as necessary.

Staffing (Full Time Equivalent)	FY2017	FY2016	FY2015	FY2014	FY2013
Faculty	0	0	0	0	0
Staff	3	3	4	4	4
Total Staffing	3	3	4	4	4



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CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1. Reporting Institution Southern Illinois University Edwardsville
2. Center/Institute National Corn-to-Ethanol Research Center
(NCERC at SIUE)
3. Date December 18, 2017
4. Director John Caupert
- 4.1 Telephone 618-659-6737 ext. 226
- 4.2 E-mail jcaupert@ethanolresearch.com
5. Year Established Money Appropriated in 1997, Ground Breaking
2001, Opening October 2003.
6. Illinois State Statute (if pertinent) Southern Illinois University Management Act,
Public Act 095-099
7. Reporting Unit The Graduate School
8. Type
- | | |
|---------------------------------------|---|
| Activity
(check all that
apply) | |
| Instructional | x |
| Research | x |
| Public Service | x |

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

The NCERC at SIUE is a nationally recognized research center dedicated to the development and commercialization of biofuels, specialty chemicals and other renewable compounds. The Center's fully functional dry grind pilot plant and laboratories are equipped with advanced biofuels capabilities including corn fractionation, pretreatment, and a fermentation suite with 5, 30, 150 and 1500L scale-up. Clients and collaborators benefit from the ability to take their process from the lab to intermediate scale to pilot scale, all in the convenience of one state-of-the-art facility. The Center's engineers, operators, and scientific analysts also provide a range of educational and training opportunities, including internships, courses, workshops, and corporate training programs.

9.2 Mission

- **Advocacy:** To advocate, educate, and motivate consumers and elected officials on the benefits of biofuels
- **Commercialization:** To facilitate the commercialization of new technologies for producing bio-based materials
- **Research:** To utilize our relationships with government, industry, academia and trade to conduct contractual and grant-funded research
- **Education:** To develop and provide the hands-on training to prepare the bioeconomy workforce of tomorrow.

9.3 Objectives

- Educate and inform consumers and policy makers on biofuels benefits and policy needs
- Assist industry, trade, and academic research partners in commercialization of new products and technologies.
- Lead and collaborate on research projects designed to increase efficiency, develop new products, or otherwise investigate bio-based products and materials
- Provide hands-on learning opportunities, training, and education to students, displaced workers, and industry employees

10. Advisory Board

10.1 Advisory Board - Membership

13 Member Governor Appointed Ethanol Research Advisory Board:

1. President of Southern Illinois University who shall be Chairman;
2. Director of Commerce and Economic Opportunity;
3. Director of Agriculture;
4. President of the Illinois Corn Growers Association;

5. President of the National Corn Growers Association;
6. President of the Renewable Fuels Association;
7. Dean of the College of Agricultural, Consumer, and Environmental Science, University of Illinois at Champaign-Urbana; and
8. Six at-large members appointed by the Governor representing the ethanol industry, growers, suppliers, and universities.

The Advisory Board shall meet at least annually or at the call of the Chairman. At any time a majority of the Advisory Board may petition the Chairman for a meeting of the Board. Seven members of the Advisory Board shall constitute a quorum.

Absence of Quorum for the Illinois Ethanol Research Advisory Board

Since 2012: The NCERC repeatedly made requests, written, verbal and face to face meetings, with the Governor's Office of Executive Appointments, to get vacant / expired terms filled.

NCERC Stakeholder Advisory Board:

Due to absence of a quorum, since 2012, of the Governor Appointed Advisory Board, the NCERC created a Stakeholder Advisory Board. This Board consists of representation of Industry, Academia, Industry and Trade. In addition, the SIU President and the SIUE Chancellor have participated in these meetings.

Following the last NCERC Stakeholder Advisory Board in Sept. 2016, the letter below was drafted to send to Gov. Bruce Rauner at the suggestion of three U.S. Congressional staff members represented in the Stakeholder group.

To the Governor's Office of Executive Appointments:

On behalf of the National Corn-to-Ethanol Research Center at Southern Illinois University Edwardsville, we are writing regarding a lack of quorum on the Illinois Ethanol Research Advisory Board ("Advisory Board"). The Southern Illinois University Management Act (the "Act") (110 ILCS 520/6.6) -establishes the Advisory Board, composed of 13 members, including seven statutory members and six Governor-appointed positions.

The Advisory Board has not met in three years because all six of the Governor appointed positions to the Advisory Board have expired terms, creating a lack of quorum. As a result of not meeting in three years, the Advisory Board is not performing its duties of providing review and guidance to the SIU Board of Trustees to assist in operating and managing the Pilot Plant as required by State statute. However, SIU Edwardsville has continued to manage the Pilot Plant under

the guidance of a stakeholders group, which was established in the absence of the Governor appointed Advisory Board.

We respectfully request that the Governor's Office of Executive Appointments consider the following recommendations to fill the vacancies in the Advisory Board so it can perform its duties under the Act:

Gregory Webb: Vice President of State Government Relations, ADM, Decatur, IL

Greg Webb is a household name across the ethanol sector in the state of Illinois. Greg is the Vice President of State Government Relations at ADM and a graduate of Southern Illinois University Carbondale's Agriculture Economics program. He serves a public policy leadership role on iBIO's Government Affairs Committee. Mr. Webb is a past member of the Ethanol Research Advisory Board, with a term that expired 1/10/2015. Greg's reputation is that of a consummate professional. Greg is one of the most trusted voices for ethanol, which makes him regularly called upon in Springfield to address challenging questions on ethanol and other biofuels. Greg Webb will most likely be the most respected nominee in the history of the NCERC's Ethanol Research Advisory Board.

Matt Schrimpf: President and CEO of Piasa Enterprises, Wood River, IL

Matt Schrimpf the President and CEO of Piasa Enterprises, Inc. and President of HWRT oil Company. Piasa Enterprises is a petroleum, diesel and gasoline marketing company which owns four pipeline terminals and a main facility in Hartford-Wood River. In the late 1970's HWRT was on the leading edge, becoming one of the first terminals in the Country to offer automated ethanol blending at the load rack. On September 16, 2016, HWRT continued to adopt a leading role in renewable fuels by becoming the first terminal in the Country to offer E15 to its customers. Mr. Schrimpf is a past president of the Illinois Petroleum Marketers Association and a current member of the Madison County Energy Advisory Board. Matt Schrimpf's extensive background and experience in petroleum based fuels, complimented by his efforts to be a national leader in the distribution of E15 (ethanol), makes him the perfect nominee for the Ethanol Research Advisory Board.

Emily Skor: CEO, Growth Energy, Washington, DC

Emily Skor is the perfect nominee for the Illinois Ethanol Research Advisory Board. Growth Energy is a leading advocate and voice for ethanol, not only in Illinois, but across all of America. Growth Energy improves market access and consumer acceptance for ethanol. Growth Energy's efforts improve ethanol's market penetration and provides American consumers with greater fuel choices. Growth Energy is the trusted voice on ethanol to a multitude of audiences. Growth Energy engages decision makers at all levels of government to ensure the policy opportunities for ethanol are maximized, while policy and regulatory hurdles are limited. Growth Energy provides targeted technical information and general technical services by utilizing a comprehensive knowledge-based system.

Leon Corzine: President, LPC Farms, Assumption, IL

Leon Corzine is a tireless advocate for agriculture, ethanol and research. Leon is experienced and very well versed in strategic planning and public policy. Through his involvement in State and National trade associations, Leon has unmatched experience in fundraising for non-profit entities. Leon Corzine has been President of LPC Farms, located in Assumption, IL, for more than three decades. In addition, Leon Corzine is the most successful President, in the history of the National Corn Growers Association (NCGA). Under Leon's leadership and vision, the NCGA crafted and passed the first ever Renewable Fuels Standard (RFS). The RFS was enacted through the Energy Policy Act, which was passed in 2005 (EPAAct 05). The RFS, is to date, the most comprehensive energy bill legislation ever passed.

Michael Van Beek: Account Manager, Siemens, Edwardsville, IL

Mr. Van Beek is an Account Manager for Siemens and a longtime collaborative partner for the NCERC. Mike was instrumental in securing a \$1M Siemens PCS7 capital gift to the Center in 2007, and continues to be a strong advocate for the Center regionally and nationally within Siemens. Mike Van Beek is already a champion for the NCERC. Why? Because Mike understands that without the collaborative partnership of Siemens and NCERC, Siemens would not be the leading instrumentation and process control supplier of the ethanol industry. Siemens presence in biofuels goes far beyond the borders of the state of Illinois, as Siemens is the global leader in providing automated technologies to the biofuels industry. An added benefit of appointing Mike Van Beek to the Ethanol Research

Advisory Board, is the fact he is a resident of Edwardsville, IL, residing less than five minutes from the NCERC.

Kristy Moore: Principal Scientist, KMoore Consulting, LLC, Bloomington, IL

Having more than two decades of documented work experience in the ethanol and energy sectors, Kristy Moore is a household name, throughout all of the bioprocessing industry. This is complimented by the fact that Kristy resides in the heart of agriculture and ethanol, Bloomington, IL. After spending more than 13 years as a Technical Representative with ADM, Kristy took her expertise to the national level, going to work as the Vice President of Technical Services, of the Renewable Fuels Association. Most recently, Kristy launched KMoore Consulting LLC, better known as simply KM. KM was established to provide product quality, and technical, regulatory and safety expertise that stimulates both market access and industry development for motor fuels and industry solvents, primarily focusing on ethanol.

Barry Frazier: President, Center Ethanol Company, LLC, Sauget, IL

Barry Frazier is truly a one of a kind in the ethanol industry, as he spent the majority of his career in the petroleum industry, prior to diversifying into the biofuels industry. Barry's impressive background includes working for Center Oil Company, a \$4 billion company based in the St. Louis area. Center Oil is engaged in wholesale marketing, sales, storage and distribution of gasoline, diesel fuel, heating oil and other refined petroleum products. Today, Barry is the President of Center Ethanol Company, LLC. Center Ethanol, located in Sauget, IL, was established in 2006 on a 57 acre site, strategically located with access to road, river and rail transportation systems. Center Ethanol is owned by a small, diverse group of owners with wide ranging expertise in wholesale and retail distribution of refined oil products, corn production and storage, construction, real estate development, speculative investment, and other business ventures.

Thank you for your consideration of these nominees. Please do not hesitate to contact us with any questions or concerns.

Sincerely,

President Randy Dunn

10.2 Number of Meetings (In This Year)

The Advisory Board shall meet at least annually or at the call of the Chairman. At any time a majority of the Advisory Board may petition the Chairman for a meeting of the Board.

The NCERC Stakeholders met Sept. 14, 2016

11. Annual Performance

11.1 Performance Measures *

Measure	Target for Year	Results in Year
1. Presentations	12	1
2. Publications	2	1
3. Grant Awards and Contracts	12	14 – Primarily Contracts
4. Outreach	25	40
5. Policy/Legislative Advocacy	10	12

11.2 Major Accomplishments (In This Year)

- Collaborative research relationship established with U.S. Dept. of Energy’s Joint Bioenergy Institute, including NCERC appointment to JBEI Advisory Board
- Completed most operating days in the history of the NCERC Pilot Plant, exceeding 200 operations days
- Completed largest contractual research project in the history of the NCERC, exceeding 170 days and \$3.5 million
- Provided internships to 40 Lewis and Clark Community College Process Operation Training students
- Supported Senior projects for eight Applied Communications Studies students for ACS 414
- Provided Project Management support to Building Illinois Bioeconomy Consortium, a \$10M TAACCCT grant project
- Launched “Grow Your Future” partnership with SIUE East St. Louis Campus

11.3 Evidence of Support for State, SIU System, and SIU Campus Priorities

State Priorities
State law requires the NCERC to: form collaborative research teams; to provide training and services to the ethanol industry; to coordinate industry research needs by pursuing external funding sources; to provide hands-on training for the biofuels workforce; to serve as an independent, third-party validator; to advocate for renewable energy; to provide consultation services; and, to develop demonstration projects. With more than 65 technologies now in the commercial marketplace, NCERC has provided valuable services to the biofuels industry, students, government agencies, and society as a whole.

SIU System Priorities
Through its partnerships with SIUC researchers, NCERC creates research opportunities for faculty and students across the SIU system.

SIUE Campus Priorities
NCERC continues to support SIUE’s core mission of undergraduate education by providing educational opportunities to countless SIUE student workers, graduate students, and interns. The NCERC has also developed two new undergraduate “focus areas” within the Integrative Studies baccalaureate program at SIUE. NCERC has generated millions of dollars in funding from competitive grants and private client contracts. A significant portion of these funds have been returned to SIUE in the form of indirect dollars, which support the University’s operating expenses and administrative services.

11.4 Evidence of Support for Center/Institute Objectives

The NCERC achieves its objectives through its mission of ACRE: Advocacy, Commercialization, Research, and Education. As the legislative, educational, and industry-focused service and activities demonstrate, NCERC worked hard to fulfill its reputation as a private/public partnership that works in FY17.

Legislative Outreach

- Growth Energy Advocacy Conference – Outreach and education on critical national issues facing biofuels and ethanol industries.
- Environmental Protection Agency – Testify at Public Hearing
 - “Proposal to Lower the Volume Obligations under the Renewable Fuels Standards (RFS)”
- Environmental Protection Agency – Submitted Comments
 - The NCERC submitted comments to the EPA regarding “Proposal to Lower the Volume Obligations under the Renewable Fuels Standard (RFS)”
- Congressman Davis Agriculture Advisory Committee
 - NCERC Director John Caupert serves on the Agriculture Advisory Committee of U.S. Congressman Rodney Davis (IL-13), serving as the biofuels industry advisor.

- Congressman Bost Agriculture Advisory Committee
 - NCERC Director John Caupert serves on the Agriculture Advisory Committee of U.S. Congressman Mike Bost (IL-12), serving as the biofuels industry advisor.

Conferences

- July 12-16, 2016 - DOE Bioenergy 2016 Conference in Washington, DC – John Caupert
- September 18-21, 2016 - Growth Energy Advocacy Conference in Washington, DC
- October 13, 2016 - SIU Technology and Innovation Expo in Chicago, IL
- November 16-18, 2016 - Biomass Research and Development Initiative Meeting in Washington, DC
- February 8 – 10, 2017 – Growth Energy, Executive Leadership Conference in Miami, FL
- February 20 – 22, 2017 – Renewable Fuels Association, National Ethanol Conference in San Diego, CA
- February 28 – March 3, 2017 – Advanced Biofuels Leadership Conference in Washington, DC
- May 1 – 4, 2017 – Symposium on Biotechnology for Fuels and Chemicals in San Francisco, CA
- May 16 – 18, 2017 – Distillers Grains Technology Council in Indianapolis, IN
- June 18 – 21, 2017 – International Fuel Ethanol Workshop in Minneapolis, MN

Committees

Director John Caupert serves on the following committees and boards:

- Agriculture Advisory Council – 12th Congressional District of Illinois
- Agriculture Advisory Council – 13th Congressional District of Illinois
- Alternate Fuels Commission – Governor Appointee
- American Coalition for Ethanol (ACE)
- BIO
 - Communications Committee
 - Federal Government Relations Committee
 - State Government Relations Committee
 - Biobased Products Working Group
 - Biofuels Working Group
- BioSTL Coalition
- Governor’s Proclamation – Manufacturing and Job Creation
- Growth Energy
 - Team Leader of Biofuels Congressional Fly-Ins
- Illinois Corn Growers Association
- Illinois Farm Bureau
- Illinois Policy Action Network
- International Fuel Ethanol Workshop
 - Strategic Planning Committee
- National Corn Growers Association
- Renewable Fuels Association
 - Co-Products Committee

- Technical Committee
- Southern Illinois University – College of Agricultural Sciences
 - Co-Chair of Strategic Planning
 - Executive Leadership Board
- St. Louis Regional Chamber – Illinois Public Affairs Committee; Energy and Environment Committee
- St. Louis Agribusiness Club – Congressional Committee
- United States Secretary of Defense – Patriotic Employer
- United States Senate – Rural Summit, Illinois Representative of Senator Dick Durbin

Assistant Director Courtney Breckenridge serves on the following committees and boards:

- Madison County Energy Advisory Board
- Lewis and Clark Community College Process Operations Technology Advisory Board
- BioSTL Diversity Inclusion Initiative Committee
- St. Louis Agribusiness Club

11.5 Evidence of Organizational Effectiveness

Organizational Effectiveness:

For a year, in which the industry the NCERC serves, were some of the most tumultuous times in history, the NCERC far exceeded its target performance measures for the year. While the NCERC set a target of 56, we completed this fiscal year with 65. In other words, the NCERC exceeded its target performance measures by 116%.

The NCERC, was repeatedly called upon, in the form of “Outreach” to communicate on the impact on Biofuels Research and Development, based on biofuels ruling proposals made by the Federal EPA.

The one area where the NCERC fell short of target performance, was in the area of presentations. The NCERC set a target of conducting a presentation per month, for the fiscal year, and came up short. This can be explained by the extraordinary amount of time, spent by the NCERC on Outreach, as explained directly above.

12.	Institutional Assessment	
	12.1	Date of Last Review
		Last meeting of the Illinois Ethanol Research Advisory Board, 2012
		<hr/>
	12.2	Decision at Last Review
		Center/Institute in Good Standing
		<hr/>
		Center/Institute Flagged for Priority Review
		<hr/>
		Center/Institute Suspended
	12.3	Explanation
		(briefly provide any explanation necessary of the institutional assessment)
		<hr/>

RESOURCES: (NCERC at SIUE)

Financial Resources	FY17	FY16	FY15	FY14
Revenues				
Beginning Cash	1,479,284		(634,547)	(121,822)
State Appropriations	293,310	293,198	345,000	441,500
Client Contractual Research	2,953,942	3,565,655	2,669,000	1,365,904
Grants	504,825	767,915	425,000	150,000
Other Revenue		310,567	0	0
Foundation	137,000	140,000	100,000	100,000
Total Revenues	5,368,361	5,077,335	2,904,453	2,057,404
Expenditures *				
Salaries	1,273,341	1,377,000	1,200,000	1,110,658
Fringe Benefits	300,076	598,549	320,000	257,237
Operational Expenses	854,384	1,366,244	1,401,000	1,324,056
Total Expenditures	2,427,800	3,341,793	2,921,000	2,691,952
Cash + Revenue Minus Expenditures	2,940,561	1,735,542	(16,547)	(634,547)

Staffing (Full Time Equivalent)	FY17	FY16	FY15	FY14
Faculty	1	1	1	1
Staff	22	16	16	15
Student Workers, Interns, GA's	22	15	4	3
Post Doc – Research Fellows	0	2	2	2
Total Staffing	45	34	23	21

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	SIUE
2.	Center/Institute	University Museum
3.	Date	12/18/2017
4.	Director	Erin Vigneau-Dimick
4.1	Telephone	618-650-2996
4.2	E-mail	evigneau@siue.edu
5.	Year Established	1979 - Established as "The Office of Cultural Arts and University Museum Programs"; 1983 - renamed "University Museum". (Originally named "The Office of University Cultural Arts Services" (UCAS) 1977)
6.	Illinois State Statute (if pertinent)	N/A
7.	Reporting Unit	College of Arts & Sciences
8.	Type	Activity (check all that apply)
	Instructional	X
	Research	X
	Public Service	X

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

The University Museum of Southern Illinois University Edwardsville, founded in 1979, is a repository and interpretive center whose interdisciplinary collections include more than 60,000 two- and three-dimensional objects of fine art, architecture, history, ethnology, archaeology and the natural sciences. Highlights of the collection include the Louis Sullivan Ornament Collection donated by the architectural photographer Richard Nickel and the Harrington Collection of over 15,000 artifacts with strengths in Native American, Asian and African ethnology, as well as fossils from Cenozoic through Paleozoic eras.

9.2 Mission

The University Museum supports the instructional, research and public service functions of Southern Illinois University Edwardsville through the collection, interpretation, preservation, presentation and exhibition of tangible, physical objects which relate directly or indirectly to the various academic programs offered by the University to its students and the greater community which it serves.

9.3 Objectives

- Advance the academic mission of the university
 - Provide meaningful opportunities for hands-on experiential learning within and outside of the classroom.
 - Encourage and facilitate research engaged with the museum's culturally diverse art and artifact collection for faculty, students, independent scholars and members of the general public.
- Support the public service mission of the university
 - Serve as a visitor gateway to the campus and the University through outreach programming and interactive experiences.
 - Act as responsible stewards for the publicly owned collections of the university

10. Advisory Board

10.1 Advisory Board - Membership

The SIUE University Museum Advisory Council (UMAC)

- Associate Professor Laura Milsk-Fowler; History Dept.
- Associate Professor Cory Willmott; Anthropology Dept.
- Associate Professor Barbara Nwacha; Chair, Art & Design Dept.
- Associate Professor Luci Kohn; Biology Dept.
- Professor Gregory Budzban; Dean, College of Arts & Sciences
- Instructor Erin Vigneau-Dimick; Collections Manager, University Museum
- Kyle Moore: Director of Development

10.2 Number of Meetings (In This Year) 2 Full Council meetings

11. Annual Performance

11.1 Performance Measures *

Measure	Target for Year	Results in Year
1. External Exhibits	2 exhibits	2 exhibits
2. Internal Exhibits	2 exhibits	4 exhibits
3. Academic Research (Faculty and Student)		49 researchers
4. Public/Scholarly Research		32 researchers
5. Lectures/programming	2 lectures	6 lectures
6. Conference presentations		2 presentations

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, public service activities.

11.2 Major Accomplishments (In This Year)

<ul style="list-style-type: none"> • Exhibits <ul style="list-style-type: none"> ○ <i>Louis's Legacy: Artists Respond to Louis Sullivan</i>; Edwardsville Arts Center (2/10 – 3/17/17) <ul style="list-style-type: none"> ▪ Curated by SIUE Professor Brigham Dimick ○ <i>R. Buckminster Fuller's Worldview at SIUE</i>; The Center for Spirituality and Sustainability/Fuller Dome, SIUE (12/14/16 – ongoing) <ul style="list-style-type: none"> ▪ Curated by SIUE Assoc. Professor Laura Milsk-Fowler and HIST582 Museum Studies students ○ <i>Artwork of Agnes Matjinszky Pal</i>; Sinai Temple, Champaign, IL (4/15 – 7/13/17) <ul style="list-style-type: none"> ▪ Curated by SIUE University Museum Acting Director Erin Vigneau-Dimick ○ <i>Inspired by Louis Sullivan</i>; SIUE Lovejoy Library (3/14 – 4/14/17) <ul style="list-style-type: none"> ▪ Curated by SIUE Assoc. Professor John DenHouter and Asst. Professor Roderick Whetstone ▪ Features works from students in ART112B and ART202I • Programs <ul style="list-style-type: none"> ○ <i>Louis Sullivan Architectural Ornaments @ SIUE Conference: Bringing the Past to Life in the 21st Century</i> (2/23 – 2/24/17) (co-sponsored with Lovejoy Library and CAS Arts & Issues) <ul style="list-style-type: none"> ▪ A feature length film, 8 lectures, curator's talk with coordinating exhibition ○ <i>Museums and Community: Collaboration and Crossover Audiences</i>; American Alliance of Museums, National Conference – Presentation <ul style="list-style-type: none"> ▪ SIUE Acting Director Erin Vigneau-Dimick and Assoc. Professor Laura Milsk Fowler moderated a session with our public and private community partners • Preservation <ul style="list-style-type: none"> ○ De-installation/restoration project of <i>Plumb-Bob</i> <ul style="list-style-type: none"> ▪ Commenced stage one of restoration of large iconic public mobile sculpture which has hung in the Morris University Center for 50 years ○ Architectural ornament preservation project with St. Louis's City Museum <ul style="list-style-type: none"> ▪ coordinated the move and storage of more than 1340 elements of cast iron and marble staircases (10 flights, over 20 tons) • Strategic plan <ul style="list-style-type: none"> ○ Preliminary plan created in Fall 2016 • Formation of Advisory Council <ul style="list-style-type: none"> ○ Established February 2017
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11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

The University Museum at SIUE serves the citizens of Illinois via numerous programs and activities. Through hands-on opportunities for learning and research, exhibits and programming the University Museum provides an enriching experience for students, scholars and the public, connecting them to fine art, historical objects, natural history specimens and diverse cultural artifacts.

11.4 Evidence of Support for Center/Institute Objectives

Advance the academic mission of the university

- Encouraging and facilitating research engaged with the museum's culturally diverse art and artifact collection for faculty, students and members of the general public.
 - Faculty and students (undergraduate and graduate) from the departments of Anthropology, Museum Studies/History and Art & Design carried out independent research utilizing materials from the University Museum's collections. The University Museum facilitates internal extended loans of materials for use in the Anthropology Department's Ethnology Museum Laboratory to improve student and faculty access. Completed projects this year included:
 - *R. Buckminster Fuller's Worldview at SIUE*; The Center for Spirituality and Sustainability/Fuller Dome, SIUE (12/14/16 – ongoing)
 - Curated by SIUE Assoc. Professor Laura Milsk-Fowler and HIST582 Museum Studies students
 - *Inspired by Louis Sullivan*; SIUE Lovejoy Library (3/14 – 4/14/17)
 - Curated by SIUE Assoc. Professor John DenHouter and Asst. Professor Roderick Whetstone
 - Features works from students in ART112B and ART202I
 - *Artifacts out of Storage and into the Light: Exhibition of Hinduism at SIUE*; (Spring 2017)
 - Michelle Badgett, BA Anthropology (Senior project award winner)
 - *A Multimedia Virtual Exhibit of North West Coast Carving*; (Spring 2017 – ongoing)
 - Payne Gray, BA Anthropology (senior project)
 - *Geography Past, Present and Future: The Rise of Virtual Geography*: (11/15/17) Western Illinois University
 - Professor Wendy Shaw; featuring artifacts from the University Museum
 - Museum staff worked with external researchers both locally and nationally on inquiries and projects involving fine art, natural history, ethnography and history including scholars and curators:
 - Melonie Ancheta, Northwest Coast Artist, Author, & Educator
 - Coordinated with Native American Studies program
 - Siobhan Marks, Neil Oppendike with Assoc. Professor Cory Willmott
 - Research of museum artifacts for the paper: *Anishinaabe Strap Dresses: History and Revitalization*; Royal Ontario Museum, Cloth Cultures Conference, 2017
 - Barenreiter-Verlag Publishers: *Dvorak's New World Symphony*
 - Erika Breisacher: "A Narrative in Notgeld" in: *Money in the German-Speaking Lands*

- Providing meaningful opportunities for hands-on experiential learning outside of the classroom.
 - In coordination with faculty of multiple disciplines from the College of Arts and Sciences, the University Museum has facilitated formal and informal hands-on educational experiences utilizing art and artifacts from the collections. These have included:
 - on-site faculty led interactive research experiences for students both on site in the archive and elsewhere on campus (Museum Studies, Art & Design, Anthropology, History, Foreign Languages)
 - HIST580: Intro to Museology, HIST581: Collections Management, HIST582: Museum Exhibit Practicum
 - ART202C Introduction to Ceramics; ART 305/520 Advanced Ceramics
 - ANTH404 Anthropology and the Arts; ANTH420: Museum Anthropology, ANTH491 Senior Project
 - HIST111A History of Western Civilization
 - FL101 Elementary Yoruba
 - Graduate student directed curation of exhibits for Museum Studies courses
 - HIST590 Internships in Museology; HIST582 Museum Exhibit Practicum;
 - Undergraduate student directed curation of exhibits
 - Anthropology senior project (ANTH491)
 - Professional level practicums for Museum Studies students
 - HIST581 Management of Museum Collections; HIST590 Internships in Museology; HIST582 Practicum in Exhibition and Program Development

Support the public service mission of the university

- Serving as a visitor gateway to the campus and the University through outreach and interactive experiences.
 - As an aspect of outreach programming to connect with and enrich the surrounding St. Louis regional community, the state and the nation, The University Museum brings exhibitions and programming to the Edwardsville community and the public at large.
 - Exhibition
 - *Louis's Legacy: Artists Respond to Louis Sullivan*; Edwardsville Arts Center (2/10 – 3/17/17)
 - Curated by SIUE Professor Brigham Dimick
 - Programming:
 - *Louis's Legacy*: (3/16/17) Lecture for the public and Museum studies students by Acting Director Erin Vigneau-Dimick and Preparator Mike Whisenhunt
 - *Louis's Legacy*: (2/24/17) Lecture by Curator, Professor Brigham Dimick for conference attendees and EAC patrons
 - *Louis Sullivan Architectural Ornaments @ SIUE Conference: Bringing the Past to Life in the 21st Century* (2/23 – 2/24/17) (co-sponsored with Lovejoy Library and CAS Arts & Issues)
 - A feature length film, 8 lectures, curator's talk with coordinating exhibition
 - *Museums and Community: Collaboration and Crossover Audiences*; (5/8/17) American Alliance of Museums, National Conference – Presentation

- SIUE Acting Director Erin Vigneau-Dimick and Assoc. Professor Laura Milsk Fowler moderated a session on collaborative programming and projects with our public and private community partners
 - *Black History Month presentation: (2/16/17)* Liberty Middle School, Edwardsville School District
 - *Native American Diversity Awareness Training: (11/16/17)* Federal Correctional Institution at Greenville, IL with Assoc. Professor Cory Willmott
 - Active loan program, enriching community relationships regionally and state-wide
 - *Artwork of Agnes Matjinszky Pal; Sinai Temple, Champaign, IL*
 - (4/15 – 7/13/17) Exhibit curated by SIUE University Museum Acting Director Erin Vigneau-Dimick
 - Cahokia Mounds Historical Site (ongoing)
 - Parkin Archeological State Park (ongoing)
 - Edwardsville Arts Center Sculpture Garden (ongoing)
 - The City Museum, St Louis, MO (ongoing)
 - Multiple community and financial institutions: The Bank of Edwardsville, Scott Credit Union, Hortica, The City of Edwardsville and others (ongoing)
- Act as responsible stewards for the publicly owned collections of the university museum
 - According to nationally established standards and best practices the SIUE University Museum legally, ethically, and effectively manages, documents, cares for and engages the collections.
 - Strategic plan
 - Based on the findings of the Office of Internal Audit in their 2014 report and the findings from the 2016 report of the IMLS Federal MAP Review program the University Museum Acting Director and the CAS Dean created a preliminary plan in the Fall of 2016
 - Formation of Advisory Council
 - Established February 2017
 - 2 meetings held in FY17
 - Bylaws written and under review
 - Accessions
 - Gift of 40 pieces of a collection of artist-created fine art jewelry and metal sculpture from alumna Agnes Majtinsky Pal
 - Transfer of eight Master of Fine Arts Candidates thesis works into the Museum collections
 - Preservation
 - De-installation/restoration project of *Plumb-Bob*
 - Commenced stage one of restoration of large iconic public mobile sculpture which has hung in the Morris University Center for 50 years
 - Architectural ornament preservation project with St. Louis City Museum
 - coordinated the move and storage of more than 1340 elements of cast iron and marble staircases (10 flights, over 20 tons) to a dry secure warehouse
 - Intellectual and physical control of collections
 - Records Reorganization project
 - Proceeding from findings of the 2014 Internal Audit and the 2016 IMLS Federal MAP Review the University Museum is engaged in a multi-stage project to reorganize the catalog and

- archive records which number approximately 170 linear feet of documents. (70% complete)
- Inventory Project
 - A full inventory of the collection is in the planning stages (projected to commence Summer 2018)

11.5 Evidence of Organizational Effectiveness

As a center which supports the academic, research, and public service missions of SIUE, the University Museum has been actively engaged throughout the year in working with students, faculty and scholars to assist them in employing the collections for their education and scholarship. Throughout the year the Museum staff partnered with internal stakeholders, collaborating with them to facilitate classroom learning, internship opportunities and hands-on experiential learning projects. As part of its public service mission the museum partnered with regional and state-wide non-profit and for-profit institutions to produce numerous exhibits and educational experiences for constituents of all ages.

Utilizing internal and external program reviews as a guide, the Museum created a preliminary strategic plan during FY17 with the long term goals of strengthening operations, increasing professionalism, planning for the future and seeking accreditation. Objectives from the strategic plan that were initiated in FY17 included the establishment of a new advisory council and the creation of a records reorganization and inventory project to begin to bring the intellectual and physical control of the collections forward according to industry standards and best practices. With the Federal Institute for Museum and Library Services MAP review and the strategic plan, the Museum can now move ahead in seeking external funding to assist in caring for the more than 50,000 objects in the Museum’s extensive and diverse collections.

12. Institutional Assessment

12.1	Date of Last Review	N/A
12.2	Decision at Last Review	<input type="checkbox"/> Center/Institute in Good Standing <input type="checkbox"/> Center/Institute Flagged for Priority Review <input type="checkbox"/> Center/Institute Suspended
12.3	Explanation	(briefly provide any explanation necessary of the institutional assessment or plans for pending program review)

RESOURCES: (University Museum)

Financial Resources	FY2017	FY2016	FY2015	FY2014	FY2013
Revenues					
State Appropriations	43,018	36,922	43,671	72,053	70,044
Income Fund	64,195	55,382	65,507	108,080	105,066
Grants & Contracts		0	0	0	0
Foundation Funds		0	0	0	26,168
Transfers from CAS	6,651	7,001	5,825	5,310	0
Other Revenue/Sales		0	0	100	0
Total Revenues	114,195	99,305	115,003	185,543	201,278
Expenditures*					
Salaries (staff & graduate assistants)	89,963	77,033	93,130	153,501	150,554
Wages	1,088	120	1,300	9,532	12,915
Travel	446	0	378	0	0
Equipment	1,670	716	105	1,529	1,473
Commodities	2,644	2,369	2,261	4,502	12,257
Contractual Services	11,174	11,499	11,700	10,501	16,253
Automotive	5,673	5,379	5,475	5,525	5,572
Telecommunication	1507	2,514	3,520	2,874	3,445
Total Expenditures	114,165	99,630	117,869	187,964	202,469
Revenue Minus Expenditures	30	(325)	(2,866)	(2,421)	(1,191)

* Categorize expenditures in easily understood, consistent categories (e.g., salaries, Graduate Assistant support). Add additional rows as necessary.

Staffing (Full Time Equivalent)	FY2017	FY2016	FY2015	FY2014	FY2013
Faculty	2.0 FTE	1.5 FTE	.90 FTE	.40 FTE	
Staff			1.0 FTE	1.60 FTE	3.5 FTE
Graduate Assistants	.75 FTE	.75 FTE	.75 FTE	1.50 FTE	1.5 FTE
Student/Temp workers	.05 FTE	.05 FTE	.15 FTE	.50 FTE	
Total Staffing	2.80 FTE	2.30 FTE	2.80 FTE	4.0 FTE	5.0 FTE

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	Southern Illinois University Edwardsville						
2.	Center/Institute	WSIE-FM, 88-7, the Sound, broadcasting at 50 kilowatts from the SIUE Campus						
3.	Date	12/11/2017						
4.	Director	Steve Jankowski						
	4.1 Telephone	618-650-3607						
	4.2 E-mail	stejank@siue.edu						
5.	Year Established	A request for the radio station construction permit was submitted to the Federal Communications Commission (FCC) in October 1968; the station license application was submitted to the FCC in 1969; the FCC granted the license the following year; and the station went on the air for the first time on Sept. 4, 1970.						
6.	Illinois State Statute (if pertinent)	N/A						
7.	Reporting Unit	Office of the Chancellor/University Marketing & Communications						
8.	Type	<div style="text-align: center;">Activity (check all that apply)</div> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Instructional</td> <td style="text-align: center; padding: 2px;">x</td> </tr> <tr> <td style="padding: 2px;">Research</td> <td style="text-align: center; padding: 2px;"></td> </tr> <tr> <td style="padding: 2px;">Public Service</td> <td style="text-align: center; padding: 2px;">x</td> </tr> </table>	Instructional	x	Research		Public Service	x
Instructional	x							
Research								
Public Service	x							

9. Overview

9.1 Description

Serving the Greater St. Louis Area and Southwestern Illinois, WSIE-FM, 88-7 the Sound, provides quality music programming, news, SIUE sports and student programming for a widely diverse listenership, while broadening the visibility of Southern Illinois University Edwardsville and enhancing its image as an essential regional resource.

9.2 Mission

WSIE will provide a public service to Southern Illinois University Edwardsville, the Greater St. Louis Area and the Southwestern Illinois region through the delivery of professionally constructed radio programming while furthering the educational process for SIUE students across multiple disciplines.

9.3 Objectives

WSIE will strive to achieve the development, promotion and provision of a radio station format which engenders listener loyalty, underwriting, and on-going financial support; with the desired outcome having the radio station financially self-sustaining by the end of Fiscal year 2018. WSIE-FM will also strive to serve the communication needs of SIUE, the Greater St. Louis Area and the Southwestern Illinois region through the delivery of community-focused news, sports and public affairs programming. WSIE-FM will strive to provide SIUE students with a myriad of opportunities to work in, and experience the business of radio broadcasting through interaction with the professional staff of WSIE through the development and execution of high-quality student programming.

10. Advisory Board

10.1 Advisory Board - Membership

The WSIE Advisory Board is comprised of SIUE Faculty, staff and alumni, as well as supporters of the radio station from the surrounding region. Members (during the reporting period) are Dr. Gregory Budzban, Ms. Bonni Burns, Mr. Jason Coomer, Ms. Kim Durr, Mrs. Sandy Hardy Chinn, Dr. Elza Ibroscheva, Mr. Steve Jankowski, Mr. Bob Kochan, Mr. Doug McIlhagga, and Mr. Daryl McQuinn.

10.2 Number of Meetings (In This Year) Two (2) Oct. 25, 2016 & June 1, 2017

11. Annual Performance

11.1 Performance Measures *

Measure	Target for Year	Results in Year
1. Generate \$12,000.00 per month in revenue	\$144,000.00	\$77,597.96
2. Increase Audience size by ten percent	Avg weekly cume of 38,000	53,100 (an increase of 50%)
3. Launch the radio drama group	Air time scheduled	Group formed, scripts written, cast set and production schedule established
4. Secure Funding for RDS Encoder	\$2,600.00	RDS Encoder Purchased and installed
5.		

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, public service activities.

11.2 Major Accomplishments (In This Year)

- WSIE-FM experienced a major increase in audience. Our estimated weekly cume rose from 34,800 to 53,100. (an increase of more than 50%.)
- Increased Facebook likes by 85%
- Established trade agreement with National Blues Museum in St. Louis. That led to heavy promotions schedule for the radio station through sponsorship of the “Howlin’ Friday Night concert series and the development of the one-hour radio program “The Blues Highway.” The NBM pays the station \$100.00 a week to air a one-hour long program showcasing blues music and artists.
- Launched the one-hour news magazine “Voices,” which provides on-air content dealing with issues from the perspective of the African American population. The producer of the show also pays the station \$100.00 per week to broadcast the program, which is produced in our studios.
- The program “Financial Café” expanded from a 30-minute long broadcast to a one-hour long broadcast, providing the station with additional revenue and informational content.
- Recruited an alumnus/volunteer to serve as a “music-screener.” This volunteer takes a huge load off the programming staff by conducting a preliminary review of the large quantity of music which comes into the station each week. This enables the station to react more quickly to the arrival of new music.
- Launched the hugely popular “New Music Spotlight,” which delivers three tracks from a new artist and recording. The spotlight airs each Friday at noon.
- Organized the Theater of the Mind Production Company. This group is designed to write, produce, cast, and execute the half-hour radio soap opera “Academia Underground” which began airing on WSIE in November 2017.

- Produced a media kit to be used when approaching underwriters. The content was professionally printed but can also be delivered via email.
- WSIE was awarded a Meridian Society grant of \$2,600.00 to purchase and install an RDS Encoder, which enables our listeners with an RDS equipped radio to receive song title and artist information in their car or on their home stereo.

11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

WSIE continues to broadcast promotional announcements designed to increase awareness of the effectiveness of SIUE as an educational institution. WSIE also broadcasts promotional announcements on the expanding in-state/out-of-state tuition program. WSIE also broadcasts Cougar athletic contests, including men's and women's basketball, men's baseball and women's softball.

11.4 Evidence of Support for Center/Institute Objectives

WSIE continues to work with the faculty of the Department of Mass Communications to provide students a unique learning opportunity at the radio station. WSIE also completed a successful partnership with the Department of Theater and Dance to produce an original radio drama. WSIE also works with the Office of the Chancellor and the Dean of the College of Arts and Sciences to produce and broadcast the half hour program "Segue." The program highlights the work of SIUE and builds upon its relationship with the greater community by conducting interviews with community, civic, and political leaders.

11.5 Evidence of Organizational Effectiveness

Our chief engineer oversaw the removal of unnecessary furniture and equipment from our main on-air studio, production room, and tech center. We successfully recruited additional volunteers to replace departing voice-trackers. A complete list of engineering responsibilities was created and stored for easy access by staff members. The public inspection file was better arranged in preparation for the eventual migration to an all-electronic system with the Federal Communications Commission. We wrote and were successful in receiving a grant from the Meridian Society to purchase and install an RDS Encoder.

12. Institutional Assessment

12.1 Date of Last Review FY 2016

12.2 Decision at Last Review Center/Institute in Good Standing
 Center/Institute Flagged for Priority Review
 Center/Institute Suspended

12.3 Explanation (briefly provide any explanation necessary of the institutional assessment or plans for pending program review)

RESOURCES: WSIE-FM

Financial Resources	FY2017	FY2016	FY2015	FY2014	FY2013
Revenues					
State Appropriations	141,240.48	141,240.00	184,028.00	171,089.00	168,373.00
One-time Funding	36,828.15	.00	38,814.00	.00	19,375.00
Grants & Contracts	2,600.00	.00	.00	.00	.00
Fees from Underwriters	51,342.96	23,213.50	52,646.00	53,898.00	35,976.87
Rental Revenue	8,736.00	8,736.00	9,032.98	10,854.13	17,767.79
Listener Gifts to the SIUE Foundation	26,255.00	22,171.05	10,795.16	14,522.44	10,690.68
Total Revenues	\$267,002.59	\$195,360.55	\$295,316.14	\$250,363.62	\$252,183.34
Expenditures*					
Salaries	67,957.50	70,391.84	150,212.86	181,764.47	187,446.75
Wages	75,863.19	75,479.58	24,032.19	23,411.29	17,045.55
Equipment	2,503.52	588.00	.00	1,497.74	729.97
Commodities	592.00	2,111.43	16.27	158.31	2,801.11
Contractual Services	25,095.64	25,725.43	26,110.06	41,991.25	59,317.75
Telecom	8,560.30	8,379.10	7,973.47	9,703.06	9,017.68
Expenditure from Foundation Account	369.75	3,251.70	9,883.97	2,326.63	7,205.64
Total Expenditures	\$180,941.90	\$185,927.08	\$218,228.82	\$260,852.75	\$283,564.45
Revenue Minus Expenditures	\$86,060.69	\$9,433.47	\$77,087.32	(\$10,489.13)	(\$31,381.11)

* Categorize expenditures in easily understood, consistent categories (e.g., salaries, Graduate Assistant support). Add additional rows as necessary.

Staffing (Full Time Equivalent)	FY2017	FY2016	FY2015	FY2014	FY2013
Faculty					
Staff	2	2	2.5	2.5	2.5
Student Workers	5	4	4	4	4
Total Staffing	7	6	6.5	6.5	6.5

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	Southern Illinois University School of Medicine										
2.	Center/Institute	SIU Center for Alzheimer's Disease and Related Disorders (CADRD), including the Parkinson Disease Center (PDC)										
3.	Date	December 1, 2017										
4.	Director	Tom Ala, M.D., Interim Director										
4.1	Telephone	217-545-7197										
4.2	E-mail	tala@siumed.edu										
5.	Year Established	Academic Year 1987										
6.	Illinois State Statute (if pertinent)	Public Act 90-0404										
7.	Reporting Unit	Southern Illinois University School of Medicine										
8.	Type	<table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Activity</td> </tr> <tr> <td colspan="2" style="text-align: center;">(check all that apply)</td> </tr> <tr> <td style="border: none;">Instructional</td> <td style="border: 1px solid black; text-align: center;">X</td> </tr> <tr> <td style="border: none;">Research</td> <td style="border: 1px solid black; text-align: center;">X</td> </tr> <tr> <td style="border: none;">Public Service</td> <td style="border: 1px solid black; text-align: center;">X</td> </tr> </table>	Activity		(check all that apply)		Instructional	X	Research	X	Public Service	X
Activity												
(check all that apply)												
Instructional	X											
Research	X											
Public Service	X											

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

The SIU Center for Alzheimer's Disease and Related Disorders (CADRD) was established as a Regional Alzheimer's Disease Assistance Center by the State of Illinois, pursuant to Public Act 90-0404. CADRD is dedicated to assisting patients and families who may be affected by Alzheimer's disease and related conditions through patient care, education, research, and service to the community. The Parkinson Disease Center (PDC) was established by the Illinois state government to address the needs of Parkinson disease patients in the region. The PDC is currently administered by the SIU Department of Neurology through the CADRD and is incorporated into this center's report.

9.2 Mission

To be a resource for the citizens of downstate Illinois for medical treatment, education, and research related to dementing diseases.

9.3 Objectives

As defined by the State of Illinois Public Act 90-0404, which established the SIU School of Medicine program as a Regional Alzheimer's Disease Assistance Center, the center is expected to provide the following:

1. Comprehensive diagnosis and treatment facilities and services which have (i) professional medical staff specially-trained in geriatric medicine, neurology, psychiatry and pharmacology, and the detection, diagnosis and treatment of Alzheimer's disease and related disorders, (ii) sufficient support staff who are trained as caregivers to victims of Alzheimer's disease and related disorders, (iii) appropriate and adequate equipment necessary for diagnosis and treatment, (iv) transportation services necessary for outreach to the service area defined by the Illinois Department of Public Health and for assuring access of patients to available services, (v) and such other support services, staff and equipment as may be required;
2. Consultation and referral services for victims and their families to ensure informed consent to treatment and to assist them in obtaining necessary assistance and support services through primary Alzheimer's providers and various private and public agencies that may otherwise be available to provide services under this Act;
3. Research programs and facilities to assist faculty and students in discovering the cause of and the diagnosis, cure and treatment for Alzheimer's disease and related disorders;
4. Training, consultation and continuing education for caregivers, including families of those who are affected by Alzheimer's disease and related disorders;
5. Centralized data collection, processing and storage that will serve as a clearinghouse of information to assist victims and families and Alzheimer's Disease Assistance Center Resources, and to facilitate research; and
6. Programs of scientific and medical research in relation to Alzheimer's disease and related disorders that are designed and conducted in a manner that may enable such centers to qualify for Federal financial participation in the cost of such programs.

10. Advisory Board

10.1 Advisory Board - Membership

SIU Primary Provider Advisory Board: The SIU Primary Provider Advisory Board is CADRD's advisory board. This board consists of the coordinators of each of the Alzheimer Center's Primary Provider sites approved by the Illinois Department of Public Health.

SIU Primary Provider Advisory Board members in FY2017 are:

- Daniel Strohbeck, Alton Memorial Hospital, Alton;
- Courtney McFarlin, Memory Care Center of St. Anthony's Hospital, Alton;
- Anita Sirevaag, Memorial Hospital, Belleville;
- Sandy Radford, St. Joseph's Hospital, Breese;
- Scott Arbaugh, Northwest Psychiatric, Breese;
- Jen Hammonds, SIU Family Medicine Center, Carbondale;
- Kathryn Rhoads, Circle of Friends Adult Day Center, Champaign;
- Karie Gerdes, Prairieview Lutheran Home, Danforth;
- Mary Crisler, St. Mary's Hospital, Decatur;
- Kim White, SIU School of Nursing, Edwardsville/East St. Louis;
- Christy Brown, Heartland Human Services, Effingham;
- Debbie DeVall, Clay County Hospital – Senior Renewal, Flora;
- Gloria Koch, Cottage Neuroscience, Galesburg;
- Connie Duncan, Family Counseling Center, Golconda/Vienna/Elizabethtown;
- Jodi Schoen, HSHS Holy Family Hospital, Greenville;
- Lynn Sellers, Montgomery County Health Department, Hillsboro;
- Tracy Kistner, Jersey Community Hospital, Jerseyville;
- Kelly Shiraki, McDonough District Hospital, Macomb;
- Kay McDade, Sarah Bush Lincoln Health Center, Mattoon;
- Dennis Duke, Robert Young Center for Community Mental Health, Moline;
- Michelle Brown, Pinecrest Community, Mount Morris;
- Valerie Duff, St. Mary's Good Samaritan Inc., Mount Vernon/Centralia;
- Sandy Burgener, Community Resource and Counseling Center, Paxton;
- Jackie Bowers, Institute of Physical Medicine and Rehabilitation, Peoria;
- Amy Eppel, Evenglow Inn, Pontiac;
- Ann Jirmasek, SIU School of Medicine Memory and Aging Clinic, Springfield.

At this time, there are vacancies from the following sites:

- FHN, Freeport;
- HSHS Holy Family Hospital, Greenville;
- Passavant Hospital, Jacksonville;
- McDonough District Hospital, Macomb;
- Hamilton District Hospital, McLeansboro
- Genesis Health Group, Moline;
- OSF St. Francis, Peoria;
- OSF Illinois Neuroscience Institute, Rockford;
- Canterbury Ridge Assisted Living, Urbana.

10.2 Number of Meetings (In This Year) None, due to reduced funding for this year

11. Annual Performance

11.1 Performance Measures *

Measure	Target for Year	Results in Year
1. Evaluations of new patients (Springfield site)	375	774
2. Evaluations of new patients (network)	700	386
3. Follow-up patient visits (Springfield site)	1,500	2,820
4. Follow-up patient visits (network)	700	561
5. Educational programs (Springfield providers) – Number of Programs	100	162
6. Educational programs (Springfield providers) - Attendance	4,000	5,129
7. Educational programs (Primary Provider sites) – Number of Programs	230	218
8. Educational programs (Primary Provider sites) - Attendance	8,000	5,480
9. Clinical Trial Studies – Number of studies per IRB	15	17
10. Research – Number of publications & presentations	40	31
11. Number of brain autopsies	10	2

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, public service activities.

11.2 Major Accomplishments (In This Year)

Major accomplishments of the SIU Center for Alzheimer's Disease and Related Disorders in FY2017 include: 1) Evaluation of new patients and continued follow-up with existing patients through the CADRD Springfield site. The productivity of the statewide Primary Provider network sites, however, has been markedly reduced because of the loss of State of Illinois funding for CADRD; 2) Continuation of community education and outreach programs such as the *Art Express!* and Music and Memory programs. Due to a grant from the Illinois Department on Aging from the Administration for Community Living, CADRD has been able to expand community education and outreach programs in Springfield and through ten of the Primary Provider sites by offering five evidence-based programs for persons with dementia who are still living in the community setting and their family caregivers. However, the local educational programs of statewide Primary Provider network sites have been discontinued because of the State funding situation; 3) Participation as a residency rotation site for the Neurology, Internal Medicine, Psychiatry, and Family and Community Medicine departments in the center's Memory Disorder Clinic; 4) Participation in eleven clinical studies into the diagnosis and treatment of Alzheimer's disease, including three investigator-initiated studies and eight multi-center clinical trials; 5) Submission of several research papers published by the CADRD's basic science faculty; 6) Participation in the development of the new SIU Neuroscience Institute, which includes CADRD.

CARDR is required to report annually on its accomplishments to the Illinois Department of Public Health's Alzheimer's Disease Advisory Committee. This committee provides oversight to the Regional Alzheimer's Centers under PA 90-0404. CADRD submitted its report to IDPH for FY2017. The Parkinson Disease Center (PDC) has continued to provide clinical care to patients and to sponsor an annual community education program, but the PDC has been functioning at a reduced level since it lost its State funding in 2003.

11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

The Center for Alzheimer's Disease and Related Disorders advances several priorities of the State of Illinois, Southern Illinois University, and SIU School of Medicine. As noted, CADRD was established by Public Act 90-0404 as a state-designed Regional Alzheimer's Disease Assistance Center. CADRD has been successful in this role, as evidenced by its continued designation by the State of Illinois as a regional center. The center successfully completed a full program review in 2010-2011 as required by the Illinois Board of Higher Education; this is further evidence that CADRD is meeting the state's expectations for it. The center also supports the Illinois Public Agenda's goal for use of university educational, research, and innovation assets to advance the state's and region's economy. This is evident in CADRD's positive impact on patient care and research.

CARDR also advances goals of the university and the medical school, such as those associated with community outreach, public/private partnerships, and research. The center has been invited to participate in many local, regional, and state programs sponsored by the Alzheimer's Association, the Alzheimer's Disease Advisory Committee for the Illinois Department of Public Health, and the Illinois Cognitive Resources Network. The center has also collaborated with researchers in other departments both in Springfield and in Carbondale, as well as those in the other two state-designated Regional Alzheimer's Disease Assistance Centers in Chicago, to assist the Illinois Department on Aging in obtaining a Community Living grant. These activities directly support the SIU Board of Trustee's priorities for community partnerships, SIU Carbondale's priority for research and innovation, and SIU School of Medicine's goals for research and professional engagement.

CARDR physicians and other health professional staff provide essential patient care for Alzheimer's patients in the center's Springfield clinics as well as extend their expertise as consulting physicians/professionals throughout the statewide SIU Primary Provider network. As a required component of their educational programs, SIU Neurology, Internal Medicine, Psychiatry, and Family and Community Medicine residents all have required rotations through the center's Memory Disorder Clinic to learn the clinical aspects of Alzheimer's disease, as do SIU medical students and Physician Assistant program students. These activities support medical school and university goals for patient care and workforce development.

11.4 Evidence of Support for Center/Institute Objectives

The Center for Alzheimer's Disease and Related Disorders directly advanced the center's objectives during FY2017. As noted in 11.1 above, patient care, consultation, and referral services were provided in over 3,500 patient visits in CADRD's Springfield site and nearly 1,000 additional patient visits in the SIU Primary Provider network sites. Those visits were associated with over 1,800 individual patients in the Springfield CADRD clinic and nearly 800 patients in the network sites. In addition, a major function of the center has been its development and maintenance of its state-mandated Primary Provider Program, which comprised 33 sites in FY2017. These activities support the patient care objectives (Objectives 1 and 2) above. Basic, clinical, and increasingly population health research projects were advanced in FY2017, and efforts to increase them continued in support of the research objectives (Objectives 3 and 6). There were 380 educational programs for caregivers and health care providers with attendance above 10,600 in FY2017, in support of CADRD's community educational objective (Objective 4). The center has also developed and maintains three databases of patient data which are used to facilitate research. This supports the centralized data collection objective (Objective 5). Collectively, these activities provide strong evidence that the Center for Alzheimer's Disease and Related Disorders supported its center objectives in FY2017.

11.5 Evidence of Organizational Effectiveness

The strongest evidence of organizational effectiveness is that already presented in the preceding sections. CADRD was favorably reviewed in its most recent program review, receiving particularly high marks for its SIU Primary Provider network and outreach activities. It should be noted, however, that the loss of State of Illinois funding has severely curtailed the overall program, particularly the Primary Provider network, and it is uncertain how functional CADRD will be going forward. At present, the center continues to be recognized as a leader in the clinical, educational, and research aspects of Alzheimer's disease in Illinois. CADRD faculty and staff members actively participate in regional, state, and national conferences and symposia to present findings from their research, clinical and outreach programs. As discussed above, CADRD is meeting its organizational objectives. If financial support from the State of Illinois (or other sources) can be reinstated, the Center for Alzheimer's Disease and Related Disorders is well positioned for success in the future.

12. Institutional Assessment

12.1	Date of Last Review	<u>2010-2011</u>
12.2	Decision at Last Review	<input checked="" type="checkbox"/> Center/Institute in Good Standing <input type="checkbox"/> Center/Institute Flagged for Priority Review <input type="checkbox"/> Center/Institute Suspended
12.3	Explanation	<u>N/A</u>

RESOURCES: Center for Alzheimer's Disease and Related Disorders

Financial Resources	FY2017	FY2016	FY2015	FY2014	FY2013
Revenues					
State Appropriations	\$0	\$0	\$0	\$0	\$0
Income Fund	0	0	0	0	0
Grants and Contracts	622,470	247,615	241,521	211,322	220,020
State Support via Hospital Contracts ¹	0	0	122,073	1,464,870	1,469,298
Transfers from SOM ²	61,055	331,356	1,177,255	88,008	184,123
Other Revenues	25,424	37,531	32,910	39,311	69,964
Total Revenues	\$708,949	\$616,502	\$1,573,759	\$1,803,511	\$1,943,405
Expenditures [*]					
Salaries	\$222,029	\$297,124	\$1,104,046	\$1,106,582	\$1,181,908
Fringe Benefits	36,325	14,090	8,854	19,583	1,513
Equipment	5,933	0	24,095	28,248	34,142
Commodities	6,325	27,178	46,973	59,145	30,705
Contractual Services ³	158,599	154,717	270,579	313,831	382,891
Other Expenses	62,544	23,128	119,212	276,122	312,246
Total Expenditures	491,755	\$516,237	\$1,573,759	\$1,803,511	\$1,943,405
Revenue Minus Expenditures	\$217,194	\$100,265	\$0	\$0	\$0

* Categorize expenditures in easily understood, consistent categories (e.g., salaries, Graduate Assistant support). Add additional rows as necessary.

1. State Support via Hospital Contracts refers to funds received from the State of Illinois for support of the Center for Alzheimer's Disease and Related Disorders. Changes to the state's Medicaid hospital formula reduced that funding for FY2014 and effectively eliminated it in subsequent years.
2. Transfers from SOM includes fund transfers from the SIU School of Medicine's reserve or general funds to support the CADRD.
3. Contractual Services are primarily funds to support the Memory and Aging Provider Network, which includes 33 separate sites supporting a 93-county area. Supports information referrals for patients diagnosed with Alzheimer's disease at one of the network sites. Data from these patient encounters are subsequently included in the CADRD's data registry for education, clinical care, and research purposes.

Staffing (Full Time Equivalent)¹	FY2017	FY2016	FY2015	FY2014	FY2013
Faculty	1.00	1.00	3.64	4.63	4.05
Staff	6.56	6.56	17.52	18.68	19.67
Total Staffing	7.56	7.56	21.16	23.31	23.72

1. Staffing (FTE) includes FTEs of those faculty and staff receiving direct salary support from the CADRD.

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	Southern Illinois University School of Medicine
2.	Center/Institute	SIU Center for Rural Health and Social Service Development
3.	Date	December 1, 2017
4.	Director	Kim Sanders
	4.1 Telephone	618-453-5545
	4.2 E-mail	ksanders@siumed.edu
5.	Year Established	Academic Year 1991
6.	Illinois State Statute (if pertinent)	N/A
7.	Reporting Unit	Southern Illinois University School of Medicine
8.	Type	Activity (check all that apply)
	Instructional	
	Research	X
	Public Service	X

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

The Center for Rural Health and Social Service Development (CRHSSD) provides leadership and professional services – through community engagement, outreach and research – to aid in the development of the health care and social service systems of Illinois’s lower thirty-four counties. The CRHSSD brings together the resources of Southern Illinois University—the faculty, staff and students—to work as partners with area agencies to successfully address the most pressing health and social service problems of the region.

Primary activities of the CRHSSD are grant and project development (identification of grant opportunities, coordination and facilitation of regional development projects with partner collaboration, and the development, coordination, and management of grants); research and evaluation (conducting needs assessments, pilot projects, project evaluations, publishing/presentation of research findings, and development/recommendation of policy alternatives); training and workforce development (conducting regional training needs assessments, developing/coordinating/sponsoring training opportunities, curriculum development for funded projects, provision of continuing education units (CEUs) for social workers and counselors, and facilitation of SIUC student learning, mentoring, and internship opportunities); and community engagement and outreach (representation of the SIU School of Medicine in southern Illinois, provision of technical assistance and content expertise, service in national, state, regional, and local capacities, and development/enhancement of community partnerships, projects and activities).

9.2 Mission

The Center for Rural Health and Social Service Development exists to strengthen southern Illinois’s rural health infrastructure and promote opportunities for enhancing health primarily in rural communities.

9.3 Objectives

To accomplish the goal of being a resource center addressing health and social service issues that impact the lives and productivity of the citizens in southern Illinois, the Center for Rural Health and Social Service Development provides leadership for health and social services development to Southern Illinois University, the southern Illinois region, and the state of Illinois.

Primary objectives of the CRHSSD include:

1. Advance development of the health and social services infrastructure in southern Illinois. Coordinate and conduct program demonstrations. Develop alternative service delivery systems.
2. Develop new knowledge and practice in regional health and social services through increased scholarship and research. Support and coordinate new grant development of community projects and programs. Stimulate and conduct cooperative research.
3. Enhance funding for regional health and social service programs through external grants and contracts. Develop resources to support improvement in the delivery of community health and social service programs.
4. Participate and lead where possible in the development and implementation of public policy associated with regional health and social service programs. Develop policy alternatives and recommendations.
5. Contribute to the development of a well-prepared professional health/social service workforce for the southern Illinois region. Coordinate and conduct continuing education activities for the regional health and social service workforce.

6. Develop and enhance an effective network of community health and social service agencies for the southern Illinois region. Act as a collaborative partner for regional development projects.

10. Advisory Board

10.1 Advisory Board - Membership

CRHSSD Advisory Board: A 15-member advisory board made up of community and university volunteers guides the Center for Rural Health and Social Service Development and acts in a consultative capacity on projects, activities, and overall direction. The board meets once per calendar quarter to stay acquainted with and up-to-date on all CRHSSD projects and plans, in addition to providing valuable input and leadership into development, research, service and training functions.

CRHSSD Advisory Board members in FY2017 are:

- Jean Alstat, Director of Crisis and Community Services, Centerstone of Illinois, Carbondale
- Fred Bernstein, Executive Director, Community Health and Emergency Services, Inc., Cairo
- Jennifer Brobst, Assistant Professor, SIU School of Law
- Brian Chapman, PhD, Special Projects Director, SIU Office of the President
- Randy Dauby, CEO/Administrator, Pinckneyville Community Hospital, Pinckneyville
- Cindy Flamm, CEO, Rural Health, Inc., Anna
- Carl Flowers, PhD, Director, SIUC Rehabilitation Institute
- John Hamman, PhD, Associate Professor, SIUC Political Science
- Angie Hampton, CEO, Egyptian Public and Mental Health Department, Eldorado
- John Jackson, PhD, Visiting Professor, SIU Paul Simon Public Policy Institute
- Patsy Jensen, Executive Director, Shawnee Health Service, Carterville
- Bill Jung, Executive Director, RIDES Mass Transit District, Harrisburg
- Cynthia Sims, SIUC Interim Associate Dean for Academic and Student Affairs
- Kathy Swafford, MD, Pediatric Physician, Anna
- Woody Thorne, Vice President of Community Affairs, Southern Illinois Healthcare, Carbondale

10.2 Number of Meetings (In This Year) 4

11. Annual Performance

11.1 Performance Measures *

Measure	Target for Year	Results in Year
1. External funding generated	\$300,000	\$1,380,830
2. Grant Applications – Number/Funding Sought	3 projects/ \$250,000	5 projects/ \$2 million
2. Publications and Presentations	3	4
3. Continuing Education Programs	5	20
4. Community Collaborations	75	188
5. University Collaborations	10	20

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, public service activities.

11.2 Major Accomplishments (In This Year)

In FY2017, the Center for Rural Health and Social Service Development accomplished a number of major projects and continued efforts to enhance the southern Illinois region's health and social services systems.

The southern Illinois region's Trauma-Informed System of Care Learning Collaborative, a joint program of the Children's Medical and Mental Health Research Network and the CRHSSD, successfully trained 69 regional therapists in Trauma-Focused Cognitive Behavior Therapy (TF-CBT) in this year. This program was honored with two GOLD level awards from the U.S. Substance Abuse and Mental Health Services Administration (SAMHSA). In August 2016, Dr. Gary Blau, Chief of the Child, Adolescent, and Family Branch of SAMHSA, announced the two Excellence in Community Communications and Outreach (ECCO) awards. The awards recognized the learning collaborative as the best system of care initiative in the nation in the categories of Partnership Development and Outreach to Professionals.

SIU's Rural Health center also provided continuing educational activities in 20 training sessions offering 110 continuing education units for regional licensed social workers and licensed professional counselors. Working with southern Illinois's RIDES Mass Transit District, the CRHSSD was awarded funding from the Rides to Wellness program of the Federal Transit Administration to initiate outreach and transportation coordination services for patients seeking drug abuse services and other mental health services in eight southeastern Illinois counties.

As lead agency for the Coordinated Approach To Child Health (CATCH) program in the southern sixteen Illinois Delta counties, the CRHSSD was awarded a three-year, \$2.16 million grant to expand this program, which currently addresses childhood obesity. The additional funding incorporates the Centers for Disease Control's *Whole School, Whole Community, Whole Child Model (WSCC)* approach for coordinated school health programming for more than 20,000 students and their families.

The CRHSSD partnered with Rush University Medical Center to receive funding from the Health Resources and Services Administration (HRSA) supporting a Geriatric Workforce Enhancement Program (GWEP). This project completed three geriatric-focused interprofessional education events for more than 84 students/learners (including Physician Assistant students, resident physicians, medical students, and social work students) using a geriatric-focused, problem-based learning case format. In addition to CRHSSD, the interdisciplinary SIU Team includes SIU School of Medicine's Family and Community Medicine as well as its Physician Assistant Program, SIU School of Social Work, SIU Department of Psychology, and a community partner, Shawnee Alliance for Seniors.

As a member of the Illinois Governor's Rural Affairs Council's Emergency Medical Services (EMS) Subcommittee, the CRHSSD led the development of the 2017 EMS Summit. The CRHSSD served as registration and fiscal officer for the event which attracted more than 130 EMS professionals from throughout the state. Also in this program year, CRHSSD facilitated the Southern Illinois Behavioral Health Consortium - Region 5 Behavioral Health Network in partnership with the Community Behavioral Health Association (CBHA) and others agencies. This consortium conducted two regional "Call for Community Solutions" meetings regarding prescription drug/opioid and heroin abuse in the southernmost 33 counties. The meetings assist local coalitions to develop and implement action plans addressing this issue in their respective counties.

At least four grant submissions incorporating content from the consortium's meetings were completed by various local organizations on behalf of the region, all with CRHSSD assistance. All grants were funded and one was successfully led by the CRHSSD for a Southern Illinois Interprofessional Opioid Conference. This conference attracted professionals from multiple health and social services organizations. Attendance was 185 participants, all of whom received appropriate professional CEUs. Complementary to this work, the Illinois Department of Human Services' Prescription Monitoring Program (PMP) received funding from the Centers for Disease Control and Prevention's Prescription Drug Overdose Prevention for States grant; the PMP subcontracted with the CRHSSD to target activities in the 16 southern Illinois Delta counties. The CRHSSD has engaged and serves as a liaison to the health departments in these southern counties to promote PMP utilization by providers and identify barriers to use.

The CRHSSD and its community affiliates partnered with SIU School of Social Work to obtain a workforce education grant from the Health Resources and Services Administration to train graduate-level social service students regarding trauma-based behavioral health. This three year effort graduated 75 fellows trained to provide trauma-based clinical interventions to at-risk children, adolescents, and transitional youth. A new four-year proposal submitted this year will expand this program to include Rehabilitation graduate students in addition to those in Social Work.

The center has been active in seeking grant and contract funding for expanded programs, increasing scholarly output, and participating in professional and community organizations promoting health and social services development. In FY2017, the CRHSSD received \$1,380,830 in external grants and contracts, \$726,273 of which was reallocated to the surrounding community through various collaborations with health and social service organizations. The CRHSSD submitted five external proposals totaling over \$2 million for consideration by funding agencies; awards are pending. CRHSSD staff served on 13 community coalitions and committees, as well as collaborated with numerous organizations, including the Marion VA Medical Center. The staff also presented at four state and national conferences on their various projects.

11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

The Center for Rural Health and Social Service Development supports the priorities of the State of Illinois, Southern Illinois University, and the SIU School of Medicine. The CRHSSD advances Goal 4 of the Illinois Public Agenda and its call to use "educational, research and innovation assets to meet economic needs of the state and its region." The CRHSSD's reliance on community networks and public/private partnerships and the focus on community service directly support the priorities of the SIU Board of Trustees and SIU Carbondale. The center's mission complements SIU's mission and its call to "improve our communities" and the SIU goal for "collaboration with the broader community in our mutual goals of research translation, workforce education, and economic development and (to) sustain and grow SIU's outreach and service mission." The CRHSSD is a practical example of SIU School of Medicine's mission area of

“service to the community” and numerous medical school strategic priorities, including those dealing with workforce development, research, patient health, and engagement with the community.

11.4 Evidence of Support for Center/Institute Objectives

In FY2017, the Center for Rural Health and Social Service Development advanced its center objectives as outlined in 9.3 above. The center’s numerous community projects support its primary objective for development of the regional health and social services infrastructure. The CRHSSD had over 150 active community partnerships in the past year and received over \$1.3 million in extramural funding, filtering over \$700,000 back into the southern Illinois region. This positively impacted the region’s economy and its health/social services infrastructure; this is evidence of support for the center’s community collaboration, research, and funding enhancement objectives. In support of its educational and workforce development objective, the CRHSSD contributes to the educational mission of the university and the medical school by providing learning experiences for student interns and graduate assistants. Students are assigned project responsibilities of substance that provide hands-on research and/or service experience while benefiting the communities in which the projects are implemented.

11.5 Evidence of Organizational Effectiveness

The Center for Rural Health and Social Service Development is effective as an organization. The center’s mission and activities support the priorities of the State of Illinois, Southern Illinois University, and SIU School of Medicine as well as meet the expectations of its community partners and funding agencies. The CRHSSD has extensive partnerships and collaborations with health and social service agencies in the southern Illinois region. It has been successful in attracting external grant funding. The center’s most recent program review in 2012 found that the CRHSSD was active and respected in the region, that it had formed effective collaborations with regional groups, and that it was emerging as a strong voice for rural, southern Illinois. The Center for Rural Health and Social Service Development is well situated for future success.

12. Institutional Assessment

12.1	Date of Last Review	<u>2011-2012</u>
12.2	Decision at Last Review	<input checked="" type="checkbox"/> Center/Institute in Good Standing <input type="checkbox"/> Center/Institute Flagged for Priority Review <input type="checkbox"/> Center/Institute Suspended
12.3	Explanation	<u>N/A</u>

RESOURCES: Center for Rural Health and Social Service Development

Financial Resources	FY2017	FY2016	FY2015	FY2014	FY2013
Revenues					
State Appropriations	\$153,576	\$153,576	\$153,576	\$152,742	\$152,742
External Grants	1,261,162	559,282	719,514	1,373,942	989,192
Contractual/Income	7,668	20,793	5,643	66,125	115,200
Rural Health Initiative ¹	112,000	120,000	100,000	60,856	43,752
Indirect/Overhead Return	25,794	14,604	20,144	16,239	26,159
Total Revenues	\$1,560,200	\$868,255	\$998,877	\$1,669,904	\$1,327,045
Expenditures					
Salaries	\$422,938	\$394,576	\$447,468	\$422,367	\$399,632
Fringe Benefits	118,294	56,372	76,683	73,280	69,096
Travel	19,442	7,210	20,420	22,239	16,115
Equipment	0	4,351	0	2,016	0
Commodities	20,905	5,737	58,820	46,756	25,283
Community/University Program Grants ²	481,864	289,405	290,000	869,925	446,645
Contractual - Other	71,395	47,771	23,697	38,545	79,740
Indirect to University	121,857	59,405	65,912	58,878	126,253
Total Expenditures	\$1,256,695	\$864,827	\$983,000	\$1,534,006	\$1,162,764
Revenue Minus Expenditures	\$303,505	\$3,428	\$15,877	\$135,898	\$164,281

1. The Rural Health Initiative funding is based on state appropriated funds administered by the SIU School of Medicine. These funds support community projects designed to assist rural and underserved areas in central and southern Illinois with increasing access to health care services, improving local health care infrastructure, and identifying educational opportunities for medical students focused upon rural experiences.
2. Community/University Program Grants funds are portions of external grants received by the CRHSSD which are apportioned to community organizations or other SIU units.

Staffing (Full Time Equivalent)¹	FY2017	FY2016	FY2015	FY2014	FY2013
Faculty	0.00	0.00	0.00	0.00	0.00
Staff	8.00	7.00	7.00	7.00	9.00
Extra Help	0.00	1.00	2.00	2.00	3.00
Graduate Assistants	3.00	4.00	5.00	5.00	7.00
Student Workers	0.00	0.00	0.00	0.00	0.00
Total Staffing	11.00	12.00	14.00	14.00	19.00

1. Staffing (FTE) includes FTEs of those faculty and staff receiving direct salary support from the CRHSSD.

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	Southern Illinois University School of Medicine
2.	Center/Institute	SIU Neuroscience Institute
3.	Date	December 1, 2017
4.	Director	James M. Gilchrist, M.D.
4.1	Telephone	217-545-7226
4.2	E-mail	jgilchrist@siumed.edu
5.	Year Established	Academic Year 2015
6.	Illinois State Statute (if pertinent)	N/A
7.	Reporting Unit	Southern Illinois University School of Medicine
8.	Type	Activity (check all that apply)
	Instructional	X
	Research	X
	Public Service	X

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

The SIU Neuroscience Institute (NSI) is a public service institute providing advanced multispecialty clinical care for patients with neurological disorders and/or mental health conditions. The NSI is being developed as a collaboration of SIU School of Medicine's physician practice organization (SIU Medicine) and Memorial Medical Center (MMC), a principal affiliated teaching hospital of the medical school in Springfield. The NSI coordinates the patient care services of the school's existing Department of Neurology, Department of Psychiatry, and the Division of Neurosurgery while collaborating with MMC's neuroscience-related outpatient and inpatient services and facilities.

The institute's physicians, health care staff, and other professionals provide advanced, coordinated treatment to patients from throughout central and southern Illinois who suffer from complex, debilitating neurological or mental disorders. While the institute's focus is primarily patient care oriented, the NSI provides opportunities and resources for neuroscience-related research, medical and community education, and community outreach. As an institute based in an academic medical center, the NSI is advancing the translation of new and emerging basic research and the application of new medical products and technologies into improved patient care.

The vision of the NSI is to be housed in a single facility on the SIU School of Medicine/ Springfield campus, unifying the outpatient clinical services, research, education and operations related to the above-noted clinical departments and divisions. Once the NSI is fully implemented, patients will have seamless availability within one site to neuroscience and spine specialists, ancillary services, case management and clinical trials, all sharing common scheduling, billing and electronic health record systems. Quality and safety measures, outcomes, patient satisfaction, cost of care, and value will be substantially improved.

9.2 Mission

The SIU Neuroscience Institute's mission is to provide superior comprehensive care for diseases of the nervous system based upon best practices, organized according to disease, and provided in a multidisciplinary environment. Health care coordination, quality monitoring, and shared operations will result in an efficient and seamless patient experience, better outcomes, a lower cost of care, and enhanced value.

9.3 Objectives

Objectives of the SIU Neuroscience Institute include:

- **Clinical Objectives:** The institute coordinates and centralizes adult neurology, neurosurgery, psychiatry, and related ancillary services. The institute develops disease-specific multidisciplinary clinics to improve diagnostic services and treatment as well as improve the patient's experience. Other outcome metrics under development include patient-oriented outcomes (i.e., functional status) and decreased hospital readmission rates through improved care coordination.
- **Patient Objectives:** The institute enhances the patient's experience through coordination of patient and support services, and develops shared patient scheduling and registration processes to ease access.

- Quality Objectives: Quality objectives include patient satisfaction metrics; improved physician and staff recruitment, retention, and satisfaction; improved operating efficiencies; and financial sustainability through coordination among institute departments.

The SIU Neuroscience Institute is designed to produce significant clinical, patient, operational and financial benefits. The NSI is the only regional and academically-based neuroscience institute in central or southern Illinois.

10. Advisory Board

10.1 Advisory Board - Membership

The NSI Steering Committee provides advice and oversight to the institute's leadership.

NSI Steering Committee members in FY2017 include:

- James Gilchrist, MD, Professor and Chair, Neurology, SIU School of Medicine (Executive Director)
- Jeffrey Cozzens, MD, Professor and Division Chair, Neurosurgery, SIU School of Medicine
- Kari Wolf, MD, Associate Professor and Chair, Psychiatry, SIU School of Medicine
- Michael Neumeister, MD, Professor and Chair, Surgery, SIU School of Medicine
- Wendy Cox-Largent, Associate Provost for Finance and Administration, SIU School of Medicine
- Nelson Weichold, COO/CFO and Executive Director of Clinical Operations and Finance, SIU Medicine
- Kevin England, Vice President for Business Development, Memorial Medical Center
- Evan Davis, Administrator, Orthopedic Services and Neurosciences, Memorial Medical Center
- Charles Callahan, PhD, Executive Vice President and Chief Operating Officer, Memorial Medical Center
- Greg Jensen, LCSW, Administrative Director, NSI/SIU School of Medicine
- Les Jebson, Assistant to the Chair of Surgery, SIU School of Medicine

10.2 Number of Meetings (In This Year) 10 - SIU Internal Committee; 6 - Full Steering Committee

11. Annual Performance

11.1 Performance Measures *

Measure ¹	Target for Year	Results for Year
1. Patient Encounters – Number ²	25,000	24,634
2. Total Patients Served – Unduplicated Count	12,500	12,182
3. New Patients Served – Unduplicated Count	2,400	2,268

* Center/institute-defined measures and targets. Data only include patient services and exclude clinical trial data, publications and public service contributions.
Data source: SIU Healthcare Business Reporting Portal.

1. The SIU Neuroscience Institute was approved by the Illinois Board of Higher Education on April 7, 2015.
2. Patient Encounters-Number is lower in FY2017 when compared to previous years because of differences in reporting.

11.2 Major Accomplishments (In This Year)

The SIU Neuroscience Institute continued to mature during FY2017 by improving regional stroke care, expanding clinical outreach, redesigning the institute's internal operational and financial framework, renovating facilities to enable multidisciplinary clinics and improved patient experience, creating provider and clinic utilization dashboards, and successfully recruiting faculty to the NSI. These efforts have advanced the SIU Neuroscience Institute. Department specific and overall NSI accomplishments include:

Neurology:

- Contracted with Southern Illinois Healthcare, based in Carbondale, to read their electroencephalographic (EEG) tests
- Provided physician and other clinical leadership to assist Memorial Medical Center/ Springfield in achieving re-certification by the Joint Commission as a Comprehensive Stroke Center in October 2017. This center is one of only two designated comprehensive stroke centers in Illinois outside of Chicago
- Recruited two Neurologists in partnership with Decatur Memorial Hospital (DMH) to expand neuro-critical care, neuro-hospitalist, and general neurology and stroke services at Decatur Memorial Hospital, SIU and MMC
- Recruited two full time neurology faculty at SIU: Dr. Ali Choucair, as Director of Neuro-oncology and Professor (July 2016) and Dr. Samantha Dial, Neuromuscular and Electromyography (EMG) specialist and Assistant Professor (August 2016)
- Started participating in neuro-interventional endovascular service and call schedule at MMC
- Began discussions with Illinois area hospitals including Sparta Hospital (Sparta), Memorial Hospital (Carbondale), Advocate Bromenn (Bloomington), Memorial Hospital (Decatur), and Passavant Hospital (Jacksonville) about on-site and tele-neurology clinical services

Psychiatry:

- Recruited new Chair of Psychiatry, Dr. Kari Wolf (August 2016)
- Began geriatric psychiatry inpatient, outpatient, and intensive outpatient services at Decatur Memorial Hospital (August 2016)
- Recruited psychiatry faculty, Dr. Mehul Trivedi, into Division of Psychology as Assistant Professor, in neuro-psychology (July 2017)
- Initiated behavioral health (BH) strategy work with Memorial Health System and HSHS St. Mary's Hospital to develop regional BH services plan
- Identified new space at Centrum Building/Springfield for Psychiatry and Child Psychiatry outpatient, educational, and administrative offices
- Identified three new faculty recruits to begin summer 2018 and another faculty recruit to begin summer 2019
- Began work with MMC to start a Ketamine infusion program

- Worked closely with Internal Medicine to bring alignment between Psychiatry and Medicine-Psychiatry Division

Neurosurgery:

- Integrated the Neurosurgery division's financial and operational infrastructure into the NSI
- Continued building Neurosurgery's residency program by recruiting another resident in FY2017
- Recruited a new full time Neurosurgery faculty member at SIU: Dr. Nassir Mansour who will be starting in early 2018. Dr. Mansour will bring experience in the open treatment of ruptured cerebral aneurysms
- Provided physician and other clinical leadership to assist Memorial Medical Center/ Springfield in achieving re-certification by the Joint Commission as a Comprehensive Stroke Center in October 2017. This center is one of only two designated comprehensive stroke centers in Illinois outside of Chicago
- Developed combined clinic hours for Movement Disorders, Spine disorders, and Epilepsy

NSI:

- Recruited Administrative Director, Greg Jensen, LCSW (February 2017)
- Planned and began construction for combined NSI clinical facilities at 751 N. Rutledge to incorporate Neurology clinics (now at Carol Jo Vecchie and 751 Moy buildings) and the Neurosurgery clinic into a single NSI clinical space to enable development of disease-specific multidisciplinary clinics
- Began NSI financial structure redesign to incorporate Neurology's and Neurosurgery's operational and financial metrics, revenue cycle, and expenses
- Held NSI New Faculty Welcome open house (November 2016)
- Surveyed Neurology, Neurosurgery and Psychiatry clinicians to begin identifying and prioritizing disease-specific multidisciplinary clinics
- Established Clinic Utilization metrics to monitor and improve patient access

11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

The SIU Neuroscience Institute supports priorities of the university, the medical school, and the State of Illinois. SIU Carbondale's focus statement notes that the university "strives to meet the health care needs of central and southern Illinois through appropriate health-related programs (and) services ..." and "develops partnerships with communities (and) businesses" The NSI addresses both of these by providing community-based patient care services in demand by the people of the region. The institute also supports SIU Carbondale's priorities for community service and collaboration, as noted in the *Pathways for Excellence: A Strategic Plan* document. The SIU Board of Trustees' strategic priorities include those to "extend the external presence and relationships of the system to aid in the development of innovative approaches to address Illinois' problems relating to education, health care ..." and to "streamline for efficiency and cost-savings to ensure financial stability, encouraging productive, mutually beneficial collaborations across system campuses and locations" The NSI when housed in one location will provide that innovative, streamlined approach to health care through the consolidation of clinical and research services related to diseases of the nervous system. This will improve patient accessibility to services, patient care and safety, and operational efficiency and effectiveness through the consolidation of administrative positions and functions across the NSI's departments and divisions. Longstanding university priorities call for programs to contribute to workforce development, stronger health care and social welfare systems, and increased cooperation among health programs and the community. The NSI will advance these priorities.

The NSI supports various elements of the medical school's strategic plan, particularly its priority for clinical practice and health of the population. Through its individual academic divisions and departments and its combined clinical and research operations, the NSI will address and enhance the major strategic priorities within the SIU School of Medicine strategic plan, including strategies associated with the following: educating future physicians; attracting, progressing and retaining a diverse faculty; developing innovative teaching methods for students and residents; expanding research studies, initiatives and collaborations across the institution; providing accessible and quality health care; establishing relationships with various health care and other community entities within the region and the state; and enhancing the brand that is SIU Medicine.

The NSI also directly advances the *Illinois Public Agenda* goals for economic growth and workforce development. Economic growth is advanced through this program's ability to address patient needs related to neurological and mental health disorders in the region. This provides an important professional service, one that is in demand in the local area. The institute will also provide learning opportunities for medical students, physician assistant students, graduate science students, and clinical residents and fellows as pertains to the neurosciences. This improves the state's workforce of these important professionals while it enhances the relevance of the medical school's educational programs.

The SIU Neuroscience Institute advances these complementary goals.

11.4 Evidence of Support for Center/Institute Objectives

In its brief time in operation, the SIU Neuroscience Institute has made progress in achieving its objectives as outlined in 9.3 above. In FY2017, efforts continued in the areas of consolidating finance and accounting operations for the Departments of Neurology and Psychiatry, and the Division of Neurosurgery with administrative, finance and support staff providing services to all three departments/divisions, and implementing best practices employed by the departments to better improve the efficiencies of the operations of the NSI. Patient quality, risk and safety was also advanced by the formation of the Neurology/Psychiatry PSES (Patient Safety Evaluation System) Committee which reviews and discusses all patient safety and quality-related incidents as documented within the Patient Incident Reporting System (SENSOR).

In an effort to improve clinical efficiencies, enhance the patient experience, and achieve cost savings through the attrition of redundancies in clinical support staff, previous plans were finalized and construction begun on consolidating the two current Neurology outpatient clinics in Springfield at Carol Jo Vecchie (CJV) and 751 Moy Building into one site within the Moy Building. To enable greater NSI clinical and operational integration, the scope was expanded to include the current Neurosurgery outpatient clinic located at the 340 Miller Medical Building as well as providing "hotel" space for other services such as neuropsychology, interventional neuroradiology, psychiatry, and pediatric neurology.

RESOURCES: SIU Neuroscience Institute

Financial Resources	FY2017	FY2016	FY2015¹	FY2014	FY2013
Revenues				Note 1	
State Appropriations	\$0	\$0	\$0		
Income Fund	0	0	0		
Grants & Contracts	0	0	0		
Patient Care Revenues	6,156,008	6,465,387	1,606,655		
Non-Patient Care Revenues ²	833,601	721,894	264,273		
Ancillary Revenue ²	484,453	436,988	101,915		
Accumulated Balance ³	395,620	227,138	0		
Total Revenues	\$7,869,682	\$7,851,407	\$1,972,843		
Expenditures ⁴				Note 1	
Department Overhead	\$1,219,579	\$1,218,574	\$278,983		
Space Costs	1,022,811	946,305	274,465		
Malpractice Insurance	615,455	604,616	186,071		
Other Direct Expenses	135,541	122,920	24,937		
Academic Support Expenses	853,583	904,495	233,743		
Provider Compensation	2,643,180	2,592,356	504,621		
SIU MED Overhead	1,008,793	1,048,736	217,062		
Ancillary Expenses	370,740	413,405	101,688		
Total Expenditures	\$7,869,682	\$7,851,407	\$1,821,570		
Revenue Minus Expenditures	\$0	\$0	\$151,273	Note 1	

* Categorize expenditures in easily understood, consistent categories (e.g., salaries, Graduate Assistant support). Add additional rows as necessary.

1. The SIU Neuroscience Institute was approved by the Illinois Board of Higher Education on April 7, 2015. For FY2015, this table displays resources for only the April – June 2015 period.
2. Non-Patient Care Revenues are defined as income derived from affiliated hospital agreements and community outreach contracts. Ancillary Revenue is income derived from operations that support and enhance the overall patient care experience such as imaging, labs, rehabilitation, and other special procedures.
3. Accumulated Balance in this table refers to the amounts of accumulated balance accrued from previous years' activities that were used to cover expenses in the years noted. In FY2017, the continued and growing delay between charges submitted for employees of the State of Illinois and their corresponding health plans and the time of actual receipt of payment for those services is the major contributing factor to the deficit incurred by the SIU Neuroscience Institute. A slowdown in Medicaid reimbursement was also a factor in the deficit.
4. Department Overhead expenses include primarily salary expenses for staff directly involved in supporting patient care activities, such as front desk reception staff, call center, nursing and medical assistant, medical records, etc. Provider Compensation is physician compensation from patient service. SIU Medicine Overhead expenditures include costs of support services provided by SIU Medicine including support for information technology, credentialing and managed care, patient business services, and quality, risk and safety programs.

Staffing (Full Time Equivalent)^{2,3}	FY2017	FY2016	FY2015¹	FY2014	FY2013
Faculty	26.00	30.30	30.40	Note 1	
Staff	65.00	79.60	97.50		
Total Staffing	91.00	109.90	127.90	Note 1	

1. The SIU Neuroscience Institute was approved by the Illinois Board of Higher Education on April 7, 2015. For FY2015, this table displays resources for only the April – June 2015 period.
2. Includes FTEs of those faculty and staff receiving direct salary support from the NSI.
3. In addition to the current in-place staffing within the NSI, a total (6) six faculty and (8) eight staff positions were open and vacant at the end of FY2016.

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2016 – June 30, 2017

(IBHE Approved and/or Illinois State Statute Established Only) *

1.	Reporting Institution	Southern Illinois University School of Medicine
2.	Center/Institute	Simmons Cancer Institute at SIU
3.	Date	December 1, 2017
4.	Director	Aziz Khan, M.D.
4.1	Telephone	217-545-7969
4.2	E-mail	akhan@siumed.edu
5.	Year Established	Academic Year 2000
6.	Illinois State Statute (if pertinent)	N/A
7.	Reporting Unit	Southern Illinois University School of Medicine
8.	Type	Activity (check all that apply)
	Instructional	X
	Research	X
	Public Service	X

* Complete this form for each center and institute established (or that is in the process of being established) through the Illinois Board of Higher Education approval process (23 Illinois Administrative Code 1050) or by specific Illinois state statute. See University Guideline 2.4 for details. This report will be completed by the center or institute after conclusion of the academic/fiscal year.

9. Overview

9.1 Description

The Simmons Cancer Institute at SIU (SCI) is a multi-disciplinary cancer center based in Springfield to serve the population of central and southern Illinois. SCI provides access to state-of-the-art treatment and promising new clinical trials to the residents of downstate Illinois; works collaboratively with local hospitals and other community providers in the region to share technology, broaden research, and raise treatment standards; expands the region's ability to attract research and programmatic funding that builds the infrastructure necessary for sophisticated research programs and excellent patient care; and augments medical student, resident, and graduate student training in cancer/oncology, and provides patient and physician education across the region.

SCI features a comprehensive approach to patient care organized around organ site care teams (such as that addressing colorectal cancer) which are designed to enhance effective, efficient treatment of the whole person and not just the disease. Modeled on best practices promoted by the National Cancer Institute, these care teams include physicians, nurses, psychologists, social workers, and other specialists who work together to provide high-quality patient care and complementary therapies to address the patient's needs. Physicians and scientists perform basic research, applied research, and increasingly population health research in cancer. Cancer clinical trials are available at SCI through the National Cancer Institute Community Oncology Research Program, pharmaceutical sponsors and the medical school's physicians' research. SCI provides a variety of free cancer screenings working in partnership with other health care professionals and organizations. As an ongoing effort to raise awareness and prevention, SCI maintains a strong outreach program, including patient education and health screenings in the community.

The Simmons Cancer Institute is housed in a 63,000 square foot facility on the Springfield clinical campus that was funded in part through state-appropriated capital funds. This facility features an infusion center, nearly three dozen exam rooms, minor procedure facilities, the nationally accredited Breast Center at SIU, nationally accredited oncology services through the Quality Oncology Practice Initiative, as well as x-ray, EKG services, laboratory and ultrasound services.

9.2 Mission

To serve the people of central and southern Illinois by addressing their present and future cancer care needs through medical education, biomedical research, patient care, and community service.

9.3 Objectives

- To markedly reduce the burden of cancer on patients, their families, and the community by using innovative strategies developed from collaborations with researchers and health care workers.
- To advance knowledge about cancer awareness, prevention, early detection, care and treatment.
- To provide preventative screenings to promote early detection and treatment.
- To enhance a population science program in rural areas to assist with cancer prevention.
- To provide the latest cutting-edge treatment and research that translates new scientific findings into therapies (i.e., bench-to-bedside) so as to improve care to patients regardless of their ability to pay.
- To achieve accreditation by the Commission on Cancer (COC).

10. Advisory Board

10.1 Advisory Board – Membership

SCI Executive Committee: provides recommendations to the SCI Executive Director on matters concerning the goals and performance of the institute in accordance with its mission. FY2017 members were:

- Aziz Khan, MD, Executive Director, Simmons Cancer Institute
- Jerry Kruse, MD/MSPH, Dean and Provost, SIU School of Medicine; and CEO SIU Medicine
- John Flack, MD, Professor and Chair, Internal Medicine, SIU School of Medicine

SCI Management Committee: established to oversee the strategy and direction of the institute. This committee reviews the SCI's clinical, charitable, educational, research, and community service activities. In FY2017, the members were:

- Amanda Hutton, Health Administrator, Simmons Cancer Institute
- Meghan Iannello, Business/Administrative Associate, Simmons Cancer Institute
- Aziz Khan, MD, Executive Director, Simmons Cancer Institute
- Lisa Price, Director of Administrative Services, Simmons Cancer Institute
- Kathy Robinson, Director of Clinical Research, Simmons Cancer Institute
- Cindy Davidsmeyer, Director of Community Patient Services, Simmons Cancer Institute

10.2 Number of Meetings (In This Year)

SCI Executive Committee – twelve (12) meetings in FY2017 (meetings are held monthly)

SCI Management Committee – twenty-four (24) meetings in FY2017 (meetings are held twice a month)

11. Annual Performance

11.1 Performance Measures *

Measure	Target for Year	Results in Year
1. Total Patients Served by SCI – Total Patients Seen	22,037	21,396
2. Total New Patients Served by SCI – Total New Patients Seen	2,719	2,640
3. Clinical Trial Studies – Open Studies	175	165
4. Cancer-Related Research – Active Projects	50	50
5. Articles/Presentations/Other Scholarly Work – Number	50	46
6. Patient/Community Education Programs – Attendees	2,205	2,414
7. Outreach Programs/Screenings – Attendees	2,397	2,515

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, and public service activities.

11.2 Major Accomplishments (In This Year)

<p>In FY2017, major accomplishments of the Simmons Cancer Institute included the following:</p> <ul style="list-style-type: none"> • Recruitment of the Director of Administrative Services for Simmons Cancer Institute, Lisa Price. • SCI Physician Referral Guide was developed and sent to primary care physicians in the central and southern Illinois region. • The Infusion Unit treated a total of 7,489 patients, an increase of 400 patient visits. • Achieved departmental and practice plan administrative approval of clinical expense allocation model. Departments of Internal Medicine, Obstetrics/Gynecology, Psychiatry, and Surgery allocate funds to be managed by SCI administration for the efficient operations of clinics held at SCI. Includes management of all personnel as well as commodity and contractual services which directly impact clinical operations at SCI. • Completed an audit of the Infusion Unit. This audit included fee schedule review, coding and denial workflow review, vendor costing and rebate review. • Began employee enrichment programs focusing on leadership and customer service training. • Extension of an investigator-initiated trial to a secondary site outside of SIU. <p>These accomplishments were in addition to ongoing patient care, research, educational, and outreach efforts performed by SCI in FY2017.</p>
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11.3 Evidence of Support for Illinois Public Agenda, SIU Board of Trustees, and SIU Campus Strategic Planning

The Simmons Cancer Institute directly supports key priorities of the State of Illinois, Southern Illinois University, and SIU School of Medicine, particularly those associated with community service as expressed through patient care and outreach, workforce development, collaboration with community partners, and research and scholarship.

SCI's educational and research activities support the Illinois Public Agenda goal calling for educational, research, and innovation assets to be used in advancing the economic needs of the state and region. The institute's grant funded research and resident education programs are examples. Southern Illinois University system priorities, as outlined by the SIU Board of Trustees, include the call for innovation, the addressing of health care needs in the region, and the formation of partnerships with public and private entities to increase the university's outreach into the community. SCI's patient care, clinical trials, and community education and screening programs advance these priorities. SIU Carbondale's strategic plan calls for research, scholarly and creative activities that benefit the community. SCI's basic and applied research programs and its emerging work in population health science research directly support these priorities. SIU School of Medicine's strategic plan calls for clinical practice, workforce development, research, and professional engagement. SCI's clinical practice, research, and community engagement activities support the school's priorities as well.

11.4 Evidence of Support for Center/Institute Objectives

In FY2017, the Simmons Cancer Institute advanced its primary objectives of becoming the premier comprehensive cancer center for rural Illinois; enhancing research regarding the causes and treatments of cancer; and partnering with other health care, community, and educational organizations to reduce the burden of cancer on patients, their families, and the community. Significant achievements in this program year include the following:

- Provided high-quality direct patient care to cancer patients.
- SCI awarded five (5) Summer Internships to local college students to work with research mentors.
- One (1) Team Science Grant Awarded.
- Partnered with the SIU Office of Population Science and Policy to further oncology-based population research.
- Established partnerships and relationships with local communities to promote health fairs, cancer screenings, and disease management to address high-risk populations in central and southern Illinois.
- Partnered with Washington University and Illinois communities to study rural health disparities for oncology patients.

11.5 Evidence of Organizational Effectiveness

The Simmons Cancer Institute is effective as an organization. As noted in the university's most recent program review, the institute has established excellent patient care, research, and community outreach programs which support the priorities of the state, university, and medical school. The SCI has expanded grant funding and maintained its state support during difficult economic times. This is evidence of its ability to attract key resources and demonstrates support for the institute by key constituencies. The SCI is meeting its organizational objectives and the expectations of the community, university, and state; it is positioned to prosper in the future.

12. Institutional Assessment

12.1	Date of Last Review	<u>2010-2011</u>	
12.2	Decision at Last Review	<u> X </u>	Center/Institute in Good Standing Center/Institute Flagged for Priority Review Center/Institute Suspended
12.3	Explanation	<u>N/A</u>	

RESOURCES: Simmons Cancer Institute at SIU

Financial Resources	FY2017	FY2016	FY2015	FY2014	FY2013
Revenues					
State Appropriations ¹	\$2,110,528	\$668,771	\$2,393,798	\$2,504,430	\$2,540,497
Income Fund	0	0	0	0	0
Grants & Contracts ²	13,822	39,384	44,887	16,342	1,446,234
Grants & Contracts– Other ³	247,977	123,488	170,044	275,647	256,301
Accumulated Balance ⁴	0	35,155	38,499	153,702	0
Transfers from SOM ⁵	0	1,445,105	0	0	0
Total Revenues	\$2,372,327	\$2,311,903	\$2,647,228	\$2,950,121	\$4,243,032
Expenditures					
Salaries	\$1,651,033	1,696,941	\$2,096,557	\$2,220,555	\$2,420,981
Travel	2,773	6,708	17,734	9,586	27,836
Equipment	15,881	26,557	64,520	91,220	61,282
Commodities	76,098	94,404	93,581	59,114	104,429
Contractual Services ⁶	365,055	400,246	328,661	524,510	742,746
Telecommunications	32,643	37,430	31,309	29,889	32,792
Other ⁷	20,670	49,617	14,866	15,247	43,608
Total Expenditures	\$2,164,153	\$2,311,903	\$2,647,228	\$2,950,121	\$3,433,674
Revenue Minus Expenditures	\$208,174	\$0	\$0	\$0	\$809,358

1. State Appropriations include program operating funds first appropriated by the State of Illinois in FY2002 as well as the impact of state budget changes and internal reallocations since that time.
2. Grants and Contracts declined significantly in FY2014, due to discontinuance of the State of Illinois – Excellence in Academic Medicine program funding.
3. Grants and Contracts-Other includes revenue from SIU Foundation grants to SIU School of Medicine for the SCI.
4. Accumulated Balance in this table refers to the amounts of accumulated balance accrued from previous years' activities that were used to cover expenses in the years noted.
5. Transfers from SOM includes fund transfers from the SIU School of Medicine's reserve or general funds to support SCI. FY2016 transfers were necessary as the State of Illinois did not appropriate a full year's appropriation in that year.
6. Contractual Services includes medical services provided to clinical trials patients, external consultant fees, and bond repayment.
7. Other includes indirect costs from clinical trial expenses.

Staffing (Full Time Equivalent)¹	FY2017	FY2016	FY2015	FY2014	FY2013
Faculty	8.09	9.12	12.78	9.36	8.20
Staff	11.53	12.11	13.90	15.25	16.32
Total Staffing	19.62	21.23	26.68	24.61	24.52

1. Staffing (FTE) includes FTEs of those faculty and staff receiving direct salary support from the SCI.

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

President's Annual Report / FY 2017

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



Southern Illinois University System

ONE SYSTEM | MANY LOCATIONS | STATEWIDE IMPACT

SOUTHERN ILLINOIS UNIVERSITY

**THIRTY-FIRST ANNUAL REPORT
ON GOALS AND PLANS
TO IMPROVE THE PARTICIPATION AND SUCCESS
OF MINORITY, WOMEN AND DISABLED STUDENTS
IN ACADEMIC PROGRAMS;
AND THE RECRUITMENT AND RETENTION
OF MINORITY, WOMEN, DISABLED STUDENTS,
FACULTY AND STAFF, AND VETERANS**

Prepared by the Office of Academic Affairs

September 2018

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INTRODUCTION

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

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

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

Again this year, each campus has compiled a table on the race and ethnicity of its tenured, tenure-track, and non-tenure-track faculty. These valuable data enable the university to monitor trends that can guide programs in support of underrepresented groups in this key component of the university's mission: its faculty.

I would like to thank Todd Bryson, Interim Associate Chancellor for Diversity at SIUC; Wendy El-Amin, Associate Dean for Equity, Diversity at the School of Medicine; Venessa Brown, Associate Chancellor for Institutional Diversity and Inclusion at SIUE; and Tracey Jarrell and Penny Moon, of the Office of the President. Thanks to them, this report is made possible.

The data used in the report help faculty and administrators better shape programs targeted to these groups and provide statewide policy makers with information, in addition to the information provided by the other universities, relating to statewide efforts to increase access and success in the achievement of college degrees among our underserved populations, as well as to create work environments that better reflect the population of the state of Illinois.

Brad Colwell, Vice President for Student and Academic Affairs

SOUTHERN ILLINOIS UNIVERSITY

Southern Illinois University (SIU) is a place where learning comes first, where students are valued and encouraged to explore new ideas, and where progress is complemented by tradition.

SIU's influence can be felt far beyond the locations of its campuses. While it serves as an economic engine for southern Illinois, it is more importantly a quality institution of learning for the citizens of Illinois, the nation, and the world.

Chartered in 1869, Southern Illinois University first opened its doors for instruction in Carbondale in 1874 in a one-building teacher-training institution known as Southern Illinois Normal College.

The two institutions that constitute Southern Illinois University today—Southern Illinois University Carbondale, with a School of Medicine in Springfield, and Southern Illinois University Edwardsville, with a School of Dental Medicine in Alton, a Center in East St. Louis, and a School of Pharmacy—reach from the Shawnee National Forest to the bluffs of the Mississippi River to the flatlands of central Illinois. The university serves approximately 30,000 students and offers 3 associate's, 143 bachelor's, 123 master's, and 40 doctoral and professional degree programs.

SIU's commitment to excellence in education enriches the lives of people not only in Illinois, but nationally and internationally as well. SIU offers baccalaureate completion programs at locations around the state, including sites in the Chicago metropolitan area, and baccalaureate and master's programs at dozens of military bases across the United States. SIU students participate in overseas research and training exchanges and in worldwide student exchange programs such as Study Abroad. In the fall 2016 semester, 1,765 students from foreign countries were enrolled in SIU programs.

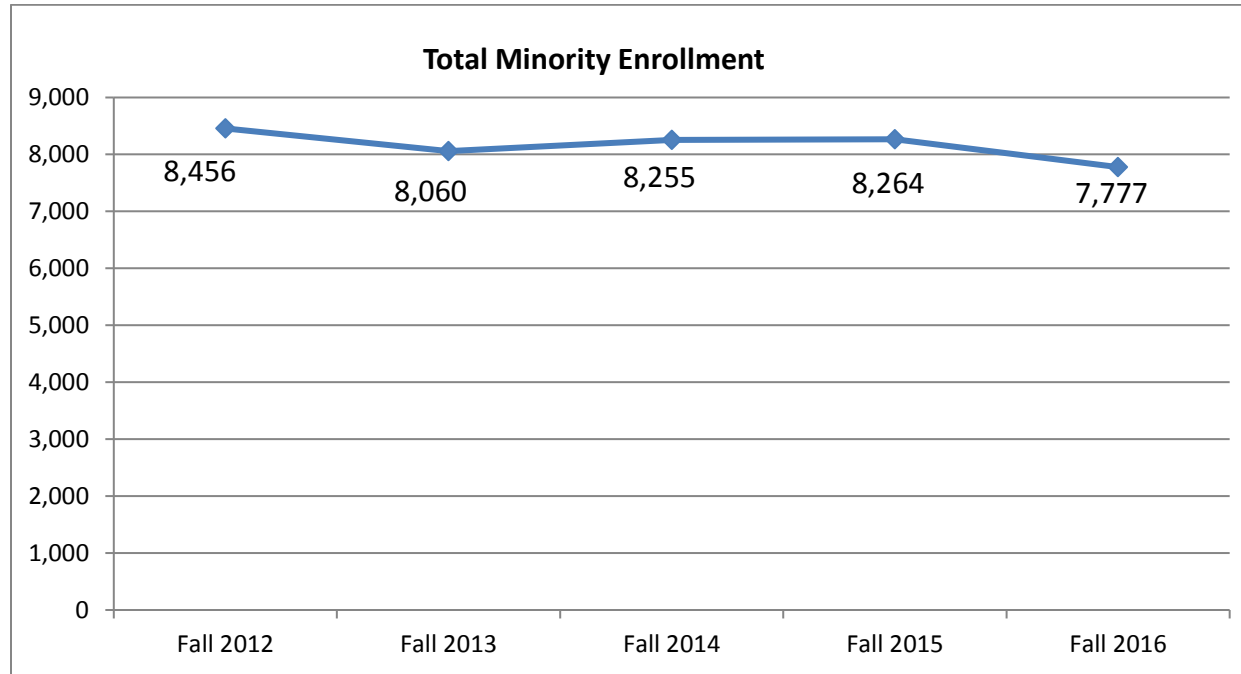
SIU recognizes the importance of research in undergraduate and graduate education and has developed centers and institutes that provide students with laboratories for hands-on experience. In the areas of agriculture, coal, broadcasting, health care, archaeology, education, and wildlife, instruction is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

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

From its beginning as a small teachers college to its status today as a university generating \$138 million in grants and contracts, Southern Illinois University has remained rooted in the lives of the people it serves and dedicated to excellence in learning. SIU was established in response to the needs of the people. It was built on their successes. It is growing for their future.

All-University Highlights

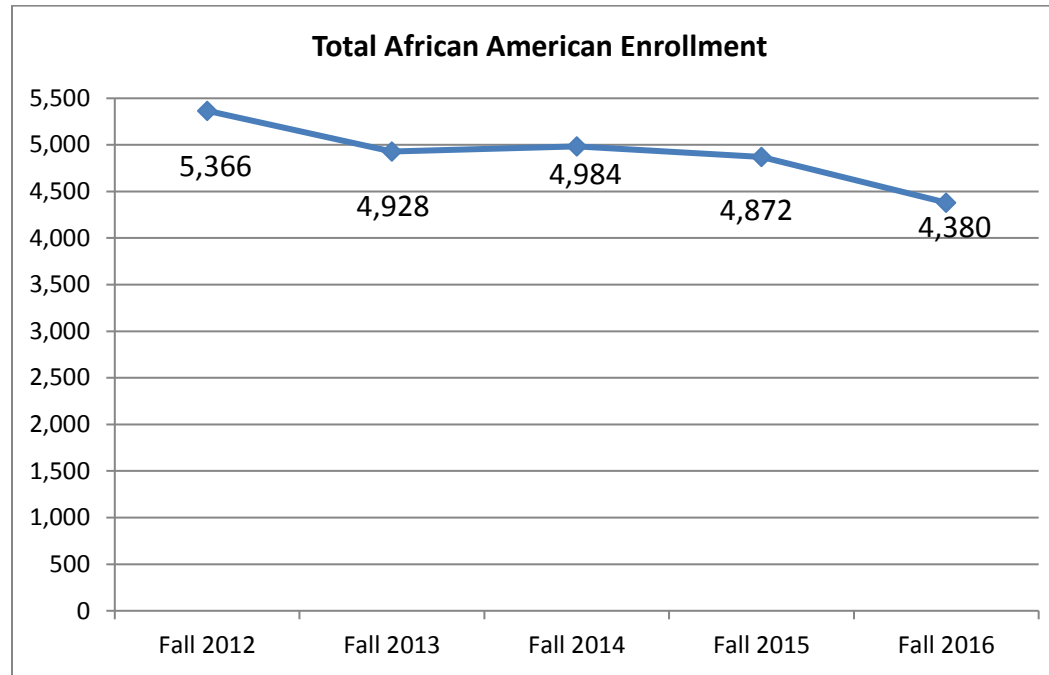
– ENROLLMENT –



Minority Enrollment

	Fall 2012	% to total Enrollment	% change Fall 2011-2012	Fall 2013	% change Enrollment	% change Fall 2012-2013	Fall 2014	% to total Enrollment	% change Fall 2013-2014	Fall 2015	% to total Enrollment	% change Fall 2014-2015	Fall 2016	% to total Enrollment	% change Fall 2015-2016	% change Fall 2012-2016
<i>Undergraduate</i>	7,242	22.0%		6,848	21.5%		7,062	22.1%		7,098	22.5%		6,647	22.1%		
<i>Graduate</i>	1,030	3.1%		1,038	3.3%		997	3.1%		952	3.0%		916	3.0%		
<i>Professional</i>	184	0.6%		174	0.5%		196	0.6%		214	0.7%		214	0.7%		
Total Minority	8,456	25.7%	1.1%	8,060	25.3%	-0.4%	8,255	25.8%	0.5%	8,264	26.2%	0.4%	7,777	25.8%	-0.4%	0.1%
Total Enrollment	32,902		-3.4%	31,814		-3.3%	31,961		0.5%	31,557		-1.3%	30,129		-4.5%	-8.4%

Minority enrollment decreased from fall 2012 to fall 2016 by 679 students or 8.0%. Between fall 2015 and fall 2016, minority enrollment decreased 487 students or 5.9%. Even though total enrollment decreased 8.4% between fall 2012 and fall 2016, the overall percentage of total minority students to total enrollment increased 0.1%.

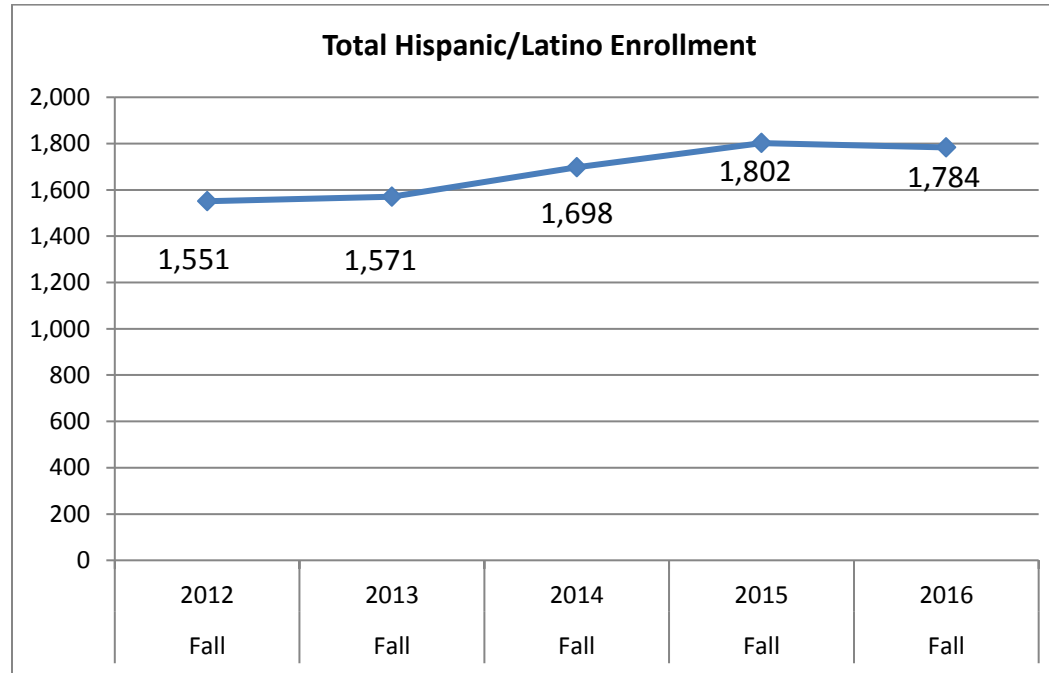


African American Enrollment

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	Fall 2012	% to total Enrollment	% change Fall 2011-2012	Fall 2013	% change Enrollment	% change Fall 2012-2013	Fall 2014	% to total Enrollment	% change Fall 2013-2014	Fall 2015	% to total Enrollment	% change Fall 2014-2015	Fall 2016	% to total Enrollment	% change Fall 2015-2016	% change Fall 2012-2016
<i>Undergraduate</i>	4,734	14.4%		4,301	13.5%		4,347	13.6%		4,265	13.5%		3,774	12.5%		
<i>Graduate</i>	581	1.8%		577	1.8%		566	1.8%		538	1.7%		531	1.8%		
<i>Professional</i>	51	0.2%		50	0.2%		71	0.2%		69	0.2%		75	0.2%		
Total African American	5,366	16.3%	0.3%	4,928	15.5%	-0.8%	4,984	15.6%	0.1%	4,872	15.4%	-0.2%	4,380	14.5%	-0.9%	-1.8%
Total Enrollment	32,902		-3.4%	31,814		-3.3%	31,961		0.5%	31,557		-1.3%	30,129		-4.5%	-8.4%

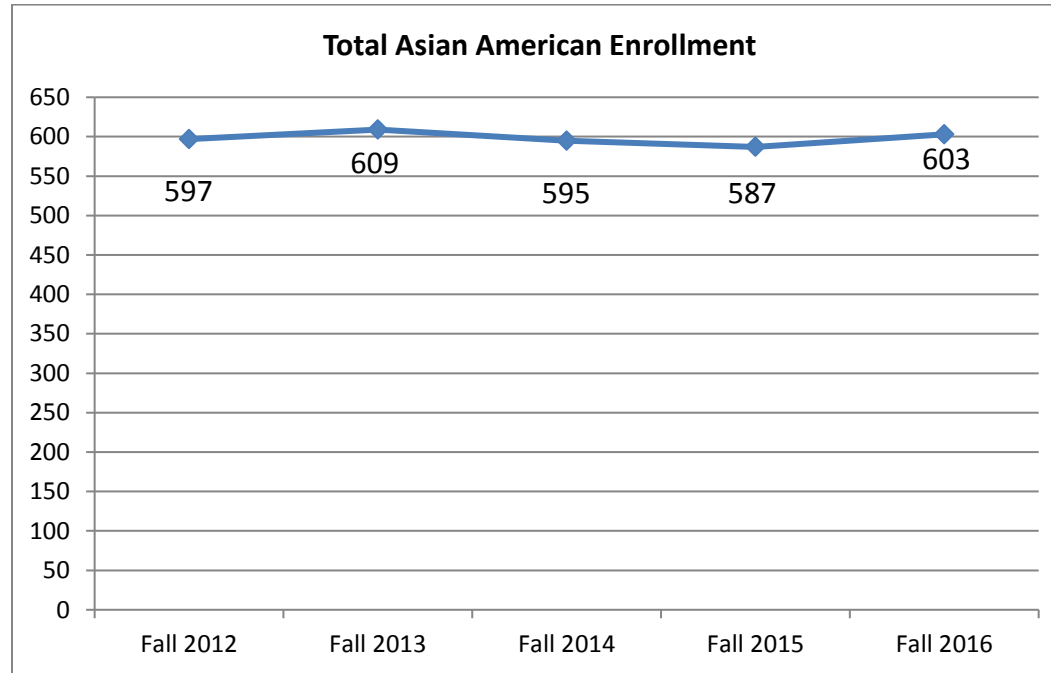
African American enrollment decreased from fall 2012 to fall 2016 by 986 students or 18.4%. Between fall 2015 and 2016, African American enrollment decreased 492 students or 10.1%. Even though total enrollment decreased 8.4% between fall 2012 and fall 2016, the overall percentage of total African American students to total enrollment only decreased 1.8%.



Hispanic/Latino Enrollment

	Fall 2012	% to total Enrollment	% change Fall 2011-2012	Fall 2013	% change Enrollment	% change Fall 2012-2013	Fall 2014	% to total Enrollment	% change Fall 2013-2014	Fall 2015	% to total Enrollment	% change Fall 2014-2015	Fall 2016	% to total Enrollment	% change Fall 2015-2016	% change Fall 2012-2016
<i>Undergraduate</i>	1,322	4.0%		1,344	4.2%		1,469	4.6%		1,577	5.0%		1,574	5.2%		
<i>Graduate</i>	186	0.6%		184	0.6%		185	0.6%		173	0.5%		160	0.5%		
<i>Professional</i>	43	0.1%		43	0.1%		44	0.1%		52	0.2%		50	0.2%		
Total Hispanic/Latino	1,551	4.7%	0.7%	1,571	4.9%	0.2%	1,698	5.3%	0.4%	1,802	5.7%	0.4%	1,784	5.9%	0.2%	1.2%
Total Enrollment	32,902		-3.4%	31,814		-3.3%	31,961		0.5%	31,557		-1.3%	30,129		-4.5%	-8.4%

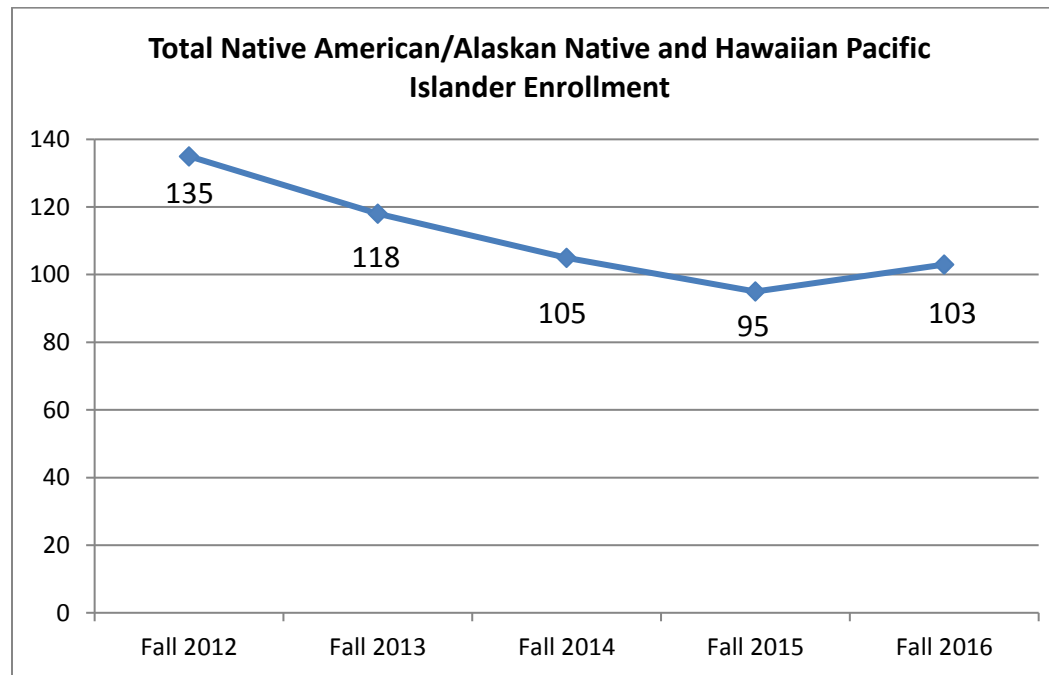
Hispanic/Latino enrollment increased from fall 2012 to fall 2016 by 233 students or 15.0%. Between fall 2015 and 2016, Hispanic/Latino enrollment decreased 18 students or 1.0%. Even though total enrollment decreased 8.4% between fall 2012 and fall 2016, the overall percentage of total Hispanic/Latino students to total enrollment increased 1.2%.



Asian American Enrollment

	Fall 2012	% to total Enrollment	% change Fall 2011-2012	Fall 2013	% change Enrollment	% change Fall 2012-2013	Fall 2014	% to total Enrollment	% change Fall 2013-2014	Fall 2015	% to total Enrollment	% change Fall 2014-2015	Fall 2016	% to total Enrollment	% change Fall 2015-2016	% change Fall 2012-2016
<i>Undergraduate</i>	405	1.2%		412	1.3%		418	1.3%		407	1.3%		436	1.4%		
<i>Graduate</i>	131	0.4%		143	0.4%		125	0.4%		121	0.4%		110	0.4%		
<i>Professional</i>	61	0.2%		54	0.2%		52	0.2%		59	0.2%		57	0.2%		
Total Asian American	597	1.8%	0.0%	609	1.9%	0.1%	595	1.9%	0.0%	587	1.9%	0.0%	603	2.0%	0.1%	0.2%
<i>Total Enrollment</i>	32,902		-3.4%	31,814		-3.3%	31,961		0.5%	31,557		-1.3%	30,129		-4.5%	-8.4%

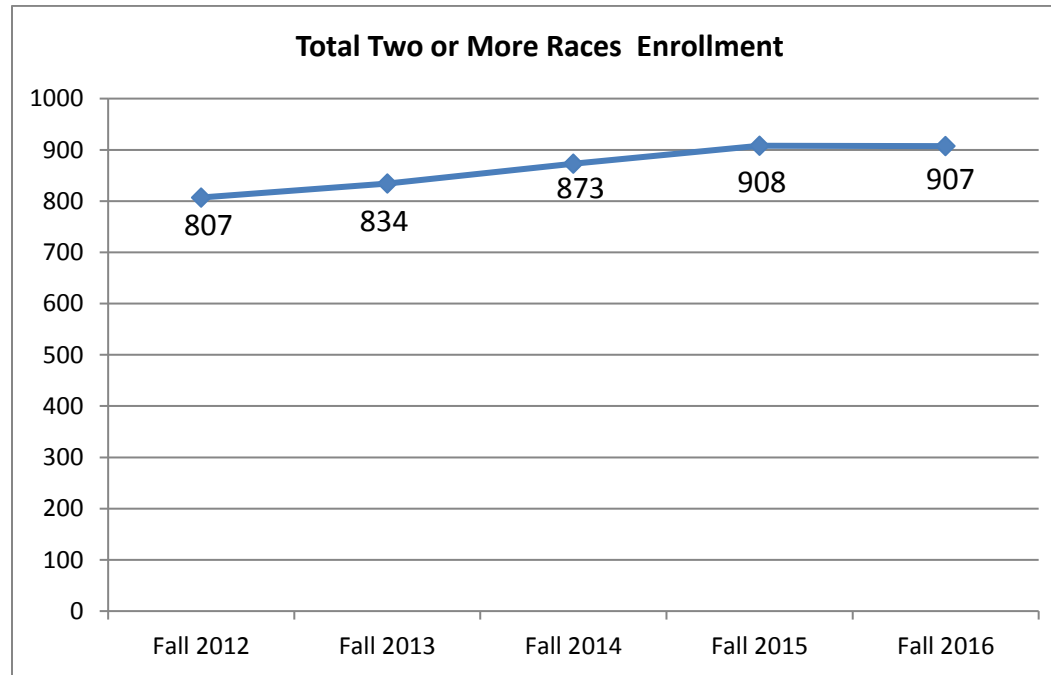
Asian American enrollment increased from fall 2012 to fall 2016 by 6 students or 1.0%. Between fall 2015 and 2016, Asian American enrollment increased 16 students or 2.7%. Even though total enrollment decreased 8.4% between fall 2012 and fall 2016, the overall percentage of total Asian American students to total enrollment actually increased 0.2%.



Native American/Alaskan Native and Hawaiian Pacific Islander Enrollment

	Fall 2012	% to total Enrollment	% change Fall 2011-2012	Fall 2013	% change Enrollment	% change Fall 2012-2013	Fall 2014	% to total Enrollment	% change Fall 2013-2014	Fall 2015	% to total Enrollment	% change Fall 2014-2015	Fall 2016	% to total Enrollment	% change Fall 2015-2016	% change Fall 2012-2016
<i>Undergraduate</i>	109	0.3%		88	0.3%		84	0.3%		83	0.3%		89	0.3%		
<i>Graduate</i>	21	0.1%		24	0.1%		18	0.1%		10	0.0%		14	0.0%		
<i>Professional</i>	5	0.0%		6	0.0%		3	0.0%		2	0.0%		0	0.0%		
Total Native American/Alaskan Native and Hawaiian Pacific Islander	135	0.4%	-0.1%	118	0.4%	0.0%	105	0.3%	-0.1%	95	0.3%	0.0%	103	0.3%	0.0%	-0.1%
Total Enrollment	32,902		-3.4%	31,814		-3.3%	31,961		0.5%	31,557		-1.3%	30,129		-4.5%	-8.4%

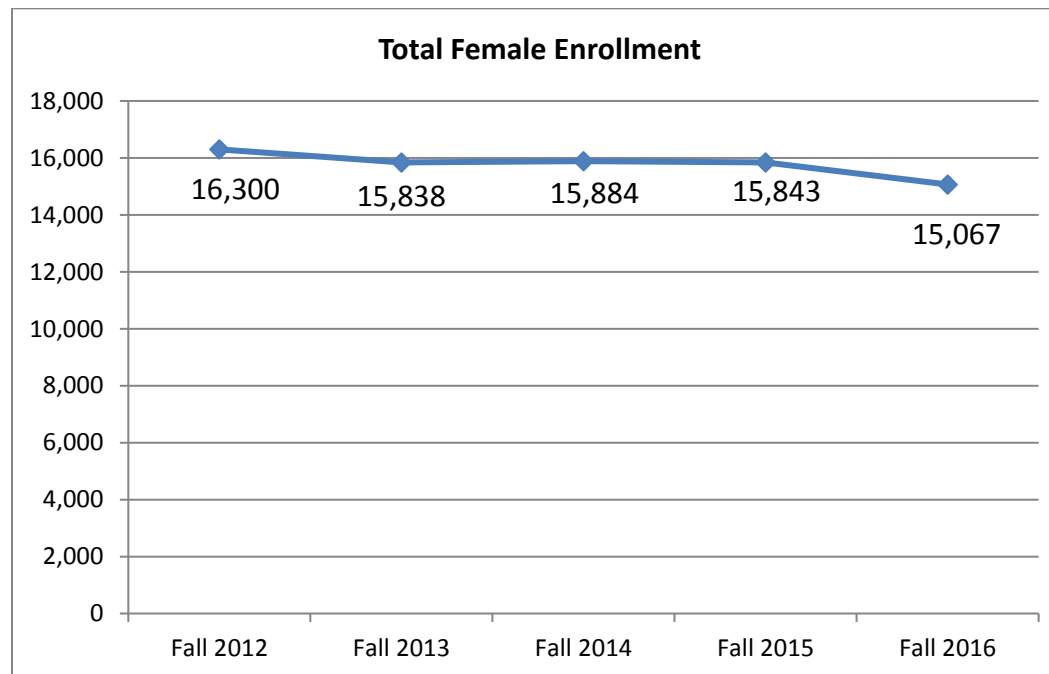
Native American/Alaskan Native and Hawaiian Pacific Islander enrollment decreased from fall 2012 to fall 2016 by 32 students or 23.7%. Between fall 2015 and 2016, Native American/Alaskan Native and Hawaiian Pacific Islander enrollment increased 8 students or 8.4%. Even though total enrollment decreased 8.4% between fall 2012 and fall 2016, the overall percentage of total Native American/Alaskan Native and Hawaiian Pacific Islander students to total enrollment decreased only 0.1%.



**Two or More Races
Enrollment**

	Fall 2012	% to total Enrollment	% change Fall 2011- 2012	Fall 2013	% change Enrollment	% change Fall 2012- 2013	Fall 2014	% to total Enrollment	% change Fall 2013- 2014	Fall 2015	% to total Enrollment	% change Fall 2014- 2015	Fall 2016	% to total Enrollment	% change Fall 2015- 2016	% change Fall 2012- 2016
<i>Undergraduate</i>	672	2.0%		703	2.2%		744	2.3%		766	2.4%		774	2.6%		
<i>Graduate</i>	111	0.3%		110	0.3%		103	0.3%		110	0.3%		101	0.3%		
<i>Professional</i>	24	0.1%		21	0.1%		26	0.1%		32	0.1%		32	0.1%		
Total Two or More Races	807	2.5%	0.3%	834	2.6%	0.1%	873	2.7%	0.1%	908	2.9%	0.2%	907	3.0%	0.1%	0.5%
Total Enrollment	32,902		-3.4%	31,814		-3.3%	31,961		0.5%	31,557		-1.3%	30,129		-4.5%	-8.4%

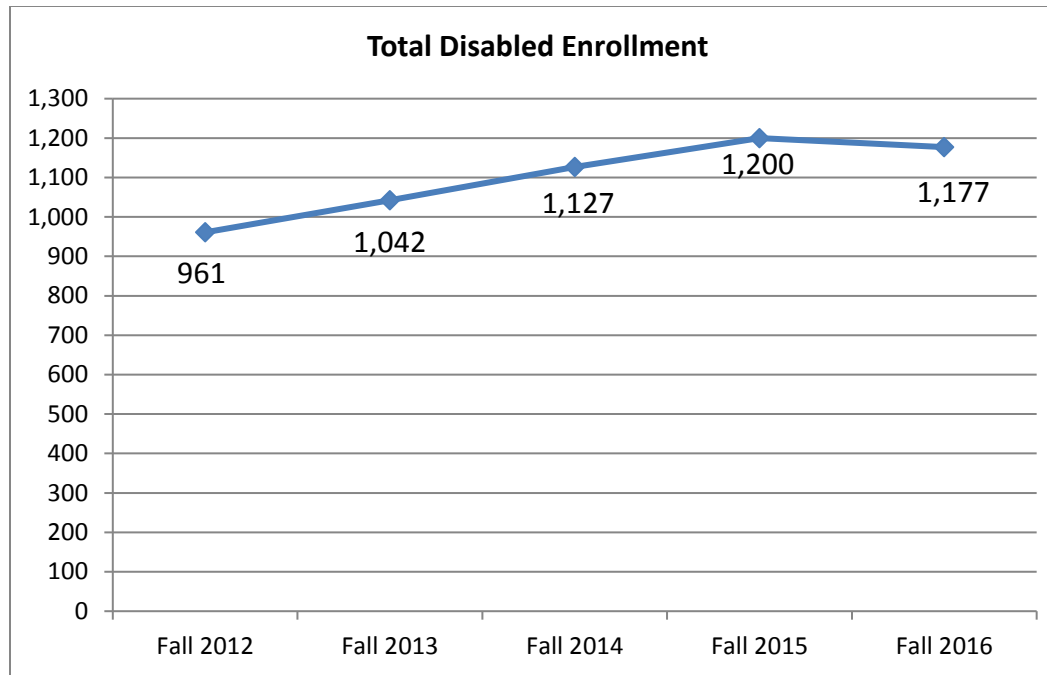
Two or More Races enrollment increased from fall 2012 to fall 2016 by 100 students or 12.4%. Between fall 2015 and 2016, two or more races enrollment decreased 1 student or 0.1%. Even though total enrollment decreased 8.4% between fall 2012 and fall 2016, the overall percentage of total Two or More Races students to total enrollment experienced a 0.5% increase.



Female Enrollment

	Fall 2012	% to total Enrollment	% change Fall 2011-2012	Fall 2013	% change Enrollment	% change Fall 2012-2013	Fall 2014	% to total Enrollment	% change Fall 2013-2014	Fall 2015	% to total Enrollment	% change Fall 2014-2015	Fall 2016	% to total Enrollment	% change Fall 2015-2016	% change Fall 2012-2016
<i>Undergraduate</i>	12,330	37.5%		11,987	37.7%		12,202	38.2%		12,241	38.8%		11,742	39.0%		
<i>Graduate</i>	3,423	10.4%		3,291	10.3%		3,132	9.8%		3,038	9.6%		2,798	9.3%		
<i>Professional</i>	547	1.7%		560	1.8%		550	1.7%		564	1.8%		527	1.7%		
Total Female	16,300	49.5%	0.1%	15,838	49.8%	0.3%	15,884	49.7%	-0.1%	15,843	50.2%	0.5%	15,067	50.0%	-0.2%	0.5%
Total Enrollment	32,902		-3.4%	31,814		-3.3%	31,961		0.5%	31,557		-1.3%	30,129		-4.5%	-8.4%

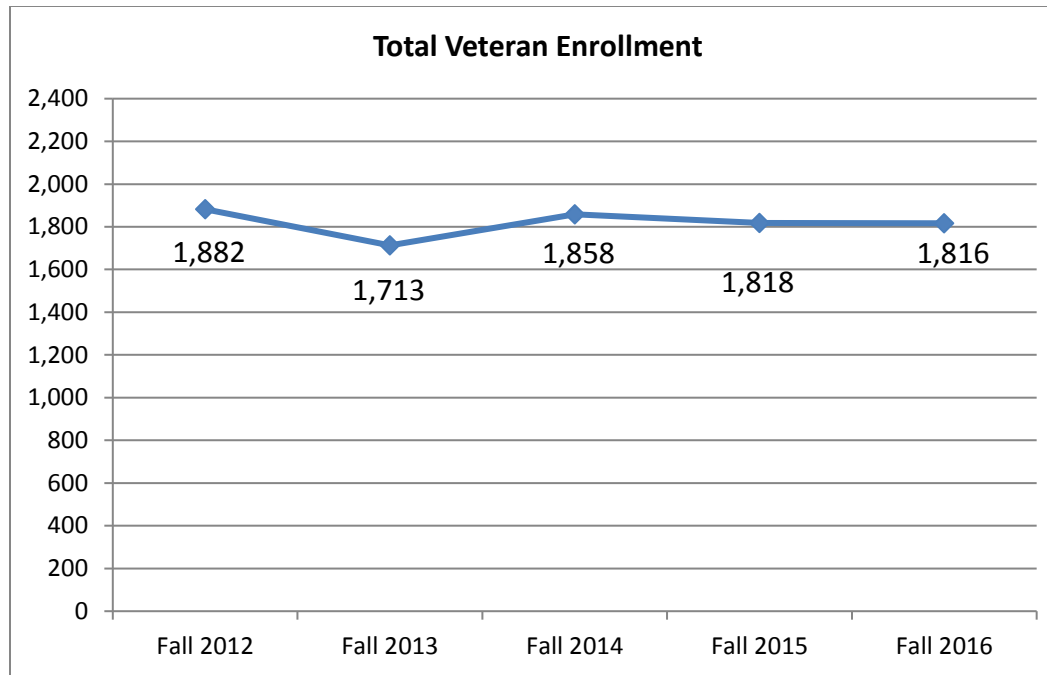
Female enrollment decreased from fall 2012 to fall 2016 by 1,233 students or 7.6%. Between fall 2015 and 2016, female enrollment decreased 776 students or 4.9%. Even though total enrollment decreased 8.4% between fall 2012 and fall 2016, the overall percentage of total Female students to total enrollment increased 0.5%.



Disabled Enrollment

	Fall 2012	% to total Enrollment	% change Fall 2011-2012	Fall 2013	% change Enrollment	% change Fall 2012-2013	Fall 2014	% to total Enrollment	% change Fall 2013-2014	Fall 2015	% to total Enrollment	% change Fall 2014-2015	Fall 2016	% to total Enrollment	% change Fall 2015-2016	% change Fall 2012-2016
<i>Undergraduate</i>	827	2.5%		907	2.9%		993	3.1%		1,068	3.4%		1,033	3.4%		
<i>Graduate</i>	128	0.4%		129	0.4%		123	0.4%		112	0.4%		116	0.4%		
<i>Professional</i>	6	0.0%		6	0.0%		11	0.0%		20	0.1%		28	0.1%		
Total Disabled	961	2.9%	0.1%	1,042	3.3%	0.4%	1,127	3.5%	0.2%	1,200	3.8%	0.3%	1,177	3.9%	0.1%	1.0%
<i>Total Enrollment</i>	32,902		-3.4%	31,814		-3.3%	31,961		0.5%	31,557		-1.3%	30,129		-4.5%	-8.4%

Disabled enrollment increased from fall 2012 to fall 2016 by 216 students or 22.5%. Between fall 2015 and fall 2016, disabled enrollment decreased 23 students or 1.9%. Even though total enrollment decreased 8.4% between fall 2012 and fall 2016, the overall percentage of total disabled students to total enrollment did increase 1.0%.

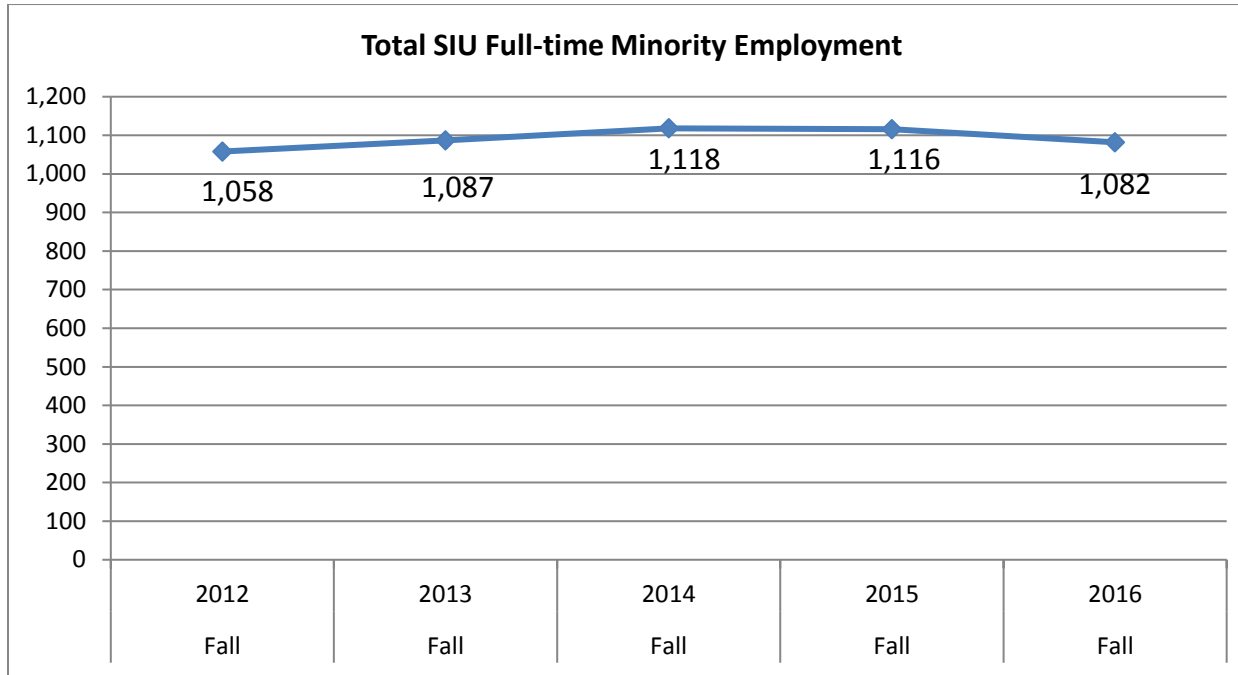


Veterans Enrollment

	Fall 2011	% to total Enrollment	% change Fall 2011-2012	Fall 2013	% change Enrollment	% change Fall 2012-2013	Fall 2014	% to total Enrollment	% change Fall 2013-2014	Fall 2015	% to total Enrollment	% change Fall 2014-2015	Fall 2016	% to total Enrollment	% change Fall 2015-2016	% change Fall 2012-2016
<i>Undergraduate</i>	1,586	4.8%		1,449	4.6%		1,574	4.9%		1,537	4.9%		1,539	5.1%		
<i>Graduate</i>	278	0.8%		249	0.8%		254	0.8%		247	0.8%		242	0.8%		
<i>Professional</i>	18	0.1%		15	0.0%		30	0.1%		34	0.1%		35	0.1%		
Total Veterans	1,882	5.7%	-0.3%	1,713	5.4%	-0.3%	1,858	5.8%	0.4%	1,818	5.8%	0.0%	1,816	6.0%	0.2%	0.3%
<i>Total Enrollment</i>	32,902		-3.4%	31,814		-3.3%	31,961		0.5%	31,557		-1.3%	30,129		-4.5%	-8.4%

Veteran enrollment has decreased from fall 2012 to fall 2016 by 66 students or 3.5%. Between fall 2015 and fall 2016, veteran enrollment decreased 2 students or 0.1%. Even though total enrollment decreased 8.4% between fall 2012 and fall 2016, the overall percentage of total veteran students to total enrollment increased 0.3%.

– EMPLOYMENT –

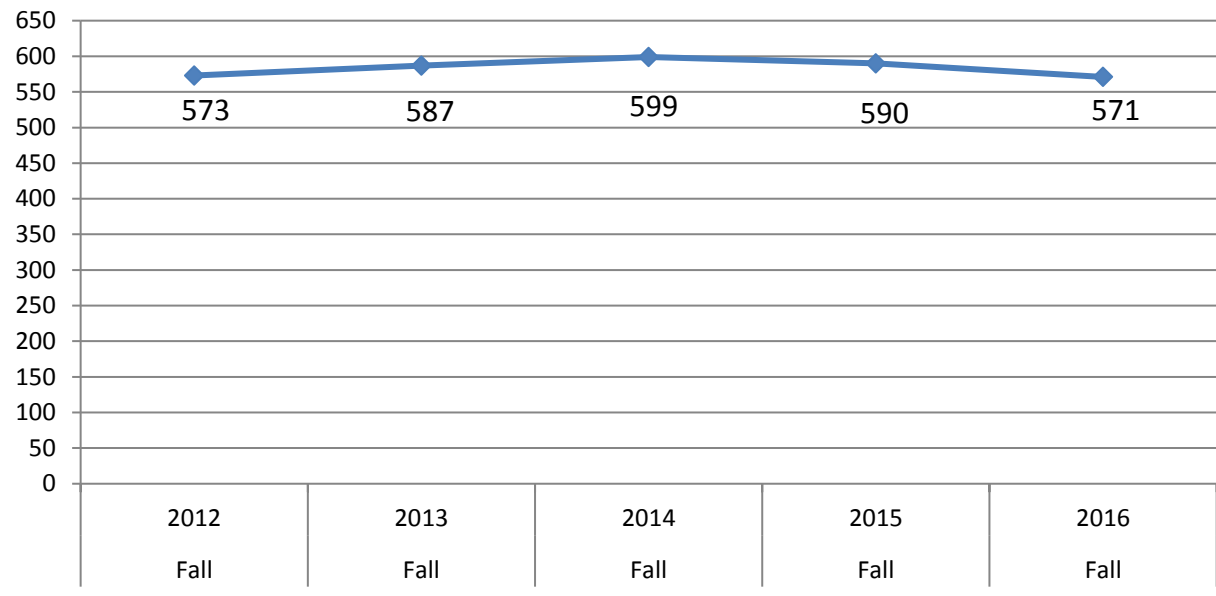


Minority Employment

	Fall 2012 Minority	Fall 2012 Total	% to Total Employment	Fall 2013 Minority	Fall 2013 Total	% to Total Employment	Fall 2014 Minority	Fall 2014 Total	% to Total Employment	Fall 2015 Minority	Fall 2015 Total	% to Total Employment	Fall 2016 Minority	Fall 2016 Total	% to Total Employment
<i>Instructional, Research and Public Service Staff</i>	410	1,976	20.7%	419	1,927	21.7%	425	1,953	21.8%	434	1,888	23.0%	407	1,785	22.8%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	185	641	28.9%	175	554	31.6%	183	554	33.0%	171	519	32.9%	168	502	33.5%
<i>Management</i>	35	282	12.4%	25	261	9.6%	28	267	10.5%	24	261	9.2%	21	235	8.9%
<i>Business and Financial Operations</i>	32	444	7.2%	35	488	7.2%	45	490	9.2%	47	491	9.6%	43	444	9.7%
<i>Computer, Engineering, and Science</i>	37	383	9.7%	46	390	11.8%	44	391	11.3%	41	402	10.2%	37	381	9.7%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	90	384	23.4%	96	441	21.8%	93	462	20.1%	90	447	20.1%	104	421	24.7%
<i>Healthcare Practice and Technical</i>	42	433	9.7%	37	425	8.7%	44	464	9.5%	44	483	9.1%	36	454	7.9%
<i>Service Occupations</i>	109	676	16.1%	123	735	16.7%	122	726	16.8%	118	716	16.5%	129	714	18.1%
<i>Sales and Related Occupations</i>	3	17	17.6%	4	18	22.2%	4	14	28.6%	2	16	12.5%	2	18	11.1%
<i>Office and Administrative Support</i>	98	1380	7.1%	105	1367	7.7%	109	1339	8.1%	124	1306	9.5%	116	1227	9.5%
<i>Natural Resources, Construction and Maintenance</i>	13	208	6.3%	16	218	7.3%	15	224	6.7%	16	230	7.0%	12	220	5.5%
<i>Production, Transportation, and Material Moving</i>	4	63	6.3%	6	63	9.5%	6	63	9.5%	5	62	8.1%	7	61	11.5%
Total Minority	1,058		15.4%	1,087		15.8%	1,118		16.1%	1,116		16.4%	1,082		16.7%
Total Employment		6,887			6,887			6,947			6,821			6,462	

Full-time minority employment increased from fall 2012 to fall 2016 by 24 employees or 2.3%. Between fall 2015 and fall 2016, full-time minority employment has decreased 34 employees or 3.0%. Even though total employment decreased 6.2% between fall 2012 and fall 2016, the overall percentage of total minority employment to total enrollment increased 1.3%.

Total Full-time African American Employment

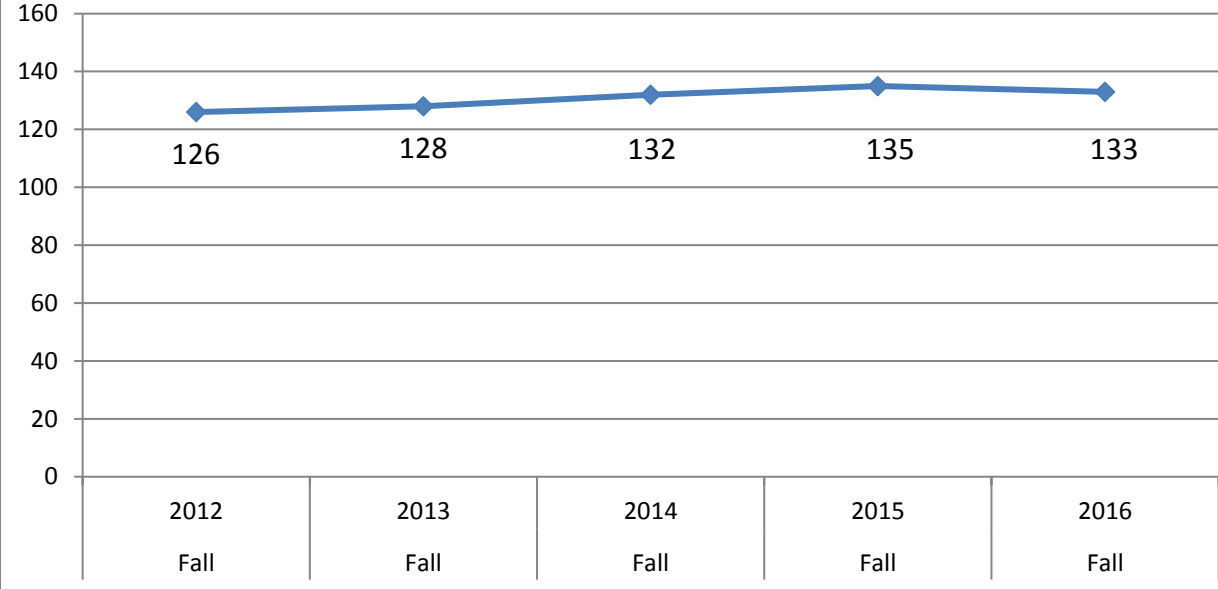


African American Employment

	Fall 2012	Fall 2012	Fall 2012 % to Full-time	Fall 2013	Fall 2013	Fall 2013 % to Total	Fall 2014	Fall 2014	Fall 2014 % to Total	Fall 2015	Fall 2015	Fall 2015 % to Total	Fall 2016	Fall 2016	Fall 2016 % to Total
	Minority	Total	Employment	Minority	Total	Employment	Minority	Total	Employment	Minority	Total	Employment	Minority	Total	Employment
<i>Instructional, Research and Public Service Staff</i>	113	1,976	5.7%	109	1,927	5.7%	110	1,953	5.6%	108	1,888	5.7%	102	1,785	5.7%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	134	641	20.9%	139	554	25.1%	141	554	25.5%	131	519	25.2%	122	502	24.3%
<i>Management</i>	18	282	6.4%	16	261	6.1%	17	267	6.4%	13	261	5.0%	10	235	4.3%
<i>Business and Financial Operations</i>	21	444	4.7%	18	488	3.7%	22	490	4.5%	21	491	4.3%	22	444	5.0%
<i>Computer, Engineering, and Science</i>	17	383	4.4%	18	390	4.6%	17	391	4.3%	18	402	4.5%	17	381	4.5%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	77	384	20.1%	78	441	17.7%	74	462	16.0%	73	447	16.3%	81	421	19.2%
<i>Healthcare Practice and Technical</i>	34	433	7.9%	28	425	6.6%	33	464	7.1%	35	483	7.2%	26	454	5.7%
<i>Service Occupations</i>	81	676	12.0%	90	735	12.2%	91	726	12.5%	86	716	12.0%	93	714	13.0%
<i>Sales and Related Occupations</i>	2	17	11.8%	3	18	16.7%	1	14	7.1%	1	16	6.3%	1	18	5.6%
<i>Office and Administrative Support</i>	67	1380	4.9%	74	1367	5.4%	79	1339	5.9%	91	1306	7.0%	83	1227	6.8%
<i>Natural Resources, Construction and Maintenance</i>	8	208	3.8%	11	218	5.0%	11	224	4.9%	11	230	4.8%	10	220	4.5%
<i>Production, Transportation, and Material Moving</i>	1	63	1.6%	3	63	4.8%	3	63	4.8%	2	62	3.2%	4	61	6.6%
<i>Total African American</i>	573		8.3%	587		8.5%	599		8.6%	590		8.6%	571		8.8%
<i>Total Employment</i>		6,887			6,887			6,947			6,821			6,462	

Full-time African American employment decreased from fall 2012 to fall 2016 by 2 employees or 0.3%. Between fall 2015 and fall 2016, full-time African American employment decreased 19 employees or 3.2%. Even though total employment decreased 6.2% between fall 2012 and fall 2016, the overall percentage of total African American employment to total enrollment increased 0.5%.

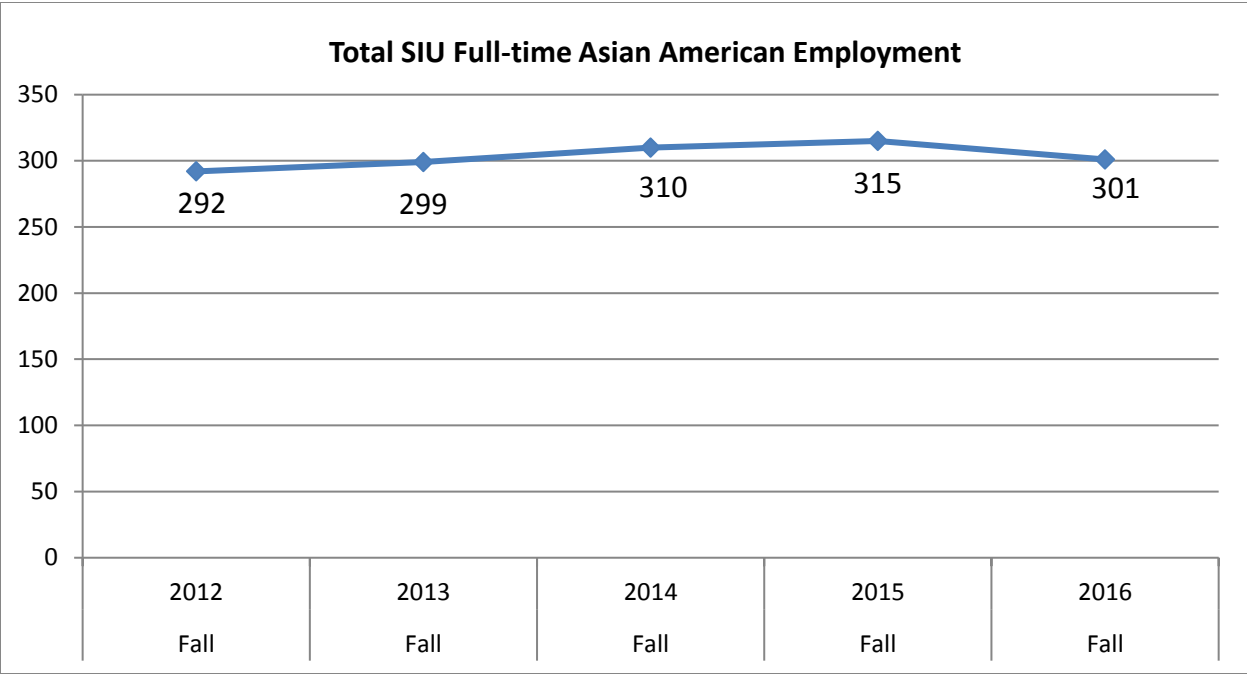
Total SIU Full-time Hispanic/Latino Employment



Hispanic/Latino Employment

	<i>Fall</i> 2012 <i>Minority</i>	<i>Fall</i> 2012 <i>Total</i>	<i>% to</i> <i>Total</i> <i>Employment</i>	<i>Fall</i> 2013 <i>Minority</i>	<i>Fall</i> 2013 <i>Total</i>	<i>% to</i> <i>Total</i> <i>Employment</i>	<i>Fall</i> 2014 <i>Minority</i>	<i>Fall</i> 2014 <i>Total</i>	<i>% to</i> <i>Total</i> <i>Employment</i>	<i>Fall</i> 2015 <i>Minority</i>	<i>Fall</i> 2015 <i>Total</i>	<i>% to</i> <i>Total</i> <i>Employment</i>	<i>Fall</i> 2016 <i>Minority</i>	<i>Fall</i> 2016 <i>Total</i>	<i>% to</i> <i>Total</i> <i>Employment</i>
<i>Instructional, Research and Public Service Staff</i>	60	1,976	3.1%	61	1,927	3.2%	63	1,953	3.2%	63	1,888	3.2%	57	1,785	3.2%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	12	641	2.0%	12	554	3.1%	12	554	3.1%	13	519	3.1%	15	502	3.1%
<i>Management</i>	8	282	3.4%	4	261	1.9%	5	267	1.9%	3	261	1.9%	2	235	1.9%
<i>Business and Financial Operations</i>	1	444	0.3%	5	488	0.8%	7	490	0.8%	11	491	0.8%	7	444	0.8%
<i>Computer, Engineering, and Science</i>	6	383	0.8%	7	390	1.1%	7	391	1.1%	8	402	1.1%	7	381	1.1%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	6	384	1.4%	6	441	1.1%	7	462	1.1%	7	447	1.1%	11	421	1.1%
<i>Healthcare Practice and Technical</i>	3	433	0.5%	3	425	0.5%	4	464	0.5%	3	483	0.5%	5	454	0.5%
<i>Service Occupations</i>	13	676	2.3%	14	735	2.3%	11	726	2.3%	12	716	2.3%	13	714	2.3%
<i>Sales and Related Occupations</i>	1	17	0.0%	1	18	0.0%	1	14	0.0%	1	16	0.0%	1	18	0.0%
<i>Office and Administrative Support</i>	13	1380	1.0%	12	1367	0.9%	12	1339	0.9%	11	1,306	0.9%	13	1,227	0.9%
<i>Natural Resources, Construction and Maintenance</i>	2	208	0.6%	2	218	0.6%	2	224	0.6%	2	230	0.6%	1	220	0.6%
<i>Production, Transportation, and Material Moving</i>	1	63	0.0%	1	63	0.0%	1	63	0.0%	1	62	0.0%	1	61	0.0%
<i>Total Hispanic/Latino Employment</i>	126		1.8%	128		1.8%	132		1.8%	135		1.8%	133		1.8%
<i>Total Employment</i>		6,887			6,887			6,947			6,821			6,462	

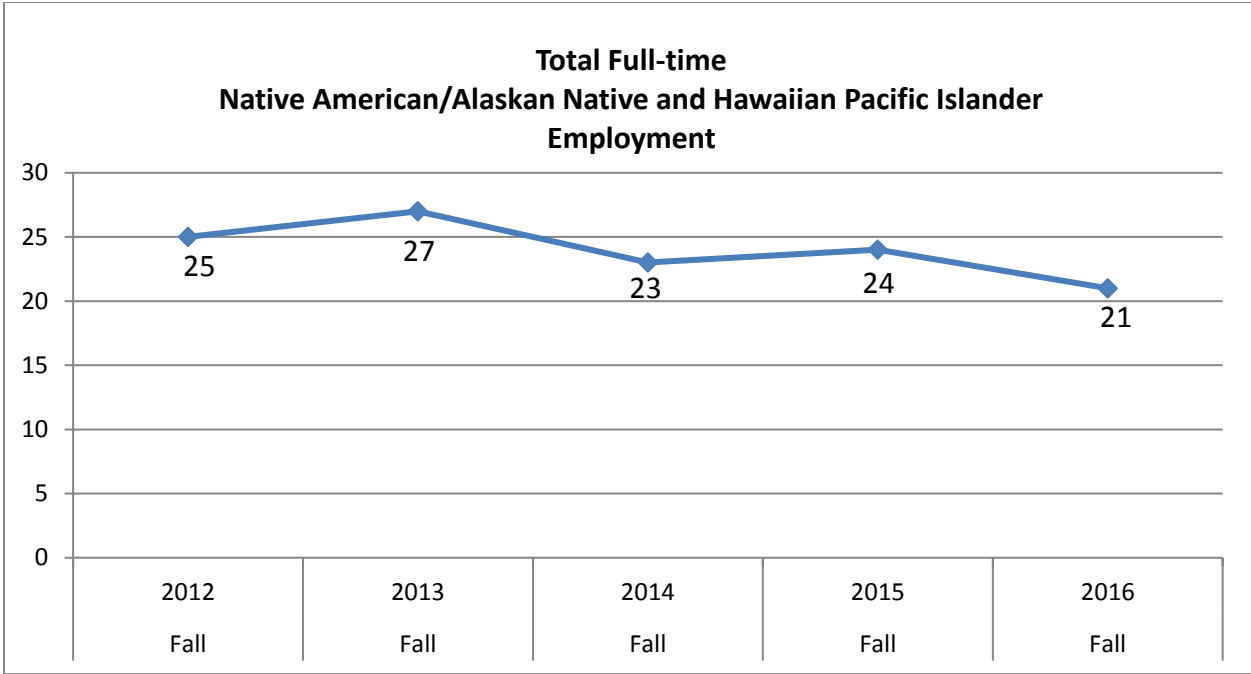
Full-time Hispanic/Latino employment increased from fall 2012 to fall 2016 by 7 employees or 5.6%. Between fall 2015 and fall 2016, full-time Hispanic/Latino employment decreased 2 employees or 1.5%. Even though total employment decreased 6.2% between fall 2012 and fall 2016, the overall percentage of total Hispanic/Latino employment to total enrollment remained constant.



Asian American Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>	<i>Fall 2014 Minority</i>	<i>Fall 2014 Total</i>	<i>% to Total Employment</i>	<i>Fall 2015 Minority</i>	<i>Fall 2015 Total</i>	<i>% to Total Employment</i>	<i>Fall 2016 Minority</i>	<i>Fall 2016 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	216	1,976	10.9%	230	1,927	11.9%	236	1,953	12.1%	244	1,888	12.9%	232	1,785	13.0%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	30	641	4.7%	15	554	2.7%	21	554	3.8%	20	519	3.9%	21	502	4.2%
<i>Management</i>	8	282	2.8%	5	261	1.9%	6	267	2.2%	7	261	2.7%	8	235	3.4%
<i>Business and Financial Operations</i>	8	444	1.8%	9	488	1.8%	11	490	2.2%	10	491	2.0%	10	444	2.3%
<i>Computer, Engineering, and Science</i>	11	383	2.9%	16	390	4.1%	15	391	3.8%	12	402	3.0%	10	381	2.6%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	5	384	1.3%	9	441	2.0%	7	462	1.5%	7	447	1.6%	5	421	1.2%
<i>Healthcare Practice and Technical</i>	1	433	0.2%	2	425	0.5%	2	464	0.4%	2	483	0.4%	2	454	0.4%
<i>Service Occupations</i>	6	676	0.9%	6	735	0.8%	5	726	0.7%	6	716	0.8%	7	714	1.0%
<i>Sales and Related Occupations</i>	0	17	0.0%	0	18	0.0%	0	14	0.0%	0	16	0.0%	0	18	0.0%
<i>Office and Administrative Support</i>	7	1380	0.5%	7	1367	0.5%	7	1,339	0.5%	7	1,306	0.5%	6	1,227	0.5%
<i>Natural Resources, Construction and Maintenance</i>	0	208	0.0%	0	218	0.0%	0	224	0.0%	0	230	0.0%	0	220	0.0%
<i>Production, Transportation, and Material Moving</i>	0	63	0.0%	0	63	0.0%	0	63	0.0%	0	62	0.0%	0	61	0.0%
<i>Total Asian American Employment</i>	292		4.2%	299		4.3%	310		4.5%	315		4.6%	301		4.7%
<i>Total Employment</i>		6,887			6,887			6,947			6,821			6,462	

Full-time Asian American employment increased from fall 2012 to fall 2016 by 9 employees or 3.1%. Between fall 2015 and fall 2016, full-time Asian American employment decreased 14 employees or 4.4%. Even though total employment decreased 6.2% between fall 2012 and fall 2016, the overall percentage of total Asian American employment to total enrollment increased 0.5%.

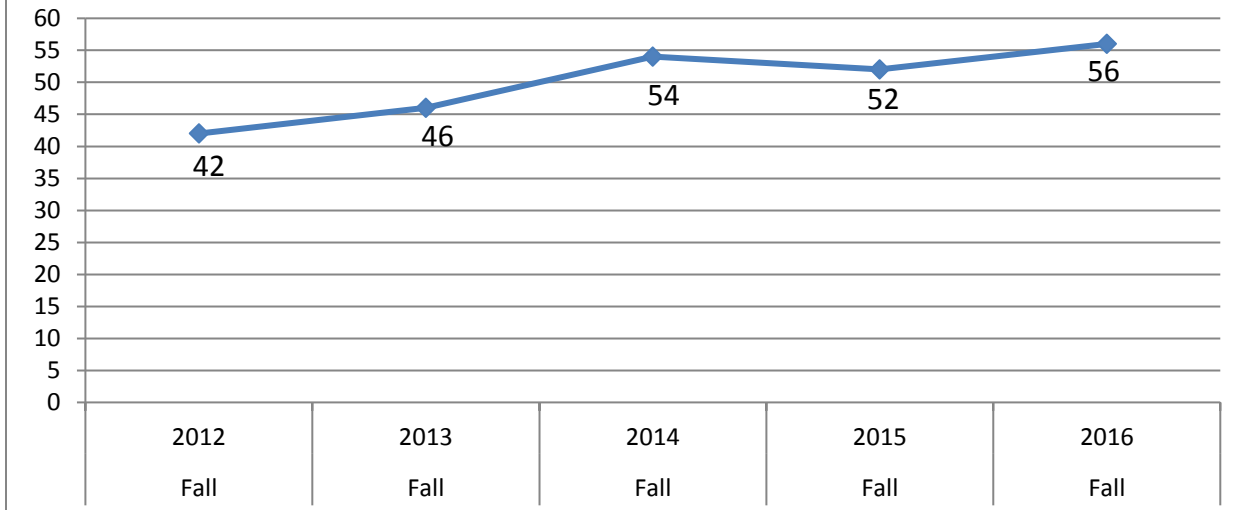


Native American/Alaskan Native and Hawaiian Pacific Islander Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>	<i>Fall 2014 Minority</i>	<i>Fall 2014 Total</i>	<i>% to Total Employment</i>	<i>Fall 2015 Minority</i>	<i>Fall 2015 Total</i>	<i>% to Total Employment</i>	<i>Fall 2016 Minority</i>	<i>Fall 2016 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	7	1,976	0.4%	7	1,927	0.4%	5	1,953	0.3%	5	1,888	0.3%	4	1,785	0.2%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	2	641	0.3%	2	554	0.4%	2	554	0.4%	1	519	0.2%	2	502	0.4%
<i>Management</i>	1	282	0.4%	0	261	0.0%	0	267	0.0%	0	261	0.0%	0	235	0.0%
<i>Business and Financial Operations</i>	0	444	0.0%	1	488	0.2%	1	490	0.2%	1	491	0.2%	1	444	0.2%
<i>Computer, Engineering, and Science</i>	1	383	0.3%	1	390	0.3%	1	391	0.3%	1	402	0.2%	1	381	0.3%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	0	384	0.0%	0	441	0.0%	1	462	0.2%	0	447	0.0%	1	421	0.2%
<i>Healthcare Practice and Technical</i>	1	433	0.2%	0	425	0.0%	0	464	0.0%	0	483	0.0%	0	454	0.0%
<i>Service Occupations</i>	5	676	0.7%	8	735	1.1%	8	726	1.1%	8	716	1.1%	8	714	1.1%
<i>Sales and Related Occupations</i>	0	17	0.0%	0	18	0.0%	0	14	0.0%	0	16	0.0%	0	18	0.0%
<i>Office and Administrative Support</i>	5	1380	0.4%	5	1367	0.4%	2	1339	0.1%	5	1306	0.4%	2	1227	0.2%
<i>Natural Resources, Construction and Maintenance</i>	1	208	0.5%	1	218	0.5%	1	224	0.4%	1	230	0.4%	0	220	0.0%
<i>Production, Transportation, and Material Moving</i>	2	63	3.2%	2	63	3.2%	2	63	3.2%	2	62	3.2%	2	61	3.3%
<i>Total Native American/Alaskan Native and Hawaiian Pacific Islander Employment</i>	25		0.4%	27		0.4%	23		0.3%	24		0.4%	21		0.3%
<i>Total Employment</i>		6,887			6,887			6,947			6,821			6,462	

Full-time Native American/Alaskan Native and Hawaiian Pacific Islander employment decreased from fall 2012 to fall 2016 by 4 employees or 16.0%. Between fall 2015 and fall 2016, full-time Native American/Alaskan Native and Hawaiian Pacific Islander employment decreased by 3 employees or 12.5%. Even though total employment decreased 6.2% between fall 2012 and fall 2016, the overall percentage of total Native American/Alaskan Native and Hawaiian Pacific Islander employment to total enrollment only decreased 0.1%.

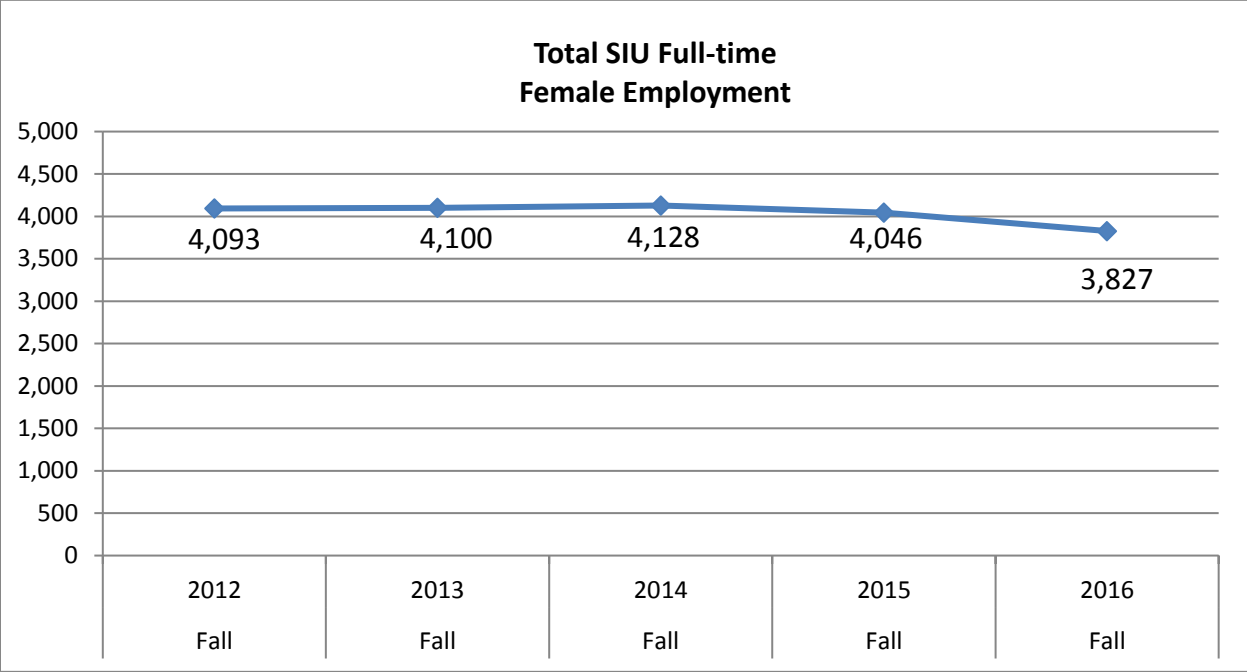
**Total SIU Full-time
Two or More Races Employment**



Two or More Races Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Total Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Total Employment</i>	<i>Fall 2014 Minority</i>	<i>Fall 2014 Total</i>	<i>% to Total Employment</i>	<i>Fall 2015 Minority</i>	<i>Fall 2015 Total</i>	<i>% to Total Employment</i>	<i>Fall 2016 Minority</i>	<i>Fall 2016 Total</i>	<i>% to Total Employment</i>
<i>Instructional, Research and Public Service Staff</i>	14	1,976	0.7%	12	1,927	0.6%	11	1,953	0.6%	14	1,888	0.7%	12	1,785	0.7%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	7	641	1.1%	7	554	1.3%	7	554	1.3%	6	519	1.2%	8	502	1.6%
<i>Management</i>	0	282	0.0%	0	261	0.0%	0	267	0.0%	1	261	0.4%	1	235	0.4%
<i>Business and Financial Operations</i>	2	444	0.5%	2	488	0.4%	4	490	0.8%	4	491	0.8%	3	444	0.7%
<i>Computer, Engineering, and Science</i>	2	383	0.5%	4	390	1.0%	4	391	1.0%	2	402	0.5%	2	381	0.5%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	2	384	0.5%	3	441	0.7%	4	462	0.9%	3	447	0.7%	6	421	1.4%
<i>Healthcare Practice and Technical</i>	3	433	0.7%	4	425	0.9%	5	464	1.1%	4	483	0.8%	3	454	0.7%
<i>Service Occupations</i>	4	676	0.6%	5	735	0.7%	7	726	1.0%	6	716	0.8%	8	714	1.1%
<i>Sales and Related Occupations</i>	0	17	0.0%	0	18	0.0%	2	14	14.3%	0	16	0.0%	0	18	0.0%
<i>Office and Administrative Support</i>	6	1,380	0.4%	7	1,367	0.5%	9	1,339	0.7%	10	1,306	0.8%	12	1,227	1.0%
<i>Natural Resources, Construction and Maintenance</i>	2	208	1.0%	2	218	0.9%	1	224	0.4%	2	230	0.9%	1	220	0.5%
<i>Production, Transportation, and Material Moving</i>	0	63	0.0%	0	63	0.0%	0	63	0.0%	0	62	0.0%	0	61	0.0%
Total Two or More Races Employment	42		0.6%	46		0.7%	54		0.8%	52		0.8%	56		0.9%
Total Employment		6,887			6,887			6,947			6,821			6,462	

Full-time two or more races employment increased from fall 2012 to fall 2016 by 14 employees or 33.3%. Between fall 2015 and fall 2016, full-time two or more races employment increased 4 employees or 7.7%. Even though total employment decreased 6.2% between fall 2012 and fall 2016, the overall percentage of total two or more races employment to total enrollment increased 0.3%.



Female Employment

	<i>Fall</i> 2012 <i>Minority</i>	<i>Fall</i> 2012 <i>Total</i>	<i>% to</i> <i>Total</i> <i>Employment</i>	<i>Fall</i> 2013 <i>Minority</i>	<i>Fall</i> 2013 <i>Total</i>	<i>% to</i> <i>Total</i> <i>Employment</i>	<i>Fall</i> 2014 <i>Minority</i>	<i>Fall</i> 2014 <i>Total</i>	<i>% to</i> <i>Total</i> <i>Employment</i>	<i>Fall</i> 2015 <i>Minority</i>	<i>Fall</i> 2015 <i>Total</i>	<i>% to</i> <i>Total</i> <i>Employment</i>	<i>Fall</i> 2016 <i>Minority</i>	<i>Fall</i> 2016 <i>Total</i>	<i>% to</i> <i>Total</i> <i>Employment</i>
<i>Instructional, Research and Public Service Staff</i>	884	1,976	44.7%	899	1,927	46.7%	915	1,953	46.9%	876	1,888	46.4%	822	1,785	46.1%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	469	641	73.2%	377	554	68.1%	387	554	69.9%	364	519	70.1%	351	502	69.9%
<i>Management</i>	140	282	49.6%	125	261	47.9%	122	267	45.7%	122	261	46.7%	106	235	45.1%
<i>Business and Financial Operations</i>	316	444	71.2%	348	488	71.3%	346	490	70.6%	355	491	72.3%	324	444	73.0%
<i>Computer, Engineering, and Science</i>	107	383	27.9%	116	390	29.7%	114	391	29.2%	124	402	30.8%	119	381	31.2%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	226	384	58.9%	275	441	62.4%	287	462	62.1%	272	447	60.9%	256	421	60.8%
<i>Healthcare Practice and Technical</i>	402	433	92.8%	395	425	92.9%	427	464	92.0%	448	483	92.8%	423	454	93.2%
<i>Service Occupations</i>	250	676	37.0%	280	735	38.1%	276	726	38.0%	266	716	37.2%	269	714	37.7%
<i>Sales and Related Occupations</i>	15	17	88.2%	16	18	88.9%	14	14	100.0%	16	16	100.0%	15	18	83.3%
<i>Office and Administrative Support</i>	1,264	1,380	91.6%	1,248	1,367	91.3%	1,219	1,339	91.0%	1,182	1,306	90.5%	1,121	1,227	91.4%
<i>Natural Resources, Construction and Maintenance</i>	13	208	6.3%	14	218	6.4%	15	224	6.7%	15	230	6.5%	15	220	6.8%
<i>Production, Transportation, and Material Moving</i>	7	63	11.1%	7	63	11.1%	6	63	9.5%	6	62	9.7%	6	61	9.8%
Total Female	4,093		59.4%	4,100		59.5%	4,128		59.4%	4,046		59.3%	3,827		59.2%
Total Employment		6,887			6,887			6,947			6,821			6,462	

Full-time female employment decreased from fall 2012 to fall 2016 by 266 employees or 6.5%. Between fall 2015 and fall 2016, full-time female employment decreased 219 employees or 5.4%. Even though total employment decreased 6.2% between fall 2012 and fall 2016, the overall percentage of total female employment to total enrollment only decreased 0.2%.



Total Southern Illinois University
Fall 16 Faculty by Ethnicity and Race

	Non-Resident Alien			Black Non Hispanic			Hispanic			White Non-Hispanic			American Indian/Alaskan Native			Asian			Hawaiian/Pacific Islander			2 or More Races			Unknown			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Faculty with Tenure % to Total	2 0.4%	1 0.4%	3 0.4%	26 5.2%	9 3.2%	35 4.5%	23 4.6%	6 2.1%	29 3.7%	371 73.6%	230 82.1%	601 76.7%	0 0.0%	0 0.0%	0 0.0%	82 16.3%	31 11.1%	113 14.4%	0 0.0%	1 0.4%	1 0.1%	0 0.0%	2 0.7%	2 0.3%	0 0.0%	0 0.0%	0 0.0%	504 100.0%	280 100.0%	784 100.0%
Faculty with Tenure Track % to Total	26 14.9%	8 6.3%	34 11.3%	3 1.7%	16 12.5%	19 6.3%	5 2.9%	8 6.3%	13 4.3%	109 62.6%	77 60.2%	186 61.6%	0 0.0%	0 0.0%	0 0.0%	30 17.2%	18 14.1%	48 15.9%	0 0.0%	0 0.0%	0 0.0%	1 0.6%	1 0.8%	2 0.7%	0 0.0%	0 0.0%	0 0.0%	174 100.0%	128 100.0%	302 100.0%
Faculty Non-Tenure % to Total	1 0.4%	1 0.3%	2 0.3%	10 3.8%	37 9.9%	47 7.4%	7 2.6%	8 2.2%	15 2.4%	207 77.8%	295 79.3%	502 78.7%	1 0.4%	1 0.3%	2 0.3%	37 13.9%	25 6.7%	62 9.7%	0 0.0%	1 0.3%	1 0.2%	3 1.1%	4 1.1%	7 1.1%	0 0.0%	0 0.0%	0 0.0%	266 100.0%	372 100.0%	638 100.0%
Combined Tenure and Tenure Track	28	9	37	29	25	54	28	14	42	480	307	787	0	0	0	112	49	161	0	1	1	1	3	4	0	0	0	678	408	1,086
Faculty																														
Full Time	29	10	39	39	62	101	35	22	57	687	602	1,289	1	1	2	149	74	223	0	2	2	4	7	11	0	0	0	944	780	1,724
Part Time	2	1	3	12	11	23	3	8	11	217	207	424	1	0	1	12	12	24	1	1	2	1	3	4	0	0	0	249	243	492
Total	31	11	42	51	73	124	38	30	68	904	809	1,713	2	1	3	161	86	247	1	3	4	5	10	15	0	0	0	1,193	1,023	2,216
% to Total	2.6%	1.1%	1.9%	4.3%	7.1%	5.6%	3.2%	2.9%	3.1%	75.8%	79.1%	77.3%	0.2%	0.1%	0.1%	13.5%	8.4%	11.1%	0.1%	0.3%	0.2%	0.4%	1.0%	0.7%	0.0%	0.0%	0.0%	100.00%	100.00%	100.00%

Source: SIUE and SIUC IPEDS Fall Staff Survey

Southern Illinois University Carbondale

– GOAL AND MISSION –

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

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

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

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

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

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

INSTITUTIONAL PROFILE

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

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

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

To further SIU Carbondale's commitment to diversity, the Chancellor's Diversity Council was formed in the fall of 2016 to examine what factors may be impeding the University's efforts to increase diversity and to recommend a plan to eliminate existing barriers. The Council has the responsibility to monitor the plan for effectiveness and annually measure progress across the campus toward established goals. The 22 appointed council members, representing the University's constituencies, met bi-weekly to address the charge given by the chancellor. In the fall of 2016, the Diversity Council conducted four student forums and nine faculty and staff listening sessions to gain insight into the diversity issues on campus. These data-gathering sessions were followed up in the spring of 2017 with a Campus Climate Survey in preparation for writing the University's Diversity Plan. A draft of the plan was completed by the end of FY17.

RECRUITMENT AND RETENTION EFFORTS OF UNDERREPRESENTED STUDENTS

RECRUITMENT

Recruitment efforts across campus at SIU Carbondale continue to focus on underrepresented students. Select highlights of various initiatives follow:

Undergraduate Admissions

- The office continues to provide funding to help groups of students who qualify for support through the Responsive and Reflective University Initiatives (RRUI) fund, which includes minorities, first-generation college students, and those from low-income communities.
- Underrepresented populations are specifically targeted in the university's ACT/SAT search process.
- Recruiting efforts included visiting 74 high schools with a high percentage of Hispanic/Latino students. Recruiters also attended and participated at 141 school events that have a high population of African American students; visited 19 schools specifically targeting female students; and visited community colleges (21 visits to City Colleges of Chicago system and 19 community colleges throughout the state of Illinois) in 2017.

College of Agricultural Sciences (COAS)

- COAS attended more recruitment opportunities in urban areas where there was a large minority and female student population. This included the Chicago High School for Agricultural Sciences and the East St. Louis Career/College Fair. The college also expanded the recruitment areas to include out-of-state locations, such as the Indiana FFA Convention and the National FFA Convention. This has brought about an increase in enrollment in Forestry for underrepresented students.
- A small SIU Alumni Association grant was received to enhance the recruitment of underrepresented students and was used for minority student undergraduate research funding.

College of Business (COB)

- COB is focused on increased enrollment as demonstrated by implementing its college-wide recruitment communication plan, which included outreach mailers to students interested in business and provided supplemental marketing pictures showing the diversity of the college.
- The Director of Enrollment Management in COB meets with prospective, probation and continued probation, and returning suspended students to notify, educate and improve their GPAs and student experiences.

Graduate School

- The Graduate School actively recruited minority students via workshops held across campus, as well as sponsoring a workshop to promote PROMPT (Pro-Active Recruitment of Multicultural Professionals for Tomorrow) and the Graduate Dean's Fellowships.

RETENTION

Retention efforts focused on underrepresented students for the 2016-2017 academic year include the following programs and initiatives:

University College (UCOL)

- UCOL traditionally admits a high number of underrepresented student and provides academic support such as advising, learning support services, and mentoring – all critical components in retention.
- The Center for Learning Support Services (CLSS) in University College has addressed the retention of underrepresented students by providing tutors, academic coaches, group study sessions, online and in-person assistance to ensure that underrepresented students have the resources needed to be academically successful. All students enrolled at SIU Carbondale have the opportunity to utilize all services provided by the CLSS.
- The Achieve Program has been helping SIU students succeed in college for over 30 years. The program serves students with ADD, ADHD, Dyslexia, Asperger's Syndrome, Processing Disorders, and many other learning difficulties. Their team of experienced staff advisors, case managers, test proctors, academic coaches, and content specific tutors work together successfully to help students meet their academic requirements.
- TRiO Student Support Services (SSS) at SIU Carbondale is a comprehensive program that uses a holistic approach to meet the needs of students who come from disadvantaged backgrounds. The primary purpose of the program is to increase retention and graduation rates. These goals are met by providing services that include individual academic counseling, monitoring academic progress, assisting with course selection, producing opportunities for career exploration, conducting individual and group study sessions, and hosting social and cultural activities. The U.S. Department of Education funds SSS and monitors progress of the program through annual reporting and standardized objectives. The objectives include persistence, good academic standing, and bachelor's degree rate.

College of Liberal Arts (COLA)

- COLA proactively reached out to students on suspension or at risk, helping them to map out a pathway to return to academic good standing. The college is hopeful that reaching out to these students provides encouragement for them to persevere to graduation.

College of Business (COB)

- COB is focused on the retention of students and provides two supportive programs to assist students who are struggling academically.
Probation Plan – The goal of the probation plan is to assist current students who are on scholastic probation by offering support and education in order to raise their current semester GPAs to prevent scholastic suspension. In turn, this will increase their overall GPA to improve their academic standing and move them from probation to good standing.
STARS Program – The STARS program is a supportive retention program for students who have demonstrated previous academic difficulty. Students must participate for at least a year or until in good academic standing.

College of Engineering

- The SEED Program is an academic enrichment support program designed to increase the enrollment, retention, and graduation rate of underrepresented persons. The SEED Program recognizes and accommodates the broad diversity of its students and utilizes student-to-student interactions, faculty-student interactions and industry-student interactions as a basis for improving the overall educational attainment of all underrepresented engineering students.
- Support provided by the program includes: Learning Resource Center (more students are utilizing this facility as a learning lab than in the past); Textbook Loan Program; Personal/Professional Development Workshops; Conferences, such as the Women's Leadership Conference; and a Professional Mentoring Program.

McNair Post Baccalaureate Achievement Program

- The McNair Program prepares undergraduates for successful careers as graduate students, professors, and professional researchers. It provides enriching educational experiences for low-income, first-generation college students and members of underserved groups in higher education.
- Academic support services provided for students in the McNair Scholars program includes: individualized academic and personal support, mentoring by faculty and graduate students, preparation for GRE, academic coaching and tutoring, and access to workshops focusing on graduate school.

Student Multicultural Resource Center (SMRC)

- The SMRC includes the Black Resource Center, the Hispanic/Latino Resource Center, the LGBTQ Resource Center and the Women's Resource Center and serves as a catalyst for inclusion, diversity and innovation and fosters an environment where all campus members are respected and welcomed. The Resource Centers support retention of underrepresented students through mentoring, coaching, advising, programming and collaboration with Registered Student Organizations and other academic units to promote the academic success of underrepresented students.
- The SMRC conducts a variety of trainings to make the university a welcoming place for minority students. Trainings facilitated include: SafeZone Trainings; Residence Life Staff Inclusivity Training for Professional Staff and Graduate Assistants; Inclusivity Training for Dining Staff to name a few.
- The Resource Centers, in conjunction with various other university groups, sponsor activities for the National Heritage Month celebrations. These month-long activities give students, faculty, staff, and community members an opportunity to celebrate and learn about other cultures.
- The SMRC, with the leadership of the LGBTQ Resource Center, is proud of its many accomplishments in 2017, especially expanding the number of all-gender restrooms across campus.

SIU provides many internships/scholarships for underrepresented students that aid in retention. Some of the internships and scholarship for minority students include:

- Alexander Lane Internship (Paul Simon Public Policy Institute)
- The Latino Heritage Legislative Internship(Paul Simon Public Policy Institute)
- Randy Daniels Endowed Scholarship (Radio, Television, and Digital Media).

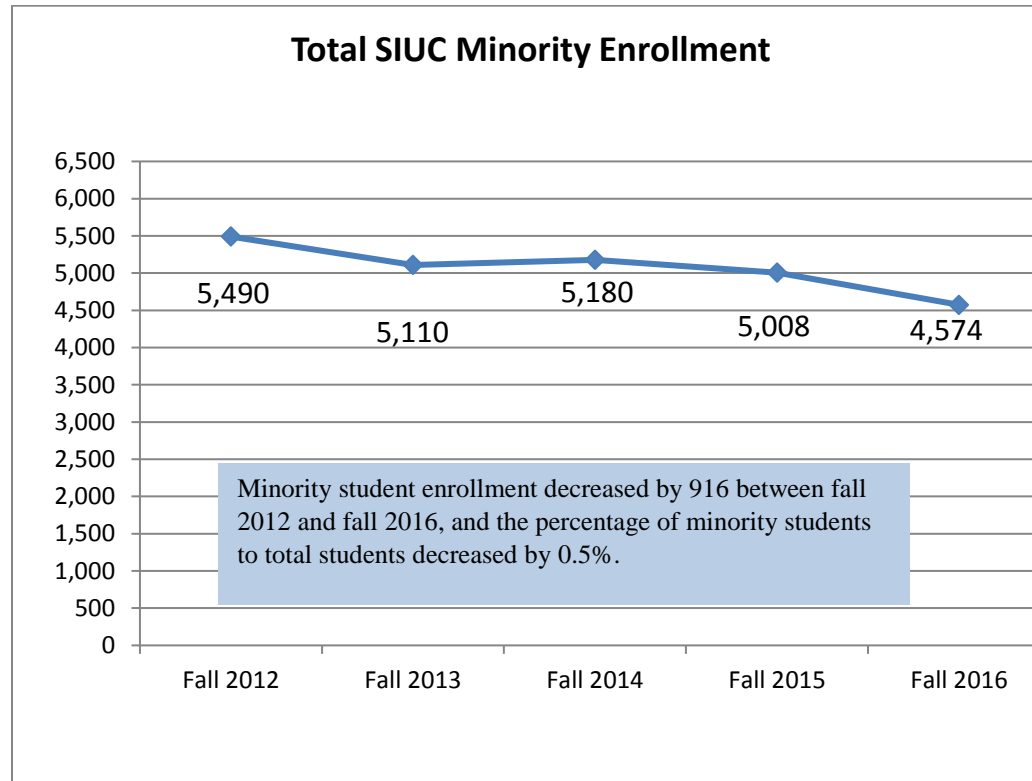
- Illinois Broadcast Association Multicultural Scholarship (College of Mass Communication and Media Arts)
- Recruitment and Retention of Minorities Scholarships (Office of the Associate Chancellor for Diversity.
- W. & D. Meeks Academic Excellence (SIU Foundation)
- African American Achievement Scholarship (SIU Foundation)
- Hispanic/Latino Fund Scholarship (SIU Foundation)
- Minority Scholarship (SIU Foundation)
- Burris Financial Emergency Fund (SIU Foundation)
- McDaniel Oats Memorial Scholarship (SIU Foundation)

Some of the scholarships to help retain female students include:

- Marcia Bullard and Laura Hardy Endowed Award (School of Journalism).
- Charlotte Suhler Endowed Advertising Award (School of Journalism).
- Lilly Boruskowski Filmmaker/Scholars Award (2) (Cinema and Photography).
- SIU Women's Club Dorothy Morris Traditional Student Scholarship
- SIU Women's Club Joyce Guyon Non-Traditional Student Scholarship
- American Association of University Women (AAUW) Undergraduate Scholarship
- American Association of University Women Joyce A. Kelly Memorial Scholarship

ENROLLMENT

SIU Carbondale's fall 2016 total enrollment including undergraduate, graduate and professional students was 15,987. A breakdown by category of the underrepresented students and a summary of the progress and challenges follow.



Minority Enrollment

	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>	<i>Fall 2014</i>	<i>% to Total Enrollment</i>	<i>Fall 2015</i>	<i>% to Total Enrollment</i>	<i>Fall 2016</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	4,674	24.8%	4,281	23.8%	4,364	24.3%	4,210	24.3%	3,808	23.8%
<i>Graduate</i>	703	3.7%	715	4.0%	688	3.8%	651	3.8%	614	3.8%
<i>Professional</i>	113	0.6%	114	0.6%	128	0.7%	147	0.9%	152	1.0%
<i>Total Minority</i>	5,490	29.1%	5,110	28.4%	5,180	28.8%	5,008	29.0%	4,574	28.6%
<i>Total Enrollment</i>	18,847		17,964		17,989		17,292		15,987	

Source: IPEDS

Progress:

Following the overall enrollment trend, minority enrollment declined from 2015 to 2016; however, progress was reported in specific areas. The School of Law increased minority enrollment by 2.64% in 2016. In addition, the University Honors Program increased minority participation by 33.5% due to targeted recruitment efforts and word of mouth.

Diverse: Issues in Higher Education annually publishes the Top 100 Degree Producers rankings of institutions in the United States that confer the most degrees to minority students. In 2017, Total Minorities at SIU Carbondale ranked as follows:

- 13th in Engineering Technologies and Engineering Related Fields (Bachelor’s)
- 49th in Legal Professions and Studies (Master’s)

SIU Carbondale’s underrepresented enrollment ranked midway or above in the 2016 IPEDS data. The Illinois 4-Year Public Universities included in the data were Chicago State University, Eastern Illinois University, Governors State University, Illinois State University, Northeastern Illinois University, Northern Illinois University, Southern Illinois University Carbondale, Southern Illinois University Edwardsville, University of Illinois at Chicago, University of Illinois at Springfield, University of Illinois at Urbana-Champaign, and Western Illinois University.

2016 IPEDS data ranks SIU Carbondale underrepresented student enrollment as follows:

- 1st - African American
- 5th - Two or More Races
- 5th - Native American and Native Hawaiian and Other Pacific Islanders (NHOPI)
- 6th – Females

- 6th - Asian Americans
- 6th - Hispanic/Latino
- 6th - Minority

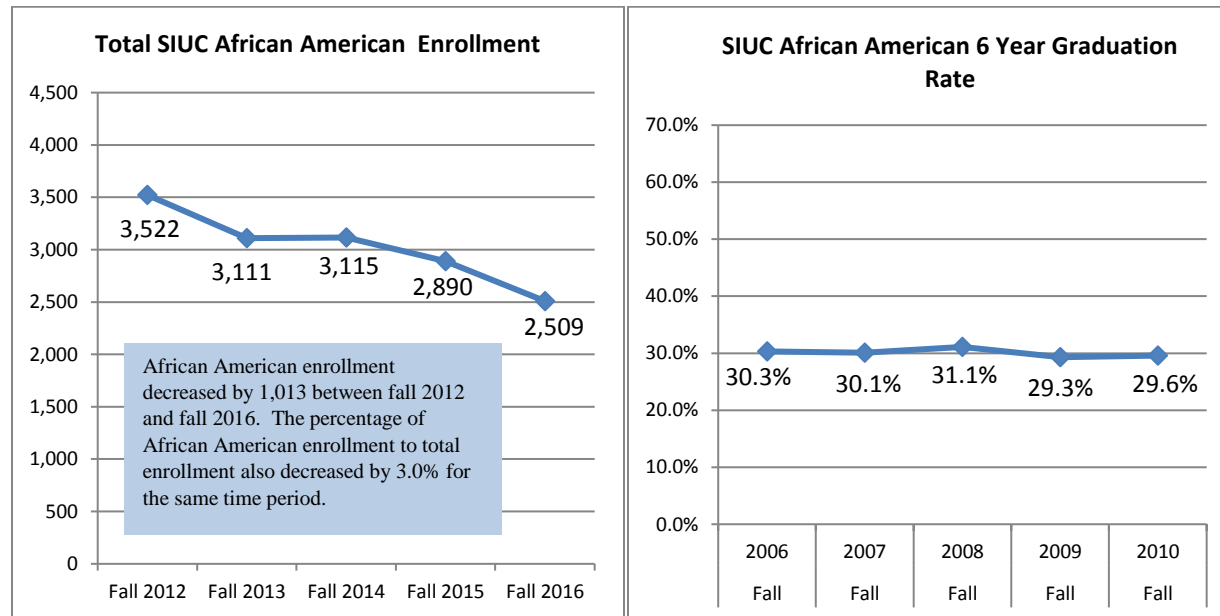
Challenges:

The total number of minority students has continued to decrease since 2012 with the exception of 2014 in which there was a slight increase. The largest decreased was by 434 or a 0.4% change from 2015 to 2016.

The Undergraduate Admissions Office cites several challenges in recruitment: 1) Public schools in areas that include a large number of minority students have difficulty obtaining funds to cover sending their students to visit campus. 2) An increase in the number of out-of-state schools that are placing regional admissions representatives in SIU Carbondale’s primary territories. 3) The uncertainty of MAP dollars.

As noted by the College of Business, a challenge in recruiting and retaining minority students is the lack of minority faculty as role models.

A common challenge mentioned by the colleges is the cost of attendance and the students’ lack of funding.



African American Enrollment

	<i>Fall 2012</i>	<i>% to total Enrollment</i>	<i>Fall 2013</i>	<i>% to total Enrollment</i>	<i>Fall 2014</i>	<i>% to total Enrollment</i>	<i>Fall 2015</i>	<i>% to total Enrollment</i>	<i>Fall 2016</i>	<i>% to total Enrollment</i>
<i>Undergraduate</i>	3,086	16.4%	2,678	14.9%	2,675	14.9%	2,470	14.3%	2,094	13.1%
<i>Graduate</i>	397	2.1%	394	2.2%	383	2.1%	363	2.1%	353	2.2%
<i>Professional</i>	39	0.2%	39	0.2%	57	0.3%	57	0.3%	62	0.4%
<i>Total African American</i>	3,522	18.7%	3,111	17.3%	3,115	17.3%	2,890	16.7%	2,509	15.7%
<i>Total Enrollment</i>	18,847		17,964		17,989		17,292		15,987	

Source: IPEDS

Progress:

The six-year graduation rate for African American students has been fairly stable between 2006 and 2010.

Of particular note, SIU Carbondale’s fall 2016 African American enrollment of 2,509 moved SIU from 2nd to 1st in the rankings of Illinois’ 4-year public universities (IPEDS).

Diverse: Issues in Higher Education annually publishes the Top 100 Degree Producers rankings of institutions in the United States that confer the most degrees to minority students. In 2017, African Americans at SIU Carbondale ranked as follows:

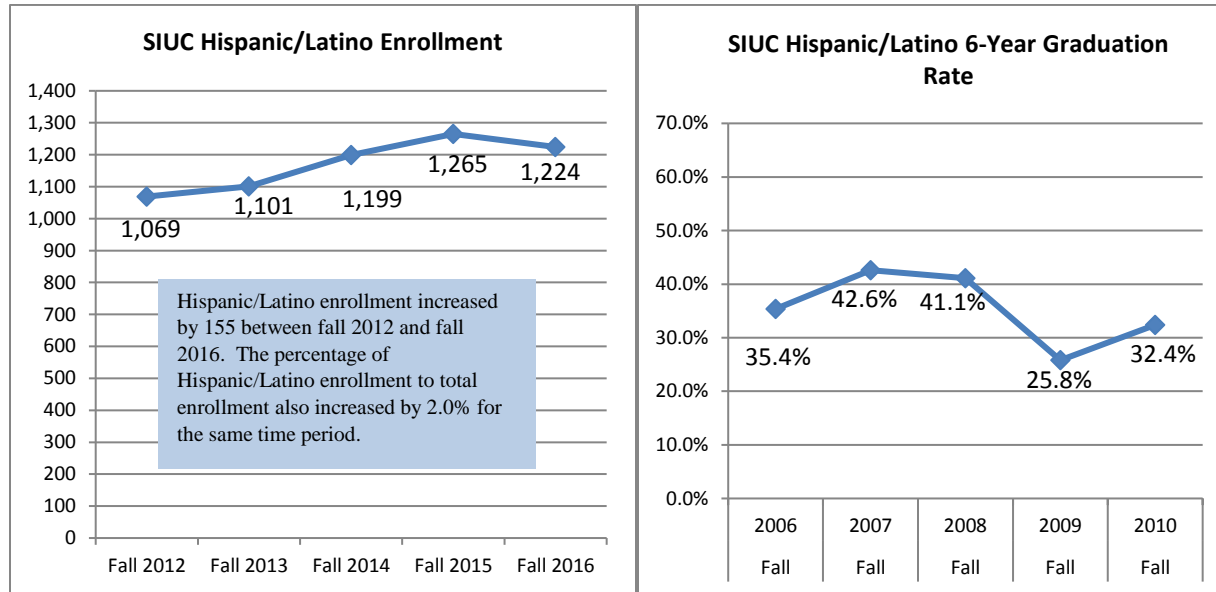
- 5th in Education (Bachelor’s)
- 8th Engineering Technologies and Engineering Related (Bachelor’s)
- 21st in Architecture and Related Services (Master’s)
- 23rd in Rehabilitation and Therapeutic Professions (Master’s)
- 29th in Parks, Recreation, Leisure, and Fitness Studies (Bachelor’s)
- 36th in Legal Professions and Studies (Master’s)
- 44th in English Language and Literature/Letters (Bachelor’s)
- 47th in Social Sciences (Bachelor’s)

Challenges:

Financial gaps that range from \$3,000 - \$6,000 per year play a critical role in recruitment and retention of African American students. The uncertainty of the state’s Monetary Assistance Program (MAP) is also a concern. The University covered MAP funding to students during the

budget impasse, but the uncertainty of such funding substantially affected low-income students and prospective students, contributing to the decline in enrollment.

Historically Black Colleges and Universities (HBCU) recruiting in the Chicago area schools was an additional challenge in recruiting African American students.



Hispanic/Latino Enrollment

	<i>Fall 2012</i>	<i>% tot Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>	<i>Fall 2014</i>	<i>% to Total Enrollment</i>	<i>Fall 2015</i>	<i>% to Total Enrollment</i>	<i>Fall 2016</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	914	4.8%	939	5.2%	1,034	5.7%	1,095	6.3%	1,075	6.7%
<i>Graduate</i>	133	0.7%	135	0.8%	138	0.8%	136	0.8%	115	0.7%
<i>Professional</i>	22	0.1%	27	0.2%	27	0.2%	34	0.2%	34	0.2%
<i>Total Hispanic/Latino</i>	1,069	5.7%	1,101	6.1%	1,199	6.7%	1,265	7.3%	1,224	7.7%
<i>Total Enrollment</i>	18,847		17,964		17,989		17,292		15,987	

Source: IPEDS

Progress:

The percentage of Hispanic/Latino overall enrollment has shown an increase in every year since 2011. Hispanic/Latino enrollment decreased 41 students from 2015 to 2016; however, percentage of Hispanic/Latino enrollment to total enrollment increased by 0.4% in the same period.

The six-year graduation rate shows an increase of 6.6% from 2009 to 2010.

Diverse: Issues in Higher Education annually publishes the Top 100 Degree Producers rankings of institutions in the United States that confer the most degrees to minority students. In 2017, Hispanic/Latinos at SIU Carbondale ranked as follows:

- 46th in Architecture and Related Services (Master's)

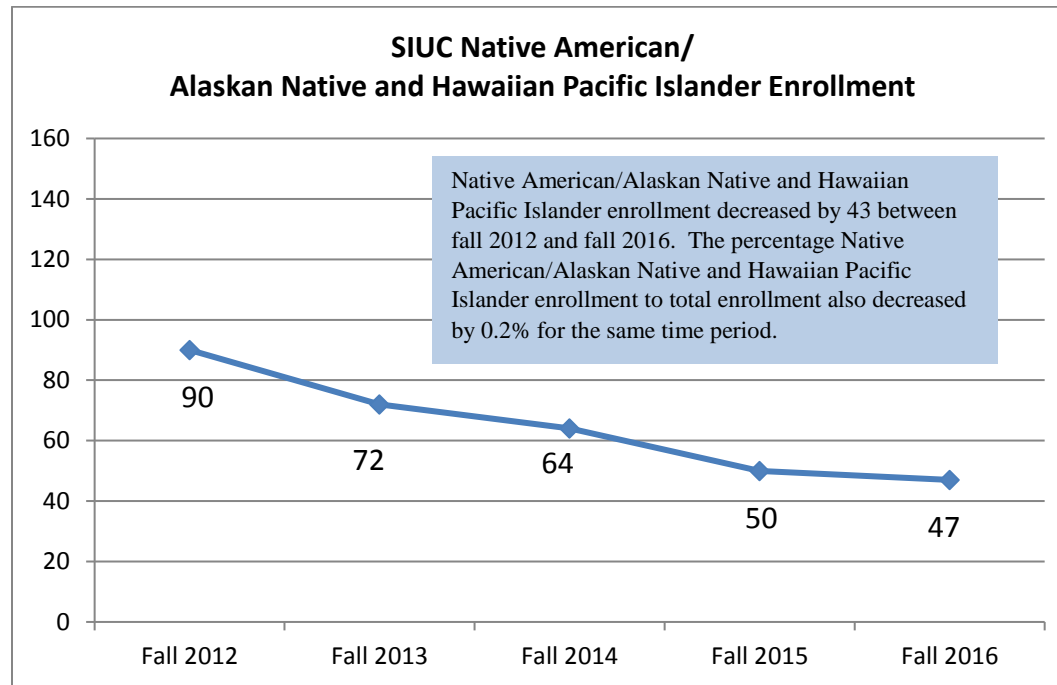
Undergraduate Admissions hired a diverse group of admission coordinators, including a Hispanic/Latino recruiter whose territory has a high population of Hispanic/Latino students. The previous increase in enrollment may be a result of this targeted recruitment effort.

Other factors that may have contributed to the previous increases in enrollment include the Achieve Program's Spanish website and having bilingual staff available to speak with Spanish-speaking parents of interested applicants. Also, the campus visit program provided a Spanish bilingual student who assisted with family communications during campus visits. Undergraduate Admissions continues to develop a Spanish language parent portal and brochures.

Challenges:

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

The retention problem for this population is connected to financial constraints, the students' lack of awareness of academic support available, and a lack of bilingual staff in the University's support services.



Native American/Alaskan Native and Hawaiian Pacific Islander Enrollment

	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>	<i>Fall 2014</i>	<i>% to Total Enrollment</i>	<i>Fall 2015</i>	<i>% to Total Enrollment</i>	<i>Fall 2016</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	70	0.4%	47	0.3%	47	0.3%	41	0.2%	37	0.2%
<i>Graduate</i>	17	0.1%	20	0.1%	15	0.1%	7	0.0%	10	0.1%
<i>Professional</i>	3	0.0%	5	0.0%	2	0.0%	2	0.0%	0	0.0%
<i>Total Native American/Alaskan Native and Hawaiian Pacific Islander</i>	90	0.5%	72	0.4%	64	0.4%	50	0.3%	47	0.3%
<i>Total Enrollment</i>	18,847		17,964		17,989		17,292		15,987	

Source: IPEDS

Progress:

Diverse: Issues in Higher Education annually publishes the Top 100 Degree Producers rankings of institutions in the United States that confer the most degrees to minority students. In 2017, Native Americans at SIU Carbondale ranked as follows:

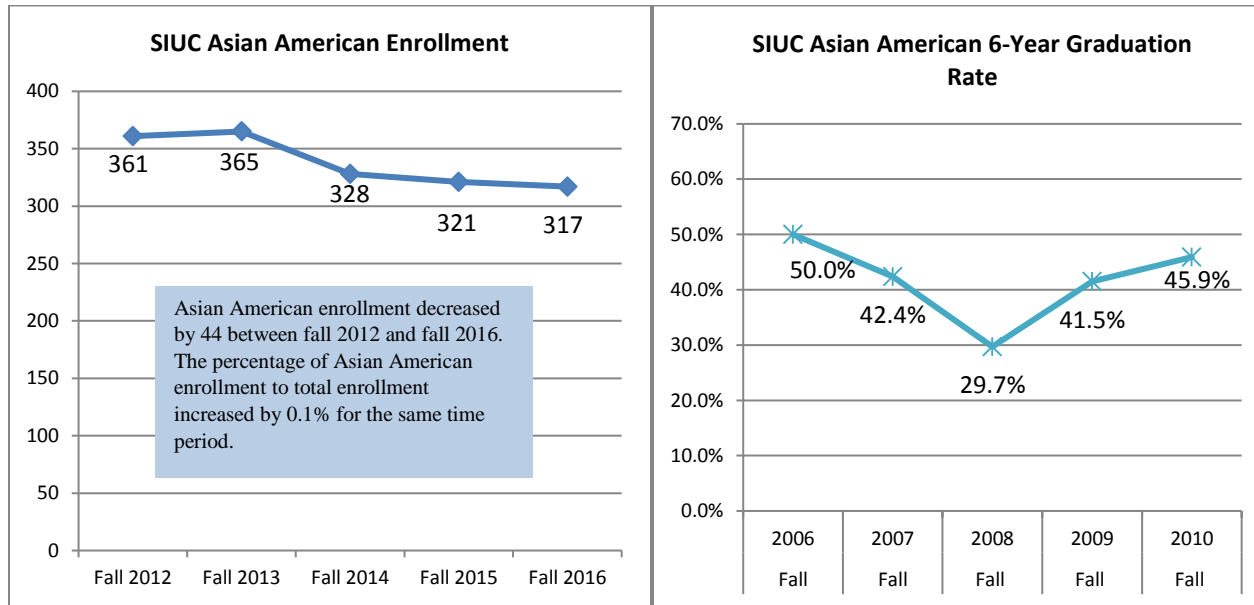
- 12th in Communication, Journalism, and Related Programs (Bachelor’s)
- 29th in Education (Bachelor’s)

Challenges:

Native American/Alaskan Native and Hawaiian Pacific Islander enrollment decreased by 3 from 2015 to 2016; however, the percentage of Native American/Alaskan Native and Hawaiian Pacific Islander enrollment to total enrollment remained constant in the same period.

The pool from which to recruit Native Americans/Alaskan Natives and Hawaiian Pacific Islanders in Illinois presents a challenge for SIU Carbondale. It should be noted that the U.S. Census for 2010 listed Native American/Alaskan Native population in Illinois at .6%; Hawaiian Pacific Islander population, less than 0.1%. <http://www.census.gov/quickfacts/table/PST045215/17>

SIU Carbondale is competing with 32 Native American tribal colleges in the United States. The Native American students receive federal financial aid to attend the tribal colleges.



Asian American Enrollment

	Fall 2012	% to Total Enrollment	Fall 2013	% to Total Enrollment	Fall 2014	% to Total Enrollment	Fall 2015	% to Total Enrollment	Fall 2016	% to Total Enrollment
<i>Undergraduate</i>	246	1.3%	240	1.3%	220	1.2%	211	1.2%	209	1.3%
<i>Graduate</i>	81	0.4%	95	0.5%	82	0.5%	77	0.4%	75	0.5%
<i>Professional</i>	34	0.2%	30	0.2%	26	0.1%	33	0.2%	33	0.2%
Total Asian Enrollment	361	1.9%	365	2.0%	328	1.8%	321	1.9%	317	2.0%
<i>Total Enrollment</i>	18,847		17,964		17,989		17,292		15,987	

Source: IPEDS

Progress:

The six-year graduation rate for Asian American students increased by 4.4% from fall 2009 to fall 2010.

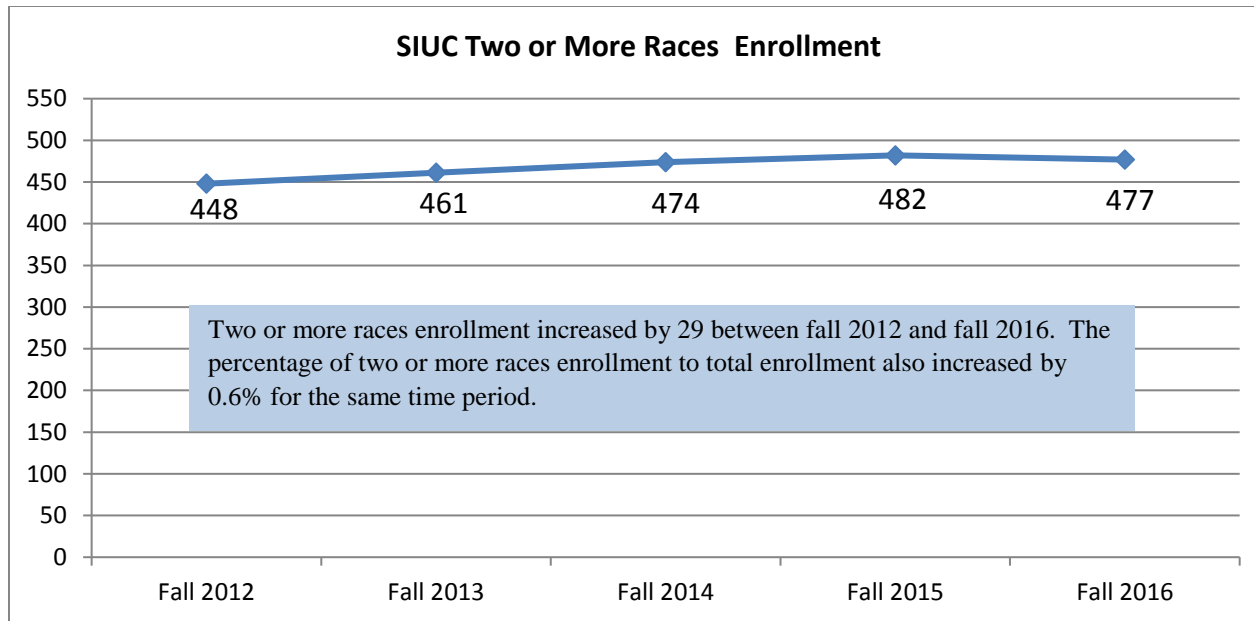
In fall of 2016, Asian American enrollment decreased by four students; however, the percentage of Asian American enrollment to total enrollment increased 0.1%.

Diverse: Issues in Higher Education annually publishes the Top 100 Degree Producers rankings of institutions in the United States that confer the most degrees to minority students. In 2017, Asian Americans at SIU Carbondale ranked as follows:

- 18th in Engineering Technologies and Engineering Related Fields (Bachelor's)

Challenges:

The challenge is to increase enrollment in this population and to promote support to graduation. There has been recent interest in the creation of an Asian American Faculty and Staff group that may be able to address some of the Asian American enrollment challenges.



Two or More Races Enrollment

	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>	<i>Fall 2014</i>	<i>% to Total Enrollment</i>	<i>Fall 2015</i>	<i>% to Total Enrollment</i>	<i>Fall 2016</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	358	1.9%	377	2.1%	388	2.2%	393	2.3%	393	2.5%
<i>Graduate</i>	75	0.4%	71	0.4%	70	0.4%	68	0.4%	61	0.4%
<i>Professional</i>	15	0.1%	13	0.1%	16	0.1%	21	0.1%	23	0.1%
<i>Total Two or More Races</i>	448	2.4%	461	2.6%	474	2.6%	482	2.8%	477	3.0%
<i>Total Enrollment</i>	18,847		17,964		17,989		17,292		15,987	

Source: IPEDS

Progress:

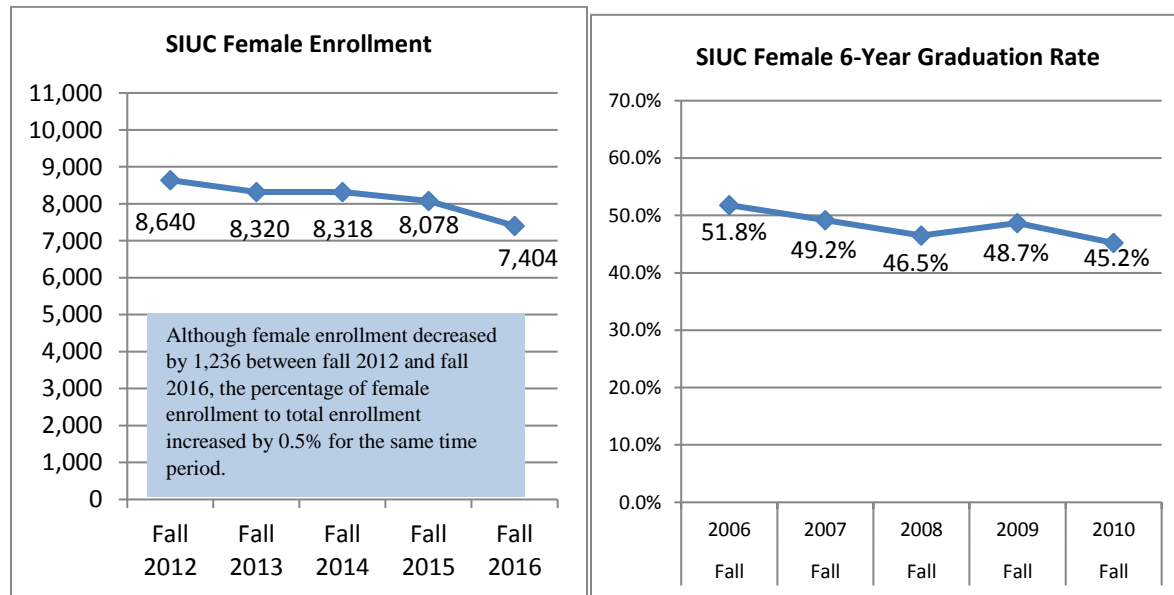
From 2012 to 2015, Two or More Races enrollment steadily increased. From 2015 to 2016 there was a slight decrease, primarily centered around a loss of graduate students. However, the percentage of Two or More Races enrollment to total enrollment increased by 0.2% for the same period.

Diverse: Issues in Higher Education annually publishes the Top 100 Degree Producers rankings of institutions in the United States that confer the most degrees to minority student. In 2017, Two or More Races at SIU Carbondale ranked as follows:

- 6th in Rehabilitation and Therapeutic Professions (Master’s)
- 7th in Engineering Technologies and Engineering Related Fields (Bachelor’s)

Challenges:

The challenges for the Two or More Races group are to continue to grow the enrollment and to provide the academic support needed to retain these students.



Female Enrollment

	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>	<i>Fall 2014</i>	<i>% to Total Enrollment</i>	<i>Fall 2015</i>	<i>% to Total Enrollment</i>	<i>Fall 2016</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	6,295	33.4%	6,052	33.7%	6,148	34.2%	5,953	34.4%	5,536	34.6%
<i>Graduate</i>	2,072	11.0%	1,991	11.1%	1,895	10.5%	1,846	10.7%	1,628	10.2%
<i>Professional</i>	273	1.4%	277	1.5%	275	1.5%	279	1.6%	240	1.5%
<i>Total Female</i>	8,640	45.8%	8,320	46.3%	8,318	46.2%	8,078	46.7%	7,404	46.3%
<i>Total Enrollment</i>	18,847		17,964		17,989		17,292		15,987	

Source: IPEDS

Progress:

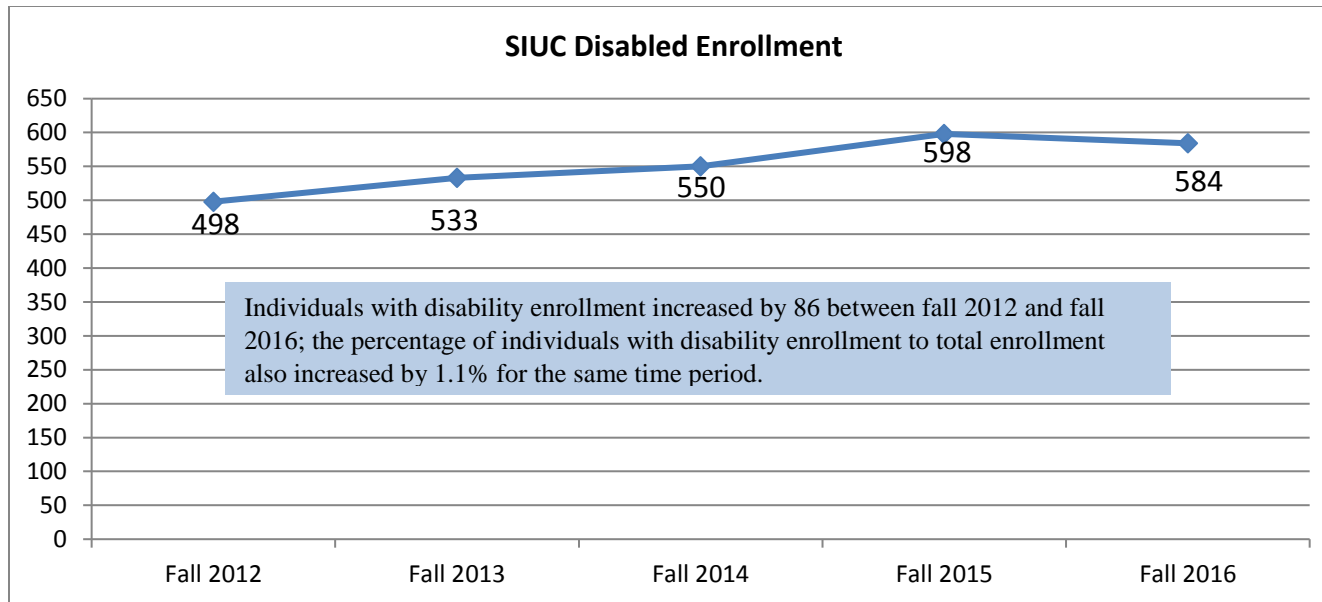
The total Female enrollment decreased each year from 2012 to 2016; however, the percentage of female enrollment to the total enrollment remained fairly steady. From 2012 to 2016, the percentage of females to the total population has increased from 45.8% to 46.3% (the highest percentage in five years). Also in comparing 2016 IPEDS data for female enrollment, SIU Carbondale ranked 6th in the state.

There is strong female enrollment in disciplines such as Agriculture, Plant Biology, and Microbiology. Forestry has seen an increase in female students due to its improved recruitment in urban areas and stronger recruitment efforts overall. The University Honors Program increased female participation from 2015 – 2016 by 33.6%.

Challenges:

Several of the challenges for minority recruitment noted by Undergraduate Admissions may apply to female recruitment: 1) public schools lack the funds to cover sending their students to visit campus, and 2) an increase in the number of out-of-state schools that are placing regional admissions representatives in SIU Carbondale’s primary territories.

Many of the science-based disciplines find that the lack of female faculty is a major challenge to recruitment and retention of female students.



Disabled Enrollment

	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>	<i>Fall 2014</i>	<i>% to Total Enrollment</i>	<i>Fall 2015</i>	<i>% to Total Enrollment</i>	<i>Fall 2016</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	408	2.2%	448	2.5%	474	2.6%	522	3.0%	497	3.1%
<i>Graduate</i>	88	0.5%	83	0.5%	74	0.4%	67	0.4%	69	0.4%
<i>Professional</i>	2	0.0%	2	0.0%	2	0.0%	9	0.1%	18	0.1%
<i>Total Disabled</i>	498	2.6%	533	3.0%	550	3.1%	598	3.5%	584	3.7%
<i>Total Enrollment</i>	18,847		17,964		17,989		17,292		15,987	

Source: SIUC Institutional Diversity Office

Number of Degrees earn by Disability for FY16

	<i>Learning Disability</i>	<i>ADHD</i>	<i>Psychological</i>	<i>Mobility</i>	<i>Blind or vision impaired</i>	<i>Deaf/Hard-of-Hearing</i>	<i>Systemic/ Chronic Health</i>	<i>Total</i>
<i>Associate Degree</i>	0	1	0	1	0	0	0	2
<i>Baccalaureate Degree</i>	13	9	8	3	1	0	2	36
<i>Master's Degree</i>	1	0	1	0	0	0	0	2

Progress:

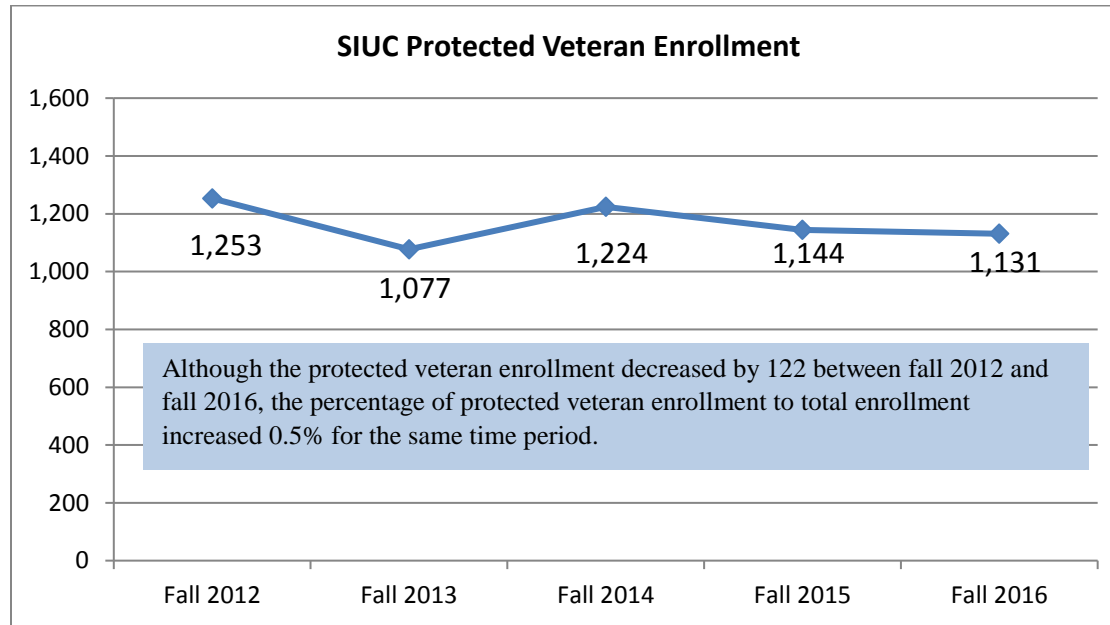
Individuals with disability enrollment decreased by 14 from 2015 to 2016; however, the percentage of individuals with disability enrollment to total enrollment increased by 0.2% in the same time period.

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

In FY17, DSS provided required services to students with permanent and temporary disabilities. Following is a breakdown of these services provided: 1,672 academic exams proctored; 122 peer note takers provided; 153 textbooks converted to alternate format; 100 hours of video content captioned; 245 hours of remote real-time captioning (CART) provided; 2,250 hours of sign language interpreting at SIU; and 121 students were evaluated for appropriate housing accommodations.

Challenges:

The office has been working with a growing number of students over the five-year period. Students with hidden disabilities have steadily increased to just over 70% of the students served by DSS. This change has required more intensive and esoteric accommodations including academic adjustments, course substitutions, attendance issues, and emotional support animal approvals. Such accommodations require that DSS staff interact more frequently with students and collaborate regularly with faculty and campus departments to ensure that accommodations are carried out.



Protected Veterans Enrollment

	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>	<i>Fall 2014</i>	<i>% to Total Enrollment</i>	<i>Fall 2015</i>	<i>% to Total Enrollment</i>	<i>Fall 2016</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	1,070	5.68%	923	5.14%	1,037	5.76%	969	5.60%	972	6.08%
<i>Graduate</i>	175	0.93%	147	0.82%	163	0.91%	150	0.87%	134	0.84%
<i>Professional</i>	8	0.04%	7	0.04%	24	0.13%	25	0.14%	25	0.16%
<i>Total Veterans</i>	1,253	6.6%	1,077	6.0%	1,224	6.8%	1,144	6.6%	1,131	7.1%
<i>Total Enrollment</i>	18,847	-	17,964	-	17,989	-	17,292	-	15,987	-

Source: SIUC Institutional Diversity Office

Progress:

SIU Carbondale continues to be recognized nationally as a Military Friendly School and has achieved that recognition for eight years from *Victory Media*, a publication that honors those schools “that are doing the most to embrace military students and to dedicate resources to ensure their success both in the classroom and after graduation.” *Military Times* magazine ranked SIU Carbondale in its “Best for Vets: Colleges 2017 for four-year universities for the sixth year. *Military Advanced Education & Transition* magazine awarded SIU Carbondale a “Top School” designation in its 2017 Guide to Colleges and Universities. The University has earned honors for ten consecutive years, each of the years the magazine has published the guide. The magazine examined six categories important to service members, veterans, their spouses and dependents – on-campus support services, financial aid, flexibility, general support, online support services and military culture. The guide is a result of a questionnaire of “military-supportive policies” at hundreds of institutions, including private, public, for-profit, and not-for-profit universities, community colleges and online universities.

The SIU Carbondale has extended campus and distance education programs that offer opportunities for service and family members to complete a degree while serving. For those who choose on-campus programs, there is a full-service veterans’ center, whose mission is to support students in accessing veteran’s educational benefits, as well as provide supportive services to assist with academic, engagement or other transition needs.

Challenges:

Per Illinois law, SIU must waive tuition/fees for veterans, which accounted for over \$4 million in lost revenue for the University in FY 17.

The recent budget impasse within state government continues to impact military members as they considering schools after the military. Similar to the way high school students are looking at other states out of fear that the program may be cancelled, military members are choosing schools outside of Illinois.

Retention of veterans remains a continuing challenge. There is a need to identify early on those veterans who are having difficulties so that resources can be made available. Without this assistance, the veteran often will not return to the University.

RECRUITMENT/RETENTION EXECUTIVE SUMMARY

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

- Financial gaps play a critical role in recruitment and retention of underrepresented students. The uncertainty of the state's Monetary Assistance Program (MAP) has negatively impacted minority and female enrollment.
- Cultural barriers play a significant role in the recruitment of minority students. The minority student population has a high percentage of first-generation students, which results in the parents' inability to help their child understand and navigate the higher education process.
- Retention is connected to advisement, financial issues, and publicized support avenues. There is an assumption that students know how to ask for help; however, as many are first-generation college students, this is often not the case.
- For success initiatives to work, they must build on a foundation comprised of appropriate high school training and motivation. When one or both of these components is missing, University success interventions are severely limited in their effectiveness.
- There has been an increase in the number of out-of-state schools placing regional admissions representatives in SIU Carbondale's primary territories, including representative from HBCUs.
- The lack of faculty role models in some of the colleges influences recruitment and retention of specific groups of students.
- SIU has become aware of the need for a student exit survey to better understand why students leave the University.

EMPLOYMENT

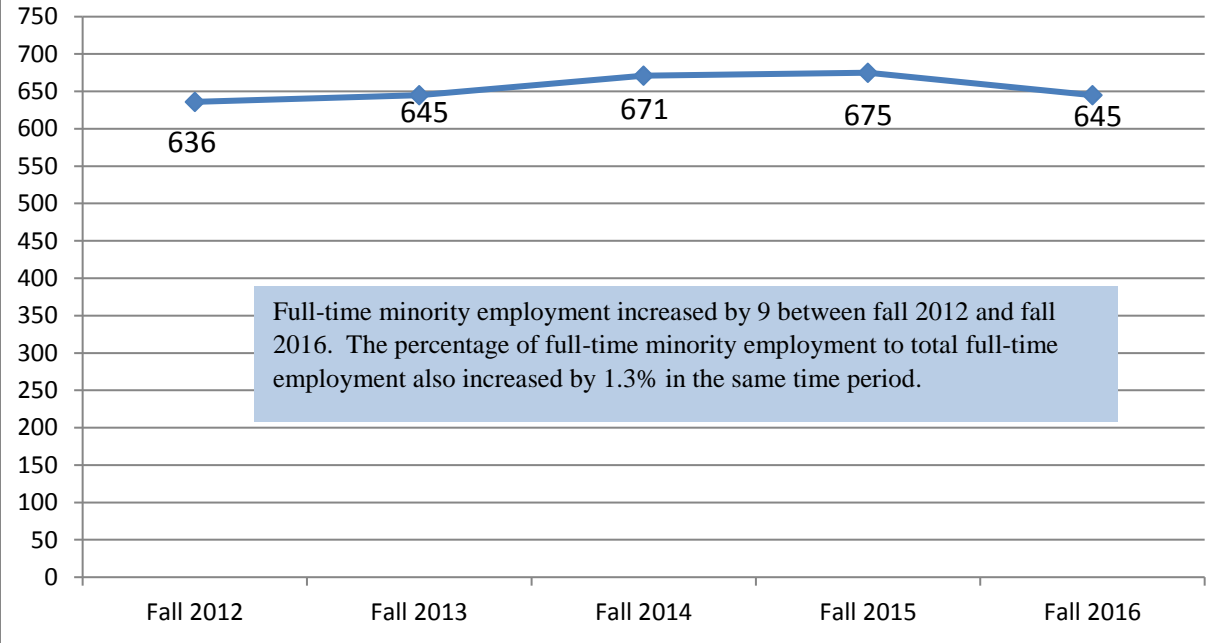
“Diversity is a valued principle that enhances cultures, ideas, social positions, and beliefs. SIU Carbondale’s intention is to be proactive to ensure all voices are heard in an equitable manner. In doing so, the history of welcoming individuals of various backgrounds is maintained. By recognizing the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

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

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

In fall 2016, SIU Carbondale had 4,429 full-time employees compared to 4,750 full-time employees in fall 2015. This was a decrease of 321 employees from fall 2015.

SIUC Full-time Minority Employment



Minority Employment

	Fall 2012 Minority	Fall 2012 Total	% to Total Employment	Fall 2013 Minority	Fall 2013 Total	% to Total Employment	Fall 2014 Minority	Fall 2014 Total	% to Total Employment	Fall 2015 Minority	Fall 2015 Total	% to Total Employment	Fall 2016 Minority	Fall 2016 Total	% to Total Employment
<i>Instructional, Research and Public Service Staff</i>	298	1,345	22.2%	296	1,301	22.8%	300	1,330	22.6%	303	1,283	23.6%	283	1,191	23.8%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	51	345	14.8%	34	255	13.3%	39	243	16.0%	36	224	16.1%	39	216	18.1%
<i>Management</i>	21	178	11.8%	13	155	8.4%	16	158	10.1%	16	164	9.8%	15	148	10.1%
<i>Business and Financial Operations</i>	18	346	5.2%	19	389	4.9%	21	382	5.5%	26	380	6.8%	24	336	7.1%
<i>Computer, Engineering, and Science</i>	20	260	7.7%	25	265	9.4%	24	263	9.1%	23	266	8.6%	21	254	8.3%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	43	282	15.2%	55	351	15.7%	56	370	15.1%	51	353	14.4%	59	315	18.7%
<i>Healthcare Practice and Technical</i>	40	418	9.6%	35	412	8.5%	40	446	9.0%	40	465	8.6%	32	437	7.3%
<i>Service Occupations</i>	71	389	18.3%	84	443	19.0%	84	436	19.3%	82	427	19.2%	80	422	19.0%
<i>Sales and Related Occupations</i>	1	4	25.0%	2	5	40.0%	1	2	50.0%	1	2	50.0%	1	4	25.0%
<i>Office and Administrative Support</i>	61	1,019	6.0%	64	1,007	6.4%	72	987	7.3%	80	975	8.2%	76	906	8.4%
<i>Natural Resources, Construction and Maintenance</i>	9	155	5.8%	13	162	8.0%	13	168	7.7%	13	174	7.5%	9	162	5.6%
<i>Production, Transportation, and Material Moving</i>	3	37	8.1%	5	38	13.2%	5	39	12.8%	4	37	10.8%	6	38	15.8%
Total Minority	636		13.3%	645		13.5%	671		13.9%	675		14.2%	645		14.6%
Total Employment		4,778			4,783			4,824			4,750			4,429	

Source: IPEDS

Progress:

The analysis of minority population of full-time employees shows a decrease of 30 employees; however the percentage of minority full-time employees has increased by 0.4% from 2015 to 2016. In comparison, the University decreased total employment by 6.8% in the same time period.

Based upon utilization findings, SIU Carbondale has established goals for all job groups in which minorities and/or women are underutilized. The purpose of establishing goals is to achieve equitable representation in the workforce and ensure concrete, measurable results. The goals are a projection of the likely representation of minorities and women as a result of SIU Carbondale's good faith efforts (AA Plan, March 2016 - February 2017, p. 8 & 9).

Faculty Recruiting and Hiring – the availability for faculty positions is based upon national data for the number and percentage of minorities and women among recipients of doctorate or other appropriate degrees, e.g., M.S.W., M.F.A., M.D., or J.D. Academic departments are required to actively recruit minorities and woman and must provide adequate justification for non-selection when minorities and/or women are in the applicant pool for positions identified as underutilizing these populations (AA Plan, March 2016 – February 2017, p. 6). A similar process is used to determine goals for administrative/ professional (local and/or national data) and civil service (local data) to proactively recruit and hire minorities and women in these positions.

Self-Imposed/Voluntary Goals:

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

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

The University's Diversity Opportunity Hire (DOH) fund has been established to enhance the recruitment and retention of diversity faculty hires. The deans are notified annually of the availability of these funds and the guidelines for application. Specific application by the dean's office, upon the recommendation of the chair, must be made in writing to the office of the Associate Chancellor for Diversity. The funds may be made available for use as faculty salary or graduate research assistants to encourage the best-in-field to become a part of SIU Carbondale. In return for funding, the deans provide the associate chancellor with an annual update of the new minority faculty members' progress toward tenure. In fall 2014, four new minority tenure-track faculty, one being the first female in Mechanical Engineering, were funded with DOH funds. In fall of 2015, three additional new minority tenure-track faculty were hired with DOH funds. There were no new hires in fall of 2016 as funding for that year was a part of previous commitments.

Challenges:

Although the analysis of full-time minority employees shows an increase from 2015 to 2016 of 0.4%, the effort to recruit and retain minority employees must continue. The recent Campus Climate Survey, as well as exit interviews, may provide insight into why minority employees are leaving or staying.

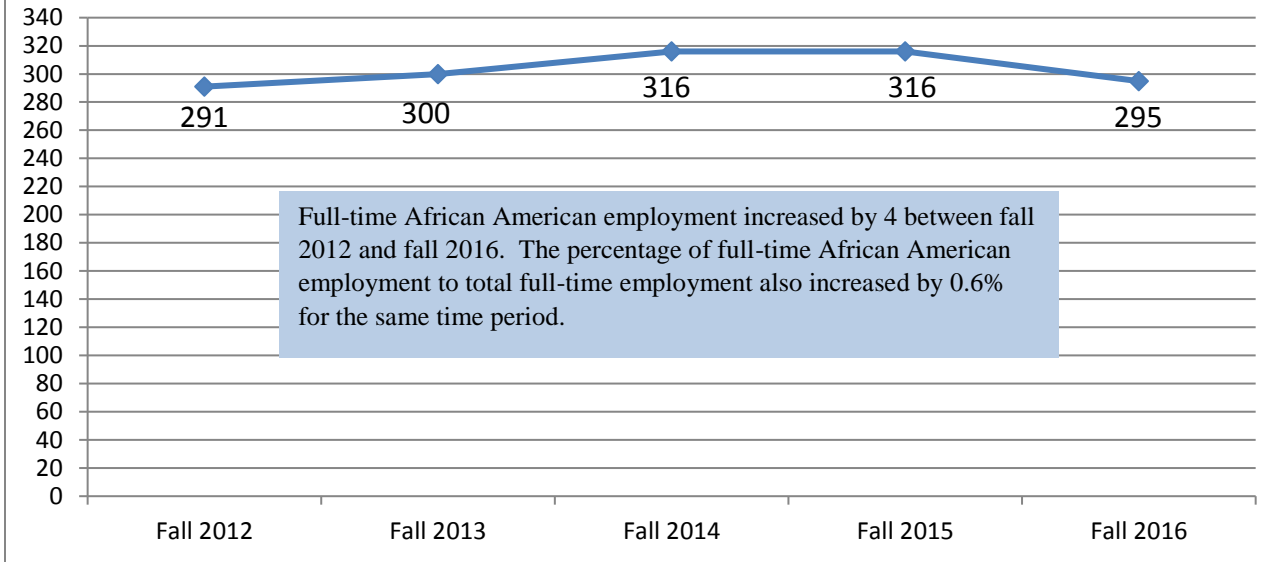
SIU Carbondale's hiring freeze and the instability of the state budget brought about losses in minority faculty who chose to continue their academic careers at institutions that offered more career stability. It also has left open positions, such as the coordinator of the Diversity Affairs office in the Graduate School, unfilled.

Difficulties lie in the ability to retain underrepresented faculty with competitive counter offers as they are highly recruited once established.

Minority applicants for faculty positions in some disciplines are rare due to their shortage in the pool of doctoral sciences in the discipline nationwide.

For the second year in a row, Illinois was unable to fund the Diversifying Faculty in Illinois (DFI) program. IBHE created this program to increase the number of Black and Hispanic faculty in Illinois colleges and universities to better represent the diversity of the student population. Prior to FY 16, the DFI funds provided up to seven fellowships annually.

SIUC Full-time African American Employment



African American Employment

	Fall 2012 Minority	Fall 2012 Total	% to Full-time Employment	Fall 2013 Minority	Fall 2013 Total	% to Total Employment	Fall 2014 Minority	Fall 2014 Total	% to Total Employment	Fall 2015 Minority	Fall 2015 Total	% to Total Employment	Fall 2016 Minority	Fall 2016 Total	% to Total Employment
<i>Instructional, Research and Public Service Staff</i>	77	1,345	5.7%	72	1,301	5.5%	71	1,330	5.3%	70	1,283	5.5%	64	1,191	5.4%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	16	345	4.6%	14	255	5.5%	18	243	7.4%	16	224	7.1%	14	216	6.5%
<i>Management</i>	9	178	5.1%	7	155	4.5%	10	158	6.3%	8	164	4.9%	7	148	4.7%
<i>Business and Financial Operations</i>	8	346	2.3%	5	389	1.3%	4	382	1.0%	7	380	1.8%	8	336	2.4%
<i>Computer, Engineering, and Science</i>	12	260	4.6%	12	265	4.5%	12	263	4.6%	13	266	4.9%	12	254	4.7%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	33	282	11.7%	41	351	11.7%	42	370	11.4%	39	353	11.0%	42	315	13.3%
<i>Healthcare Practice and Technical</i>	33	418	7.9%	27	412	6.6%	30	446	6.7%	32	465	6.9%	24	437	5.5%
<i>Service Occupations</i>	55	389	14.1%	64	443	14.4%	65	436	14.9%	61	427	14.3%	58	422	13.7%
<i>Sales and Related Occupations</i>	1	4	25.0%	2	5	40.0%	1	2	50.0%	1	2	50.0%	1	4	25.0%
<i>Office and Administrative Support</i>	39	1,019	3.8%	43	1,007	4.3%	50	987	5.1%	57	975	5.8%	53	906	5.8%
<i>Natural Resources, Construction and Maintenance</i>	7	155	4.5%	10	162	6.2%	10	168	6.0%	10	174	5.7%	8	162	4.9%
<i>Production, Transportation, and Material Moving</i>	1	37	2.7%	3	38	7.9%	3	39	7.7%	2	37	5.4%	4	38	10.5%
Total African American	291		6.1%	300		6.3%	316		6.6%	316		6.7%	295		6.7%
Total Employment		4,778			4,783			4,824			4,750			4,429	

Source: IPEDS

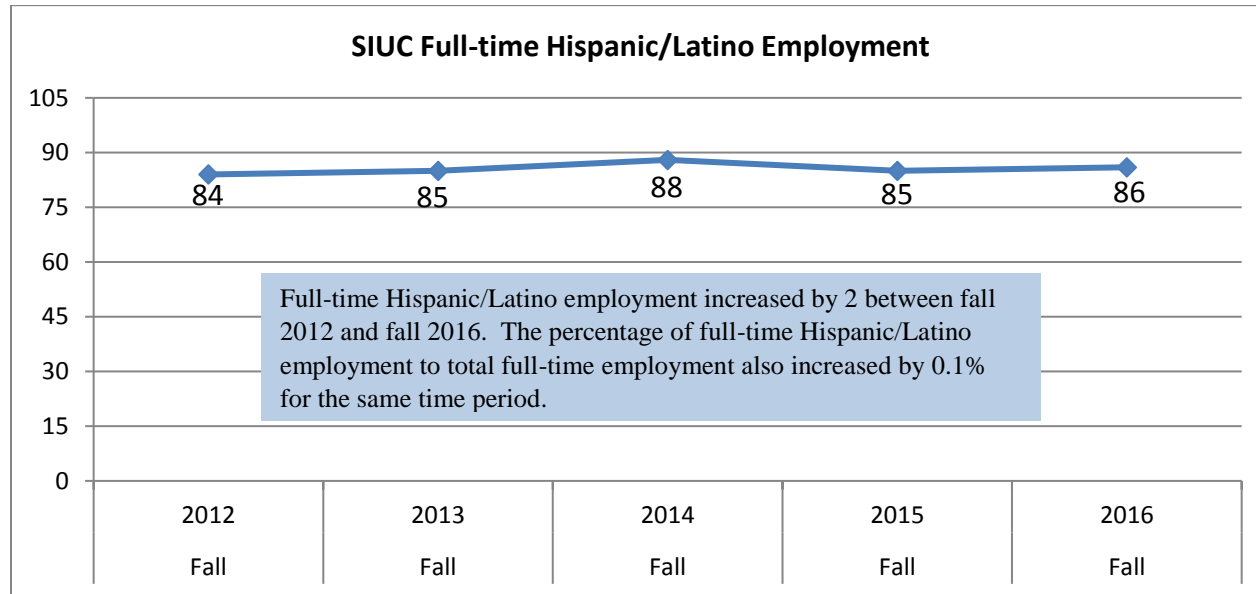
Progress:

Although full-time African American employment decreased by 21 employees from 2015 to 2016, the percentage of full-time African American employment to total full-time employment remained constant at 6.7%, which is laudable as overall the University's workforce shrank by 6.8% in the same time period.

Challenges:

SIU Carbondale’s hiring freeze and the instability of the current state budget has brought about losses in minority faculty who chose to continue their academic careers at institutions that offered more career stability. It is also difficult to retain established African American faculty who receive competitive offers, even in cases where the University makes counter-offers in a good faith attempt to do so.

The Campus Climate Survey conducted in the spring of 2017 should provide some insight into the non-financial reasons that African American employees are leaving.



Hispanic/Latino Employment

	Fall 2012 Minority	Fall 2012 Total	% to Total Employment	Fall 2013 Minority	Fall 2013 Total	% to Total Employment	Fall 2014 Minority	Fall 2014 Total	% to Total Employment	Fall 2015 Minority	Fall 2015 Total	% to Total Employment	Fall 2016 Minority	Fall 2016 Total	% to Total Employment
<i>Instructional, Research and Public Service Staff</i>	42	1345	3.1%	42	1301	3.2%	44	1330	3.3%	42	1283	3.3%	39	1,191	3.3%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	7	345	2.0%	8	255	3.1%	7	243	2.9%	6	224	2.7%	7	216	3.2%
<i>Management</i>	6	178	3.4%	3	155	1.9%	3	158	1.9%	2	164	1.2%	1	148	0.7%
<i>Business and Financial Operations</i>	1	346	0.3%	3	389	0.8%	5	382	1.3%	7	380	1.8%	6	336	1.8%
<i>Computer, Engineering, and Science</i>	2	260	0.8%	3	265	1.1%	3	263	1.1%	3	266	1.1%	2	254	0.8%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	4	282	1.4%	4	351	1.1%	5	370	1.4%	4	353	1.1%	8	315	2.5%
<i>Healthcare Practice and Technical</i>	2	418	0.5%	2	412	0.5%	3	446	0.7%	2	465	0.4%	3	437	0.7%
<i>Service Occupations</i>	9	389	2.3%	10	443	2.3%	8	436	1.8%	9	427	2.1%	9	422	2.1%
<i>Sales and Related Occupations</i>	0	4	0.0%	0	5	0.0%	0	2	0.0%	0	2	0.0%	0	4	0.0%
<i>Office and Administrative Support</i>	10	1019	1.0%	9	1007	0.9%	9	987	0.9%	9	975	0.9%	10	906	1.1%
<i>Natural Resources, Construction and Maintenance</i>	1	155	0.6%	1	162	0.6%	1	168	0.6%	1	174	0.6%	1	162	0.6%
<i>Production, Transportation, and Material Moving</i>	0	37	0.0%	0	38	0.0%	0	39	0.0%	0	37	0.0%	0	38	0.0%
Total Hispanic/Latino Employment	84		1.8%	85		1.8%	88		1.8%	85		1.8%	86		1.9%
Total Employment		4,778			4,783			4,824			4,750			4,429	

Source: IPEDS

Progress:

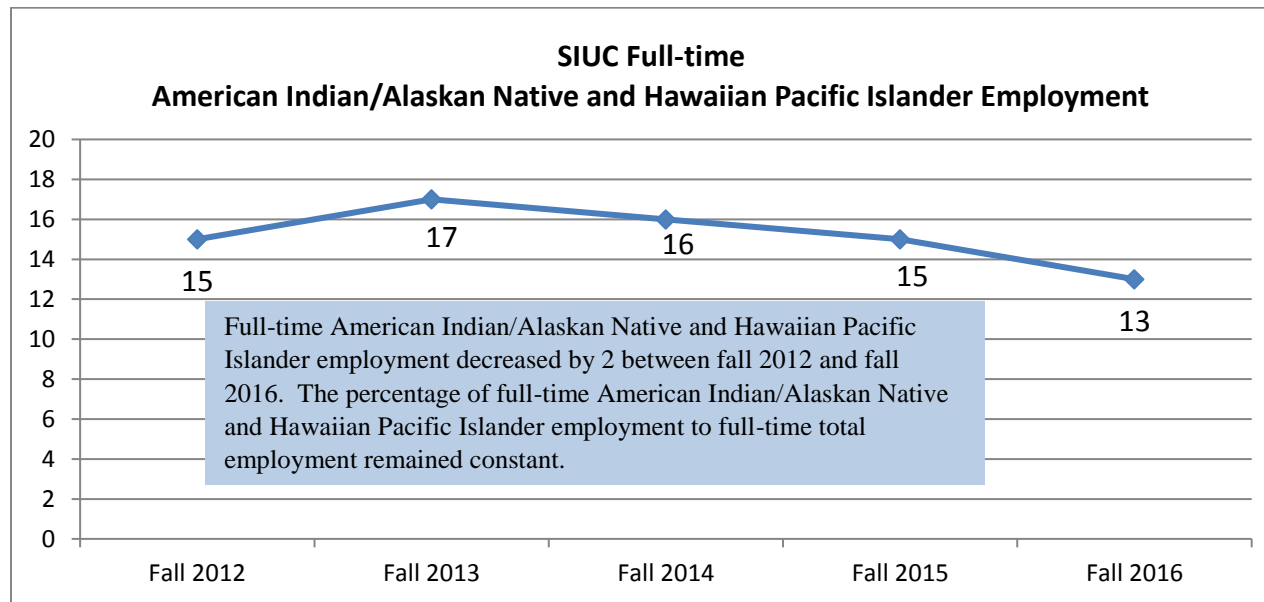
Full-time Hispanic/Latino employment has increased by 1 or 0.1% of total employment from 2015 to 2016. During the same time period, the University reduced its workforce by 6.8%.

The University’s established goals targeted for positions in which Hispanic/Latino employees are underrepresented, combined with the programs in place for recruitment and retention, have helped the Hispanic/Latino employment remain steady.

Challenges:

SIU Carbondale’s hiring freeze and the instability of the current state budget has brought about losses in minority faculty who chose to continue their academic careers at institutions that offered more career stability. It is also difficult to retain established Hispanic/Latino faculty who receive competitive offers, even in cases where the University makes counter-offers in a good faith attempt to do so.

A meaningful exit interview process may address the factors that are the most compelling to employees’ decision to stay or leave SIU Carbondale. This would provide valuable information, but the University is currently limited by staffing and funding to conduct such a program.



Native American/Alaskan Native and Hawaiian Pacific Islander Employment

	Fall 2012 Minority	Fall 2012 Total	% to Total Employment	Fall 2013 Minority	Fall 2013 Total	% to Total Employment	Fall 2014 Minority	Fall 2014 Total	% to Total Employment	Fall 2015 Minority	Fall 2015 Total	% to Total Employment	Fall 2016 Minority	Fall 2016 Total	% to Total Employment
<i>Instructional, Research and Public Service Staff</i>	5	1,345	0.4%	5	1,301	0.4%	4	1,330	0.3%	3	1,283	0.2%	2	1,191	0.2%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	0	345	0.0%	0	255	0.0%	0	243	0.0%	0	224	0.0%	1	216	0.5%
<i>Management</i>	1	178	0.6%	0	155	0.0%	0	158	0.0%	0	164	0.0%	0	148	0.0%
<i>Business and Financial Operations</i>	0	346	0.0%	1	389	0.3%	1	382	0.3%	1	380	0.3%	1	336	0.3%
<i>Computer, Engineering, and Science</i>	0	260	0.0%	0	265	0.0%	0	263	0.0%	0	266	0.0%	0	254	0.0%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	0	282	0.0%	0	351	0.0%	1	370	0.3%	0	353	0.0%	1	315	0.3%
<i>Healthcare Practice and Technical</i>	1	418	0.2%	0	412	0.0%	0	446	0.0%	0	465	0.0%	0	437	0.0%
<i>Service Occupations</i>	3	389	0.8%	6	443	1.4%	6	436	1.4%	6	427	1.4%	6	422	1.4%
<i>Sales and Related Occupations</i>	0	4	0.0%	0	5	0.0%	0	2	0.0%	0	2	0.0%	0	4	0.0%
<i>Office and Administrative Support</i>	2	1,019	0.2%	2	1,007	0.2%	1	987	0.1%	2	975	0.2%	0	906	0.0%
<i>Natural Resources, Construction and Maintenance</i>	1	155	0.6%	1	162	0.6%	1	168	0.6%	1	174	0.6%	0	162	0.0%
<i>Production, Transportation, and Material Moving</i>	2	37	5.4%	2	38	5.3%	2	39	5.1%	2	37	5.4%	2	38	5.3%
Total Native American/Alaskan Native and Hawaiian Pacific Islander Employment	15		0.3%	17		0.4%	16		0.3%	15		0.3%	13		0.3%
Total Employment		4,778			4,783			4,824			4,750			4,429	

Source: IPEDS

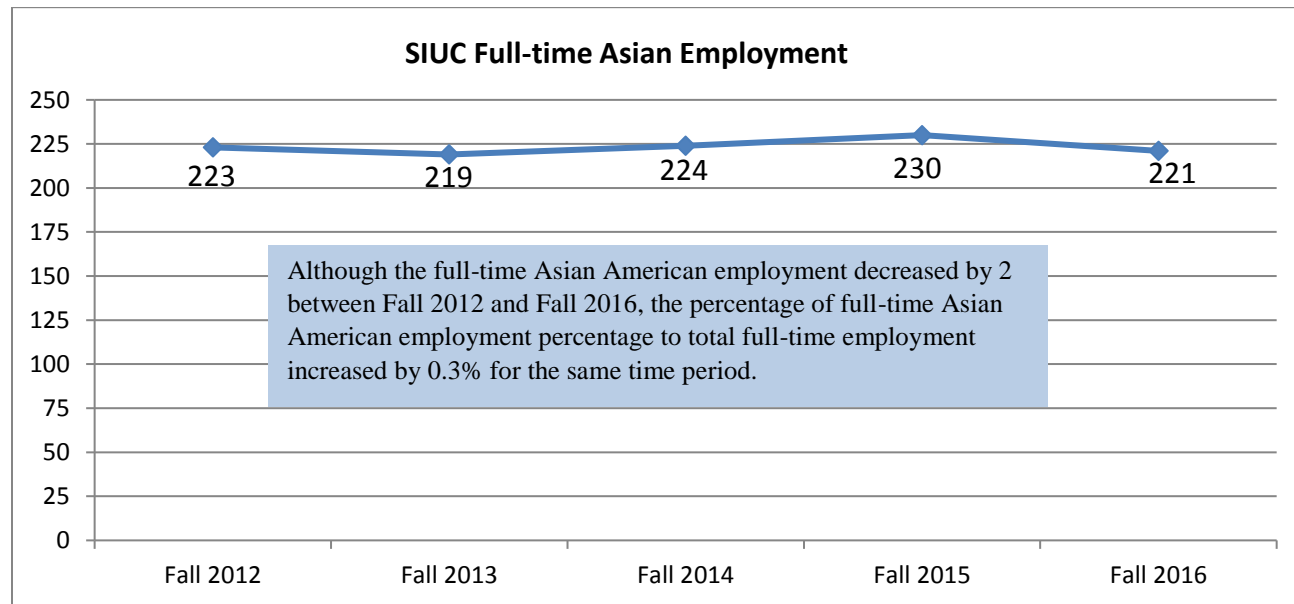
Progress:

The level of overall Native American/Alaskan Native and Hawaiian Pacific Islander employees is small and has remained consistent over time at 0.3% of total employees.

Challenges:

In fall 2016, full-time Native American/Alaskan Native and Hawaiian Pacific Islander employment decreased by two employees but maintained its level of 0.3% of the overall employee base.

The pool from which to draw Native Americans/Alaskan Native and Hawaiian Pacific Islander in Illinois presents a challenge in hiring from this underrepresented group. It should be noted that the U.S. Census for 2010 listed Native American/Alaskan Native population in Illinois at .6%; Hawaiian Pacific Islander population, less than 0.1%. <http://www.census.gov/quickfacts/table/PST045215/17>.



Asian American Employment

	Fall 2012 Minority	Fall 2012 Total	% to Total Employment	Fall 2013 Minority	Fall 2013 Total	% to Total Employment	Fall 2014 Minority	Fall 2014 Total	% to Total Employment	Fall 2015 Minority	Fall 2015 Total	% to Total Employment	Fall 2016 Minority	Fall 2016 Total	% to Total Employment
<i>Instructional, Research and Public Service Staff</i>	166	1,345	12.3%	170	1,301	13.1%	175	1,330	13.2%	181	1,283	14.1%	173	1,191	14.5%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	24	345	7.0%	9	255	3.5%	12	243	4.9%	12	224	5.4%	14	216	6.5%
<i>Management</i>	5	178	2.8%	3	155	1.9%	3	158	1.9%	5	164	3.0%	6	148	4.1%
<i>Business and Financial Operations</i>	8	346	2.3%	9	389	2.3%	10	382	2.6%	9	380	2.4%	8	336	2.4%
<i>Computer, Engineering, and Science</i>	6	260	2.3%	9	265	3.4%	8	263	3.0%	6	266	2.3%	6	254	2.4%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	5	282	1.8%	9	351	2.6%	7	370	1.9%	7	353	2.0%	5	315	1.6%
<i>Healthcare Practice and Technical</i>	1	418	0.2%	2	412	0.5%	2	446	0.4%	2	465	0.4%	2	437	0.5%
<i>Service Occupations</i>	3	389	0.8%	3	443	0.7%	3	436	0.7%	4	427	0.9%	4	422	0.9%
<i>Sales and Related Occupations</i>	0	4	0.0%	0	5	0.0%	0	2	0.0%	0	2	0.0%	0	4	0.0%
<i>Office and Administrative Support</i>	5	1,019	0.5%	5	1,007	0.5%	4	987	0.4%	4	975	0.4%	3	906	0.3%
<i>Natural Resources, Construction and Maintenance</i>	0	155	0.0%	0	162	0.0%	0	168	0.0%	0	174	0.0%	0	162	0.0%
<i>Production, Transportation, and Material Moving</i>	0	37	0.0%	0	38	0.0%	0	39	0.0%	0	37	0.0%	0	38	0.0%
Total Asian American Employment	223		4.7%	219		4.6%	224		4.6%	230		4.8%	221		5.0%
Total Employment		4,778			4,783			4,824			4,750			4,429	

Source: IPEDS

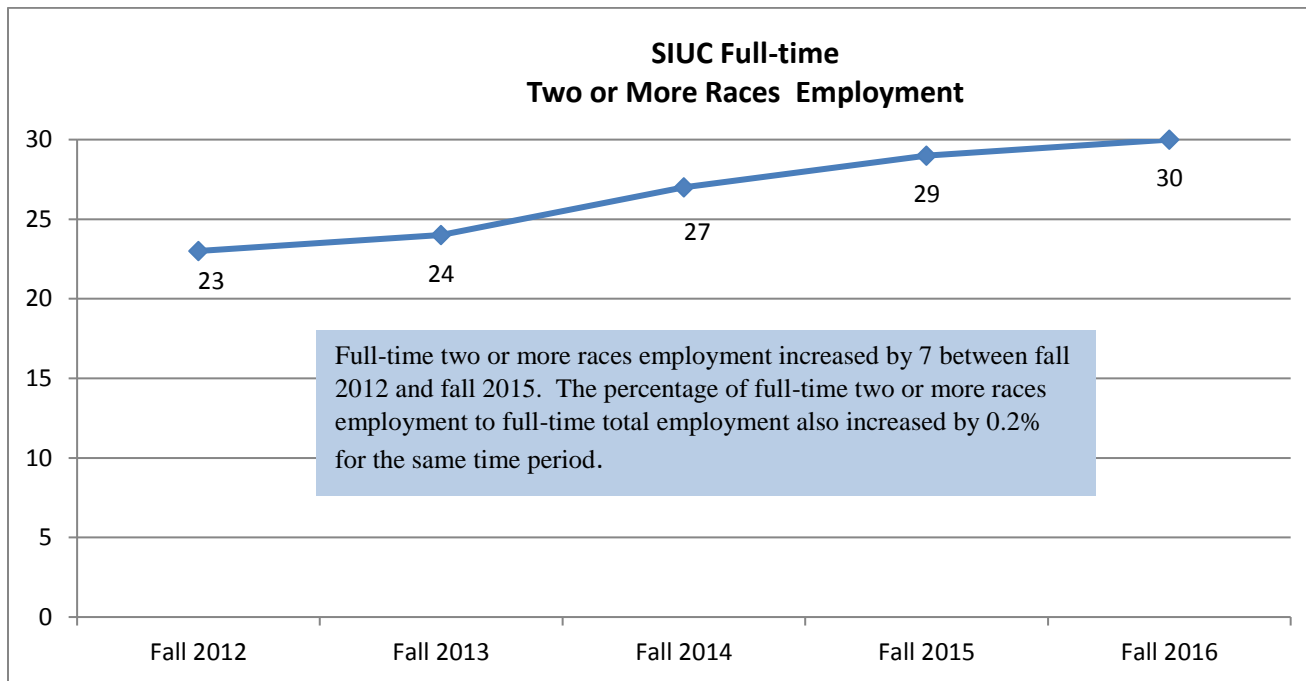
Progress:

Total full-time Asian American employment decreased by nine from 2015 to 2016; however, the percentage of full-time Asian American employees to total full-time employees increased by 0.2%. This should be lauded as the overall employee numbers for SIU decreased by 6.8% in the same time period.

Challenges:

SIU Carbondale’s hiring freeze and the instability of the current state budget has affected the recruitment and hiring of Asian American faculty and staff.

Conducting exit interviews could provide insight. Due to the current budget situation, however, the funds are not available for the personnel needed to conduct these interviews.



Two or More Races Employment

	<i>Fall</i> 2012	<i>Fall</i> 2012	<i>% to</i> <i>Total</i>	<i>Fall</i> 2013	<i>Fall</i> 2013	<i>% to</i> <i>Total</i>	<i>Fall</i> 2014	<i>Fall</i> 2014	<i>% to</i> <i>Total</i>	<i>Fall</i> 2015	<i>Fall</i> 2015	<i>% to</i> <i>Total</i>	<i>Fall</i> 2016	<i>Fall</i> 2016	<i>% to</i> <i>Total</i>
	<i>Minority</i>	<i>Total</i>	<i>Employment</i>	<i>Minority</i>	<i>Total</i>	<i>Employment</i>	<i>Minority</i>	<i>Total</i>	<i>Employment</i>	<i>Minority</i>	<i>Total</i>	<i>Employment</i>	<i>Minority</i>	<i>Total</i>	<i>Employment</i>
<i>Instructional, Research and Public Service Staff</i>	8	1,345	0.6%	7	1,301	0.5%	6	1,330	0.5%	7	1,283	0.5%	5	1,191	0.4%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	4	345	1.2%	3	255	1.2%	2	243	0.8%	2	224	0.9%	3	216	1.4%
<i>Management</i>	0	178	0.0%	0	155	0.0%	0	158	0.0%	1	164	0.6%	1	148	0.7%
<i>Business and Financial Operations</i>	1	346	0.3%	1	389	0.3%	1	382	0.3%	2	380	0.5%	1	336	0.3%
<i>Computer, Engineering, and Science</i>	0	260	0.0%	1	265	0.4%	1	263	0.4%	1	266	0.4%	1	254	0.4%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	1	282	0.4%	1	351	0.3%	1	370	0.3%	1	353	0.3%	3	315	1.0%
<i>Healthcare Practice and Technical</i>	3	418	0.7%	4	412	1.0%	5	446	1.1%	4	465	0.9%	3	437	0.7%
<i>Service Occupations</i>	1	389	0.3%	1	443	0.2%	2	436	0.5%	2	427	0.5%	3	422	0.7%
<i>Sales and Related Occupations</i>	0	4	0.0%	0	5	0.0%	0	2	0.0%	0	2	0.0%	0	4	0.0%
<i>Office and Administrative Support</i>	5	1,019	0.5%	5	1,007	0.5%	8	987	0.8%	8	975	0.8%	10	906	1.1%
<i>Natural Resources, Construction and Maintenance</i>	0	155	0.0%	1	162	0.6%	1	168	0.6%	1	174	0.6%	0	162	0.0%
<i>Production, Transportation, and Material Moving</i>	0	37	0.0%	0	38	0.0%	0	39	0.0%	0	37	0.0%	0	38	0.0%
Total Two or More Races Employment	23		0.5%	24		0.5%	27		0.6%	29		0.6%	30		0.7%
Total Employment		4,778			4,783			4,824			4,750			4,429	

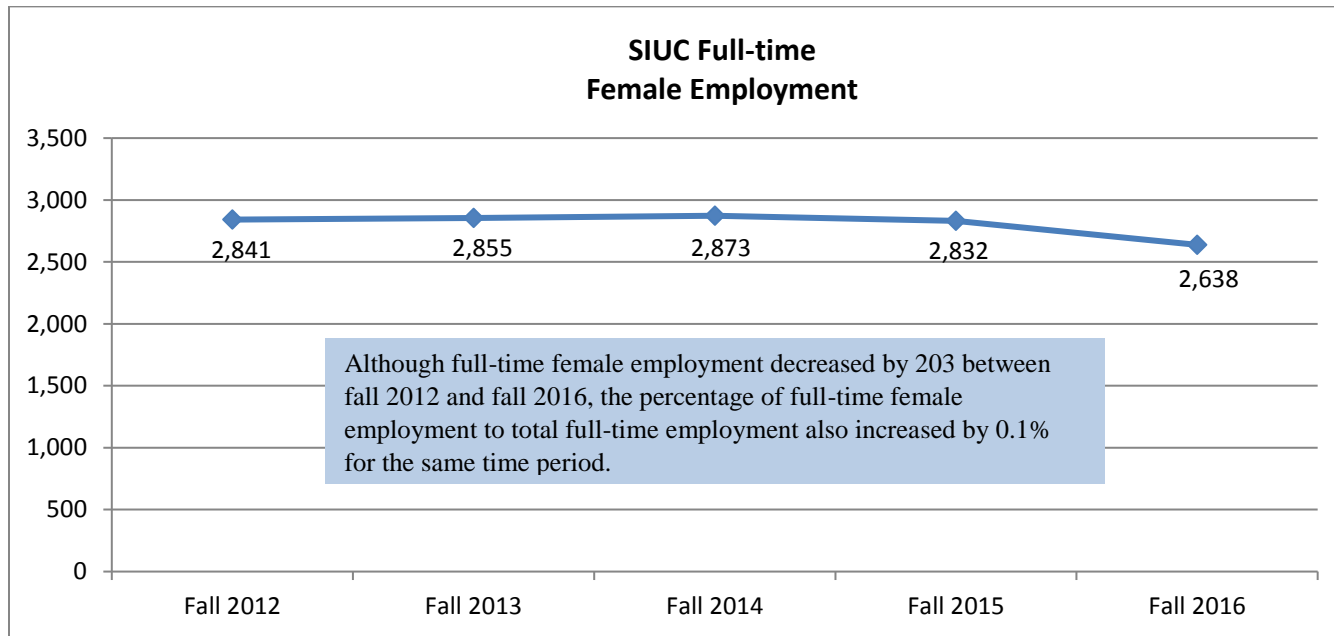
Source: IPEDS

Progress:

The full-time employment rate for those self-identified as Two or More Races shows an increase of one employee or an increase of 0.1% of total full-time employment. This should be lauded as the overall employee numbers for SIU decreased by 6.8% in the same time period. It should be noted that more people continue to identify as Two or More Races, which could be a factor in this group's increasing numbers over time.

Challenges:

The challenge is to continue to be proactive in recruitment and retention of Two or More Races.



Female Employment

	Fall 2012	Fall 2012	% to Total	Fall 2013	Fall 2013	% to Total	Fall 2014	Fall 2014	% to Total	Fall 2015	Fall 2015	% to Total	Fall 2016	Fall 2016	% to Total
	Minority	Total	Employment	Minority	Total	Employment	Minority	Total	Employment	Minority	Total	Employment	Minority	Total	Employment
<i>Instructional, Research and Public Service Staff</i>	572	1,345	42.5%	592	1,301	45.5%	608	1,330	45.7%	579	1,283	45.1%	534	1,191	44.8%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	234	345	67.8%	133	255	52.2%	135	243	55.6%	123	224	54.9%	119	216	55.1%
<i>Management</i>	94	178	52.8%	80	155	51.6%	77	158	48.7%	83	164	50.6%	75	148	50.7%
<i>Business and Financial Operations</i>	245	346	70.8%	278	389	71.5%	271	382	70.9%	275	380	72.4%	246	336	73.2%
<i>Computer, Engineering, and Science</i>	65	260	25.0%	74	265	27.9%	71	263	27.0%	78	266	29.3%	75	254	29.5%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	158	282	56.0%	218	351	62.1%	231	370	62.4%	218	353	61.8%	192	315	61.0%
<i>Healthcare Practice and Technical</i>	390	418	93.3%	385	412	93.4%	413	446	92.6%	434	465	93.3%	410	437	93.8%
<i>Service Occupations</i>	136	389	35.0%	157	443	35.4%	153	436	35.1%	148	427	34.7%	148	422	35.1%
<i>Sales and Related Occupations</i>	2	4	50.0%	3	5	60.0%	2	2	100.0%	2	2	100.0%	1	4	25.0%
<i>Office and Administrative Support</i>	927	1,019	91.0%	916	1,007	91.0%	894	987	90.6%	874	975	89.6%	820	906	90.5%
<i>Natural Resources, Construction and Maintenance</i>	11	155	7.1%	12	162	7.4%	12	168	7.1%	12	174	6.9%	12	162	7.4%
<i>Production, Transportation, and Material Moving</i>	7	37	18.9%	7	38	18.4%	6	39	15.4%	6	37	16.2%	6	38	15.8%
Total Female	2,841		59.5%	2,855		59.7%	2,873		59.6%	2,832		59.6%	2,638		59.6%
Total Employment		4,778			4,783			4,824			4,750			4,429	

Source: IPEDS

Progress:

The number of full-time female employees decreased by 194 from 2015 to 2016; however, the percentage of full-time female employment to full-time employment remained constant. This is significant giving the overall employee numbers for SIU decreased by 6.8% in the same time period.

It should be noted that females occupied the following, not all inclusive, administrative positions in fall 2016:

- Associate Chancellor for Institutional Diversity
- SIU Foundation Executive Director of Development
- Associate Vice Chancellor and Director of Development Alumni Relations
- Interim Vice Chancellor for Student Affairs
- Interim Provost and Vice Chancellor for Academic Affairs
- Executive Director of Finance
- Executive Director of University Communications and Marketing
- Deans or Interim Deans of half of the academic units: School of Law; College of Liberal Arts; Mass Communication and Media Arts; College of Science; University College

Not only has progress been made for women in administrative positions, but also in academic units. For example, Plant Biology's staff (faculty, emeritus faculty, adjunct faculty, and staff) is 62% female. In 2016, the Department of Plant Biology appointed a female full professor as acting chair. In 2017, she became the first female chair of the department and one of only two female department chairs in the College of Science. Microbiology's faculty is 50% female. Communication Studies has been successful in hiring roughly 50% female faculty over the past 10 years.

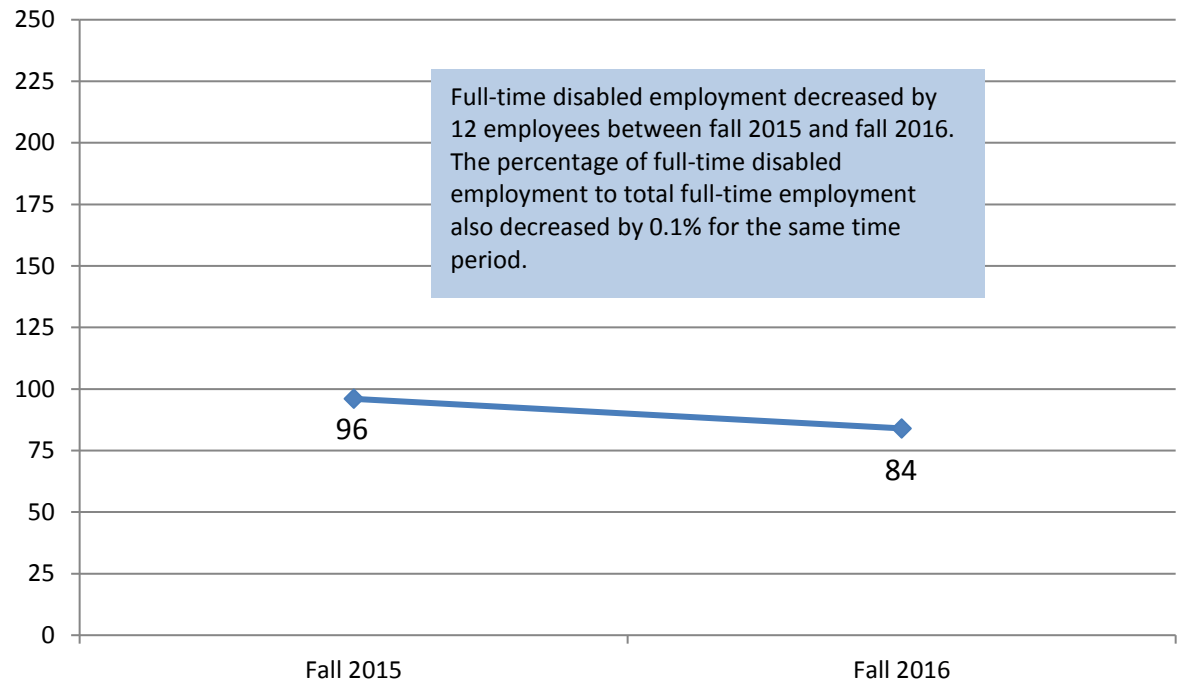
Challenges:

Although some disciplines have many female applicants for faculty positions, some do not, making the ability to hire females a challenge.

Another challenge the departments face is that the selected female candidates receive better offers from other schools, which is difficult to overcome in the absence of more significant start-up funding.

The University Women's Professional Advancement (UWPA) program was created to assist female faculty and staff by providing mentorship and professional development programming. The UWPA coordinator position remained open through FY 17; consequently, UWPA programming has been discontinued.

SIUC Full-time Disabled Employment



Disabled Employment

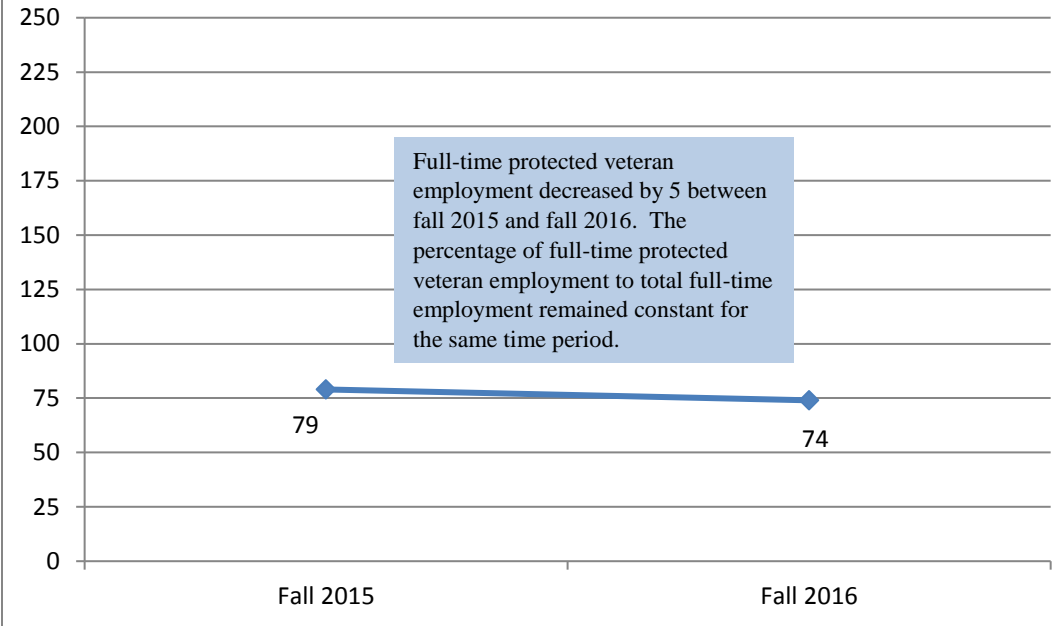
	<i>Fall 2015 Minority</i>	<i>Fall 2015 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2016 Minority</i>	<i>Fall 2016 Total</i>	<i>% to Full-time Employment</i>
<i>Executive, Administrative, & Managerial</i>	4	209	1.9%	4	194	2.1%
<i>Faculty</i>	17	1,213	1.4%	15	1,130	1.3%
<i>Professionals/Non-Faculty</i>	34	1,410	2.4%	29	1,293	2.2%
<i>Clerical & Secretarial</i>	25	815	3.1%	20	758	2.6%
<i>Technical and Paraprofessional</i>	6	504	1.2%	3	469	0.6%
<i>Skilled Crafts</i>	2	173	1.2%	2	160	1.3%
<i>Service/Maintenance</i>	8	426	1.9%	11	425	2.6%
<i>Total Disabled Employment</i>	96		2.0%	84		1.9%
<i>Total Employment</i>		4,750			4,429	

Source: SIUC Institutional Diversity Office

Total full-time Disabled employment decreased by twelve full-time employees from 2015 to 2016. The percentage of full-time Disabled employees to total full-time employees decreased by 0.1%. This is significant given the overall employee numbers for SIU decreased by 6.8% in the same time period.

In fall of 2015, the University was required by the Federal Contract Compliance Programs (OFCCP) to resurvey all employees to determine disabled status. Therefore, the University only has two years of data to report.

SIUC Full-time Protected Veteran Employment



Protected Veteran Employment

	<i>Fall 2015 Minority</i>	<i>Fall 2015 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2016 Minority</i>	<i>Fall 2016 Total</i>	<i>% to Full-time Employment</i>
<i>Executive, Administrative, & Managerial</i>	7	209	3.3%	5	194	2.6%
<i>Faculty</i>	12	1,213	1.0%	13	1,130	1.2%
<i>Professionals/Non-Faculty</i>	22	1,410	1.6%	22	1,293	1.7%
<i>Clerical & Secretarial</i>	5	815	0.6%	5	758	0.7%
<i>Technical and Paraprofessional</i>	9	504	1.8%	6	469	1.3%
<i>Skilled Crafts</i>	7	173	4.0%	7	160	4.4%
<i>Service/Maintenance</i>	17	426	4.0%	16	425	3.8%
<i>Total Protected Veteran Employment</i>	79		1.7%	74		1.7%
<i>Total Employment</i>		4,750			4,429	

Source: SIUC Institutional Diversity Office

The number of full-time veteran employees decreased by five from 2015 and 2016; however, the percentage has remained constant. This should be lauded as the overall employee numbers for SIU decreased by 6.8% in the same time period.

In fall of 2015, the University was required by the Federal Contract Compliance Programs (OFCCP) to resurvey all employees to determine protected veteran status. Therefore, only two years of data are available to report.

EMPLOYMENT EXECUTIVE SUMMARY

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

- SIU Carbondale's hiring freeze and the instability of the current state budget have affected recruitment and retention.
- Selected candidates for interview and/or hire received offers from other schools, which is a challenge that is difficult to overcome in the absence of more significant start-up funding.
- Difficulties lie in the ability to retain underrepresented faculty with competitive counter offers as they are highly recruited once established.
- The recent Campus Climate Survey may provide insight as to why minority faculty and staff leave or stay at SIU Carbondale.
- A spirited exit interview process may address the factors that are the most compelling to employees' decision to leave SIU Carbondale. This could provide valuable information; however, the funds are not available for the personnel needed to conduct these interviews.



Southern Illinois University Carbondale (excludes the SOM)
Fall 16 Faculty by Race and Ethnicity

	Non-Resident Alien			Black Non Hispanic			Hispanic			White Non-Hispanic			American Indian/Alaskan Native			Asian			Hawaiian/Pacific Islander			2 or More Races			Unknown			Total			
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
Faculty, Tenure % to Total	2 0.7%	1 0.8%	3 0.7%	14 5.1%	6 4.8%	20 5.0%	13 4.7%	3 2.4%	16 4.0%	198 71.5%	102 81.6%	300 74.6%	0 0.0%	0 0.0%	0 0.0%	50 18.1%	13 10.4%	63 15.7%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	277 100.0%	125 100.0%	402 100.0%
Faculty, Tenure Track % to Total	14 16.5%	6 10.9%	20 14.3%	1 1.2%	8 14.5%	9 6.4%	4 4.7%	1 1.8%	5 3.6%	53 62.4%	32 58.2%	85 60.7%	0 0.0%	0 0.0%	0 0.0%	12 14.1%	8 14.5%	20 14.3%	0 0.0%	0 0.0%	0 0.0%	1 1.2%	0 0.0%	1 0.7%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	85 100.0%	55 100.0%	140 100.0%
Faculty, Non-Tenure % to Total	1 1.1%	1 0.6%	2 0.8%	3 3.3%	19 11.1%	22 8.4%	4 4.4%	3 1.8%	7 2.7%	80 88.9%	143 83.6%	223 85.4%	0 0.0%	1 0.6%	1 0.4%	2 2.2%	2 1.2%	4 1.5%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 1.2%	2 0.8%	0 0.0%	0 0.0%	0 0.0%	90 100.0%	171 100.0%	261 100.0%	
Combined Tenure and Tenure Track	16	7	23	15	14	29	17	4	21	251	134	385	0	0	0	62	21	83	0	0	0	1	0	1	0	0	0	362	180	542	
Full Time, Part Time, Total	17	8	25	18	33	51	21	7	28	331	277	608	0	1	1	64	23	87	0	0	0	1	2	3	0	0	0	452	351	803	
Full Time	2	1	3	6	7	13	3	3	6	79	70	149	1	0	1	4	7	11	0	0	0	1	1	2	0	0	0	96	89	185	
Part Time	19	9	28	24	40	64	24	10	34	410	347	757	1	1	2	68	30	98	0	0	0	2	3	5	0	0	0	548	440	988	
% to Total	3.5%	2.0%	2.8%	4.4%	9.1%	6.5%	4.4%	2.3%	3.4%	74.8%	78.9%	76.6%	0.2%	0.2%	0.2%	12.4%	6.8%	9.9%	0.0%	0.0%	0.0%	0.4%	0.7%	0.5%	0.0%	0.0%	0.0%	100.00%	100.00%	100.0%	

Source: SIUC IPEDS Fall Staff Survey

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

– GOAL AND MISSION –

Mission

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

Vision

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

Values

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

Citizenship

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

Excellence

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

Inclusion

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

Integrity

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

Wisdom

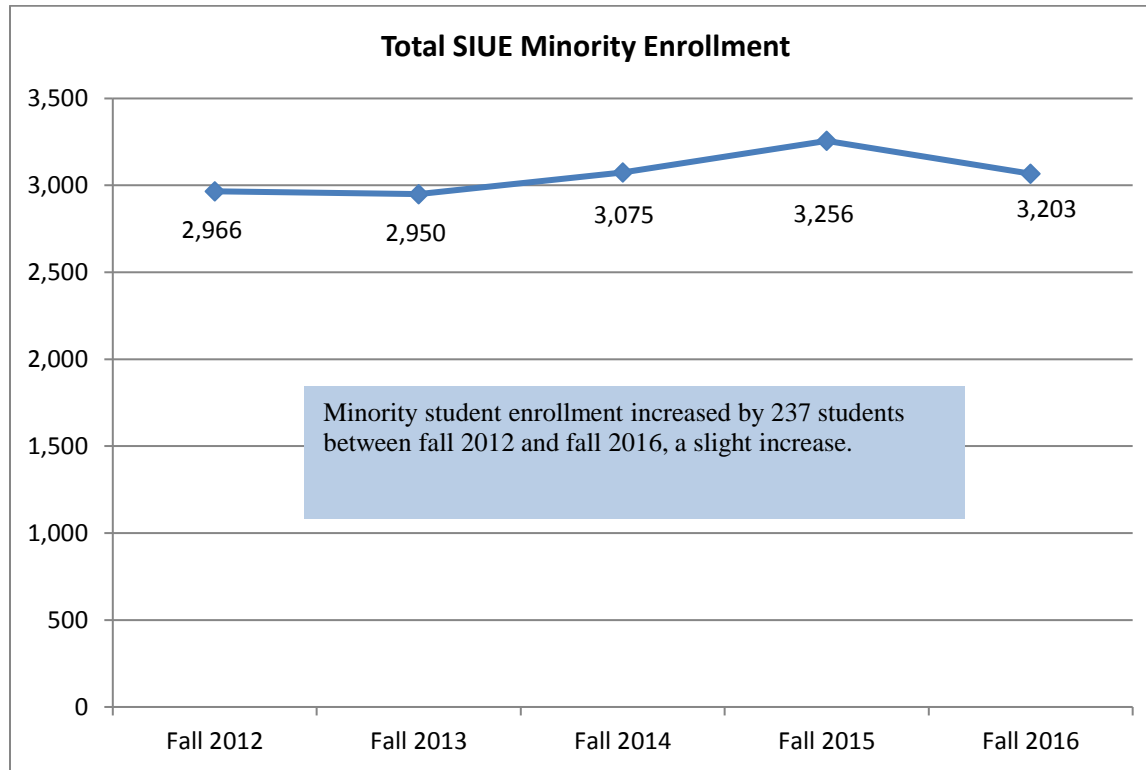
- Creation, preservation, and sharing of knowledge
- Application of knowledge in a manner that promotes the common good
- Life-long learning

– INSTITUTIONAL PROFILE –

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

– ENROLLMENT –

For fall 2016, the University enrolled 14,142 total students with 11,720 undergraduate students and 2,422 graduate and professional students. A breakdown by category of the underrepresented students and a summary of the progress and challenges follow.



Minority Enrollment

	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>	<i>Fall 2014</i>	<i>% to Total Enrollment</i>	<i>Fall 2015</i>	<i>% to Total Enrollment</i>	<i>Fall 2016</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	2,568	18.3%	2,567	18.5%	2,698	19.3%	2,888	20.2%	2,839	20.1%
<i>Graduate</i>	327	2.3%	323	2.3%	309	2.2%	301	2.1%	302	2.1%
<i>Professional</i>	71	0.5%	60	0.4%	68	0.5%	67	0.5%	62	0.4%
Total Minority	2,966	21.1%	2,950	21.3%	3,075	22.0%	3,256	22.8%	3,203	22.6%
<i>Total Enrollment</i>	14,055		13,850		13,972		14,265		14,142	

Source: IPEDS

Progress:

Over the past five years, SIUE has experienced record levels of enrollment, with a high in fall 2015 and record levels of minority enrollment. Most of the increase was in the undergraduate population. For fall 2016, minority students comprised 23% of the total population. For fall 2016, the total number of minorities enrolled is down slightly and the percentage of minorities enrolled remains the same.

This progress has been accomplished through continuous efforts across the campus from recruiting efforts, retention efforts, and creating an inclusive and welcoming environment for all students. The Office of Admissions uses a variety of initiatives to recruit underrepresented students. The Office of Admissions has conducted an annual targeted bus tour for admitted students from the Chicago area, including the Chicago Public Schools, allowing the admitted students to interact with faculty, staff and current SIUE students. In 2017, the yield rate for this program greatly exceeded any other effort. The Office of Admissions regularly attends college fair programs targeting minority students in St. Louis and Chicago, along with targeted mailings to accepted students and their parents, and student-to-student contacts by phone during both the fall and the spring semesters. These efforts have resulted in a significant increase in the number of students from Cook County. The Office of Admissions visits targeted schools and offers on-site admission to qualified students. Also, the office utilizes services from ACT and the College Board to help target and reach out to underrepresented students. The office continues to partner with St. Louis Graduates which is a foundation that works to increase the number of low-income, first-generation, African American students. Admissions produces a Multicultural Recruitment brochure that details support available at SIUE. Additional efforts include identifying students that qualify for scholarships and encouraging the students to apply. Finally, the Office of Admissions partners with various associations, such as Illinois Association for College Admission Counseling (IACAC) to host “Camp College”- a program targeted at providing underrepresented students an opportunity to learn about the college search and application process firsthand from college professionals. This was hosted on the SIUE campus in the summer of 2017.

Likewise, the Office of Retention and Student Success and Student Opportunities for Academic Success (SOAR) have a number of initiatives that directly impact minority students at SIUE that have resulted in higher retention rates for the participants.

The Office of Retention and Student Success supports and works with all students at SIUE to successfully achieve the retention goals of the University. Three initiatives that directly impact women and minorities at SIUE are:

1. *Taking Aim at SIUE*

The Taking Aim retention initiative is critical as academic advisors and the Office of Retention and Student Success staff will personally contact first and second year students who have not registered for the upcoming semester. These student success professionals will discuss the student's future semester registration, academic support services that are available, and answer any other questions that the student may have at that particular time. These efforts, along with efforts of other support services, have provided valuable growth in the minority retention numbers from fall-to-spring and eventually from fall-to-fall. From the fall 16 to spring 17 semester, the following retention rates occurred for the freshmen cohort at SIUE: Asian – 95.56, Black or African-American – 87.29%, Hispanic Latino – 91.49%, Multi-ethnic – 86.69%, and White – 90.19%. While there was a 1.7% drop in Black or African-American students from the previous fall to spring term, each of the other ethnicity groupings saw a rise in their retention rates.

2. *Academic Recovery Informational Sessions– Partners for Success*

Each fall and spring semester, students who failed to achieve the required 2.0 GPA and remain in good standing with the University were asked to attend an Academic Recovery Informational Sessions. In this meeting, students were informed of the critical nature of academic probation as well as techniques and support services that were available for progressing back to good standing. Each semester this effort provides support to hundreds of SIUE students. Of those in attendance for the 2016 – 2017 academic year, 37.6% were minority students and 49% were women. Of those who participated, 54% of those participating in the program have earned a 2.0 or higher when participating in the program.

3. *Early Alert Initiatives – The 5th Week Freshmen Assessment*

For the 2016 – 2017 academic year, the 5th Week Freshmen Assessment was sent to all faculty members who taught first-year students. Within the assessment, faculty members were asked to provide information about students' grades at the fifth week time period of the semester as well as any attendance issues. Approximately 49% of faculty responded to the assessment. In total, faculty provided information on 1,268 students to indicate positive information on classes, attendance issues, or grade concerns. The response to the 5th Week Freshmen Assessment was a complete campus-wide effort; academic advisors, Learning Support Services staff members and University Housing professionals reached out to students to provide academic and social support interventions to aid in their success at SIUE. Each of the 1,268 students were connected with resources via an email campaign about SIUE campus resources.

The Student Opportunities for Academic Results program (SOAR) is a graduation and retention program committed to supporting underrepresented students in the development of skills and characteristics necessary for academic success at the university level. SOAR advises 600+ students throughout the academic year, providing students with access to mentoring, tutorial support, and study skills development. SOAR focuses on avoiding first-year attrition by use of proactive retention strategies such as: small group study sessions, academic progress reporting,

academic interventions, and comprehensive tracking methods. The SOAR model is supported by research that students who utilize academic-support programs designed for underprepared students show significant positive effects on their retention and performance. Despite the less than favorable academic levels some students begin with, the longer students participate in the SOAR program, the more positive results are achieved. In addition to intense academic programming, SOAR addresses the presence of social and cultural barriers that may impede a student's ability to succeed. Throughout the school year, SOAR offers social growth workshops specifically tailored for probation students. Topics have included resiliency, self-esteem, social etiquette, and soft skills. Several SOAR staff members have also collaborated with university partners for the purposes of furthering social awareness and justice.

Several colleges and departments offer programs to recruit and/or retain students.

SIUE School of Nursing's Student Nurse Achievement Program (SNAP) is a program designed to recruit racially, ethnically and culturally diverse high school graduates interested in pursuing a Bachelor of Science degree in nursing. Students are recruited from educationally underserved circumstances that limit opportunities for successful post-secondary education. Beginning in their freshman year, SNAP students receive faculty and peer support through mentorship programs, remediation and study groups. School of Nursing faculty advises and monitors student progress throughout the program, promoting academic and personal success. SNAP participated in Summer Diversity Camp for summer 2016 and 2017 and welcomed 23 new students into the program for fall 2015, 16 new students into the program fall of 2016, and 23 new students into the program fall of 2017. The SNAP program has celebrated 10 graduates in spring 2016, 1 graduate in fall 2016, 15 graduates in spring 2017, and 4 graduates in fall 2017.

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

SIUE's School of Education, Health and Human Behavior established a standing Diversity Committee to monitor and coordinate efforts to increase student and faculty diversity, as well as an inclusive climate, within the School. The dean and assistant dean oversee the School's work in recruiting, developing, and retaining a diverse faculty, and supporting a diverse student body. Multiple representatives of the school also serve on the University-wide Diversity Council to help coordinate diversity initiatives across the campus.

The School of Engineering has hosted an "Introduction to Engineering" program for high school students during the summer. This is a five-day residential program whereby high school students are introduced to engineering, computer science, and construction disciplines with hands-on projects. The objective of the program is to attract students to the field of engineering with an emphasis to recruit minority and female students. In 2016, a total of 55 students participated in two sessions. Of the 55 students, 18 or nearly 33% were minority students. Eighteen of the campers, or approximately 33 percent of the participants were female students. This past year, the School of Engineering reached a record high minority student enrollment of 223 students in fall 2016, constituting 14% of the undergraduate population and represents an increase of nearly 25% over the previous year. The female enrollment increased to 203 in 2016 constituting 12.8 % of the undergraduate population and an increase of nearly 27% over the previous year.

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

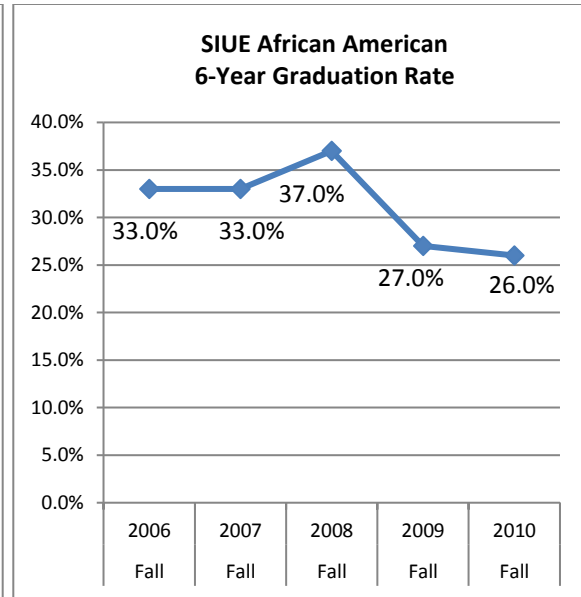
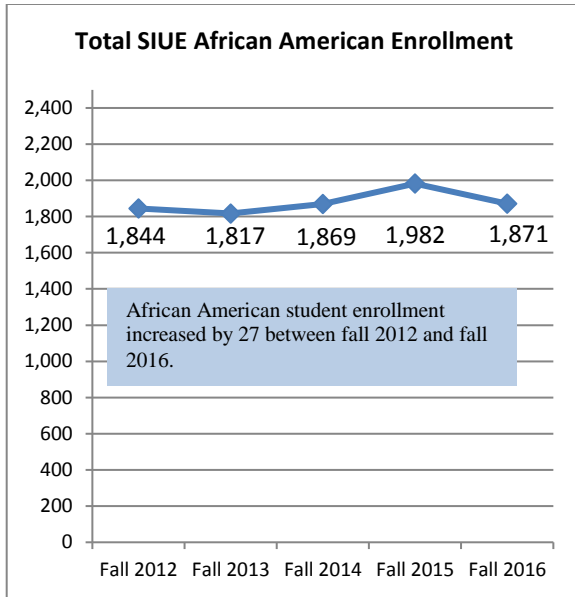
The University also works to create an inclusive and welcoming environment for students. SIUE has received the Higher Education Excellence in Diversity (HEED) award from *INSIGHT Into Diversity* magazine for four consecutive years, 2014-2017. *INSIGHT Into Diversity* magazine is the oldest and largest diversity-focused publication in higher education. The HEED is awarded to institutions that demonstrate outstanding commitment to diversity and inclusion. The Office of Institutional Diversity and Inclusion developed an Online Diversity and Inclusion Learning Community, which provides diversity and inclusion training to the entire university community 24/7. The SIUE Multicultural Center had its ribbon cutting in November 2014 and since opening has provided programming to the University community by recognizing and celebrating heritage months. The Multicultural Center also provides office space and a meeting place for student groups. The Multicultural Center is now moving from the Office of Institutional Diversity and Inclusion to Student Affairs to expand space and programming primarily for underrepresented students.

The Office of Institutional Diversity and Inclusion continued its film series to promote cultural awareness on campus. The Office of Institutional Diversity and Inclusion continues to offer mentoring to student athletes through its Faculty/Staff Mentoring Student Athletes Program and Faculty/Staff Mentoring Students with Disabilities. The Office of Institutional Diversity and Inclusion has hosted several campus and community events to address national events, including a Black Lives Matter conference and several Diversity Summits.

In addition to the many programs, events and services listed above, SIUE funds and provides advisors for a number of student groups, both professional and social, to the benefit of minority students to create a more engaging, welcoming campus. Some of the organizations are Black Student Union, Hispanic Student Union, Society of Chinese Students, Black Heritage Committee, Fraternity and Sororities, Indian Student Association, Gospel Choir, National Society of Black Engineers, and PRIME, Black Girls Rock, Sister Circle, FAME, GAME. In the last 3 years, an increased diverse pool of candidate and recipients in the Meridian Scholars Program have occurred due to a commitment on the part of the University to increase diversity.

Challenges:

While the percentage of undergraduate African American students is higher than the Illinois' percentage of African American students in high school, the percentages of the number of enrolled Hispanic/Latino and Asian American students is significantly less than the Illinois high school population, but is representative of the surrounding community. 84% of enrolled students are from Illinois and 43% of those students are from Madison and St. Clair Counties, the closest to SIUE. This highlights the success and need for initiatives such as the Chicago Area Bus Tour that brings admitted students to campus, and which yielded nearly 60% this past year. Fiscal constraints limit the program to bringing just over 50 students to campus.



African American Enrollment

	<i>Fall 2012</i>	<i>% to total Enrollment</i>	<i>Fall 2013</i>	<i>% to total Enrollment</i>	<i>Fall 2014</i>	<i>% to total Enrollment</i>	<i>Fall 2015</i>	<i>% to total Enrollment</i>	<i>Fall 2016</i>	<i>% to total Enrollment</i>
<i>Undergraduate</i>	1,648	11.7%	1,623	11.7%	1,672	12.0%	1,795	12.6%	1,680	11.9%
<i>Graduate</i>	184	1.3%	183	1.3%	183	1.3%	175	1.2%	178	1.3%
<i>Professional</i>	12	0.1%	11	0.1%	14	0.1%	12	0.1%	13	0.1%
<i>Total African American</i>	1,844	13.1%	1,817	13.1%	1,869	13.4%	1,982	13.9%	1,871	13.2%
<i>Total Enrollment</i>	14,055		13,850		13,972		14,265		14,142	

Source: IPEDS

Progress:

SIUE has maintained strong enrollment of African American students over the past five years. The percentage of enrolled African American students is well above the population of African American students in Illinois high schools. As mentioned above, the Office of Admissions has instituted a number of practices that target minority students in Cook County, such as the Chicago Region Bus Tour and attending the 100 Black Men College fair, Infinite Scholars Fair (both in Chicago and Gary, IN), and Black Student Leadership Conference, along with other fairs targeted for this student population. The Office of Admissions also targets students in the vicinity of campus by attending college fairs targeting minority students and visiting the SIUE East St. Louis Charter High School. While there, the office conducts an on-site admission program. Once a student has been admitted, the Office of Admissions will send a series of emails and a postcard campaign to inform the students and their parents about the value of a SIUE education.

SIUE has initiated a number of programs to improve the retention of students that directly impact African American students and other minorities. The Office of Retention and Student Success has three programs in particular. As mentioned above, Taking Aim at SIUE is an initiative where graduate students contact first and second year students who have not registered for the upcoming semester and discuss the student's future registration. The graduate students also discuss the academic support services that are available and address other questions. This and other efforts have led to a 7.1% increase over the previous year for African American students' retention from fall 2013 to spring 2014. Over the past five years, there has been a slight increase in the persistent rates for African American students.

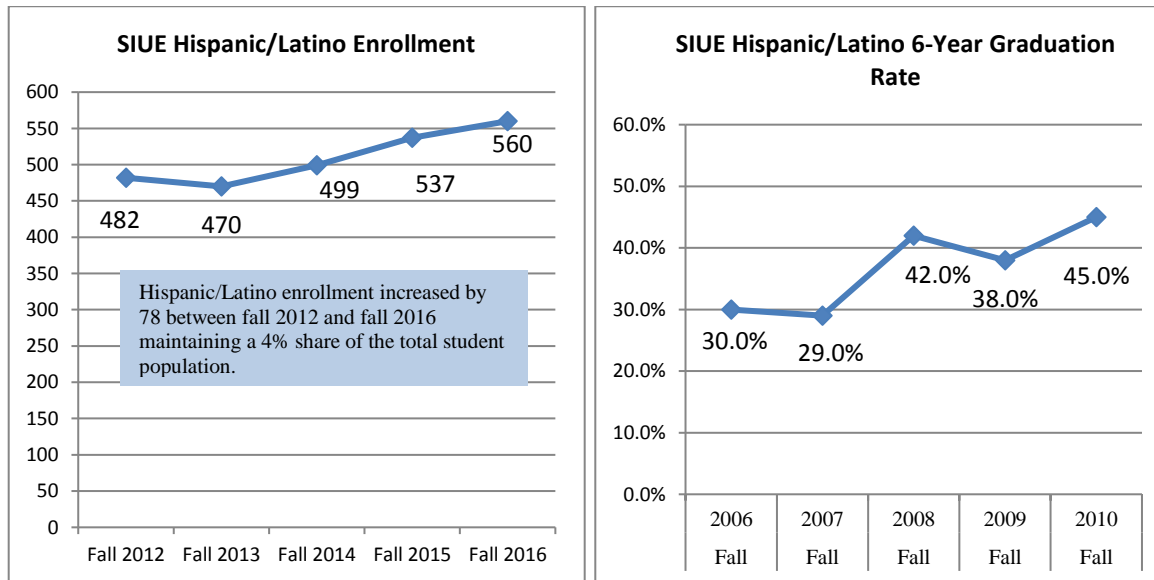
Project GAME (Goal-Oriented African American Men Excel) is a two-semester freshman course for 20-25 black males that offers participants a chance to develop skills for college success by creating a supportive learning environment. The curriculum includes strategies for excelling academically and relating socially. GAME has been successfully serving African-American males since 1999 by way of providing comprehensive academic support services and addressing various retention issues relating to this particular population of students. Participants in Project GAME, while all of African American descent, come from diverse backgrounds, and through work with students in the program, it was found that retention issues are not exclusive to first-generation or low-income minority students with lower-than-after ACT scores. The retention dilemma for African American males spans all socio-economic levels.

Project FAME (Females of African-descent Modeling Excellence) is a six-credit, two-semester program for African American women. It is designed to assist females with academic, social, and co-curricular activities during their freshman year at Southern Illinois University Edwardsville (SIUE). Twenty incoming freshman are selected yearly to participate in Project FAME, taking into account the student's high school GPA, ACT score, leadership potential, and volunteer experience. Project FAME students are encouraged, via classroom instruction, to participate in programs that promote cultural awareness, social development, and positive self-esteem. During the 2016-2017 academic year, 83% of FAME and GAME participants were at Good Academic Standing and/or on the Dean's List during their first academic year at SIUE. The School of Engineering provides resources and financial support for African-American students to improve retention via the National Society of Black Engineers student chapter.

Challenges:

Despite recent improvements in retention, the graduation rate for African American students has remained significantly below the overall rate of graduation, which is about 50%. Despite recent improvements in persistence rates, the 2015 cohort saw a decrease in year-to-year retention. The Office of Retention and Student Success and SOAR implemented a new mentorship program to address this challenge and the 2016 cohort retention reflects some improvement.

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



Hispanic/Latino Enrollment

	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>	<i>Fall 2014</i>	<i>% to Total Enrollment</i>	<i>Fall 2015</i>	<i>% to Total Enrollment</i>	<i>Fall 2016</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	408	2.9%	405	2.9%	435	3.1%	482	3.4%	499	3.5%
<i>Graduate</i>	53	0.4%	49	0.4%	47	0.3%	37	0.3%	45	0.3%
<i>Professional</i>	21	0.1%	16	0.1%	17	0.1%	18	0.1%	16	0.1%
<i>Total Hispanic</i>	482	3.4%	470	3.4%	499	3.6%	537	3.8%	560	4.0%
<i>Total Enrollment</i>	14,055		13,850		13,972		14,265		14,142	

Source: IPEDS

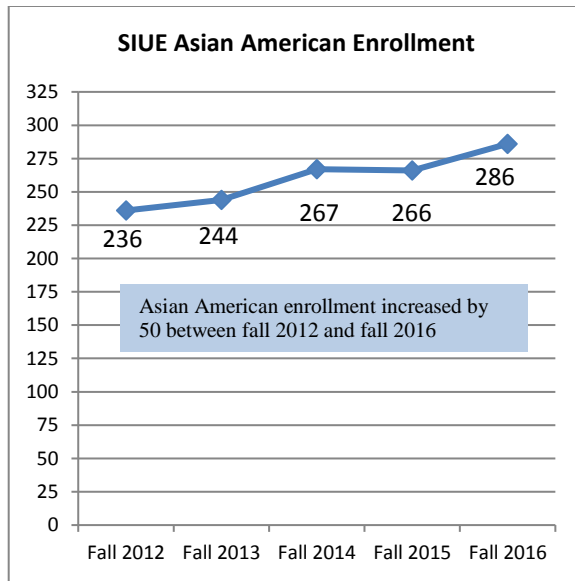
Progress:

During the past five years, SIUE has experienced an increase in the number and percentage of enrolled Hispanic/Latino students and achieved a record high number and percentage of Hispanic/Latino students. As mentioned above, the Office of Admissions has instituted a number of practices that target minority students, including several that target Hispanic/Latino students. The Office of Admissions participated in the National Hispanic Leadership Institute College Fair in Chicago. The office also participated in the United States National Hispanic Leadership Institute College Fair and Leadership Summit in Chicago, IL and the ESOL Bilingual Migrant College Fair in St. Louis, MO. Also, SIUE hosted the Hispanic Chamber of Commerce St Louis Foundation’s High School Hispanic Leadership Institute that included 20 selected high school students from the region on the campus for a day (June 2017). Once a student has been admitted, the Office of Admissions will send a series of emails and a postcard campaign to inform the students and their parents about the value of a SIUE education.

The retention efforts discussed above have benefitted Hispanic/Latino students. The Office of Retention and Support Services reported that the persistence rate near 90% from fall 2015 to spring 2016 and overall persistence rate of 75% from fall 2015 to fall 2016, which is just above the school average.

Challenges:

A challenge exists regarding the overall number of Hispanic/Latino students enrolled on campus. Despite the significant increases of recent years, the overall percentage of Hispanic/Latino students is less than Illinois’ population of Hispanic/Latino high school students. Review of local data shows that larger Hispanic/Latino populations are a significant distance from campus. This could explain that a lower percentage of accepted Hispanic/Latino students choose to enroll than the school’s average.



Asian American Enrollment

	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>	<i>Fall 2014</i>	<i>% to Total Enrollment</i>	<i>Fall 2015</i>	<i>% to Total Enrollment</i>	<i>Fall 2016</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	159	1.1%	172	1.2%	198	1.4%	196	1.4%	227	1.6%
<i>Graduate</i>	50	0.4%	48	0.3%	43	0.3%	44	0.3%	35	0.2%
<i>Professional</i>	27	0.2%	24	0.2%	26	0.2%	26	0.2%	24	0.2%
<i>Total Asian American</i>	236	1.7%	244	1.8%	267	1.9%	266	1.9%	286	2.0%
<i>Total Enrollment</i>	14,055		13,850		13,972		14,265		14,142	

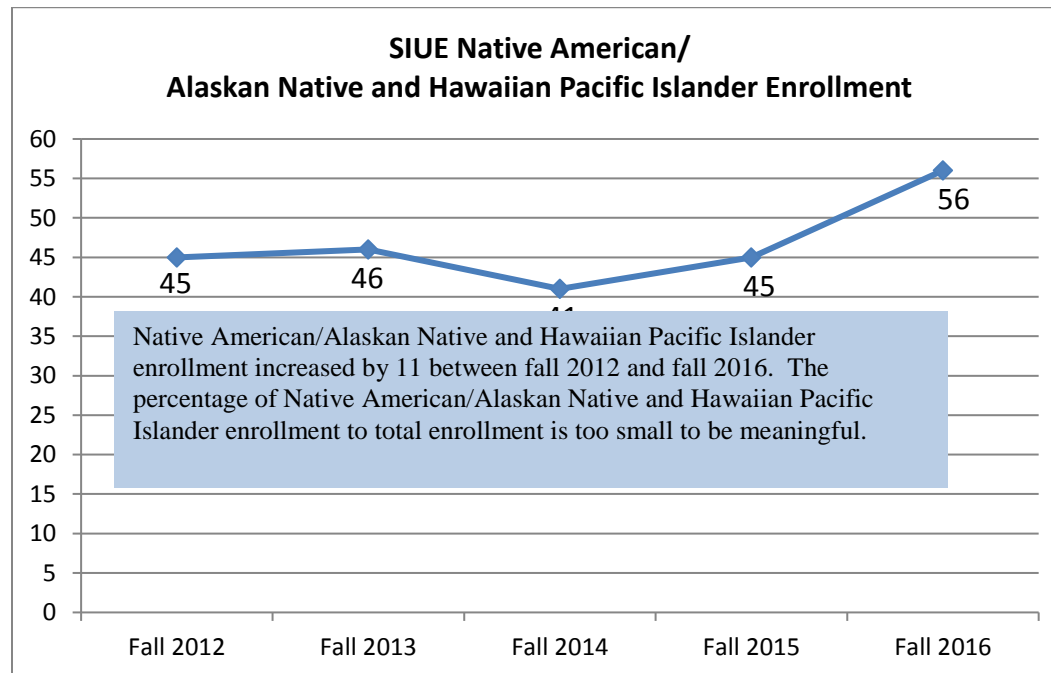
Source: IPEDS

Progress:

The last four years of undergraduate enrollment has been fairly steady, with small increases the last two years. The retention rates have been above the school’s average for the past four years.

Challenges:

The number of Asian American students enrolled at SIUE is a small portion of the student body. According to data provided by the ACT, about 5% of graduating seniors in Illinois high schools are Asian American, which is greater than the percentage at SIUE, especially at the undergraduate level. There is greater representation in the graduate students than undergraduate students, but that rate has remained flat over the last five years. The challenge is to continue to see an increase in enrollment for this student population and to encourage more of them to continue their graduate studies at SIUE, which would allow us to see an increase in graduate enrollment.



Native American/Alaskan Native and Hawaiian Pacific Islander Enrollment

	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>	<i>Fall 2014</i>	<i>% to Total Enrollment</i>	<i>Fall 2015</i>	<i>% to Total Enrollment</i>	<i>Fall 2016</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	39	0.3%	41	0.3%	37	0.3%	42	0.3%	52	0.4%
<i>Graduate</i>	4	0.0%	4	0.0%	3	0.0%	3	0.0%	4	0.0%
<i>Professional</i>	2	0.0%	1	0.0%	1	0.0%	0	0.0%	0	0.0%
<i>Total Native American/Alaskan Native and Hawaiian Pacific Islander</i>	45	0.3%	46	0.3%	41	0.3%	45	0.3%	56	0.4%
<i>Total Enrollment</i>	14,055		13,850		13,972		14,265		14,142	

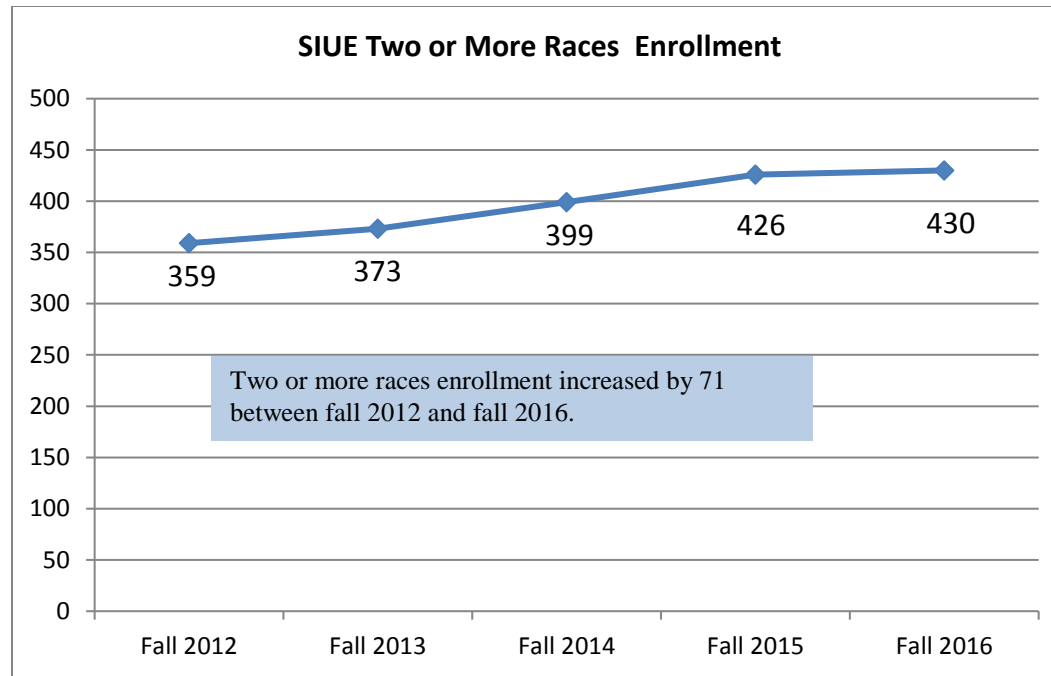
Source: IPEDS

Progress:

This population is very small in both the undergraduate and total student body. This number has remained consistent over this past five years and is consistent with the number of high school seniors in Illinois, according to ACT data. The efforts that the Office of Admissions applies to other minority students apply to this population as well. The Office works with high school counselors and fair organizers and offer on-site admission to those who meet the SIUE admission criteria. This allows SIUE to be one of the first universities students are admitted to and letting the student know the next steps toward enrolling. Admitted students and parents/guardians are sent letters to inform the students and their families of the value of a SIUE education. The Office also published the Multicultural Recruitment brochure to appeal to a diverse student body. The efforts of the Office of Retention and Student Success are available to this population as well.

Challenges:

There appears to be a limited number of these students in the targeted recruitment region. However, more efforts can be made to connect to organizations that reach this population.



Two or More Races Enrollment

	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>	<i>Fall 2014</i>	<i>% to Total Enrollment</i>	<i>Fall 2015</i>	<i>% to Total Enrollment</i>	<i>Fall 2016</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	314	2.2%	326	2.4%	356	2.5%	373	2.6%	381	2.7%
<i>Graduate</i>	36	0.3%	39	0.3%	33	0.2%	42	0.3%	40	0.3%
<i>Professional</i>	9	0.1%	8	0.1%	10	0.1%	11	0.1%	9	0.1%
<i>Total Two or More Races</i>	359	2.6%	373	2.7%	399	2.9%	426	3.0%	430	3.0%
<i>Total Enrollment</i>	14,055		13,850		13,972		14,265		14,142	

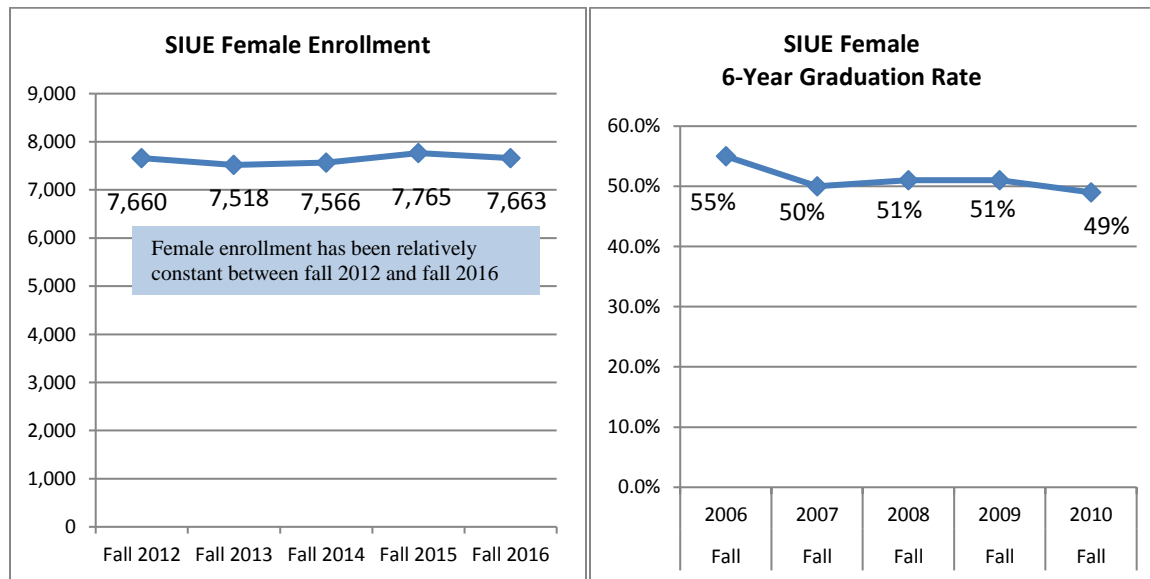
Source: IPEDS

Progress:

Over the last five years, there has been an increase in the number of students in this population including the highest recorded number in fall 2016. The increased number of enrolled students is comparable to the data provided by the ACT, which shows 3% of Illinois high school students identify with this population. The efforts that the Office of Admissions applies to other minority students apply to this population as well. The Office works with high school counselors and fair organizers and offers on-site admission to those who meet the SIUE admission criteria. This allows SIUE to be one of the first universities students are admitted to and letting the student know the next steps toward enrolling. Admitted students and parents/guardians are sent letters to inform the students and their families of the value of a SIUE education. The Office also published the Multicultural Recruitment brochure to appeal to a diverse student body. The services of the Office of Retention and Student Success and SOAR are available to this population as well.

Challenges:

Challenges remain to establish benchmarking for retention and graduation rates for this population.



Female Enrollment

	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>	<i>Fall 2014</i>	<i>% to Total Enrollment</i>	<i>Fall 2015</i>	<i>% to Total Enrollment</i>	<i>Fall 2016</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	6,035	42.94%	5,935	42.85%	6,054	43.33%	6,288	44.08%	6,206	43.88%
<i>Graduate</i>	1,351	9.61%	1,300	9.39%	1,237	8.85%	1,192	8.36%	1,170	8.27%
<i>Professional</i>	274	1.95%	283	2.04%	275	1.97%	285	2.00%	287	2.03%
Total Female	7,660	54.5%	7,518	54.3%	7,566	54.2%	7,765	54.4%	7,663	54.2%
<i>Total Enrollment</i>	14,055	-	13,850	-	13,972	-	14,265	-	14,142	-

Source: IPEDS

Progress:

Female enrollment has remained steady over the past five years. Female students make up 53% of undergraduate students and 62% of graduate students (including Doctoral students). Over the past few years, the University had admitted more than 1,000 more female applicants than male applicants and more ultimately enroll at SIUE as well. Once on campus, the enrolled female students persist as well or better than male students. The services of the Office of Retention and Student Success and SOAR are available to this population as well. Women constituted 49% of the participants in the Academic Recovery Informational Sessions and 54% of participants earned a 2.0 or higher GPA.

As mentioned above, the School of Engineering has several programs designed to improve diversity. The School of Engineering has hosted an “Introduction to Engineering” program for high school students during the summer. This is a five-day residential program whereby high school students are introduced to engineering, computer science, and construction disciplines with hands-on projects. The objective of the program is to attract students to the field of engineering with an emphasis to recruit minority and female students. In 2016, a total of 55 students participated in two sessions. Of the 55 students, 18 or nearly 33% were minority students. Eighteen of the campers, or approximately 33 percent of the participants were female students. The female enrollment in the School of Engineering increased to 203 in 2016, constituting 13 % of the undergraduate population and an increase of nearly 30% over the previous year.

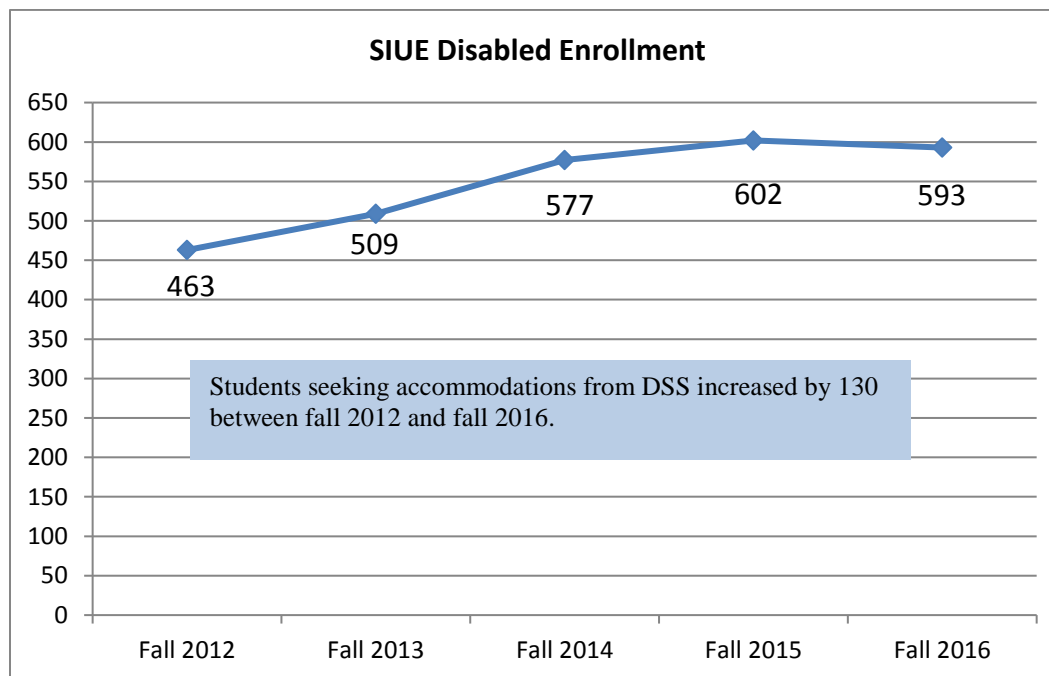
The Upward Bound Program of SIUE-East St. Louis Center serves approximately 275 high school students in a college preparatory program designed to serve low-income and/or potential first-generation college students.

In addition to the many programs, events and services listed above, SIUE funds and provide advisors for a number of student groups, both professional and social, to the benefit of female students and female students of color to create a more engaging, welcoming campus. Some of the

organizations are Making Waves, Society of Women Engineers, Women’s Bowling Club, Black Girls Rock, and Sororities. The Women's Studies Program offered a robust slate of events in 2015 and 2016 touching on a wide-range of subjects.

Challenges:

While overall female enrollment has remained strong, continued effort is needed to increase enrollment in traditionally male areas of study.



Disabled Enrollment

	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>	<i>Fall 2014</i>	<i>% to Total Enrollment</i>	<i>Fall 2015</i>	<i>% to Total Enrollment</i>	<i>Fall 2016</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	419	3.0%	459	3.3%	519	3.7%	546	3.8%	536	3.8%
<i>Graduate</i>	40	0.3%	46	0.3%	49	0.4%	45	0.3%	47	0.3%
<i>Professional</i>	4	0.0%	4	0.0%	9	0.1%	11	0.1%	10	0.1%
<i>Total Disabled</i>	463	3.3%	509	3.7%	577	4.1%	602	4.2%	593	4.2%
<i>Total Enrollment</i>	14,055		13,850		13,972		14,265		14,142	

Source: Office Disability Support Services

Progress:

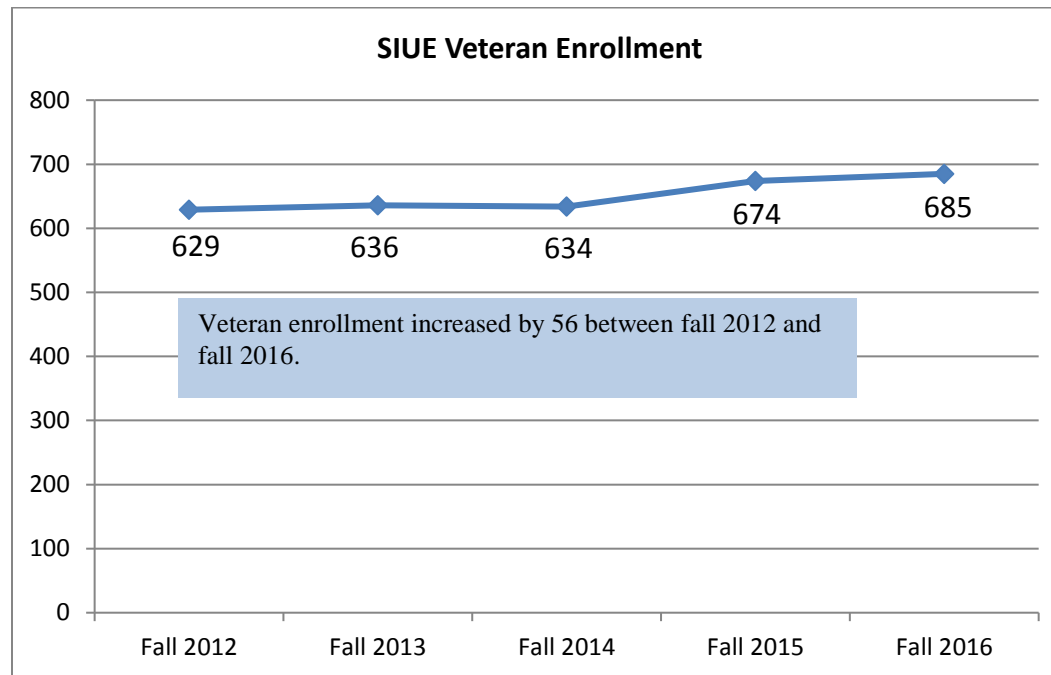
SIUE has experienced an increase in the number and percentage of enrolled students with disabilities. During the 2016-2017 academic year, the DSS staff assisted approximately 602 students with disabilities. This represents a 7.5% increase over the previous year's students eligible for curricular and co-curricular accommodations. Accommodations include: priority registration; advocacy; extended time on exams and quizzes; interpreting for the deaf and hard-of-hearing; note-taking services; and textbooks in accessible formats.

During the 2016-2017 academic year, 279 students accessed DSS's Online Learning Community for Students with Disabilities, constituting 46% of enrolled DSS students. Of the students who accessed the community, 29 spent an hour or more accessing various resources and modules. Since its inception in fall 2014, seven students have completed the necessary requirements to earn the General Education Health Credit through the Online Learning Community. The University's Strategic Plan indicates an expectation that 5% of students with disabilities will utilize the Online Learning Community.

To create an inclusive environment, DSS facilitated several educational opportunities, lectures, programs and activities to increase visibility of disability as a diverse population. These included in-class presentations, graduate student lectures, and open forums. Disability Support Services celebrated October as Disability Awareness Month. DSS had more than 100 students participate in the various events and activities offered. Other initiatives that include: the Great Disability Challenge as part of the Cougar World Games; the New Horizons student organization; the Workforce Recruitment Program; a Kindle learning program; scholarships for students with disabilities; personal adjustment counseling; one-on-one goal-setting for learning with the DSS learning specialist; technology review and recommendations; and in-class diversity training programs relating to students with disabilities. DSS established a Peer Mentor Program in spring 2017 with the aim of pairing well-established students with peers who might be struggling. Two students were paired and DSS expects this program to be valuable in assisting students experiencing difficulties socializing or acclimating to SIUE as a result of their disability. DSS Undergraduates earned an average GPA of 2.8. There were 112 undergraduates with disabilities who graduated in 2017 with an average GPA of 3.2. Nine graduate students earned their Master's degrees and earned an average GPA of 3.7.

Challenges:

One of the challenges is the number of students with disabilities needing more therapeutic services beyond accommodations. Additionally, DSS will target students with disabilities earning a cumulative GPA of less than 2.0 for retention efforts, including individualized assessment of long- and short-term goals, time management, study skills, and curricular and co-curricular resources needed to promote retention and academic success. DSS and the students will work together to assess the effectiveness and efficiency of the goal-setting process, as well as the learning outcomes set out by the students.



Veteran Enrollment

	<i>Fall 2012</i>	<i>% to Total Enrollment</i>	<i>Fall 2013</i>	<i>% to Total Enrollment</i>	<i>Fall 2014</i>	<i>% to Total Enrollment</i>	<i>Fall 2015</i>	<i>% to Total Enrollment</i>	<i>Fall 2016</i>	<i>% to Total Enrollment</i>
<i>Undergraduate</i>	516	3.67%	526	3.80%	537	3.84%	568	3.98%	567	4.01%
<i>Graduate</i>	103	0.73%	102	0.74%	91	0.65%	97	0.68%	108	0.76%
<i>Professional</i>	10	0.07%	8	0.06%	6	0.04%	9	0.06%	10	0.07%
<i>Total Veteran</i>	629	4.5%	636	4.6%	634	4.5%	674	4.7%	685	4.8%
<i>Total Enrollment</i>	14,055	-	13,850	-	13,972	-	14,265	-	14,142	-

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

Progress:

The Office of Veteran Services was established as a single point of contact to address student benefit needs. Veteran Services is comprised of VA work study students whose goal is to make veteran's transition to SIUE a smooth process. The office works to inform, advise and assist veterans, their dependents/spouses, or survivors to provide the tools and assistance necessary to achieve academic success. Outreach efforts include job fairs (Scott AFB, Lewis & Clark, SWIC), table at Preview SIUE, Help Desk, website and Facebook page. Victory Media, the premier media entity for military personnel transitioning into civilian life, has named SIUE a Military Friendly School for the eighth consecutive year. This honor places SIUE in the top 20 percent of colleges, universities and trade schools that are doing the most to embrace America's military service members, veterans and spouses as students to ensure their success on campus. Tribute programs and resources fairs have been held for the last several years. The services of the Office of Retention and Student Success and Disability Student Services are available to this population as well.

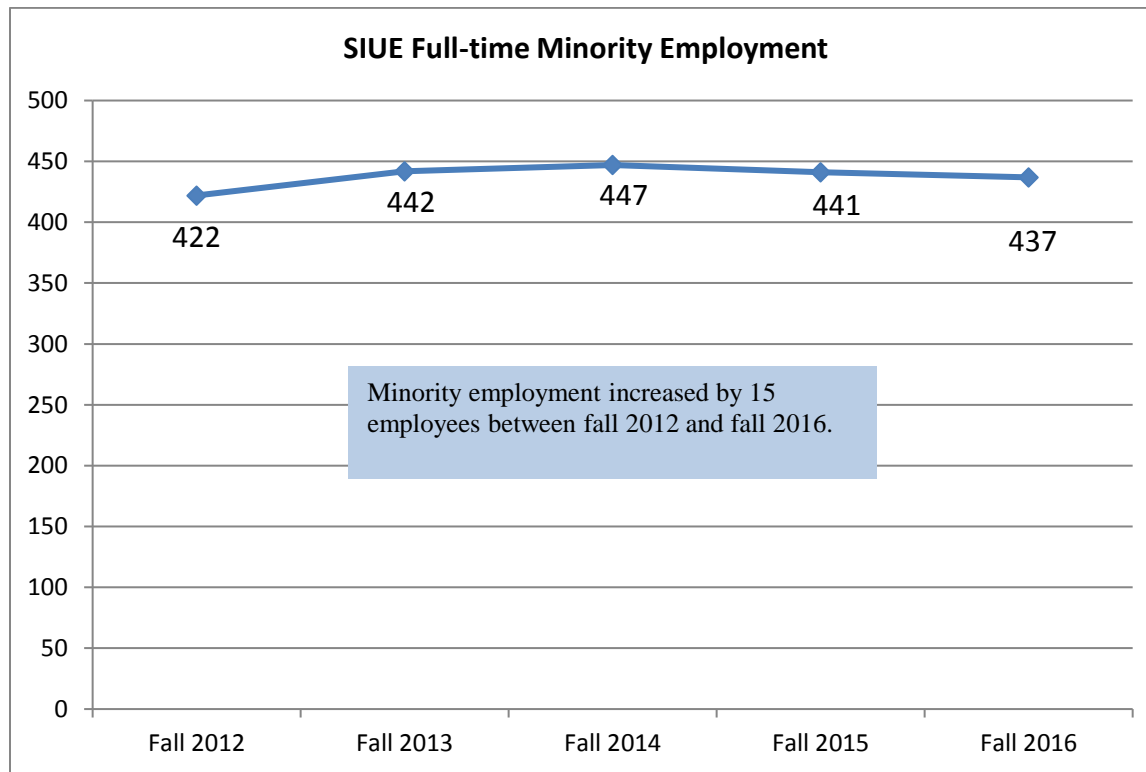
Challenges:

Only so much can be done with a part-time staff member and students.

– EMPLOYMENT –

The University employed 2,381 permanent employees (2,033 full-time) in faculty, administrative, professional, and civil service positions in fall 2016, of which 58% were female, and 21% were minority, including 13% African American, 4% Asian American and 2% Hispanic/Latino. American Indians/Alaskan Natives represented less than 1% of the University’s full-time workforce. While the University’s level of total employment has declined over the past few years, with a net loss of approximately 70 full-time positions, the University’s workforce continues to reflect the diversity of the region it serves.

The University continues to develop initiatives and strategies to attract, hire, and retain women, minorities, and employees with disabilities.



Minority Employment

	Fall 2012 Minority	Fall 2012 Total	% to Full-time Employment	Fall 2013 Minority	Fall 2013 Total	% to Total Employment	Fall 2014 Minority	Fall 2014 Total	% to Total Employment	Fall 2015 Minority	Fall 2015 Total	% to Total Employment	Fall 2016 Minority	Fall 2016 Total	% to Total Employment
<i>Instructional, Research and Public Service Staff</i>	112	631	17.7%	123	626	19.6%	125	623	20.1%	131	605	21.7%	124	594	20.9%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	134	296	45.3%	141	299	47.2%	144	311	46.3%	135	295	45.8%	129	286	45.1%
<i>Management</i>	14	104	13.5%	12	106	11.3%	12	109	11.0%	8	97	8.2%	6	87	6.9%
<i>Business and Financial Operations</i>	14	98	14.3%	16	99	16.2%	24	108	22.2%	21	111	18.9%	19	108	17.6%
<i>Computer, Engineering, and Science</i>	17	123	13.8%	21	125	16.8%	20	128	15.6%	18	136	13.2%	16	127	12.6%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	47	102	46.1%	41	90	45.6%	37	92	40.2%	39	94	41.5%	45	106	42.5%
<i>Healthcare Practice and Technical</i>	2	15	13.3%	2	13	15.4%	4	18	22.2%	4	18	22.2%	4	17	23.5%
<i>Service Occupations</i>	38	287	13.2%	39	292	13.4%	38	290	13.1%	36	289	12.5%	49	292	16.8%
<i>Sales and Related Occupations</i>	2	13	15.4%	2	13	15.4%	3	12	25.0%	1	14	7.1%	1	14	7.1%
<i>Office and Administrative Support</i>	37	361	10.2%	41	360	11.4%	37	352	10.5%	44	331	13.3%	40	321	12.5%
<i>Natural Resources, Construction and Maintenance</i>	4	53	7.5%	3	56	5.4%	2	56	3.6%	3	56	5.4%	3	58	5.2%
<i>Production, Transportation, and Material Moving</i>	1	26	3.8%	1	25	4.0%	1	24	4.2%	1	25	4.0%	1	23	4.3%
Total Minority Employment	422		20.0%	442		21.0%	447		21.1%	441		21.3%	437		21.5%
Total Employment		2,109			2,104			2,123			2,071			2,033	

Source: IPEDS

Progress:

Over the last five years, the percentage of minority employees has increased even as the total workforce decreased. As such, total minority employment is now more than 21% of the workforce and is near a record high. Based on utilization findings, SIUE has established goals for all positions where minorities, women and/or disabilities are underutilized. The goal of the university is to ensure equitable representation in the workforce and undertakes steps to actively recruit minority applicants. The University now posts all goal-related positions on the website of Insight to Diversity, and other targeted sites, and requires a search plan be developed to determine how to publicize the job opening to increase the diversity of the applicant pool. All goal-related searches are required to have the search committee members receive training to search and hire with the goal of increasing diversity. All searches use the Guidelines for Recruiting and Retaining a Diverse Workforce which was created by The Office of Institutional Diversity and Inclusion in collaboration with a number of units on campus. Near the end of 2015-2016, a new hiring initiative was developed to increase the diversity of tenure-track faculty.

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

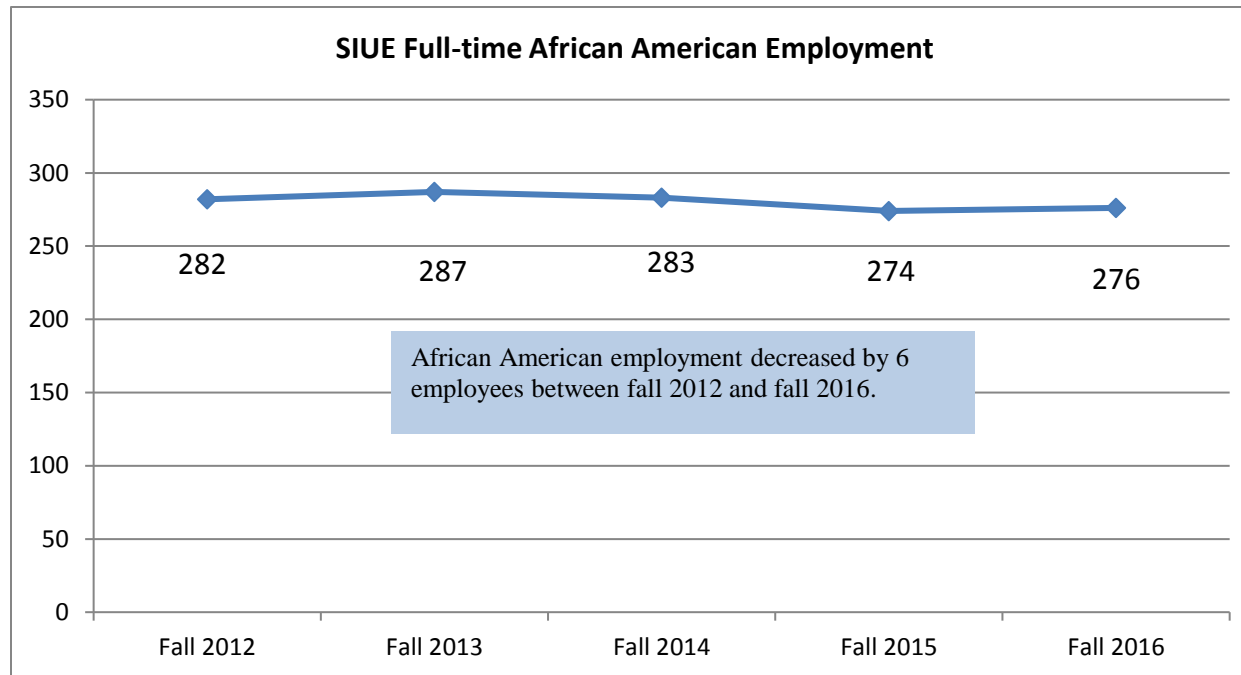
SIUE's School of Education, Health and Human Behavior established a standing Diversity Committee to monitor and coordinate efforts to increase student and faculty diversity, as well as an inclusive climate, within the School. The dean and assistant dean oversee the School's work in recruiting, developing, and retaining a diverse faculty, and supporting a diverse student body. Multiple representatives of the school also serve on the University-wide Diversity Council to help coordinate diversity initiatives across the campus.

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

As mentioned above, SIUE has received the Higher Education Excellence in Diversity (HEED) award from INSIGHT Into Diversity magazine for four consecutive years (2014-2017). INSIGHT Into Diversity magazine is the oldest and largest diversity-focused publication in higher education, and the award is given to institutions that demonstrate outstanding commitment to diversity and inclusion. To promote the importance of creating a diverse and inclusive environment, the University Diversity Council and the Office of Institutional Diversity and Inclusion created the Champion for Diversity Award to be given to a faculty or staff member for promoting diversity and inclusion on and off campus. The first award was announced in fall 2014.

Challenges:

While there has been an increase in the percentage of minority staff, challenges remain in recruiting and retaining faculty of color. Due to budget constraints, hiring will be limited while job losses are expected.



African American Employment

	Fall 2012 Minority	Fall 2012 Total	% to Full-time Employment	Fall 2013 Minority	Fall 2013 Total	% to Total Employment	Fall 2014 Minority	Fall 2014 Total	% to Total Employment	Fall 2015 Minority	Fall 2015 Total	% to Total Employment	Fall 2016 Minority	Fall 2016 Total	% to Total Employment
<i>Instructional, Research and Public Service Staff</i>	36	631	5.7%	37	626	5.9%	39	623	6.3%	38	605	6.3%	38	594	6.4%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	118	296	39.9%	125	299	41.8%	123	311	39.5%	115	295	39.0%	108	286	37.8%
<i>Management</i>	9	104	8.7%	9	106	8.5%	7	109	6.4%	5	97	5.2%	3	87	3.4%
<i>Business and Financial Operations</i>	13	98	13.3%	13	99	13.1%	18	108	16.7%	14	111	12.6%	14	108	13.0%
<i>Computer, Engineering, and Science</i>	5	123	4.1%	6	125	4.8%	5	128	3.9%	5	136	3.7%	5	127	3.9%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	44	102	43.1%	37	90	41.1%	32	92	34.8%	34	94	36.2%	39	106	36.8%
<i>Healthcare Practice and Technical</i>	1	15	6.7%	1	13	7.7%	3	18	16.7%	3	18	16.7%	2	17	11.8%
<i>Service Occupations</i>	26	287	9.1%	26	292	8.9%	26	290	9.0%	25	289	8.7%	35	292	12.0%
<i>Sales and Related Occupations</i>	1	13	7.7%	1	13	7.7%	0	12	0.0%	0	14	0.0%	0	14	0.0%
<i>Office and Administrative Support</i>	28	361	7.8%	31	360	8.6%	29	352	8.2%	34	331	10.3%	30	321	9.3%
<i>Natural Resources, Construction and Maintenance</i>	1	53	1.9%	1	56	1.8%	1	56	1.8%	1	56	1.8%	2	58	3.4%
<i>Production, Transportation, and Material Moving</i>	0	26	0.0%	0	25	0.0%	0	24	0.0%	0	25	0.0%	0	23	0.0%
Total African American	282		13.4%	287		13.6%	283		13.3%	274		13.2%	276		13.6%
Total Employment		2,109			2,104			2,123			2,071			2,033	

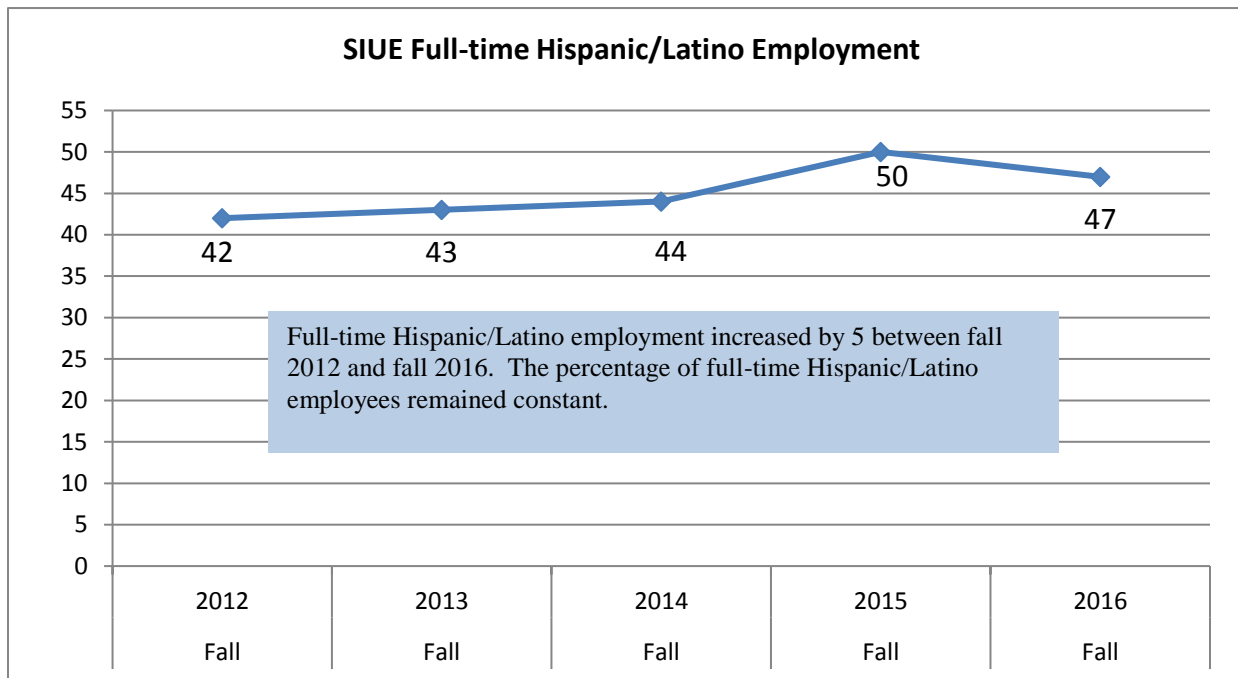
Source: IPEDS

Progress:

Despite losing 37 faculty positions since fall 2012, there was an increase of two African American faculty over that period. African American full-time instructional faculty represented 6% of all full-time instructors. SIUE posts all openings on targeted websites including HBCU Connect, among other sites.

Challenges:

The hiring of African Americans continues to be a challenge, especially in the faculty and managerial positions.



Hispanic/Latino Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2014 Minority</i>	<i>Fall 2014 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2015 Minority</i>	<i>Fall 2015 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2016 Minority</i>	<i>Fall 2016 Total</i>	<i>% to Full-time Employment</i>
<i>Instructional, Research and Public Service Staff</i>	18	631	2.9%	19	626	3.0%	19	623	3.0%	21	605	3.5%	18	594	3.0%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	5	296	1.7%	4	299	1.3%	5	311	1.6%	7	295	2.4%	8	286	2.8%
<i>Management</i>	2	104	1.9%	1	106	0.9%	2	109	1.8%	1	97	1.0%	1	87	1.1%
<i>Business and Financial Operations</i>	0	98	0.0%	2	99	2.0%	2	108	1.9%	4	111	3.6%	1	108	0.9%
<i>Computer, Engineering, and Science</i>	4	123	3.3%	4	125	3.2%	4	128	3.1%	5	136	3.7%	5	127	3.9%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	2	102	2.0%	2	90	2.2%	2	92	2.2%	3	94	3.2%	3	106	2.8%
<i>Healthcare Practice and Technical</i>	1	15	6.7%	1	13	7.7%	1	18	5.6%	1	18	5.6%	2	17	11.8%
<i>Service Occupations</i>	4	287	1.4%	4	292	1.4%	3	290	1.0%	3	289	1.0%	4	292	1.4%
<i>Sales and Related Occupations</i>	1	13	7.7%	1	13	7.7%	1	12	8.3%	1	14	7.1%	1	14	7.1%
<i>Office and Administrative Support</i>	3	361	0.8%	3	360	0.8%	3	352	0.9%	2	331	0.6%	3	321	0.9%
<i>Natural Resources, Construction and Maintenance</i>	1	53	1.9%	1	56	1.8%	1	56	1.8%	1	56	1.8%	0	58	0.0%
<i>Production, Transportation, and Material Moving</i>	1	26	3.8%	1	25	4.0%	1	24	4.2%	1	25	4.0%	1	23	4.3%
Total Hispanic/Latino Employment	42		2.0%	43		2.0%	44		2.1%	50		2.4%	47		2.3%
Total Employment		2,109			2,104			2,123			2,071			2,033	

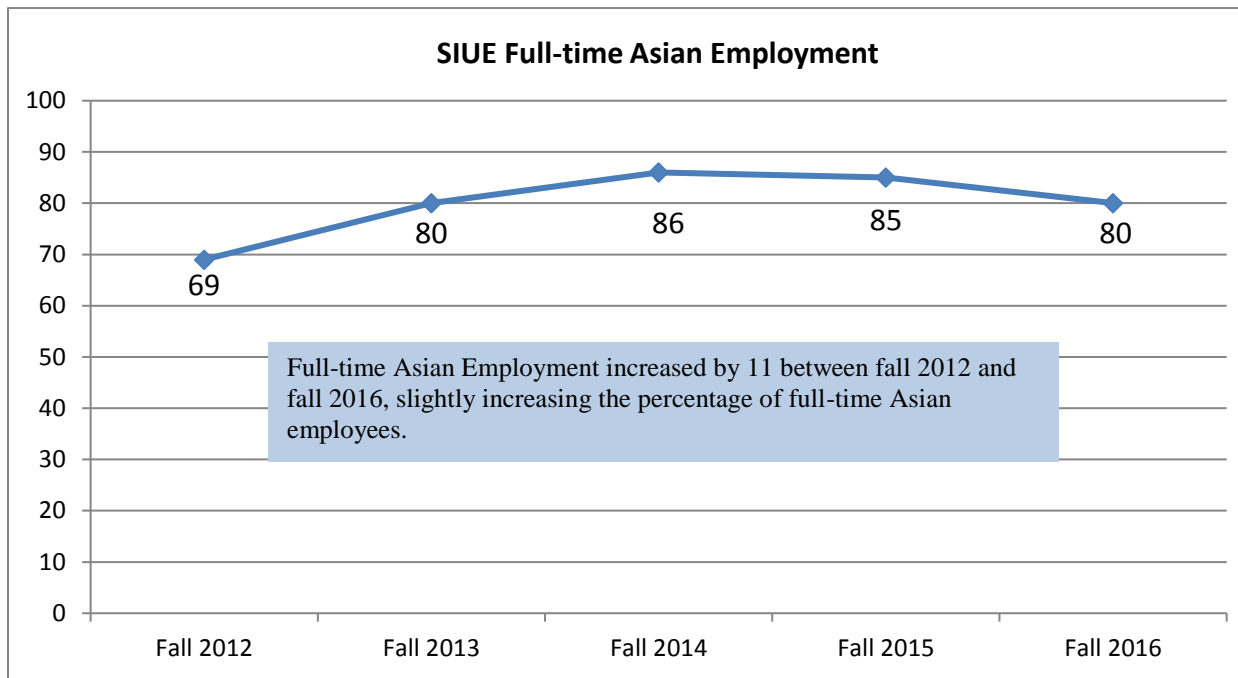
Source: IPEDS

Progress:

Over the past five years the number of Hispanic/Latino employees has increased slightly. The University has partnered with the St. Louis Hispanic Chamber of Commerce to raise the profile of the University within the community. The University recently participated in the organization’s job fair held in St. Louis and is posting all open positions on their website.

Challenges:

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



Asian American Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2014 Minority</i>	<i>Fall 2014 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2015 Minority</i>	<i>Fall 2015 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2016 Minority</i>	<i>Fall 2016 Total</i>	<i>% to Full-time Employment</i>
<i>Instructional, Research and Public Service Staff</i>	50	631	7.9%	60	626	9.6%	61	623	9.8%	63	605	10.4%	59	594	9.9%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	6	296	2.0%	6	299	2.0%	9	311	2.9%	8	295	2.7%	7	286	2.4%
<i>Management</i>	3	104	2.9%	2	106	1.9%	3	109	2.8%	2	97	2.1%	2	87	2.3%
<i>Business and Financial Operations</i>	0	98	0.0%	0	99	0.0%	1	108	0.9%	1	111	0.9%	2	108	1.9%
<i>Computer, Engineering, and Science</i>	5	123	4.1%	7	125	5.6%	7	128	5.5%	6	136	4.4%	4	127	3.1%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	0	102	0.0%	0	90	0.0%	0	92	0.0%	0	94	0.0%	0	106	0.0%
<i>Healthcare Practice and Technical</i>	0	15	0.0%	0	13	0.0%	0	18	0.0%	0	18	0.0%	0	17	0.0%
<i>Service Occupations</i>	3	287	1.0%	3	292	1.0%	2	290	0.7%	2	289	0.7%	3	292	1.0%
<i>Sales and Related Occupations</i>	0	13	0.0%	0	13	0.0%	0	12	0.0%	0	14	0.0%	0	14	0.0%
<i>Office and Administrative Support</i>	2	361	0.6%	2	360	0.6%	3	352	0.9%	3	331	0.9%	3	321	0.9%
<i>Natural Resources, Construction and Maintenance</i>	0	53	0.0%	0	56	0.0%	0	56	0.0%	0	56	0.0%	0	58	0.0%
<i>Production, Transportation, and Material Moving</i>	0	26	0.0%	0	25	0.0%	0	24	0.0%	0	25	0.0%	0	23	0.0%
Total Asian American	69		3.3%	80		3.8%	86		4.1%	85		4.1%	80		3.9%
Total Employment		2,109			2,104			2,123			2,071			2,033	

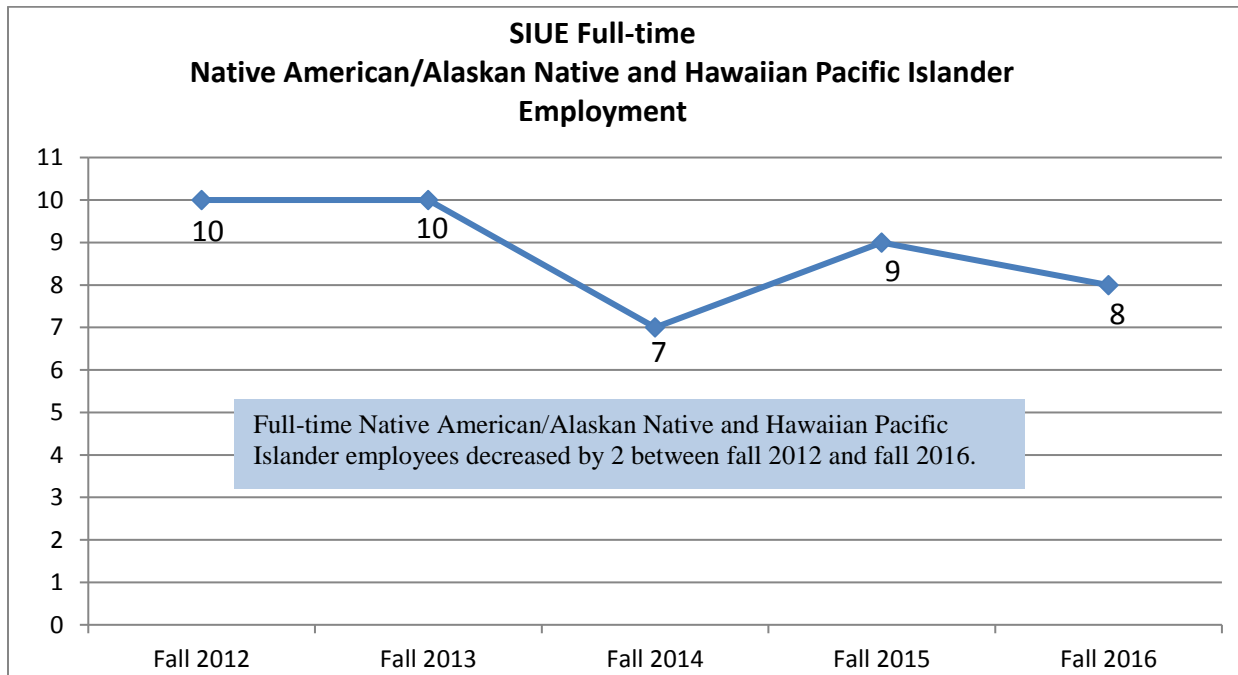
Source: IPEDS

Progress:

Over the last five years Asian Americans in the Instructional/Research job group have increased from 8 to 10 percent of the total group. Asian Americans account for 10% of full-time instructional faculty.

Challenges:

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



Native American/Alaskan Native and Hawaiian Pacific Islander Employment

	Fall 2012 Minority	Fall 2012 Total	% to Full-time Employment	Fall 2013 Minority	Fall 2013 Total	% to Full-time Employment	Fall 2014 Minority	Fall 2014 Total	% to Full-time Employment	Fall 2015 Minority	Fall 2015 Total	% to Full-time Employment	Fall 2016 Minority	Fall 2016 Total	% to Full-time Employment
<i>Instructional, Research and Public Service Staff</i>	2	631	0.3%	2	626	0.3%	1	623	0.2%	2	605	0.3%	2	594	0.3%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	2	296	0.7%	2	299	0.7%	2	311	0.6%	1	295	0.3%	1	286	0.3%
<i>Management</i>	0	104	0.0%	0	106	0.0%	0	109	0.0%	0	97	0.0%	0	87	0.0%
<i>Business and Financial Operations</i>	0	98	0.0%	0	99	0.0%	0	108	0.0%	0	111	0.0%	0	108	0.0%
<i>Computer, Engineering, and Science</i>	1	123	0.8%	1	125	0.8%	1	128	0.8%	1	136	0.7%	1	127	0.8%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	0	102	0.0%	0	90	0.0%	0	92	0.0%	0	94	0.0%	0	106	0.0%
<i>Healthcare Practice and Technical</i>	0	15	0.0%	0	13	0.0%	0	18	0.0%	0	18	0.0%	0	17	0.0%
<i>Service Occupations</i>	2	287	0.7%	2	292	0.7%	2	290	0.7%	2	289	0.7%	2	292	0.7%
<i>Sales and Related Occupations</i>	0	13	0.0%	0	13	0.0%	0	12	0.0%	0	14	0.0%	0	14	0.0%
<i>Office and Administrative Support</i>	3	361	0.8%	3	360	0.8%	1	352	0.3%	3	331	0.9%	2	321	0.6%
<i>Natural Resources, Construction and Maintenance</i>	0	53	0.0%	0	56	0.0%	0	56	0.0%	0	56	0.0%	0	58	0.0%
<i>Production, Transportation, and Material Moving</i>	0	26	0.0%	0	25	0.0%	0	24	0.0%	0	25	0.0%	0	23	0.0%
Total Native American/Alaskan Native and Hawaiian Pacific Islander Employment	10		0.5%	10		0.5%	7		0.3%	9		0.4%	8		0.4%
Total Employment		2,109			2,104			2,123			2,071			2,033	

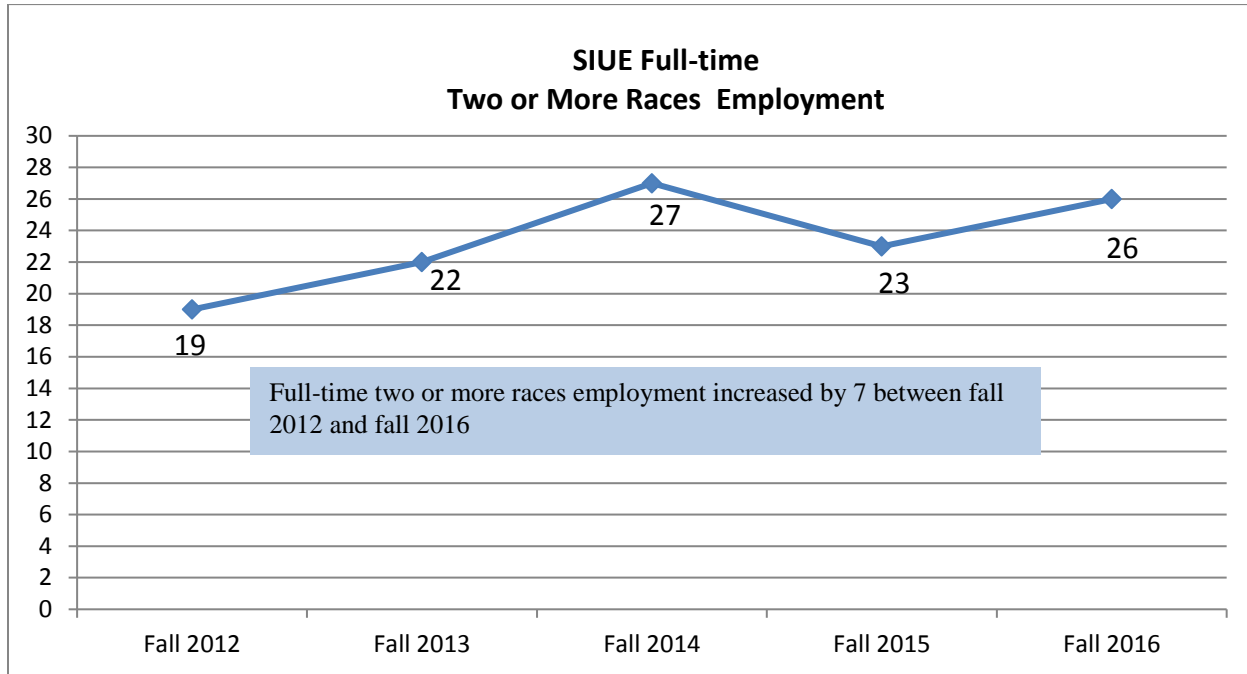
Source: IPEDS

Progress:

There has been no progress in this area.

Challenges:

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



Two or More Races Employment

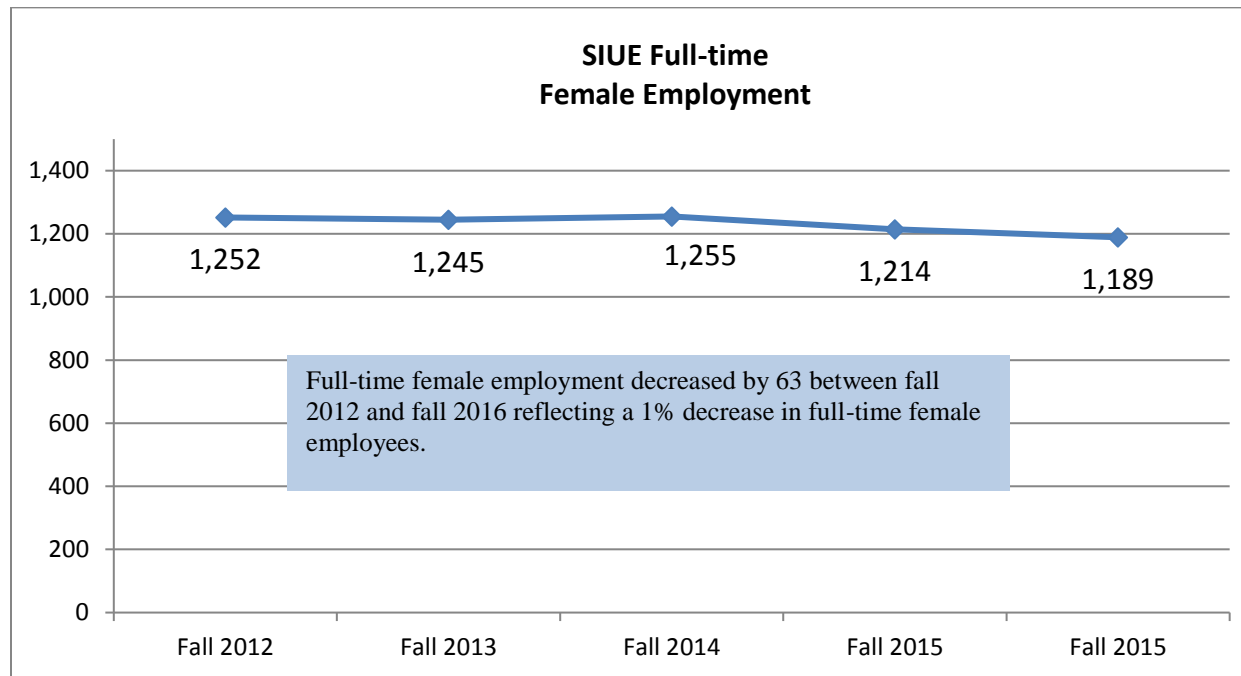
	Fall 2012 Minority	Fall 2012 Total	Fall 2012 % to Full-time Employment	Fall 2013 Minority	Fall 2013 Total	Fall 2013 % to Full-time Employment	Fall 2014 Minority	Fall 2014 Total	Fall 2014 % to Full-time Employment	Fall 2015 Minority	Fall 2015 Total	Fall 2015 % to Full-time Employment	Fall 2016 Minority	Fall 2016 Total	Fall 2016 % to Full-time Employment
<i>Instructional, Research and Public Service Staff</i>	6	631	1.0%	5	626	0.8%	5	623	0.8%	7	605	1.2%	7	594	1.2%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	3	296	1.0%	4	299	1.3%	5	311	1.6%	4	295	1.4%	5	286	1.7%
<i>Management</i>	0	104	0.0%	0	106	0.0%	0	109	0.0%	0	97	0.0%	0	87	0.0%
<i>Business and Financial Operations</i>	1	98	1.0%	1	99	1.0%	3	108	2.8%	2	111	1.8%	2	108	1.9%
<i>Computer, Engineering, and Science</i>	2	123	1.6%	3	125	2.4%	3	128	2.3%	1	136	0.7%	1	127	0.8%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	1	102	1.0%	2	90	2.2%	3	92	3.3%	2	94	2.1%	3	106	2.8%
<i>Healthcare Practice and Technical</i>	0	15	0.0%	0	13	0.0%	0	18	0.0%	0	18	0.0%	0	17	0.0%
<i>Service Occupations</i>	3	287	1.0%	4	292	1.4%	5	290	1.7%	4	289	1.4%	5	292	1.7%
<i>Sales and Related Occupations</i>	0	13	0.0%	0	13	0.0%	2	12	16.7%	0	14	0.0%	0	14	0.0%
<i>Office and Administrative Support</i>	1	361	0.3%	2	360	0.6%	1	352	0.3%	2	331	0.6%	2	321	0.6%
<i>Natural Resources, Construction and Maintenance</i>	2	53	3.8%	1	56	1.8%	0	56	0.0%	1	56	1.8%	1	58	1.7%
<i>Production, Transportation, and Material Moving</i>	0	26	0.0%	0	25	0.0%	0	24	0.0%	0	25	0.0%	0	23	0.0%
Total Two or More Races	19		0.9%	22		1.0%	27		1.3%	23		1.1%	26		1.3%
Total Employment Source: IPEDS		2,109			2,104			2,123			2,071			2,033	

Progress:

There has been no progress in this area.

Challenges:

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



Female Employment

	<i>Fall 2012 Minority</i>	<i>Fall 2012 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2013 Minority</i>	<i>Fall 2013 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2014 Minority</i>	<i>Fall 2014 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2015 Minority</i>	<i>Fall 2015 Total</i>	<i>% to Full-time Employment</i>	<i>Fall 2016 Minority</i>	<i>Fall 2016 Total</i>	<i>% to Full-time Employment</i>
<i>Instructional, Research and Public Service Staff</i>	312	631	49.4%	307	626	49.0%	307	623	49.3%	297	605	49.1%	288	594	48.5%
<i>Librarians/Library Tech/Arch and Cur, and Museum Tech/Student and Academic Affairs and Other Ed Services</i>	235	296	79.4%	244	299	81.6%	252	311	81.0%	241	295	81.7%	232	286	81.1%
<i>Management</i>	46	104	44.2%	45	106	42.5%	45	109	41.3%	39	97	40.2%	31	87	35.6%
<i>Business and Financial Operations</i>	71	98	72.4%	70	99	70.7%	75	108	69.4%	80	111	72.1%	78	108	72.2%
<i>Computer, Engineering, and Science</i>	42	123	34.1%	42	125	33.6%	43	128	33.6%	46	136	33.8%	44	127	34.6%
<i>Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media</i>	68	102	66.7%	57	90	63.3%	56	92	60.9%	54	94	57.4%	64	106	60.4%
<i>Healthcare Practice and Technical</i>	12	15	80.0%	10	13	76.9%	14	18	77.8%	14	18	77.8%	13	17	76.5%
<i>Service Occupations</i>	114	287	39.7%	123	292	42.1%	123	290	42.4%	118	289	40.8%	121	292	41.4%
<i>Sales and Related Occupations</i>	13	13	100.0%	13	13	100.0%	12	12	100.0%	14	14	100.0%	14	14	100.0%
<i>Office and Administrative Support</i>	337	361	93.4%	332	360	92.2%	325	352	92.3%	308	331	93.1%	301	321	93.8%
<i>Natural Resources, Construction and Maintenance</i>	2	53	3.8%	2	56	3.6%	3	56	5.4%	3	56	5.4%	3	58	5.2%
<i>Production, Transportation, and Material Moving</i>	0	26	0.0%	0	25	0.0%	0	24	0.0%	0	25	0.0%	0	23	0.0%
Total Female	1,252		59.4%	1,245		59.2%	1,255		59.1%	1,214		58.6%	1,189		58.5%
Total Employment		2,109			2,104			2,123			2,071			2,033	

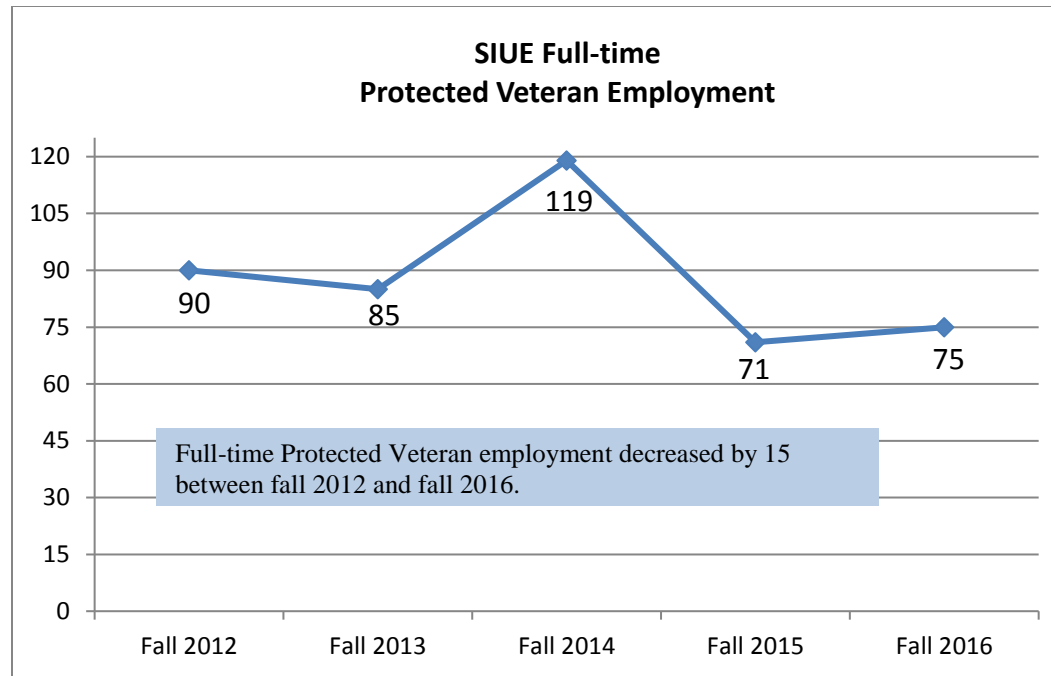
Source: IPEDS

Progress:

Overall female employment is nearly 60% of the workforce and nearly half of full-time instructional faculty. Women continue to hold key positions University-wide, including Vice Chancellor for University Advancement, SIUE Foundation; Provost and Vice Chancellor for Academic Affairs; Associate Chancellor for Institutional Diversity and Inclusion; Dean, School of Nursing; Dean, Library and Information Services; Associate Vice Chancellor for Student Affairs; Assistant Provost for Academic Effectiveness and Innovation; Director, International Affairs; Director, Human Resources; Assistant Dean, School of Pharmacy, Associate Director, Facilities Management, Director, Health Services; Director, Student Involvement; and Registrar.

Challenges:

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



Protected Veteran Employment

	<i>Fall 2012</i>	<i>Fall 2013</i>	<i>Fall 2014</i>	<i>Fall 2015</i>	<i>Fall 2016</i>
<i>Executive/Senior Officials and Managers</i>	4	3	3	1	1
<i>Professionals</i>	14	13	35	11	12
<i>Technicians</i>	7	7	10	7	7
<i>Admin Support Workers</i>	12	12	17	6	8
<i>Craft Workers</i>	10	10	10	9	9
<i>Service Workers</i>	43	40	44	37	38
<i>Total Protected Veteran Employment</i>	90	85	119	71	75

Data from Vets-100 reports

Progress:

Human Resources has worked with local veteran employment groups to build an employment referral network. Additionally, all job openings are posted to two new websites that target veterans. The entire workforce was surveyed to update their self-identification in 2014-2015.

Challenges:

Over the past five years, employment held steady until fall 2014, when there was a marked increase, and then fall 2015, when there was a marked decrease. During fall 2014, the federal government required changes to categorization of veterans that impacted how a number of employees are now counted, resulting in the decrease in fall 2015. As relationships are developed with local veteran employment services, the effectiveness of the resources need to be evaluated to determine if strong applicants are being referred for employment. The limited hiring that has been ongoing increases the difficulty of such a review.

	Non-Resident Alien			Black Non Hispanic			Hispanic			White Non-Hispanic			American Indian/Alaskan Native			Asian			Hawaiian/Pacific Islander			2 or More Races			Unknown			Total		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Faculty, Tenure % to Total	0 0.0%	0 0.0%	0 0.0%	11 6.0%	3 2.2%	14 4.4%	7 3.8%	3 2.2%	10 3.1%	141 77.0%	112 83.0%	253 79.6%	0 0.0%	0 0.0%	0 0.0%	24 13.1%	14 10.4%	38 11.9%	0 0.0%	1 0.7%	1 0.3%	0 0.0%	2 1.5%	2 0.6%	0 0.0%	0 0.0%	0 0.0%	183 100.0%	135 100.0%	318 100.0%
Faculty, Tenure Track % to Total	11 18.0%	2 3.7%	13 11.3%	2 3.3%	8 14.8%	10 8.7%	1 1.6%	5 9.3%	6 5.2%	39 63.9%	30 55.6%	69 60.0%	0 0.0%	0 0.0%	0 0.0%	8 13.1%	8 14.8%	16 13.9%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.9%	1 0.9%	0 0.0%	0 0.0%	0 0.0%	61 100.0%	54 100.0%	115 100.0%
Faculty, Non-Tenure % to Total	0 0.0%	0 0.0%	0 0.0%	2 3.2%	12 12.1%	14 8.7%	1 1.6%	1 1.0%	2 1.2%	52 83.9%	83 83.8%	135 83.9%	1 1.6%	0 0.0%	1 0.6%	3 4.8%	2 2.0%	5 3.1%	0 0.0%	0 0.0%	0 0.0%	3 4.8%	1 1.0%	4 2.5%	0 0.0%	0 0.0%	0 0.0%	62 100.0%	99 100.0%	161 100.0%
Combined Tenure and Tenure Track Full Time, Part Time, Total	11	2	13	13	11	24	8	8	16	180	142	322	0	0	0	32	22	54	0	1	1	0	3	3	0	0	0	244	189	433
Full Time	11	2	13	15	23	38	9	9	18	232	225	457	1	0	1	35	24	59	0	1	1	3	4	7	0	0	0	306	288	594
Part Time	0	0	0	6	3	9	0	4	4	124	120	244	0	0	0	4	4	8	1	1	2	0	1	1	0	0	0	135	133	268
Total	11	2	13	21	26	47	9	13	22	356	345	701	1	0	1	39	28	67	1	2	3	3	5	8	0	0	0	441	421	862
% to Total	2.5%	0.5%	1.5%	4.8%	6.2%	5.5%	2.0%	3.1%	2.6%	80.7%	81.9%	81.3%	0.2%	0.0%	0.1%	8.8%	6.7%	7.8%	0.2%	0.5%	0.3%	0.7%	1.2%	0.9%	0.0%	0.0%	0.0%	100.00%	100.00%	100.0%

Source: SUE IPEDS Fall Staff Survey

Southern Illinois University School of Medicine

– GOAL AND MISSION –

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

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

– INSTITUTIONAL PROFILE –

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

Using existing University and community resources in Carbondale, Springfield, and throughout the region and state, the School continues to grow and mature in its mission. Affiliation agreements signed between the School and Memorial Medical Center and St. John's Hospital provided the valuable physical base for the clinical and residency/fellowship programs in Springfield during the early years of the School's development. Currently facilities supporting the School's programs include University-owned and leased structures; the previously mentioned affiliated community hospitals in Springfield as well as affiliated hospitals in Carbondale, Decatur, and Quincy, and a number of additional outreach sites. Additionally, over 800 Illinois physicians, most from central and southern Illinois, serve as volunteer or part-time medical school faculty.

The School has an excellent record in the training of caring, competent physicians, and developing new models for rural health care delivery, particularly in medically underserved areas of the State. The School is internationally recognized for its innovative teaching and student assessment techniques,

including a competency-based curriculum, the development and use of simulated patients and problem-based learning in medical education, and coursework in medical humanities and doctoring. Survey results document that SIU School of Medicine students' satisfaction with their education is among the highest in the nation. SIU School of Medicine also ranks among the top medical schools in the country for its "social mission", the School's success in graduating physicians practicing in primary care or medically underserved areas as well as success in training physicians from diverse backgrounds.

As members of the School's physician group medical practice, SIU HealthCare, the nearly 300 full-time physicians who are affiliated with the School offer a full range of primary and tertiary care services reflecting a broad variety of specialized diagnostic and treatment services, many of which are not available elsewhere in central and southern Illinois. In addition, SIU HealthCare has a group of over 70 Physician Assistants and Certified Nurse Practitioners that also provide care to SIU School of Medicine patients. As a result, SIU HealthCare provides a rich environment for the training of students, clinical residents and fellows. SIU HealthCare annually delivers clinical services to over 116,000 patients through 553,000 total patient visits. More than 367,000 patient visits are made annually to SIU providers in the SIU Clinic sites; the rest are patient visits/encounters served by SIU physicians in community hospitals.

The quality of health care provided by the School, or any other academic medical center, cannot continue without an investment in medical research. The School's research effort is providing the engine for continued growth in biomedical-related economic development and technology transfer activities as well as clinical care. The faculty has approximately 65 externally-funded research projects underway in 36 laboratories located on the Springfield and Carbondale campuses.

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

SIU School of Medicine is accredited by the Liaison Committee on Medical Education (LCME). In June 2015, the School received notification that it received full unconditional accreditation of its undergraduate medical education program (leading to the M.D. degree) for an additional eight years; this is the highest number of years for which a medical school can be accredited. The School's Graduate Medical Education program (i.e. clinical residencies and fellowships) is accredited by the Accreditation Council for Graduate Medical Education (ACGME); the most recent reaccreditation by ACGME was in 2012. The medical school's continuing medical education program is accredited by the Accreditation Council for Continuing Medical Education (ACCME), with reaccreditation being granted most recently in 2017. Both ACGME and ACCME accreditations were for their maximum allowed periods when they were renewed by the accrediting agencies. In sum, the SIU School of Medicine is fully accredited for medical education programs.

– ACCOMPLISHMENTS –

- The diversity of medical student populations grew from 20.3% minority in the 2004/2005 to 22.0% for all classes in the 2016/2017 student body.
- An Office of Equity, Diversity, and Inclusion was established at the School of Medicine. An Associate Dean of Equity, Diversity, and Inclusion was appointed in 2016/2017.
- Ongoing outreach and educational programs cultivate an inclusive environment at SIU School of Medicine. Targeted training on Implicit Bias and Cultural Competency have been implemented. Quarterly educational programs allow students, residents, faculty, staff and the general community to gain information to enhance cultural competency.

– A FOCUS ON RETENTION AND COMPLETION –

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

The SIUSOM’s success at retaining students through to completion of educational programs is impressive and on par with outcomes in the U.S. medical education industry as a whole. The most recent analysis of retention and completion rates for medical schools in the United States was done in April 2007 by the Association of American Medical Colleges (AAMC) in its *Analysis in Brief*, Volume 7, Number 2. The analysis revealed a “96 percent 10-year completion rate for medical school students.” The 10-year completion rate for the SIUSOM is 97 percent. Looking more specifically at underrepresented groups and their completion rates at the SIUSOM, again focusing on 10-year completion rates, the national numbers for African-Americans and Hispanics are 89 percent and 94 percent, respectively (AAMC *Analysis in Brief*). At the SIUSOM, retention rates are 90 percent and 100 percent, respectively for those two groups. These two racial groups comprise 15 percent of SIUSOM medical student body.

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

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

While academic issues are most often the final pathway for students who must leave School, various social, economic, medical, and/or psychological factors may influence that result. Therefore, a holistic approach is utilized when supporting such students. A multidisciplinary team assesses and assists in implementing remediation strategies. The School's departments of Medical Education and Student Affairs usually lead the way in circumstances where a medical student is in jeopardy. The School's Student Progress Committee serves as a monitoring body to ensure each medical student's adherence to established standards of academic conduct. The office of Diversity provides additional support where needed. In 2013 SIUSOM hired an Academic Skills Coach to meet regularly and separately with students who have displayed some deficit in academic performance or progress. The thinking is to identify students at risk, mentor and nurture them early, and consistently to allow them to succeed academically.

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

– ACADEMIC ENVIRONMENT –

The School graduated its 2,817th medical student during the May 2017 commencement. Of the graduates who have completed their clinical residencies and are currently practicing physicians, 42% are practicing in Illinois and another 20% are practicing in the contiguous states of Wisconsin, Iowa, Missouri, Kentucky, and Indiana. Of those practicing in Illinois, 19% are located in rural locations.

In the 2016-2017 admissions cycle, the School received 1,274 applications. Of the 72 incoming students who accepted invitations to enroll in the class, 9 (12.5%) were minority students as well as underrepresented minority students. SIU School of Medicine's female enrollment is 42.3%, which is a bit lower than the national average of 47% females.

OVERVIEW OF ACCOMPLISHMENTS

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

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

Class	% from towns of 25,000 or less	Males	Females	Mean age	Age range
2016	54%	37	35	22.7	20-30
2017	54%	39	32	22.5	20-29
2018	61%	44	25	22.3	20-36
2019	56%	44	28	22.0	20-30
2020	56%	41	30	22.0	20-30

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

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

Census data – 2010 U.S.

Description	Black Non-Hisp.	Hispanic	White Non-Hisp.	Am. Indian Alaskan Nat.	Asian/Pacific Islander	Two or More Races	Total Minority
Census Data	7.8%	3.0%	87.6%	0.0%	1.6%	0.0%	12.4%
New Enrollees	11.2%	0%	77.8%	0.0%	12.7%	0.0%	23.9%
Total 2016/17 Enrollment	10.4 %	0%	77.2%	0.0%	11.7%	2.6%	24.7%

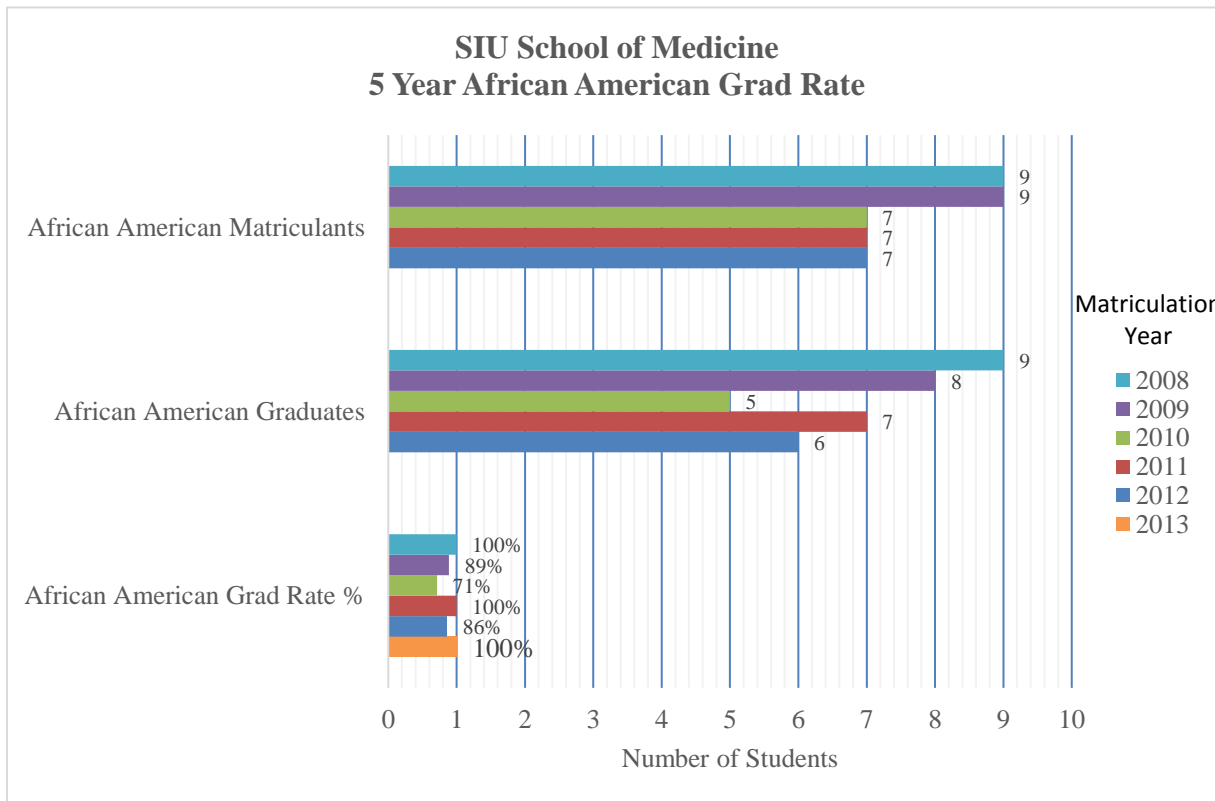
Population census data estimate for 86 central and southern Illinois counties served by the School of Medicine.

New enrollees – 2015 *new* enrollees/matriculates to SIU School of Medicine

Total 2015/16 enrollment – Fall 2014 enrollment for all four Medical School classes (MSI-MSIV)

It is noted that the population estimates prepared by the U.S. Census Bureau (2010) indicate that the total racial minorities for central/southern Illinois counties served by the SIU School of Medicine is 12.4%. The medical school’s minority enrollment is 21.4%. The School continues to meet its goal of reflecting a diverse mix of students who will mirror the minority population for the counties it serves.

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



In 2016/2017 6 African American students matriculated and 6 students graduated.

Students with Disabilities

The SIU School of Medicine does not discriminate against any current or potential student on the basis of physical or mental disability. Students with disabilities may request to self-identify with the School. All students self-identifying as having a disability will have reasonable accommodations made available to them.

Since self-identifying is strictly voluntary, the actual number of students with disabilities attending the School could potentially be higher than what has been reported below.

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

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

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

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

REPORT ON FACULTY

For the calendar year January 1 through December 31, 2016, there were twenty-eight (28) new faculty members recruited to the School of Medicine.

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

Description	Black Non-Hisp.	Hispanic	White Non-Hisp.	Am. Indian Alaskan Nat.	Asian/Pacific Islander	Two or More Races	Total Minority
Census Data	7.8%	3.0%	87.6%	0.0%	1.6%	0.0%	12.4%
New Faculty	3.2%	3.2%	54.8%	0.0%	38.7%	0.0%	45.1%
Total Faculty	3.0%	3.7%	66.9%	0.0%	25.7%	0.7%	33.1%

Census data – 2010 U.S. Population census data estimate for 86 central and southern Illinois counties served by the School of Medicine

New faculty – *new* tenure and alternate track faculty hired from January 1-December 31, 2016

Total faculty – tenure and alternate faculty on staff as of December 31, 2016

Of the total faculty population in 2016, 44.6% were females on the tenure and alternate track, and 45.2% of the new faculty hires were female.

The School’s faculty shows a steady growth in overall minority representation from 17.7% in 2004, to 23.5% in 2009, to 45.1% of the new hires in 2016.

REPORT ON STAFF

Principal Administrative Appointment Staff

A total of thirty-two (32) new Principal Administrative appointment staff were hired this past year. It should be noted that Principal Administrative appointments also include those for researcher positions at the School. Of the thirty-two (32) new Principal Administrative Appointment staff hired, nine (9) were researchers.

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

Description	Black Non-Hisp.	Hispanic	White Non-Hisp.	Am. Indian Alaskan Nat.	Asian/Pacific Islander	Two or More Races	Total Minority
Census Data	7.8%	3.0%	87.6%	0.0%	1.6%	0.0%	12.4%
New PAA	9.4%	6.3%	68.8%	0.0%	12.5%	3.1%	31.3%
Total PAA	2.4%	1.2%	89.2%	1.0%	6.4%	0.8%	10.8%

Census data – 2010 U.S. Population census data estimate for 86 central and southern Illinois counties served by the School of Medicine

New PAA – *new* Principal Administrative Appointment staff hired from January 1-December 31, 2016

Total PAA – Principal Administrative Appointments on staff as of December 31, 2016

Once again, the commitment to mirroring the diverse population for the area served has been a focus. In the last ten years, the total PAA minority population has grown over 2%, from 8.6% to 10.8%.

Civil Service Staff

A total of one hundred and eighty three (183) Civil Service employees were hired this past year.

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

Description	Black Non-Hisp.	Hispanic	White Non-Hisp.	Am. Indian Alaskan Nat.	Asian/Pacific Islander	Two or More Races	Total Minority
Census Data	7.8%	3.0%	87.6%	0.0%	1.6%	0.0%	12.4%
New CS Staff	9.8%	2.2%	83.6%	0.005%	0.005%	3.3%	16.4%
Total CS Staff	5.5%	0.84%	90.8%	0.28%	0.47	2.1%	9.2%

Census data – 2010 U.S. Population census data estimate for 86 central and southern Illinois counties served by the School of Medicine

New CS staff – *new* Civil Service staff hired from January 1-December 31, 2016

Total CS staff – Civil Service staff as of December 31, 2016

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

SUMMARY

A consistent and measured approach has been applied to improving the diversity of the SIU School of Medicine population over the past decade. The results of the steady effort and focus on this area are shown in this report. While SIUSOM is pleased with progress, the medical school recognizes that the continuation of efforts are a must to assure goals are continued to be met in reflecting the region's socio-economic, ethnic and cultural diversity.



Southern Illinois University School of Medicine
Fall 16 Faculty by Race and Ethnicity

	Non-Resident Alien			Black Non Hispanic			Hispanic			White Non-Hispanic			American Indian/Alaskan Native			Asian			Hawaiian/Pacific Islander			2 or More Races			Unknown			Total					
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total			
Faculty, Tenure	0	0	0	1	0	1	3	0	3	32	16	48	0	0	0	8	4	12	0	0	0	0	0	0	0	0	0	0	0	0	44	20	64
% to Total	0.0%	0.0%	0.0%	2.3%	0.0%	1.6%	6.8%	0.0%	4.7%	72.7%	80.0%	75.0%	0.0%	0.0%	0.0%	18.2%	20.0%	18.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%			
Faculty, Tenure Track	1	0	1	0	0	0	0	2	2	17	15	32	0	0	0	10	2	12	0	0	0	0	0	0	0	0	0	0	0	0	28	19	47
% to Total	3.6%	0.0%	2.1%	0.0%	0.0%	0.0%	0.0%	10.5%	4.3%	60.7%	78.9%	68.1%	0.0%	0.0%	0.0%	35.7%	10.5%	25.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%			
Faculty, Non-Tenure	0	0	0	5	6	11	2	4	6	75	69	144	0	0	0	32	21	53	0	1	1	0	1	1	0	1	1	0	0	0	114	102	216
% to Total	0.0%	0.0%	0.0%	4.4%	5.9%	5.1%	1.8%	3.9%	2.8%	65.8%	67.6%	66.7%	0.0%	0.0%	0.0%	28.1%	20.6%	24.5%	0.0%	1.0%	0.5%	0.0%	1.0%	0.5%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%			
Combined Tenure and Tenure Track	1	0	1	1	0	1	3	2	5	49	31	80	0	0	0	18	6	24	0	0	0	0	0	0	0	0	0	0	0	0	72	39	111
Full Time, Part Time, Total	1	0	1	6	6	12	5	6	11	124	100	224	0	0	0	50	27	77	0	1	1	0	1	1	0	1	1	0	0	0	186	141	327
Full Time	0	0	0	0	1	1	0	1	1	14	17	31	0	0	0	4	1	5	0	0	0	0	1	1	0	1	1	0	0	0	18	21	39
Part Time	1	0	1	6	7	13	5	7	12	138	117	255	0	0	0	54	28	82	0	1	1	0	2	2	0	0	0	204	162	366			
% to Total	0.5%	0.0%	0.3%	2.9%	4.3%	3.6%	2.5%	4.3%	3.3%	67.6%	72.2%	69.7%	0.0%	0.0%	0.0%	26.5%	17.3%	22.4%	0.0%	0.6%	0.3%	0.0%	1.2%	0.5%	0.0%	0.0%	0.0%	100.00%	100.00%	100.0%			

Source: SIUC IPEDS Fall Staff Survey

Program Quality Assurance

July 1, 2017 – June 30, 2018



Southern Illinois University System

ONE SYSTEM | MANY LOCATIONS | STATEWIDE IMPACT

Submitted to the
Illinois Board of Higher Education
September 2018
by the
Office of Academic Affairs

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Introduction

For more than three decades, the Illinois Board of Higher Education (IBHE) has required all approved units of instruction, public service, and research offered by the public universities to be evaluated on a periodic basis. Specifically, the strategic plan for Illinois higher education, the *Illinois Public Agenda for College and Career Success*, suggests that universities ought to “strengthen accountability through national assessments with publicly reported results.”

Over time, the elements of evaluation have expanded from an initial list of indicators such as strengths, weaknesses, productivity and cost efficiency, to include assessment of student learning, stakeholder feedback, and continuous program improvement. For accredited programs, this review process has been in place long before the creation of the IBHE and involved on-site visits of representatives from the accrediting agency. For non-accredited programs, this became a new but important process intended to insure program quality and sustainability. This eight-year examination process has now evolved into a concept generally known as “program review.”

Program Review is a systematic way to assess the quality of the campus’ academic programs and determine ways to improve the quality of education, scholarship, and service. The purpose of program review is twofold: first, to assure that the faculty and administration provide high quality professional, graduate, and undergraduate programs for students; second, to identify corrective actions necessary to carry out the programs’ strategic plans.

While each campus uses differing processes to review the various programs throughout years 1 -7, the culminating product of all programs (due in that 8th year) is a self-study. The self-study document is part of the program review process that focuses on program performance, continuous program improvement, the identification of problems and solutions, and evidence of student-learning outcomes.

This *Program Quality Assurance Report* presents the results of the University’s most recent accreditation and program reviews. The *Report* includes:

- Lists of programs that are accredited by outside agencies along with their status.
- The results of non-accredited programs’ reviews and the identification of programs flagged for various issues.
- The schedule of reviews for all programs, whether or not they are accredited, through Academic Year 2027.

The IBHE compiles these reports from the state’s public universities and shares the results annually with the Illinois General Assembly.

W. Bradley Colwell
Vice President for Student and Academic Affairs

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
ACCREDITATIONS/AFFILIATIONS
2018-2019**

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
<u>INSTITUTIONAL ACCREDITATION</u>				
The Higher Learning Commission of the North Central Association of Colleges and Schools (HLC-NCA)	2010	Accredited	2019-20	Southern Illinois University Carbondale
<u>VICE CHANCELLOR FOR RESEARCH – GRADUATE SCHOOL</u>				
Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)	2016	Accredited	2020	Laboratory Animal Program
<u>VICE CHANCELLOR FOR ADMINISTRATION AND FINANCE</u>				
Accreditation Association for Ambulatory Health Care, Inc. (AAAHC)	2015	Accredited	2018	Student Health Center
American Psychological Association (APA), Committee on Accreditation	2011	Accredited	2018	Pre-Doctoral Internship Program in Professional Psychology, Counseling Center
Clinical Laboratory Improvement Amendments (CLIA)	2015	Certified	2019	Student Health Center Laboratory
Commission on Office Laboratory Accreditation (COLA)	2015	Accredited	2019	Student Health Center Laboratory
International Association of Counseling Services (IACS)	2012	Accredited not renewing	2018	Counseling Center
<u>VICE CHANCELLOR FOR STUDENT AFFAIRS</u>				
American Camp Association (ACA)	2016	Accredited	2018	Touch of Nature Environmental Center, Camp Little Giant
<u>COLLEGE OF AGRICULTURAL SCIENCES</u>				
Accreditation Commission for Programs in Hospitality Administration (ACPHA)	2010	Pending Action deferred To Winter 2018	2017	B.S. in Hospitality and Tourism Administration, specializations in Food Service Management, Lodging Management, Tourism Management, and Event Planning and Management
Accreditation Council for Education in Nutrition and Dietetics (ASCEND)	2015	Accredited	2020	B.S. in Human Nutrition and Dietetics, Didactic Program in Dietetics, and Dietetic Internship Program

Accrediting Agency/ Affiliation	Last Review Year	Status	Next Review Year	Accredited/Affiliated Program/Unit
Society of American Foresters (SAF)	2010	Accredited	2020	B.S. in Forestry, specializations in Forest Resources Management, Forest Recreation and Park Management, Urban Forest Management, and Forest Hydrology
<u>COLLEGE OF APPLIED SCIENCES AND ARTS</u>				
Aviation Accreditation Board International (AABI)	2015	Accredited	2019	A.A.S. in Aviation Flight (AABI Flight Education)
American Board of Funeral Service Education (ABFSE)	2018	Accredited	2025	B.S. in Mortuary Science and Funeral Service
Association of University Programs in Health Administration (AUPHA)	2015	Certified	2019	B.S. in Health Care Management
Commission on Accreditation in Physical Therapy Education (CAPTE)	2018	Accredited	2028	A.A.S. in Physical Therapist Assistant
Commission on Accreditation of Allied Health Education Programs (CAAHEP) and Joint Review Committee on Education in Diagnostic Medical Sonography (JRCDEMS)	2015	Accredited	2020	B.S. in Radiologic Sciences (Diagnostic Medical Sonography option)
Commission on Dental Accreditation (CODA) of the American Dental Association	2015	Accredited	2020	B.S. in Dental Hygiene
Council for Interior Design Accreditation (Formerly FIDER)	2017	Accredited	2023	B.S. in Interior Design
Federal Aviation Administration (U.S. Department of Transportation) Flight Standards District Office (FSDO)	2015 2012	Certified Certified	2019 Indef- intely	A.A.S. in Aviation Flight B.S. in Aviation Technologies (Airframe and Power Plant Certification)
International Fire Service Accreditation Congress (IFSAC)	2016	Accredited	2021	B.S. in Public Safety Management M.S. in Public Safety and Homeland Security Administration
Joint Review Committee on Education in Radiologic Technology (JRCERT)	2017	Accredited	2025	M.S. in Medical Dosimetry
	2012	Accredited	2020	B.S. in Radiologic Sciences, Radiation Therapy option
	2015	Initial Accreditation	2018	Magnetic Resonance Imaging Specialization;
	2015	Initial Accreditation	2018	A.A.S. Radiography Program
National Architectural Accrediting Board, Inc. (NAAB)	2010	Accredited	2021	Master of Architecture

Accrediting Agency/ <u>Affiliation</u>	Last Review <u>Year</u>	<u>Status</u>	Next Review <u>Year</u>	Accredited/Affiliated <u>Program/Unit</u>
National Association of Schools of Art and Design (NASAD)	2007	Good Standing	2017	B.S. in Interior Design
	2007	Good Standing	2017	B.S. in Fashion Design and Merchandising
National Automotive Technicians Education Foundation (NATEF)	2013	Certified	2018	B.S. in Automotive Technology
<u>COLLEGE OF BUSINESS</u>				
AACSB International - The Association to Advance Collegiate Schools of Business	2016	Accredited	2021	B.S. in Accounting, B.S. in Business and Administration, B.S. in Business Economics, B.S. in Finance, B.S. in Management, B.S. in Marketing, Master of Accountancy, MBA, Ph.D. in Business Administration
<u>COLLEGE OF EDUCATION AND HUMAN SERVICES</u>				
Association for Behavior Analysis International (ABAI)	2012	Accredited	2018	M.S. in Behavior Analysis and Therapy
Commission on Accreditation of Rehabilitation Facilities (CARF)	2017	Accredited	2020	Evaluation and Developmental Center
Council for Accreditation of Counseling and Related Educational Programs (CACREP)	2016	Accredited	2018	M.S.Ed. in Counselor Education, Community Counseling, School Counseling, Marital, Couple and Family Counseling programs, Ph.D. in Educational Psychology (Counselor Education)
Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA)	2017	Accredited	2025	B.S. in Communication Disorders and Sciences, M.S. in Speech-Language Pathology
Council on Education for Public Health (CEPH)	2016	Probation	2018	M.P.H. in Public Health
Council on Rehabilitation Education (CORE)	2010	Accredited	2018	M.S. in Rehabilitation Counseling
Council on Social Work Education (CSWE)	2010	Accredited	2018	B.S. in Social Work, Master of Social Work
Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA)	2017	Accredited	2019	M.S. in Rehabilitation Counseling
National Association of Schools of Art and Design (NASAD)	2007	Good Standing	2017	Art Education
Council for the Accreditation of Educator Preparation (CAEP)	2015	Accredited	2020	Teacher Education Program - Initial Programs

<u>Accrediting Agency/ Affiliation</u>	<u>Last Review Year</u>	<u>Status</u>	<u>Next Review Year</u>	<u>Accredited/Affiliated Program/Unit</u>
<u>COLLEGE OF ENGINEERING</u>				
Engineering Accreditation Commission of ABET	2015	Accredited	2021	B.S. in Engineering (Civil, Computer, Electrical, Mechanical, and Mining)
	2014	Accredited	2020	B.S. in Electrical Engineering Technology
Association of Technology, Management, and Applied Engineering (ATMEAE) (formerly NAIT)	2017	Accredited	2021	B.S. in Industrial Management and Applied Engineering
<u>SCHOOL OF LAW</u>				
Section of Legal Education and Admissions to the Bar, Office of the Consultant on Legal Education to the American Bar Association (ABA)	2018	Accredited	Indef.	Legal education leading to JD degree
Association of American Law Schools (AALS)	2014	Approved	2018	Legal education leading to JD degree
<u>COLLEGE OF LIBERAL ARTS</u>				
American Bar Association (ABA) Standing Committee on Paralegals	2018	Approved	2023	B.S. in Paralegal Studies <i>Recommended approval final decision due August 2018</i>
American Psychological Association (APA), Committee on Accreditation	2012	Accredited	2019	Ph.D. in Clinical Psychology
	2014	Accredited	2021	Ph.D. in Counseling Psychology
National Association of Schools of Art and Design (NASAD)	2007	Good Standing pending final action	2017	B.A., B.F.A., M.F.A. in Art; B.A., B.F.A. in Design; certificate in Art History
National Association of Schools of Music (NASM)	2011	Accredited	2020	B.A. in Music, B. Music, and Master of Music B.F.A. in Musical Theatre
National Association of Schools of Public Affairs and Administration, The Commission on Peer Review and Accreditation (NASPAA/COPRA)	2015	Accredited	2022	Master of Public Administration
National Association of Schools of Theatre (NAST) Commission of Accreditation	2012	Good Standing	2020	B.A. in Theatre, M.F.A. in Theatre, Ph.D. in Speech Communication (Theatre) B.F.A. in Musical Theater
Commission on English Language Program Accreditation (CEA)	2015	Accredited	2024	Center for English as a Second Language (CESL)

<u>Accrediting Agency/ Affiliation</u>	<u>Last Review Year</u>	<u>Status</u>	<u>Next Review Year</u>	<u>Accredited/Affiliated Program/Unit</u>
<u>COLLEGE OF MASS COMMUNICATION AND MEDIA ARTS</u>				
Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)	2014	Accredited	2020	B.S. in Journalism
National Association of Schools of Art and Design (NASAD)	2007	Good Standing	2017	B.A. in Cinema and Photography
	2007	Good Standing	2017	M.F.A. in Mass Communication and Media Arts
<u>SCHOOL OF MEDICINE</u>				
Liaison Committee on Medical Education (LCME) (Association of American Medical Colleges and American Medical Association [AMA])	2015	Accredited	2023	Undergraduate medical education (leading to M.D. degree)
Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC)	2015	Accredited	2018	Laboratory Animal Medicine
Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	2017	Accredited	2027	M.S. in Physician Assistant
<u>COLLEGE OF SCIENCE</u>				
American Chemical Society (ACS)	2015	Approved	Indef.	B.S. and B.A. in Chemistry and Biochemistry
Accreditation Board for Engineering and Technology (ABET)	2016	Accredited	2022	B.S. in Computer Science

Southern Illinois University Edwardsville

Accreditations/Affiliation

2017-2018

<u>Accrediting Agency/ Affiliation</u>	<u>Last Review Year</u>	<u>Status</u>	<u>Next Review Year</u>	<u>Accredited/Affiliated Program/Unit</u>
INSTITUTIONAL ACCREDITATION				
The Higher Learning Commission	2014	Accredited	2024-2025 (Next Assurance Review in 2018)	Undergraduate, graduate, and the doctoral programs in dental medicine and pharmacy
INSTITUTIONAL AFFILIATIONS				
The Council for Undergraduate Research		Institutional Membership	Renewable annually	
Network for Change and Continuous Innovation: Higher Education's Network for Change	2014	Institutional Membership	Renewable annually	
VICE CHANCELLOR FOR STUDENT AFFAIRS				
National Association for the Education of Young Children	2018	Accredited	2023	
PROVOST AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS				
<u>CENTER FOR INTERNATIONAL PROGRAMS</u>				
National Association of Foreign Student Affairs		Membership	Renewable annually	
<u>ENROLLMENT MANAGEMENT</u>				
American Association of Collegiate Records and Admissions Officers		Affiliation	N/A	
National Association for College Admission Counseling		Membership	Renewable annually	
Study Illinois International Education Consortium		Membership	Renewable annually	
<u>INSTITUTIONAL DIVERSITY AND INCLUSION</u>				
Diversifying Faculty in Illinois		Affiliation	N/A	
National Association of Diversity Officers in Higher Education		Membership	Renewable Annually	
Hispanic Association of Colleges and Universities		Membership	Renewable Annually	

COLLEGE OF ARTS AND SCIENCES

Accrediting Council on Education in Journalism and Mass Communications	2016	Accredited	2022-2023	Baccalaureate program in Mass Communications
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COLLEGE OF ARTS AND SCIENCES (continued)

American Art Therapy Association	2011	Accredited	2019	Master's program in Art Therapy
American Chemical Society	2014	Reapproved	2018-2019	Baccalaureate program in Chemistry
Council on Social Work Education	2013	Accredited	2019	Baccalaureate program in Social Work
Council on Social Work Education	2013	Accredited	2019	Master's program in Social Work
National Association of Schools of Music	2010	Accredited	2019	Baccalaureate and Master's programs in Music
National Association of Schools of Public Affairs and Administration	2012	Accredited	2019	Master's program in Public Administration
National Association of Schools of Theatre: Initial Accreditation	2012	Accredited	2021	All Baccalaureate programs in Theater
National Association of Schools of Art and Design	2014	Accredited	2021/2022	Undergraduate programs in Art History, Studio Art, Art Education, and Art and Design; Graduate Programs in Art Therapy Counseling and Studio Art

SCHOOL OF BUSINESS

Association to Advance Collegiate Schools of Business-International	2016	Accredited	2021	Baccalaureate and Master's programs in Business
Association to Advance Collegiate Schools of Business-International	2016	Accredited	2021	Bachelor of Science and Master of Science in Accountancy

SCHOOL OF DENTAL MEDICINE

American Dental Association Commission on Dental Accreditation	2012	Accredited	2018/19	Doctor of Dental Medicine (DMD) degree program
American Dental Association Commission on Dental Accreditation	2012	Accredited	2018/19	Advanced Education in General Dentistry (certificate program)

SCHOOL OF EDUCATION, HEALTH AND HUMAN BEHAVIOR

Council of Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association	2011	Accredited	2018	Graduate program in Speech Language Pathology
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SCHOOL OF EDUCATION, HEALTH AND HUMAN BEHAVIOR (continued)

Illinois State Board of Education	2007 for the unit/all programs receive annual review	Continued approval	2015 for programs / 2016 unit report due	All teacher education programs
National Association of School Psychologists	2014	Reapproved through 2019	2018-2019	Specialist degree in school psychology
National Council for Accreditation of Teacher Education	2014	Accredited	2020	All teacher education programs (baccalaureate, master's, specialist, and doctorate)
Council on Education for Public Health	2016-2017	Accredited	2022	Baccalaureate program in public health
Commission on Accreditation of Allied Health Education Programs / Committee on Accreditation for the Exercise Sciences	2014-2015	Initial Accreditation Sought	2019	Exercise Science (undergraduate) and Exercise Physiology (graduate)

SCHOOL OF ENGINEERING

Accreditation Board for Engineering and Technology	2014	Accredited	2020	Baccalaureate programs in civil engineering, computer engineering, electrical engineering, industrial engineering, manufacturing engineering, and mechanical engineering
Accreditation Board for Engineering and Technology: Computing Accreditation Commission	2014	Accredited	2020	Baccalaureate program in computer science
American Council for Construction Education	2012	Accredited	2018	Baccalaureate program in construction management

GRADUATE SCHOOL

Community of Science (COS)	Membership	Renewable annually
Council of Graduate Schools	Membership	Renewable annually
Federal Demonstration Partnership	Membership	Renewable annually

GRADUATE SCHOOL (Continued)

Illinois Association of Graduate Schools	Membership	Renewable annually
Midwest Association of Graduate Schools	Membership	Renewable annually
National Council of University Research Administrators	Membership	Renewable annually
Public Responsibility in Medicine and Research (PRIM'R)	Membership	Renewable annually

SCHOOL OF NURSING

Commission on Collegiate Nursing Education	2009	Accredited	2019	Baccalaureate and master's programs
Council on Accreditation of Nurse Anesthesia Educational Programs	2010	Accredited	2020	Nurse Anesthesia
Commission on Collegiate Nursing Education	2013	Accredited	2018	Doctor of Nursing Practice

SCHOOL OF PHARMACY

Accreditation Council for Pharmacy Education	2014	Accredited	2022-2023	Doctor of Pharmacy
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Notes:

SIUE completed its Quality Checkup for the Higher Learning Commission in 2014.

A final review as part of the reaffirmation process occurred in 2014-2015 with reaffirmation in 2015.

SIUE transitioned from AQIP to Open Pathways.

Although we anticipate a positive decision for Exercise Science, final approval is pending.

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Chemistry and Biochemistry (BA, BS, MS, PhD)
3. Date: May 10, 2018
4. Contact Person: Meera Komarraju, Interim Provost and Vice Chancellor for Academic Affairs
 - 4.1. Telephone: (618) 453-5744
 - 4.2. E-mail: provost@siu.edu
 - 4.3. Fax: (618) 453-1478
5. Major Findings and Recommendations

The review team was comprised of:

- Dr. Linda Peteanu, Carnegie Mellon University
- Dr. Daniel Strongin, Temple University
- Dr. James Garvey, SIUC Vice Chancellor Research
- Dr. Ken Anderson, SIUC Department of Geology

In consultation with the Office of the Associate Provost for Academic Programs, it was decided that the programs would be reviewed by two external reviewers (recommended by the program and ratified by the Faculty Senate) and two internal reviewers (assigned by the Graduate Council).

This review was conducted during the first academic year of campus reorganization efforts. In addition, the SIUC campus has faced a multi-year budget impasse, requiring the campus to spend reserves and borrow from the system. It is envisioned that the re-organization in combination with efforts to improve enrollment management, marketing, and the development of a more diverse portfolio of revenue streams will turn this crisis around.

5.1 Description and assessment of any major changes in the program:

Assessment at the undergraduate level is the responsibility of the Undergraduate Advisement and Curriculum committee and the Undergraduate Recruitment and Retention committee. The department uses criteria established by the American Chemical Society Committee for Professional Training (ACS CPT) that serves as the approval body for undergraduate chemistry degree programs. The undergraduate programs (BS and BA) are rigorously assessed based on four (4) Student Learning Outcomes (SLOs) that have been implemented resulting in overall improvement. The review team concluded that the department has done an excellent job incorporating changes in the ACS accreditation requirements as they occur. The team also commended the department for establishing an industrial advisory committee whose input has helped shape the program's SLOs. Through their yearly contributions to the annual assessment reports, the faculty are aware of the department SLOs and mission. An annual meeting of the TT and NTT faculty to assess the program goals and SLOs also contribute to the department meeting its mission. In addition to assessing the SLOs, the self-study indicated the department uses the following indicators in assessing their undergraduate program success:

1. Incoming chemistry major ACT (or SAT) scores.
2. Total number of chemistry majors.

3. Tracking of chemistry major individual course/course sequence outcomes.
4. Participation in UG research, internships, externships, and of fellowships.
5. Number of BS (with and without ACS Accreditation) and BA degrees awarded annually.
6. Overall and major GPAs of students at graduation.
7. Exit interviews and placement information.

The one indicator that was noted in the self-study was that the department instituted exit interviews with its undergraduate students beginning in 2017. Undergraduate graduation for the BS degree are provided with a slight upward trend from 11 in 2014 to 19 in 2016. Between 2004 and 2011 the department produced 110 BA and BS degrees from which 72 respondents indicated 69.3% placement in graduate programs or medical school. The self-study also reported an increase in UG research (no data provided) over the 65% participation in 2008.

Assessment of the graduate programs in the Department of Chemistry and Biochemistry is the responsibility of the Graduate Advisement and Curriculum committee and the Graduate Admissions and Recruitment committee. The graduate programs (MS and PhD) are assessed on five (5) SLOs that include coursework, publications, conference presentations, preparation of thesis/dissertation, oral presentation skills, and original research proposals. In addition to the SLOs, the department uses the following indicators for assessment of its graduate programs:

1. Total number of applications received or processed.
2. Incoming graduate student GRE scores.
3. Total number of graduate students in MS and PhD programs.
4. Number of MS and PhD degrees awarded annually and time-to-completion.
5. Exit interviews and placement information.

The self-study indicates constant enrollment in MS students and significant increase in PhD enrollment with an all-time high of 40 in 2017. No quantitative data was presented for the outcomes for the other indicators.

The review team concluded that the department ensures that the SLOs are being met and that the benchmarks and assessment tools are appropriate.

Since its last program review, the Department of Chemistry and Biochemistry has seen a reduction in T/TT faculty, CS and AP support staff. Despite the reductions in T/TT faculty and support staffing, the generation of credit hours has increased with little change in undergraduate and graduate enrollment. Change in ACS Approval requirements also occurred.

At the Associate Provost level, it is noted that the mission, goals and student learning outcomes of the programs have not followed established definitions. The assessment tools used are limited to pass rates in courses. This is not the level of assessment needed for continuous improvement of student learning. It is acknowledge that previous assessment plans and reports were accepted in the past by the APAP office without this feedback. The Office of the Associate Provost for Academic Programs will work with the department to develop a strategic and beneficial assessment plan that utilizes additional assessment tools to assure student learning and continuous improvement.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

The review team identified multiple opportunities for improvement listed below:

1. Increase in T/TT and NTT FTE.

2. Increase efforts in new student recruitment at both the undergraduate and graduate levels. The Dean concurred with this recommendation, and noted support for a strategic increase in the T/TT faculty.
3. Identify specific areas of research strength on which the department can develop a strategic hiring plan and “research brand” for marketing. The Dean concurred strongly with this recommendation, noting a need for the department to move into the 21st century and realize “traditional” programs may no longer be best-serving our students.
4. More strategic use of NTT hires.
5. Increased support staffing (including technicians). The Dean agreed that the support staffing, particularly in the front office, has been greatly reduced due to the pressures of budget reductions. He pointed out that all the departments in the college have been faced with similar reductions with the Chairs and faculty taking on additional workload.
6. The review committee recommends increased junior faculty mentoring through a mentorship committee. The 2009 departmental review recommended better junior faculty mentorship to which the department responded and improved its mentoring. However, I concur with the 2018 review team that additional mentoring through a mentorship committee may result in further improvement.
7. Increase graduate student stipends. The Dean agrees, noting that graduate student recruitment across campus could be improved by increasing stipends making our offers more competitive. However, the stipends are negotiated by the GAU contract and individual departments do not have the luxury of increasing the stipends for their graduate students.

The Dean concurs with the review team that the Department of Chemistry and Biochemistry has been able to meet its educational mission, hire excellent faculty, and be a leader in research productivity in the college and the university. The Dean also agrees that the department faces an uncertain future with the significant declines in faculty and support staff. It is paramount that the department identify strategic research strengths on which it can focus faculty hiring and research branding. This will likely lead to a renewal in graduate student applications/enrollment and a renaissance of the department. The Dean stressed that it is also imperative that the university provide discriminate funding to allow successful programs to be sustained or grow.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes:

The Department of Chemistry and Biochemistry has taken action on several recommendations made in the 2009 Departmental Review Report:

1. The department improved its junior faculty mentoring.
2. Increased student pass rates and retention in CHEM 200/210 through the implementation of the Structured Learning Workshops.
3. The department restructured its UG degree tracks to meet the new ACS approval requirements.
4. Decreased class sizes for lower division chemistry and science major courses.
5. Began undergraduate exit interviews in Spring 2017.

5.4 Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes:

The Department will be asked to work with the Office of the Associate Provost for Academic Programs to improve assessment and continuous improvement.

No further actions will be taken at this time. The campus is engaged in a significant reorganization plan, enhanced enrollment management, new marketing, and developing more diverse portfolio of revenue streams. The resulting strategic planning, new degree offerings, and restructured fiscal management will be part of the next review.

6. Outcome

6.1 Decision:

- Programs in Good Standing
- Programs flagged for Priority Review
- Programs Enrollment Suspended

6.2 Explanation

SIUC PROGRAM REVIEW SUMMARY

PROGRAM: BA/BS/MS/PhD Chemistry

ENROLLMENT – MAJOR HEADCOUNT	2012	2017
Baccalaureate	105	80
Master's	14	13
Doctoral	44	34
Comment		

Department or Program Number of Tenured/Tenure Track Faculty: 10

Department or Program Number of Term/Non-Tenure Track FT Faculty: 4.33

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate	9786	9438
Master's	252	225
Doctoral	917	562

DEGREES AWARDED	2012	2017
Baccalaureate	13	18
Master's	1	4
Doctoral	3	5

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate	147.86/92.21	107.52
Master's	424.25	575.81
Doctoral	443.20	300.88

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Civil Engineering (MS), Civil and Environmental Engineering (ME)
3. Date: May 10, 2018
4. Contact Person: Meera Komarraju, Interim Provost and Vice Chancellor for Academic Affairs
 - 4.1. Telephone: (618) 453-5744
 - 4.2. E-mail: provost@siu.edu
 - 4.3. Fax: (618) 453-1478
5. Major Findings and Recommendations

The review team was comprised of:

- Krishna Reddy, Professor, Department of Civil and Environmental Engineering, University of Illinois Chicago
- Gary Kinsel, Professor, Chemistry and Biochemistry, SIUC

In this review cycle, all of the graduate programs in engineering were slated for review (5 MS programs and 2 PhD programs). In consultation between the College of Engineering (COE) and the Office of the Associate Provost for Academic Programs, it was decided that each department would be reviewed by an external reviewer (recommended by the program and ratified by the Faculty Senate) and an internal reviewer (assigned by the Graduate Council).

This review was conducted during the first academic year of campus reorganization efforts. In addition, the SIUC campus has faced a multi-year budget impasse, requiring the campus to spend reserves and borrow from the system. It is envisioned that the re-organization in combination with efforts to improve enrollment management, marketing, and the development of a more diverse portfolio of revenue streams will turn this crisis around.

The reviews this year all point to the difficulties resulting from insufficient T/TT Faculty, NTT, and staff. Reorganization is designed to pool resources from the department to the school level, and promote the development of new programs and interdisciplinary research, which in turn will help with recruitment and retention of students, faculty, and staff. Deans have been asked to submit hiring plans to address the needs of all programs.

5.1 Description and assessment of any major changes in the program:

There has not been any major change in the description of Civil and Environmental Engineering (CEE) graduate programs since the last review.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

The review team provided the following recommendations:

Institutional

- The University administration should immediately approve a search to replace the recently departed, and highly successful, Environmental Engineering faculty line. A coherent plan for

maintaining sufficient faculty numbers across all CEE specializations should be developed so that student demand in course diversity and frequency can be addressed.

- The technical staff support needs of the department should be addressed through the hire of one full-time staff position.
- The University needs to review the equipment needs of the department and develop a plan to remove old/outdated equipment to be replaced with newer/more relevant equipment.
- University policies which are adversely impacting movement of courses to an online platform, which could be offered to students pursuing the non-thesis option, need to be resolved to facilitate this process. The coursework-only, non-thesis ME degree option is generally only viable in urban areas unless the coursework can be taken remotely and asynchronously.
- University policies need to be developed which directly reward programs (in terms of operational budget, faculty lines, assistantship support, etc.) for success in student recruitment. At present, budgeting at the University level appears to be entirely disconnected from enrollment success at the departmental level.

Departmental

- A coherent plan, with associated departmental policies, needs to be developed to support the expansion of research activity in the department. While it is clear that budget and faculty numbers are imposing limitations on how much this effort can be emphasized, it is equally clear that the long-term viability/success of the graduate program is dependent on a grant-funded and visible faculty research enterprise. These policies should encompass specific strategies (e.g. the award of graduate assistantship support) to encourage and reward faculty for pursuing research funding.
- Related to the recommended research policy development all departmental faculty who are research active should be encouraged to attend professional conferences in order to increase the visibility of the department research activities. Funds, either at the departmental or institutional level, should be budgeted and provided in support of this activity.
- Faculty research conducted in collaboration with local industry is desirable but should provide a financial reward to the department. Departmental faculty are encouraged to explore ways to convert these activities into funded efforts.
- Through aggressive external funding pursuits, the department should strive towards providing full 50% research assistantship support for a larger number of graduate students in the program.
- In pursuit of the above recommendations the Chair is encouraged to engage with the Departmental Advisory Board to discuss broader approaches that might allow the department to successfully solicit additional Alumni support. To be clear, it is not the expectation that the Board should provide this support, but instead that the Board members could provide valuable guidance on how to approach a broader spectrum of Alumni for financial support. This support could result in internship opportunities, fellowship support for graduate students, and potentially open doors to new research engagements with the private sector.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes:

The prior COE graduate program reviews were conducted in spring 2010. In FY10, the total expenditure of State funds within the COE was \$9.8M. The number of tenured/tenure track (T/TT)

faculty within the COE was 58 (fall 2009, includes chairs but excludes center directors and deans), with 14 being in our CEE department. In FY18, the total expected expenditure of State funds for the COE is \$7.3M. Therefore, the COE has experienced over a 25% reduction in State funding during the eight-year period between graduate program evaluations.

During this period of significant budget reduction, the COE has acted to maintain a minimum critical mass of T/TT faculty in high demand areas. The present number of T/TT faculty within the COE is 51, with 11 being in our CEE department. To achieve the priority of maintaining T/TT faculty in high demand areas required difficult strategic actions. First, several COE staff positions were eliminated. Second, the overall level of State graduate assistantship support was reduced significantly. Third, funding from our Mining and Mineral Resources Engineering (MMRE) department was diverted to support other higher-demand degrees. Fourth, State funding from the Center for Advanced Friction Studies (CAFS) was redirected to support three T/TT positions (one full professor and two assistant professors).

Faculty Changes:

Since the last program review, the CEE has hired three (3) faculty members at the Assistant Professor level to fill positions vacated by faculty who left SIUC. However, between Fall 2010 and Fall 2017, the CEE has suffered a net loss of 4.5 Faculty members. Since some of the faculty members who separated from SIUC were teaching more than the normal teaching load of 2+2, the actual net loss in the teaching capacity of the CEE Department is 5.25 faculty members. Reduction in faculty size and budget has substantially impacted the department's ability to offer a sufficient number of graduate level courses and upgrade our research facilities.

Of note, one of the lost T/TT faculty positions in CEE was dedicated to offering a significant concentration in surveying which was discontinued in FY12 and therefore not replaced.

Curriculum Changes:

Contents of the existing courses available for graduate credit are regularly evaluated by the course instructors. Course content is modified if deemed necessary by the course instructor to ensure that it reflects the current state-of-the-art and state-of-the-practice in the discipline. New courses are also added, as needed, to help students learn about new and emerging topics in more detail. Based on the assessment of the programs and the need to continuously enhance the quality of programs, the Department has added the following new graduate level courses since the last program review. In some cases, the change is the cross-listing of 400- and 500-level courses.

- CE 558 - Reliability in Engineering Applications (3CH)
- CE 426/526 - Seepage and Slope Stability Analysis (3CH)
- CE 451/551 - Introduction to Finite Elements in Engineering Applications (3CH)
- CE 410/510 – Hazardous Waste Engineering (3CH)
- CE 412/512 -Contaminant Fate, Transport and Remediation in Groundwater (3CH)

Office Space and Research Facilities:

In 2016, the CEE office moved to an office suite in Engineering Building A. This office is now at par with the other Department offices in the College of Engineering. Due to substantial reduction in the number of Faculty, the CEE does not have a shortage of Faculty office or laboratory space. However, there are challenges with the quality of the lab space. The labs have a lot of old equipment that is very expensive to replace or even upgrade. As a result, some research active faculty members have to use multiple labs for their research. In 2017, with tremendous support from SIUC Physical Plant,

the CEE was able to renovate one lab used for teaching and research in the area of Civil Engineering Materials.

Support Staff:

The CEE office used to have three staff members, two to manage the CEE office and one lab technician to maintain teaching labs and to help the CEE faculty with their research equipment needs. Currently, the CEE has only one staff member to help with the CEE office needs. The lab technician position was eliminated. Due to the increase in the graduate student enrollment, the CEE has experienced increase in the applications for admission. With only one staff member in the CEE office, who helps with all aspects of the office management including graduate applications, it has become challenging to manage and be responsive to all requests. The availability of a staff member at the college level to help manage post-awards has provided some relief. The CEE Department tries its best to maintain the quality of its programs with limited resources.

5.4 Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes:

No further actions will be taken at this time. The campus is engaged in a significant reorganization plan, enhanced enrollment management, new marketing, and developing more diverse portfolio of revenue streams. The resulting strategic planning, new degree offerings, and restructured fiscal management will be part of the next review.

6. Outcome

6.1 Decision:

- Programs in Good Standing
- Programs flagged for Priority Review
- Programs Enrollment Suspended

6.2 Explanation

SIUC PROGRAM REVIEW SUMMARY

PROGRAM: MS Civil and Environmental Engineering

ENROLLMENT – MAJOR HEADCOUNT	2012	2017
Baccalaureate		
Master's	36	27
Doctoral		
Comment		

Department or Program Number of Tenured/Tenure Track Faculty: 10

Department or Program Number of Term/Non-Tenure Track FT Faculty: 0

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate		
Master's	585	457
Doctoral		

DEGREES AWARDED	2012	2017
Baccalaureate		
Master's	20	12
Doctoral		

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate		
Master's	688.35	544.49
Doctoral		

SIUC PROGRAM REVIEW SUMMARY

PROGRAM: ME Civil and Environmental Engineering

ENROLLMENT – MAJOR HEADCOUNT	2012	2017
Baccalaureate		
Master's	7	1
Doctoral		
Comment: Data for SCH Production and Cost Per Credit Hour included with MS Civil Engineering degree		

Department or Program Number of Tenured/Tenure Track Faculty: 10

Department or Program Number of Term/Non-Tenure Track FT Faculty: 0

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate	3742	3488
Master's	657	457
Doctoral	249	126

DEGREES AWARDED	2012	2017
Baccalaureate	1	4
Master's		
Doctoral		

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate		
Master's	688.35	544.49
Doctoral	616.25	288.84

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Horticulture (BS); Crop, Soil and Environmental Management (BS)
3. Date: May 10, 2018
4. Contact Person: Meera Komarraju, Interim Provost and Vice Chancellor for Academic Affairs
 - 4.1. Telephone: (618) 453-5744
 - 4.2. E-mail: provost@siu.edu
 - 4.3. Fax: (618) 453-1478
5. Major Findings and Recommendations

This is a third year review for two new programs. The programs are both housed in the Department of Plant, Soil, and Agricultural Systems. They were originally one degree that split into two degrees. The programs were slated for review last year. However, due to lack of preparedness for the review, the review was postponed to this year.

For the three year review of a new program, SIUC uses internal reviewers. The review team was comprised of:

- John Groninger, Professor, Forestry
- Wanki Moon, Professor, Agribusiness Economics

The reviewers were recommended by the Department Chair, and ratified by the Faculty Senate.

This review was conducted during the first academic year of campus reorganization efforts. In addition, the SIUC campus has faced a multi-year budget impasse, requiring the campus to spend reserves and borrow from the system. It is envisioned that the re-organization in combination with efforts to improve enrollment management, marketing, and the development of a more diverse portfolio of revenue streams will turn this crisis around.

The reviews this year all point to the difficulties resulting from insufficient T/TT Faculty, NTT, and staff. Reorganization is designed to pool resources from the department to the school level, and promote the development of new programs and interdisciplinary research, which in turn will help with recruitment and retention of students, faculty, and staff. Deans have been asked to submit hiring plans to address the needs of all programs.

5.1 Description and assessment of any major changes in the program:

The major changes reported in the self-study are related to changes in faculty:

- Dr. Bryan Young, Professor of Weed Science vacated his position in 2013. This position was filled by Dr. Karla Gage who has a split appointment with Plant Biology in 2015. (75% CSEM/25% Plant Biology)
- Dr. Brian Klubek in 2014, Professor of Soil Microbiology and department chair, retired. The faculty portion of this position was filled by Dr. Rachel Cook as the soil scientist. Dr. Karen Jones was hired as department chair.
- Dr. Rachel Cook, Assistant Professor of Soil Fertility, was hired in 2012 and took a position elsewhere in 2016. The vacated position was covered in the 2016-2017 academic year with non-tenure track faculty, Ms. Angela Kazakevicious and Dr. Thanuja Thekke-Veetil.

- Dr. Thanuja Thekke-Veetil taught through Fall 2017 until tenure-track hire Dr. Amir Sadeghpour arrived January 2018.
- Ms. Karen Midden, Professor of Landscape Design, took an administrative position as Associate Dean of COAS 2013. Ms. Midden continues teaching classes. (Note: As of January 2018, Professor Midden is now serving as the interim dean of the college.)
- Dr. Ken Diesburg, Assistant Professor of Turf Science, retired in 2014. Vacated position has not been filled.
- Ms. Amy Boren, full-time instructor retired July 2017. Vacated position is awaiting administrative approval for replacement. Her classes have been re-assigned to existing faculty, taught by a TA, or taught by an NTT.

The Dean provided a more thorough analysis of major changes in the program:

- a) A major program change occurred in the summer of 2012 with the division of the Plant and Soil Science program into two majors, Horticulture (HORT) and Crop, Soil and Environmental Management (CSEM). This change is designed to improve identification of and enrollment in the distinct disciplines. The contents within each new program did not change although a few new courses have been created in each.

Student numbers in CSEM and HORT have not reflected a significant increase in student numbers as a result of the division. The reviewers acknowledged enrollment is influenced by the higher education budget concerns in Illinois. This does not reflect the demand for graduates from these programs. In fact, at a national level the horticulture industry has a void of qualified employees. NCAC4 is a national horticulture advisory committee made up mostly of university department heads or other institutional managers along with stakeholders. Their agenda focus for the past five years is 'marketing' to encourage young people to choose careers in horticulture based on the serious employment need in small and large businesses, public gardens, parks and institutes and many other arenas. Other reports support both current and projected opportunities in plant and soil areas yet an unmatched number of students in these areas. This is evident in a recent USDA report and a separate Purdue report which discusses the demand and opportunities in agriculture careers and encourages students to study these disciplines.

(<https://www.purdue.edu/usda/employment/>)

(<https://nifa.usda.gov/press-release/one-best-fields-new-college-graduates-agriculture>)

- b) At one time at SIU, the areas of landscape horticulture and agronomy were the driving forces. Student numbers now show career interests in horticulture production, soil and water management and a continued interest in agronomy, although the other areas are still vital. The interest in local and regional food system diversification (as hydroponics), as well as sustainability, has increased in the last several years. Students come from diverse backgrounds in these two majors, some are coming from a family farm and have grown up in agronomy or horticulture. A second group are students not coming from farming backgrounds but are interested in environmental aspects as soil conservation, sustainable landscape practices, and urban/rural food systems. Students also have an interest in viticulture and wine making. There is a growing student demand based on information from recruiting trips and visits by potential students. However, students question whether programs will remain at SIUC and if they should stay in Illinois. Positive recruiting is critical.
- c) Crop, Soil and Environmental Management and Horticulture inherently play critical roles in societal needs. Two key aspects are nutritional and available food, both key components of

individual and community health. Additionally, managing and maintaining healthy and functioning natural systems, such as water and soil, pollinator plants, storm water management, nutrient runoff and the environment in general are critical components of a stable and healthy society. As urban areas increase there are challenges that can be addressed with urban horticulture. They include food securities, interest in local, fresh foods, addressing the nature deficit and 'where does food come from' concerns with young people, and managing natural systems in a built environment. Landscape horticulture plays a critical role in creating outdoor spaces for private and public sectors for socialization, recreation, aesthetics, pleasure and mental health.

- d) The physical environment and location of the College of Agricultural Sciences University Farms and the geographic location of SIUC provides the ideal context for the programs of Horticulture and Crop, Soils and Environmental Management. The soil types, topography, climate and water systems support agriculture. The local industries include corn, soybean, and wheat farmers, peach and apple orchards, berries and numerous specialty crops ranging from pumpkins and tomatoes to mushroom production, as well as alternative food systems (such as hydroponic lettuce). Integrated with those industries are continued research for best practices in soil and water conservation, and maintaining healthy pollinator populations among many other sustainable interests. Related to urban horticulture, the agriculture building has a green roof and a vertical garden. The most detrimental aspect is the void of a teaching green house. There were plans to replace the teaching greenhouse located on campus adjacent to the agriculture building. Due to budget issues, this did not occur. However, the old greenhouse was removed due to safety concerns. A small greenhouse located on the University Farm is minimally accommodating the classroom needs but offers very limited education due to the old technology, tight space and location.

The natural environment of Southern Illinois University Carbondale is a valuable asset offering students the opportunity to study native trees and plants, understand natural environments as they design, and learn to manage and maintain future built environments.

- e) It is important to note that SIU has the only horticulture program in the state.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

This third year review is a result of the major action in the Plant and Soil Science program to split one major into two: Horticulture (HORT) and Crop, Soils and Environment (CSEM). The separation did not generate new curriculum; it was an effort to improve program identification. Within the program, core courses were identified to be used for assessment of student learning outcomes using the measurement of grade performance.

There have been four (4) new online courses created by student interest and current growth areas related to sustainable landscape and horticulture practices (Sustainable Landscape Practices, Organic Gardening, Plants for the Ecological Landscape and Designing Outdoor Spaces). A fifth course, Ecological Urban Landscapes, was offered but discontinued due to lack of enrollment. A new horticulture study abroad course in Costa Rica was developed and is offered during every spring break with full enrollment.

Faculty have increased undergraduate extracurricular activity opportunities. The Agronomy Society, a registered student organization, was revitalized with an emphasis on student leadership, academics and interactions within the agriculture community at the regional and

national levels. Faculty in several areas have involved their undergraduate students in research competitions with outstanding results and involvement.

A new classroom located on the University Farm near the Agronomy Research Center was constructed and is accessible by the University bus system. The building is also used for other events, such as research field days and industry meetings. Classrooms in the Agriculture building on campus have received updates with smart board technology offering improved classroom learning experiences. The green roof (noted in the 2012 review), rain garden and vertical garden are maintained by students and continue to provide hands-on experience. However, the retirement of the faculty that oversees these projects will leave a void that may result in the discontinuation of these visible projects.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes:

N/A These are new programs in the third year review.

5.4 Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes:

At the time of this report, SIU is going through reorganization. The faculty have the opportunity to propose and pursue opportunities, such as the new Sustainable Urban Horticulture degree, and to outline a facilities list, faculty needs, and a timeline to move forward as well as a marketing plan that aligns with the university mission. It is a high priority to pursue replacing the teaching greenhouse.

The faculty recognize the need to track graduating students as they obtain jobs in their new careers, as well as maintain communication with them throughout their careers.

The programs recognize the need to revise and improve the student learning outcomes assessment. The programs recognize the need to include external constituencies through this process to insure that the student learning outcomes are relevant to the industry and related profession. The Plant, Soil and Agricultural Systems Undergraduate Committee will pursue these activities.

The loss and lack of faculty, staff and resources remains an ongoing challenge for both programs for the traditional areas and new proposed ones. An action plan to define how these two majors can best fulfill current and future industry and social demands is necessary.

The following is extracted from the reviewers report addressing opportunities and evaluation.

We recommend that the HORT program be given some time and resources so that it can materialize its potential for growth, serve the potential needs of Illinois students, and meet industry expectations. In particular, it is recommended that filling the position in Sustainable Urban Horticulture be given a high priority by the University leadership. Resources are needed to support dedicated leadership, advertising, and recruitment for this unique program.

Once resources are in place, we recommend re-evaluation during the next scheduled program review to determine the viability of maintaining distinct programs. HORT and CSEM programs should have a total of 4 or 5 specialization that give students the flexibility to combine strength of both HORT and CSEM toward their career development goals.

No further actions will be taken at this time. The campus is engaged in a significant reorganization plan, enhanced enrollment management, new marketing, and developing a more diverse portfolio of revenue streams. The resulting strategic planning, new degree offerings, and restructured fiscal management will be part of the next review.

6. Outcome

6.1 Decision:

Programs in Good Standing

Programs flagged for Priority Review

Programs Enrollment Suspended

6.2 Explanation

SIUC PROGRAM REVIEW SUMMARY

PROGRAM: BS Crop, Soil, and Environmental Management

ENROLLMENT – MAJOR HEADCOUNT	2013	2017
Baccalaureate	23	50
Master's		
Doctoral		
Comment: Plant and Soil Science Program split effective 2013-2014; Data for SCH and Cost/Credit Hour uses departmental data.		

Department or Program Number of Tenured/Tenure Track Faculty: 13

Department or Program Number of Term/Non-Tenure Track FT Faculty: .75

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate	2783	1546
Master's		
Doctoral		

DEGREES AWARDED	2015	2017
Baccalaureate	13	17
Master's		
Doctoral		
Comment: Plant and Soil Science graduation AY 12: 46		

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate	240.13/174.64	136.12/189.10
Master's		
Doctoral		

SIUC PROGRAM REVIEW SUMMARY

PROGRAM: BS Horticulture

ENROLLMENT – MAJOR HEADCOUNT	2013	2017
Baccalaureate	19	43
Master’s		
Doctoral		
Comment: Plant and Soil Science Program split effective 2013-2014; Data for SCH and Cost/Credit Hour uses departmental data.		

Department or Program Number of Tenured/Tenure Track Faculty: 13

Department or Program Number of Term/Non-Tenure Track FT Faculty: .75

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate	2783	1540
Master’s		
Doctoral		

DEGREES AWARDED	2014	2017
Baccalaureate	2	16
Master’s		
Doctoral		
Comment: Plant and Soil Science graduation AY 12: 46		

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate	240.13/174.64	136.12/189.10
Master’s		
Doctoral		

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Electrical and Computer Engineering (MS and PhD)
3. Date: May 10, 2018
4. Contact Person: Meera Komarraju, Interim Provost and Vice Chancellor for Academic Affairs
 - 4.1. Telephone: (618) 453-5744
 - 4.2. E-mail: provost@siu.edu
 - 4.3. Fax: (618) 453-1478
5. Major Findings and Recommendations

The review team for the programs included:

- Ioannis Pappolymerou, Professor, Electrical and Computer Engineering, Michigan State University
- Henry Hexmoor, Associate Professor, Computer Science, SIUC

In this review cycle, all of the graduate programs in engineering were slated for review (5 MS programs and 2 PhD programs). In consultation between the College of Engineering and the Office of the Associate Provost for Academic Programs, it was decided that each department would be reviewed by an external reviewer (recommended by the program and ratified by the Faculty Senate) and an internal reviewer (assigned by the Graduate Council).

This review was conducted during the first academic year of campus reorganization efforts. In addition, the SIUC campus has faced a multi-year budget impasse, requiring the campus to spend reserves and borrow from the system. It is envisioned that the re-organization in combination with efforts to improve enrollment management, marketing, and the development of a more diverse portfolio of revenue streams will turn this crisis around.

The reviews this year all point to the difficulties resulting from insufficient T/TT Faculty, NTT, and staff. Reorganization is designed to pool resources from the department to the school level, and promote the development of new programs and interdisciplinary research, which in turn will help with recruitment and retention of students, faculty, and staff. Deans have been asked to submit hiring plans to address the needs of all programs.

5.1 Description and assessment of any major changes in the program:

There have been no major changes in the overall discipline, field, or societal needs. With respect to student demand, the program has experienced a reduction in the number of applications for the MS degree in ECE. This may be due to the wide-spread negative publicity stemming from the recent state-funding issues. However, the ECE graduate program remains one of the largest graduate programs on campus.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

The review team made a number of recommendations that the department chair intends to address at the department level:

- Offer MS degrees with some certificate foci (e.g. MS with cybersecurity focus or internet of things focus). This can be coordinated with other campus units.
- Grow research collaborations with the Medical School, Physical Sciences, and Agriculture.
- Work more closely with the Graduate School for better program branding and graduate student recruitment. Take advantage of modern electronic forms of outreach and marketing (e.g., social media such as Facebook and Twitter) instead of the classic printed medium.
- Look into the possibility of reducing student fees.
- The MS program should have more design-oriented projects to expose students to real world technologies.
- Increase the number of self-funded non-thesis MS students.
- Strengthen the five-year BS/MS program to increase MS enrollment.
- Consideration should be given to including the qualifier exams with the MS thesis in order to shorten the duration of the PhD program for students pursuing an MS thesis degree along their path to their PhD.
- Provide some additional flexibility in student policies (residency requirements) and prerequisites. This will enable students to tailor the program to their own needs.
- In public relations, stating that MS students do not have chances to obtain TA positions is too negative and creates a negative image with dire consequences. Instead, state that there are some on-campus possibilities to attract and keep the student interest.
- Teaching assistants need to remain with courses for more than a semester to lower learning overhead associated with continual TA rotation.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes:

The prior COE graduate program reviews were conducted in spring 2010. In FY10, the total expenditure of State funds within the COE was \$9.8M. The number of tenured/tenure track (T/TT) faculty within the COE was 58 (fall 2009, includes chairs but excludes center directors and deans), with 14 being in our CEE department. In FY18, the total expected expenditure of State funds for the COE is \$7.3M. Therefore, the COE has experienced over a 25% reduction in State funding during the eight-year period between graduate program evaluations.

During this period of significant budget reduction, the COE has acted to maintain a minimum critical mass of T/TT faculty in high demand areas. The present number of T/TT faculty within the COE is 51, with 11 being in our CEE department. To achieve the priority of maintaining T/TT faculty in high demand areas required difficult strategic actions. First, several COE staff positions were eliminated. Second, the overall level of State graduate assistantship support was reduced significantly. Third, funding from our Mining and Mineral Resources Engineering (MMRE) department was diverted to support other higher-demand degrees. Fourth, State funding from the Center for Advanced Friction Studies (CAFS) was redirected to support three T/TT positions (one full professor and two assistant professors).

The following is a summary of the recommendations from this previous review:

1. Increase the number of ECE tenure track faculty lines.
2. Provide additional space for research.
3. Provide start-up packages for new tenure track faculty.

4. Provide specialized seed grants in ECE areas of excellence.
5. Implement reduced teaching load for research active ECE faculty.
6. Establish spousal hire opportunities at SIUC.
7. Upgrade classrooms with smart boards and other modern equipment.
8. Implement more convenient internet access within building ENGR E.
9. Decrease the graduate student to faculty ratio in order to maintain high quality in teaching and research.
10. ECE faculty should participate in multidisciplinary research initiatives across colleges.
11. ECE faculty should develop industry sponsored projects and placement opportunities.
12. The ECE Department should establish a merit-based reward system to recognize excellent in teaching and research.
13. The ECE Department should develop a strategic and pragmatic research plan for the next 5 years for investment in areas of excellence.
14. The ECE Department should develop an Assessment and Outcomes plan for the graduate program.

The Department Chair reported that the first seven (7) recommendations have been thoughtfully addressed for the most part by the Dean of the College of Engineering, the Office of the Provost, and the Office of the Vice Chancellor for Research. The remaining recommendations have been addressed, with an analysis presented in the Self-Study report.

5.4 Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes:

The Department Chair will work with the Faculty and the Graduate Affairs Committee to address the issues listed in 5.2

No further actions will be taken at this time. The campus is engaged in a significant reorganization plan, enhanced enrollment management, new marketing, and developing more diverse portfolio of revenue streams. The resulting strategic planning, new degree offerings, and restructured fiscal management will be part of the next review.

6. Outcome

6.1 Decision:

- Programs in Good Standing
- Programs flagged for Priority Review
- Programs Enrollment Suspended

6.2 Explanation

SIUC PROGRAM REVIEW SUMMARY

PROGRAM: MS/PhD Electrical and Computer Engineering

ENROLLMENT – MAJOR HEADCOUNT	2012	2017
Baccalaureate		
Master's	83	66
Doctoral	79	61
Comment		

Department or Program Number of Tenured/Tenure Track Faculty: 16

Department or Program Number of Term/Non-Tenure Track FT Faculty: 2

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate		
Master's	2997	1324
Doctoral	1104	1135

DEGREES AWARDED	2012	2017
Baccalaureate		
Master's	121	39
Doctoral	6	14

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate		
Master's	301.50	499.78
Doctoral	460.21	356.75

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Engineering Science (PhD)
3. Date: May 10, 2018
4. Contact Person: Meera Komarraju, Interim Provost and Vice Chancellor for Academic Affairs
 - 4.1. Telephone: (618) 453-5744
 - 4.2. E-mail: provost@siu.edu
 - 4.3. Fax: (618) 453-1478
5. Major Findings and Recommendations

The review team was comprised of:

- Jie Cui, Professor and Associate Chair, Mechanical Engineering Department, Tennessee Technological University
- Mark Byrd, Professor, Department of Physics, Southern Illinois University Carbondale

In this review cycle, all of the graduate programs in engineering were slated for review (5 MS programs and 2 PhD programs). In consultation between the College of Engineering (COE) and the Office of the Associate Provost for Academic Programs, it was decided that each department would be reviewed by an external reviewer (recommended by the program and ratified by the Faculty Senate) and an internal reviewer (assigned by the Graduate Council).

This review was conducted during the first academic year of campus reorganization efforts. In addition, the SIUC campus has faced a multi-year budget impasse, requiring the campus to spend reserves and borrow from the system. It is envisioned that the re-organization in combination with efforts to improve enrollment management, marketing, and the development of a more diverse portfolio of revenue streams will turn this crisis around.

The reviews this year all point to the difficulties resulting from insufficient T/TT Faculty, NTT, and staff. Reorganization is designed to pool resources from the department to the school level, and promote the development of new programs and interdisciplinary research, which in turn will help with recruitment and retention of students, faculty, and staff. Deans have been asked to submit hiring plans to address the needs of all programs.

5.1 Description and assessment of any major changes in the program:

The areas of concentration offered in the Engineering Science PhD have increased from four (4) to five (5). In addition to the existing four (4) concentrations, Industrial and Quality Engineering has been added as an area of concentration. The Accelerated Entry criteria have changed slightly on the GRE and TOFEL scores as well as the credit hours that may be counted toward the PhD course requirement. The PhD committee, the Director, and the corresponding units worked closely to evaluate and support the changes.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

Major Findings

Based on the reviewer report and the self-study, the Engineering Science PhD Program is healthy. The self-study and campus visit provided adequate evidence of placement data, steady enrollment, stable research and grant contracts activities, productive faculty, sound assessment processes, effective supporting staff, and adequate resources. There were weaknesses or concerns identified by the reviewers:

- Uncertainty about the future due to the reorganization.
- Uncertainty in state funding.
- Lack of industry collaboration.

The following points summarize the review team's recommendations for the Engineering Science PhD program:

- Need to obtain complete and continuous data collection.
- Improve internal communications with graduate students.
- Establish an active External Advisory Board to help develop future external research funding.
- Review current policies on course offerings and collect/analysis enrollment statistics to maximize the impact of offered courses.
- Increase enrollment, particularly domestic students.
- Develop a current strategic plan.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes:

The prior COE graduate program reviews were conducted in spring 2010. In FY10, the total expenditure of State funds within the COE was \$9.8M. The number of tenured/tenure track (T/TT) faculty within the COE was 58 (fall 2009, includes chairs but excludes center directors and deans), with 14 being in our CEE department. In FY18, the total expected expenditure of State funds for the COE is \$7.3M. Therefore, the COE has experienced over a 25% reduction in State funding during the eight-year period between graduate program evaluations.

During this period of significant budget reduction, the COE has acted to maintain a minimum critical mass of T/TT faculty in high demand areas. The present number of T/TT faculty within the COE is 51, with 11 being in our CEE department. To achieve the priority of maintaining T/TT faculty in high demand areas required difficult strategic actions. First, several COE staff positions were eliminated. Second, the overall level of State graduate assistantship support was reduced significantly. Third, funding from our Mining and Mineral Resources Engineering (MMRE) department was diverted to support other higher-demand degrees. Fourth, State funding from the Center for Advanced Friction Studies (CAFS) was redirected to support three T/TT positions (one full professor and two assistant professors).

There was no major curricular change in the core required classes for the program since the last review. The teaching load was reduced for tenure-track faculty. More satisfactory space was found for CEE faculty as recommended by the review. The IMAGE center director agreed to train students to use SEM, TEM, and other equipment as needed.

5.4 Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes:

In response to the reviewers' report, the director arranged a meeting for the PhD committee to discuss the recommendations. The committee's and the director's response to the

recommendations by the reviewers are summarized below. The Dean of the College of Engineering also provided comments with respect to the allocation of financial resources and/or college-level staff.

1. The reviewers suggested that “the College collect all the survey and statistical data continuously in the future.” The process will be improved (constituencies, questions and frequency).
2. The PhD committee suggested that we liaise with the OVCR to prepare a list of computing resources available for graduate students' research. This information will be distributed through a handbook for incoming students and on the website for the program. The College of Engineering is requesting a change of our current IT Manager position to a Business/Administrative Associate position with specific responsibilities in developing and maintaining state-of-the-art computational resources throughout our college. This will enhance the computing resources available.
3. The COE has an Industrial Advisory Board (IAB) composed of successful alumni from across our college who are or have been in leadership industrial positions. The COE IAB has two principal goals: 1) to increase the level of collaborative engagement with industry, and 2) to increase the level of collaborative engagement with alumni. This board is also the lead group for our college regarding philanthropic fundraising activities. The PhD program will engage more closely with the current IAB as opposed to developing a separate board.
4. The committee agreed that there should be more cooperation with regards to course offerings in the program. This could probably be addressed by greater transparency of department course offerings across the college, especially for those courses that will attract students from more than one department/concentration. The recommended acquisition and analysis of class enrollment information would be handled by the proposed Business/Administrative Associate position mentioned in earlier paragraphs.
5. The number of assistantships and scholarships available plays a very important role in increasing enrollment of PhD students. The PhD Program will coordinate with each engineering department more closely in order to provide teaching assistantships to incoming PhD students in a timely matter. Increasing graduate enrollment will likely require offering half-time (50%) assistantships as opposed to the quarter-time (25%) currently offered. This higher level would allow our college to attract more high-caliber students and these students would be making a “living wage”. Increasing the number and level of graduate student scholarships will require a significant increase in extramural research funding awarded annually to our college.
6. As noted in the review, our campus is presently going through an extensive campus-wide reorganization effort. Once our campus has established its new structures and operational parameters, each school and college will need to develop a strategic plan that supports the University’s evolving priorities, including the Engineering Science PhD program.

6. Outcome

6.1 Decision:

- Programs in Good Standing
- Programs flagged for Priority Review
- Programs Enrollment Suspended

6.2 Explanation

SIUC PROGRAM REVIEW SUMMARY

PROGRAM: PhD Engineering Science

ENROLLMENT – MAJOR HEADCOUNT	2012	2017
Baccalaureate		
Master's		
Doctoral	41	49

Comment: The joint Ph.D. program between SIUE and SIUC is at the college level. Hence, the number of faculty is high.

Department or Program Number of Tenured/Tenure Track Faculty: 53

Department or Program Number of Term/Non-Tenure Track FT Faculty: 0

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate		
Master's		
Doctoral	1497	1778

DEGREES AWARDED	2012	2017
Baccalaureate		
Master's		
Doctoral	7	8

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate		
Master's		
Doctoral	571.75	362.74

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Geology (BA, BS, MS, PhD)
3. Date: May 10, 2018
4. Contact Person: Meera Komarraju, Interim Provost and Vice Chancellor for Academic Affairs
 - 4.1. Telephone: (618) 453-5744
 - 4.2. E-mail: provost@siu.edu
 - 4.3. Fax: (618) 453-1478
5. Major Findings and Recommendations

The review team was comprised of:

- Dr. Laura J. Crossey, Department of Earth and Planetary Sciences, University of New Mexico
- Dr. Edward W. Woolery, Department of Earth and Environmental Sciences, University of Kentucky
- Dr. Boyd McLean Goodson, Department of Chemistry and Biochemistry, Southern Illinois University
- Dr. Matt Whiles, Department of Zoology, Cooperative Wildlife Research laboratory, Center for Ecology, Southern Illinois University

In consultation with the Office of the Associate Provost for Academic Programs, it was decided that the programs would be reviewed by two external reviewers (recommended by the program and ratified by the Faculty Senate) and two internal reviewers (assigned by the Graduate Council).

This review was conducted during the first academic year of campus reorganization efforts. In addition, the SIUC campus has faced a multi-year budget impasse, requiring the campus to spend reserves and borrow from the system. It is envisioned that the re-organization in combination with efforts to improve enrollment management, marketing, and the development of a more diverse portfolio of revenue streams will turn this crisis around.

The reviews this year all point to the difficulties resulting from insufficient T/TT Faculty, NTT, and staff. Reorganization is designed to pool resources from the department to the school level, and promote the development of new programs and interdisciplinary research, which in turn will help with recruitment and retention of students, faculty, and staff. Deans have been asked to submit hiring plans to address the needs of all programs.

5.1 Description and assessment of any major changes in the program:

The review team strongly noted that the faculty are involved with and aware of the mission, goals, and student learning outcomes of the programs. They reported that the faculty are keenly aware of the student learning outcomes for their courses and programs, take pride in quality teaching, and work on their craft. They gleaned this impression not only for the lecture courses, but also lab courses, the capstone field course, and the research/thesis/dissertations requirements as well.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

The review team noted the following opportunities for growth given the current faculty expertise in teaching and research:

- Complemented with recent hires, the department is experiencing growing strengths in planetary science and astrobiology. These could be highlighted to better connect to course development, interdepartmental interactions, and research opportunities.
- There is a need to grow the PhD program in a measured and strategic manner but not at the expense of the MS program. Since to some degree funding for PhD students is a limitation, we recommend encouraging faculty to put more GAs on grants, since TA support is unlikely to increase significantly in the current climate.
- The program is also experiencing new strengths in STEM education, e.g. success in attracting major funding to support new initiatives in teacher education and to strengthen/expand high school science curricula to better reflect geo/planetary sciences. This approach seems to be a win-win.

In addition, they recommended geo-bio-environmental-geography/GIS connection for both funding opportunities and student training.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes:

Since its last full program review, the Department of Geology added the PhD program in Geosciences. The department added a number of 100 level core curriculum courses to help increase credit hour production and increase enrollment since Geology is often a discovery major as noted by the review team. An economic geologist was added to the faculty as recommended in the 2009 review.

It should be noted that the faculty have voted to merge with the faculty in the Department of Geography and Environmental Resources to form a School of Earth Sciences and Sustainability. As per our policies on program mergers, a full review by various constituencies (Faculty Senate, Graduate Council, Board of Trustees, IBHE) is currently underway.

5.4 Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes:

No further actions will be taken at this time. The campus is engaged in a significant reorganization plan, enhanced enrollment management, new marketing, and developing more diverse portfolio of revenue streams. The resulting strategic planning, new degree offerings, and restructured fiscal management will be part of the next review.

6. Outcome

6.1 Decision:

- Programs in Good Standing
- Programs flagged for Priority Review
- Programs Enrollment Suspended

6.2 Explanation

SIUC PROGRAM REVIEW SUMMARY

PROGRAM: BA/BS/MA/MS/PhD Geology

ENROLLMENT – MAJOR HEADCOUNT	2012	2017
Baccalaureate	69	32
Master's	33	22
Doctoral	8	9
Comment		

Department or Program Number of Tenured/Tenure Track Faculty: 9

Department or Program Number of Term/Non-Tenure Track FT Faculty: 0

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate	2776	2039
Master's	361	446
Doctoral	113	126

DEGREES AWARDED	2012	2017
Baccalaureate	6	15
Master's	12	9
Doctoral	0	0

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate	242.52/223.83	340.87/326.50
Master's	566.00	462.67
Doctoral	571.32	400.29

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Mechanical Engineering (MS)
3. Date: May 10, 2018
4. Contact Person: Meera Komarraju, Interim Provost and Vice Chancellor for Academic Affairs
 - 4.1. Telephone: (618) 453-5744
 - 4.2. E-mail: provost@siu.edu
 - 4.3. Fax: (618) 453-1478
5. Major Findings and Recommendations

The review team was compromised of:

- Dr. Carmen Lilley, Associate Professor, Mechanical & Industrial Engineering, University of Illinois-Chicago
- Dr. Eric Chitambar, Associate Professor, Physics, SIUC

In this review cycle, all of the graduate programs in engineering were slated for review (5 MS programs and 2 PhD programs). In consultation between the College of Engineering (COE) and the Office of the Associate Provost for Academic Programs, it was decided that each department would be reviewed by an external reviewer (recommended by the program and ratified by the Faculty Senate) and an internal reviewer (assigned by the Graduate Council).

This review was conducted during the first academic year of campus reorganization efforts. In addition, the SIUC campus has faced a multi-year budget impasse, requiring the campus to spend reserves and borrow from the system. It is envisioned that the re-organization in combination with efforts to improve enrollment management, marketing, and the development of a more diverse portfolio of revenue streams will turn this crisis around.

The reviews this year all point to the difficulties resulting from insufficient T/TT Faculty, NTT, and staff. Reorganization is designed to pool resources from the department to the school level, and promote the development of new programs and interdisciplinary research, which in turn will help with recruitment and retention of students, faculty, and staff. Deans have been asked to submit hiring plans to address the needs of all programs.

5.1 Description and assessment of any major changes in the program:

The profession of mechanical engineering has been changing, with a driving force being the use of computers. Additive manufacturing has significantly increased, compelling the department to purchase a 3-D printer. Using this new technology students can design a part and build a 3-D print of the part immediately. Other computer programs have increased capability and ease of use, such as programs using finite element analysis or computational fluid dynamics. The department has the most up-to-date of these programs.

The societal need for students in this discipline appears to be strong and continues to increase. Students are being hired by companies involved in a myriad of diverse areas such as transportation, buildings, new materials, computer applications, technical support, technical sales, and construction

management. The need for this program is partly shown in the number of MS graduate students which has increased from 31 in the Fall of 2011 to 37 in the Fall of 2017.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

The reviewers noted the strong research programs within the MEEP department and commended the leadership in the department for implementing the strategic plan for increasing research activities. The reviewers noticed that the department's expansion into new and strategic fields of research in biomedical engineering and added two new faculty in this area. The report mentioned that internal funding through startup monies were instrumental for building new labs. They stated that the MS program was attractive to students based on the strong reputation of the faculty, strong curriculum, and cost. "Students felt the ME, MS program was a hidden gem, and the program could benefit from more promotion."

The reviewers reported that the ME, MS program assessment was thorough and that the student learning outcomes were clearly defined and integrated in the course of study. They noted that the surveys are well utilized for outcomes, feedback, and tracking of employment data for the MS students.

The following points summarize the review team's recommendations for the MS program:

- The reviewers strongly recommend restarting the advanced friction research center.
- Existing faculty have diverse industry contacts, and it is recommended that these contacts continue to be leveraged, while new industry partners are formed.
- It is strongly recommended that there should be support in hiring faculty in areas where there is infrastructure but a lack of faculty in the research area. Additional support is needed to further development the infrastructure in strategic areas of the department.
- The reviewers also see the growth of a biomedical engineering research within ME as having a strong potential for interdisciplinary research programs with other fields such as biology, medicine, and neuroscience. It is recommended that there be continued support for this research area.
- It is recommended that the department clearly codify how much overhead may be returned to the individual PIs based on their yearly expenditures, and how external funding can be leveraged to support students.
- Within the curriculum offerings, the reviewers recommend that the graduate program committee work on creating a course offering plan in order to facilitate course planning by graduate students, and increase the availability of 500-level courses offered by the department.
- Reviewers recommended trying to better leverage the accelerated BS/MS program in ME.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes:

The prior COE graduate program reviews was conducted in spring 2010. In FY10, the total expenditure of State funds within the COE was \$9.8M. The number of tenured/tenure track (T/TT) faculty within the COE was 58 (fall 2009, includes chairs but excludes center directors and deans), with 15 being in the MEEP department. In FY18, the total expected expenditure of State funds for the COE is \$7.3M. Therefore, the COE has experienced over a 25% reduction in State funding during the eight-year period between graduate program evaluations.

During this period of significant budget reduction, the COE has acted to maintain a minimum critical mass of T/TT faculty in high demand areas. The present number of T/TT faculty within the COE is 51, with 15 being in our MEEP department. To achieve the priority of maintaining T/TT faculty in high demand areas required difficult strategic actions. First, several COE staff positions were eliminated. Second, the overall level of State graduate assistantship support was reduced significantly. Third, funding from our Mining and Mineral Resources Engineering (MMRE) department was diverted to support other higher-demand degrees. Fourth, State funding from the Center for Advanced Friction Studies (CAFS) was redirected to support three (3) T/TT positions (one full professor and two assistant professors).

Funding levels throughout the department have changed in the past 8 years. State agencies, such as the IL Department of Commerce and Economic Opportunity (DCEO) and the Illinois Clean Coal Institute (ICCI), which used to provide a significant amount of research grants to faculty in the department, no longer exist. The faculty have been exploring funding beyond state agencies (e.g. NSF, DOE, NIH, ONR and ARL) to continue doing their research activities and to support graduate students.

Since the last review four new faculty were hired:

- Dr. Chris Cooley, Assistant Professor, researches gear dynamics, high speed systems, and vibrations.
- Dr. Tan Chai, Assistant Professor, researches non-linear systems, vibrations, acoustics, structural dynamics, and digital signal processing.
- Dr. Farhan Chowdhury, Assistant Professor, researches biomedical engineering, stem cell biology, regenerative medicine, and biomechanical mechanisms of cancer cells.
- Dr. Dal Hyung Kim, Assistant Professor, researches robotics, optimized control, motion tracking, real-time control of biological system, brain imaging, and microrobotics, and microfabrication.

The following courses were added:

- Non-Destructive Evaluation of Engineering Materials (ME 486).
- Materials in Energy Applications (ME 493) was developed to provide knowledge of the application of materials science and engineering in energy applications.
- Advanced Engineering Thermodynamics (ME 500) was significantly altered to show how computer programs can solve real world thermodynamics problems.
- Catalysis in Energy Applications (ME 539)
- Advanced Vibration (ME 551) was created to study the vibration of discrete, continuous, and hybrid discrete-continuous systems.
- Advanced Dynamics (ME 451) focuses on three-dimensional kinematics and dynamics of particles and rigid bodies, rotations of rigid bodies, analytical mechanics with a focus on Lagrange's equations and Hamilton's principle for continuous elastic systems.
- Nonlinear Vibration (ME 537) was significantly revised and improved and is offered again to graduate students.
- Cellular and Molecular Biomechanics (ME 485) (Cross listed with Biomedical Engineering Program as BME 485) focuses on the mechanics at the micron and nanoscale level relevant to living cells including molecular forces, bond dynamics, and force induced protein conformational changes.
- Design and Implementation of Vision System (ME 481) provides an introduction to a vision system and instrumentation with engineering applications including optical microscopy.

5.4 Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes:

1. As cited in the reviewers' report, the unique high temperature manufacturing equipment creates infrastructure for future materials research. A former faculty member (Dr. Dale Wittmer) performed significant externally funded research in the materials engineering area of ceramics in these labs. Hiring faculty in areas where there is existing infrastructure but a lack of faculty in this area is an excellent recommendation. The department has already initiated a position request for implementation of this recommendation and has submitted a position request for replacing Dr. Wittmer's position. This will also meet the recommendation of offering core courses in the processing and characterization of advanced materials and composites along with ME 463 Introduction to Ceramics. Sadly, State support of laboratory equipment ended over a decade ago. Therefore, extramural funding (either direct from grants or indirect through F&A generation) is needed to repair and maintain specialized research equipment. Future faculty hires also need to support our ability to attract tuition/fees paying students.
2. The growth of biomedical engineering is our college's number one priority for several reasons. First, biomedical engineering is a fast growing discipline. Second, young women enroll in this field (along with environmental engineering), so growing biomedical engineering will help us increase the percentage of women studying engineering at our university. Finally, our college presently offers a cross-departmental MS degree in Biomedical Engineering to embrace the interdisciplinary nature of field.
3. The COE has a well-established policy of sharing F&A generation (15% COE, 10% Department, and 5% PI) that is designed to reward research productive faculty while allowing the accumulation of funds at the college and departmental level for new faculty startup support. COE departments also receive an annual allocation of State funded graduate assistantship based upon the number of majors and departmental credit hours generated. However, each COE department is empowered to award these allocated GA funds to best suit their needs. If departmental needs were relatively stationary then a formalized articulation of the investment strategy would certainly be appropriate.
4. The development and implementation of a 2-year course offering cycle is an outstanding recommendation. Under-enrolled courses, coupled with the number of awarded faculty sabbaticals, can cause disruption in the frequency of specialized graduate course offerings. Increasing the number of faculty associated with each thrust area would help the coverage of required graduate courses, while increasing the level of extramural research funding would increase the number of students within each thrust area, thereby avoiding course cancellation due to severe under-enrollment.
5. The recommendation of leveraging the accelerated MS program in ME is an essential goal of the department. This program allows qualified SIUC ME undergraduate students to take extra graduate level credit hours (at 400 or 500 level courses) during their senior years, or the second semester of the junior year for an outstanding student, in addition to their undergraduate credit requirements. By doing so, when they pursue their MS, ME degrees after completing BS ME degrees, those credits count toward their graduate degree credit requirements so they may be able to complete their MS degree in a year or so. The department has been marketing this program and will continue to do so to attract our high quality undergraduate students to the graduate program in order to strengthen the graduate program.

No further actions will be taken at this time. The campus is engaged in a significant reorganization plan, enhanced enrollment management, new marketing, and developing more diverse portfolio of revenue streams. The resulting strategic planning, new degree offerings, and restructured fiscal management will be part of the next review.

6. Outcome

6.1 Decision:

Programs in Good Standing

Programs flagged for Priority Review

Programs Enrollment Suspended

6.2 Explanation

SIUC PROGRAM REVIEW SUMMARY

Program: MS Mechanical Engineering

ENROLLMENT – MAJOR HEADCOUNT	2012	2017
Baccalaureate		
Master's	30	37
Doctoral		
Comment		

Department or Program Number of Tenured/Tenure Track Faculty: 13

Department or Program Number of Term/Non-Tenure Track FT Faculty: 1.5

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate		
Master's	535	756
Doctoral		

DEGREES AWARDED	2012	2017
Baccalaureate		
Master's	12	18
Doctoral		

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate		
Master's	825.06	966.63
Doctoral		

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Physics (BS, MS, PhD)
3. Date: May 10, 2018
4. Contact Person: Meera Komarraju, Interim Provost and Vice Chancellor for Academic Affairs
 - 4.1. Telephone: (618) 453-5744
 - 4.2. E-mail: provost@siu.edu
 - 4.3. Fax: (618) 453-1478
5. Major Findings and Recommendations

The review team was compromised of:

- Dr. Jorge A. Lopez, University of Texas at El Paso
- Dr. James Conder, SIU Geology
- Dr. Kanchan Mondal, SIUC Mechanical Engineering and Energy Processes

In consultation with the Office of the Associate Provost for Academic Programs, it was decided that the programs would be reviewed by one external reviewer (recommended by the program and ratified by the Faculty Senate) and two internal reviewers (assigned by the Graduate Council).

This review was conducted during the first academic year of campus reorganization efforts. In addition, the SIUC campus has faced a multi-year budget impasse, requiring the campus to spend reserves and borrow from the system. It is envisioned that the re-organization in combination with efforts to improve enrollment management, marketing, and the development of a more diverse portfolio of revenue streams will turn this crisis around.

The reviews this year all point to the difficulties resulting from insufficient T/TT Faculty, NTT, and staff. Reorganization is designed to pool resources from the department to the school level, and promote the development of new programs and interdisciplinary research, which in turn will help with recruitment and retention of students, faculty, and staff. Deans have been asked to submit hiring plans to address the needs of all programs.

5.1 Description and assessment of any major changes in the program:

Since its last program review, the Department of Physics has seen a significant reduction in T/TT faculty, from 12 at the time of the last review to 8 (7 pending) at the time of this review. Despite this significant (33.3%) reduction in T/TT faculty, enrollment in undergraduate majors has approximately doubled. In addition, the PhD student enrollment has remained fairly constant, putting additional demands on the T/TT faculty.

The review team concluded that program assessment through student learning outcomes (SLOs) are serving both the needs of the department and the students. They determined that the faculty are aware of and involved with the SLOs of the undergraduate and graduate programs. Because the programs are not overseen by an accreditation organization and the department does not have an external advisory board the process defining the mission, goals and SLOs are primarily internal. The review team concluded that the assessment of the SLOs are appropriate and conventional, using

coursework for undergraduate courses and formal dissertation defenses for the PhD. However, they note that the non-thesis MS option assessment is not yet fully developed. The review team also determined that the assessment cycle was appropriate and that the assessment results are used by the department to improve their undergraduate program but it was less clear for the graduate programs. Recommendations made include exit interviews of undergraduate and graduate students as well as employer and alumni surveys. The Dean, Scott Ishman, strongly agrees and sees this as a major shortcoming in all the departments in the College of Science.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

The major findings of the review team include a faculty that is devoted to and actively engaged in the education of their students. The department has responded to the needs of its students and developed recruitment strategies that have been successful in increasing and retaining physics majors. The faculty are actively engaged in research that includes graduate and undergraduate students. The facilities and equipment in the department currently support the needs of the faculty and the students.

The program is encouraged to consider the following:

- Increase in number of elective undergraduate and graduate courses.
- Develop/revise the departmental strategic plan to make it more current.
- Addition of a planets course and expanding into astronomy and astrophysics.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes:

The Department of Physics has taken action on several recommendations made in the 2010 Departmental Review Report that are listed below:

- The department increased its undergraduate student recruitment efforts that focused on providing all incoming majors an opportunity to participate in research with a modest stipend that was made available from numerous university and departmental sources.
- Hiring of one female tenure-tenure track faculty member.
- The department continues to participate and develop collaborative research efforts.
- The department put in place in FY16 a non-thesis MS option for those students on their way towards a PhD.

5.4 Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes:

No further actions will be taken at this time. The campus is engaged in a significant reorganization plan, enhanced enrollment management, new marketing, and developing more diverse portfolio of revenue streams. The resulting strategic planning, new degree offerings, and restructured fiscal management will be part of the next review.

6. Outcome

6.1 Decision:

- Programs in Good Standing
- Programs flagged for Priority Review
- Programs Enrollment Suspended

6.2 Explanation

SIUC PROGRAM REVIEW SUMMARY

PROGRAM: BS/MS/PhD Physics

ENROLLMENT – MAJOR HEADCOUNT	2012	2017
Baccalaureate	24	27
Master's	16	11
Doctoral	14	13
Comment		

Department or Program Number of Tenured/Tenure Track Faculty: 6.5

Department or Program Number of Term/Non-Tenure Track FT Faculty: 2.5

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate	5673	6137
Master's	213	208
Doctoral	246	271

DEGREES AWARDED	2012	2017
Baccalaureate	4	13
Master's	5	1
Doctoral	7	4

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate	357.78/86.68	306.97/98.54
Master's	373.89	376.82
Doctoral	389.08	195.93

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Quality Engineering and Management (MS)
3. Date: May 10, 2018
4. Contact Person: Meera Komarraju, Interim Provost and Vice Chancellor for Academic Affairs
 - 4.1. Telephone: (618) 453-5744
 - 4.2. E-mail: provost@siu.edu
 - 4.3. Fax: (618) 453-1478
5. Major Findings and Recommendations

The review team was comprised of:

- Vincent Pagano, Quality Assurance Manager, Magna Exteriors-Nascote Industries, Nashville, IL
- Chris Wienke, Associate Professor, Department of Sociology, SIUC

In this review cycle, all of the graduate programs in engineering were slated for review (5 MS programs and 2 PhD programs). In consultation between the College of Engineering (COE) and the Office of the Associate Provost for Academic Programs, it was decided that each department would be reviewed by an external reviewer (recommended by the program and ratified by the Faculty Senate) and an internal reviewer (assigned by the Graduate Council).

This review was conducted during the first academic year of campus reorganization efforts. In addition, the SIUC campus has faced a multi-year budget impasse, requiring the campus to spend reserves and borrow from the system. It is envisioned that the re-organization in combination with efforts to improve enrollment management, marketing, and the development of a more diverse portfolio of revenue streams will turn this crisis around.

The reviews this year all point to the difficulties resulting from insufficient T/TT Faculty, NTT, and staff. Reorganization is designed to pool resources from the department to the school level, and promote the development of new programs and interdisciplinary research, which in turn will help with recruitment and retention of students, faculty, and staff. Deans have been asked to submit hiring plans to address the needs of all programs.

5.1 Description and assessment of any major changes in the program:

Since its inception, the online quality engineering and management program has experienced consistent growth. With the creation of inquiry forms on the departmental website, the department is seeing an increasing interest in the program from students with a wide variety of backgrounds. As such, the department anticipates that it will eventually need to expand offerings to include multiple course sections and hire graduate assistants to support the faculty.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

The reviewers' report indicates that the Quality Engineering and Management program has broad appeal in a wide range of industries due to the curriculum. The online program serves nontraditional students that are seeking educational opportunities to advance their careers. Program goals and student learning outcomes are aligned and students easily identified specific

course content that addressed these goals and outcomes. It was also noted that program goals align with the body of knowledge for ASQ's Certified Manager of Quality/Organizational Effectiveness. ASQ is a global organization that promotes quality and the certifications attained through this organization are widely recognized and valued. Further work is needed on the strategic planning document and completion of action plans.

The reviewers provided the following recommendations:

1. Marketing:
 - a. Focused, on line marketing campaign with emphasis on quality, Lean and Supply Chain website such as ASQ, APICS, PEX Network and Elsmar Cove. This will be a good source of non-traditional students and businesses.
 - b. Focus marketing attention on complementary colleges and programs within the institution.
2. Develop symbiotic relationships with other colleges and programs where quality management and lean practices are relevant topics, such as business administration, health care administration, and hospitality management. Start building these relationships with individual elective classes for their programs introducing QEM curriculum topics. From there, develop unique degree and certificate programs, such as:
 - a. MBA with a concentration in Lean Manufacturing.
 - b. MBA with a concentration in Supply Chain Management.
 - c. Medical Administration with a Lean Certificate.
 - d. Hospitality Management with Service Quality.
 - e. Certificate programs surrounding Lean Manufacturing, Quality Management and Supply Chain Management.
3. Developing coursework to suit the needs of specific industries will grow the program, at least with non-traditional students. It is likely that as the program grows through this approach its standing in the academic arena will also grow, which in turn should aid in the growth of traditional full time, on campus students.
4. Utilize the opportunities created in item 2 above to develop research topics, grant proposals and articles for publication.
5. Identify and recruit industrial professionals with appropriate credentials who can take on some of the teaching load for the master's program as adjuncts to aid in driving more research by regular faculty and on campus students.
6. Obtain institutional support in the form of replacing the retiring professor and filling the former regular faculty position.
7. Obtain Institutional support in the form of TAs and research assistants.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes:

- Curriculum in the program was reviewed and approved by the Industrial Advisory Committee in spring 2009 to add the following courses to the QEM program: QEM 525 Six Sigma Black Belt II, QEM 530 Lean Manufacturing II, and QEM 535 Service Quality.
- In summer 2011, three (3) faculty members from the Technology Department attended the Faculty Summer Institute (FSI) in Champaign, IL. Workshops, presentations and hands-on training were provided with a focus on online teaching. Information was shared with the remainder of the faculty and a common template, utilizing best practices, was developed by the department in the creation of the online courses.

- Faculty were awarded internal grants in summer 2011 for the development of online courses that were delivered in fall 2011.
- A new brochure was developed for the online QEM program and is distributed to program advisors and instructors at our off campus sites. Since a large percentage of the QEM students are graduates of the Industrial Management and Applied Engineering undergraduate program, marketing to these students has been effective. In addition, the website for the QEM program now has a form that prospective students can complete that is sent to the program advisor for follow-up. There has been regular activity on this site since the creation of this form.
- Faculty in the Technology Department have recognized that research efforts need to be strengthened to provide research opportunities for graduate students. Two NSF grants have been secured by one of the faculty members in the department since the last program review.
- The department offers a specialization in Industrial and Quality Engineering within the Engineering Sciences PhD program. This provides a pathway for master's students in QEM that want to continue to study quality engineering topics in more depth. In addition, there will be a larger pool of research-capable students to assist faculty in conducting research on grant work and journal submissions.

5.4 Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes:

1. The Technology Off-Campus Degree Programs (TOCDP) is encouraged to invest distance education (DE) operating funds towards targeted marketing of TECH degrees. In FY10, the University kept 30% of all DE funding. Presently, the University keeps 35% of all DE funding thereby reducing the level of college/departmental profitability. It is hoped that the percentage kept by our university will not increase any further since such action would severely limit the profitability of our off-campus face-to-face degree offerings. Specifically, it is expected that the TECH department will market the QEM program to students in other on campus programs whose content aligns with quality and management concepts, such as Management, Technical Resource Management, Health Care Management, Information Systems Technologies, and Electronic Systems Technologies. Additionally the TECH department plans to market to potential on line students through lean, quality and supply chain channels such as websites and professional organization publications. Finally, the TECH department has already obtained College approval for an accelerated master's program to grow on campus enrollment by enhancing the attractiveness of the QEM program to on campus and online students upon completion of their IMAE bachelor's degree.
2. Establish strategic partnerships with local industry for the purpose of aligning business needs with academic expertise. Mutually beneficial relationships include re-designing and updating curriculum to respond to changes in industry needs, providing tailored training and continuing education modules to the workforce, and identify opportunities for students to engage in applied research.
3. Developing and maintaining a robust research program requires a significant investment of time and energy from faculty. Specifically, the TECH department plans to identify external research funding opportunities that create opportunities to collaborate with faculty in disciplines across campus that have an interest in pursuing research in quality topics. Targeted funding agencies include NSF, NIH, and Agency for Healthcare Research and

Quality (AHRC). Investigate the potential pool of candidates in the local area who have the educational credentials and background to teach courses within the program.

4. The COE has already submitted a request to replace the retiring TECH professor, however, the University has yet to approve our request. Adding another T/TT faculty position is candidly somewhat doubtful.
5. The department will need to increase the level of extramural grant funding to support more graduate research assistants.

No further actions will be taken at this time. The campus is engaged in a significant reorganization plan, enhanced enrollment management, new marketing, and developing more diverse portfolio of revenue streams. The resulting strategic planning, new degree offerings, and restructured fiscal management will be part of the next review.

6. Outcome

6.1 Decision:

- Programs in Good Standing
- Programs flagged for Priority Review
- Programs Enrollment Suspended

6.2 Explanation

SIUC PROGRAM REVIEW SUMMARY

PROGRAM: MS Quality Engineering & Management

ENROLLMENT – MAJOR HEADCOUNT	2012	2017
Baccalaureate		
Master's	0	48
Doctoral		

Comment: Teaching out degree in Manufacturing Systems; Replacement MS in Quality Engineering and Management. First graduating class in new degree AY13: 9 students

Department or Program Number of Tenured/Tenure Track Faculty: 6

Department or Program Number of Term/Non-Tenure Track FT Faculty: 2

SCH PRODUCTION TOTAL	FY12	FY16
Baccalaureate		
Master's	338	482
Doctoral		

DEGREES AWARDED	2012	2017
Baccalaureate		
Master's	0	17
Doctoral		

COST PER CREDIT HOUR	FY12	FY16
Baccalaureate		
Master's	432	412.19
Doctoral		

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Advanced Coal and Energy Research Center
3. Date: May 29, 2018
4. Contact Person: James. E. Garvey, Interim Vice Chancellor for Research
 - 4.1. Telephone: (618) 453-4551
 - 4.2. E-mail: ovcr@siu.edu
 - 4.3. Fax: (618) 453-1478

5. Major Findings and Recommendations

ACERC has changed in many ways since its last review. The name of the center was modified to increase the breadth of its research. Substantial funds through an "Energy Boost" grant from the Clean Coal Review Board are being used to expand the research and instructional goals of the Center.

5.1 Description and assessment of any major changes in the program:

The program is moving in the correct direction by diversifying beyond coal research and exploring alternatives for fossil fuel and renewables. The funds for the Energy Boost grant are being used to provide seed grants to faculty and scholarships for students involved in energy research. The primary concern is that the ACERC/Coal Development Park in Carterville needs upgrades and is costly to maintain. Solutions to maintaining and upgrading the facility need to be found.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

Primary action has been to use the Energy Boost grant to leverage the pursuit of outside funding and to train students in engineering.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes

Primary actions include finding a sustainable funding model for the Coal Development Park, procuring outside funding, increasing the equipment and facilities to include a broad portfolio of energy research (e.g., biomass, solar, carbon capture, etc.). I would recommend more leadership staffing, perhaps an Associate Director, to help grow the program and seek outside funding.

5.4 Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes.

6. Outcome

6.1 Decision:

- Program in Good Standing
- Program flagged for Priority Review
- Program Enrollment Suspended

6.2 Explanation

The ACERC is doing what a research center is supposed to do. It is largely self-funded and seeking sources of long-term, continual support from diversified sources. The external review provides guidance about how to secure funding through stakeholder engagement and collaborations.

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Fisheries, Aquaculture, and Aquatic Sciences
3. Date: May 29, 2018
4. Contact Person: James. E. Garvey, Interim Vice Chancellor for Research
 - 4.1. Telephone: (618) 453-4551
 - 4.2. E-mail: ovcr@siu.edu
 - 4.3. Fax: (618) 453-1478

5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program:

The CFAAS has experienced marked changes in personnel and internal funding since the previous review. The program maintains a good reputation nationally and is productive in research. Internal funding in OTS has declined by greater than 35%, support for graduate students and faculty services has declined. Physical space and research facilities have increased on campus.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

The primary concerns are about staffing and internal support. Primary concerns include a lack of a formal undergraduate program in fisheries and aquaculture, lack of graduate student support, and a lack of clear leadership/absence of a fisheries ecologist. A permanent Director who can continue fish ecology research is needed.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes

A primary concern during the last review was a lack of space. The university invested in a new wet lab facility and Saluki Aquarium, which is serving the Center as well as allied aquatic research across campus. Institutional support for personnel and office management eroded significantly since the previous review. To mitigate losses in administrative support, the CFAAS office merged with the office of the Cooperative Wildlife Research Laboratory. The old fisheries administrative office was converted to another research laboratory.

5.4 Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes.

Given lack of a clear funding model for SIUC, it is difficult to determine how increases in institutional support will occur. Returning the Director to full-time status in research and graduate instruction will increase graduate student training and grant support. An undergraduate program in Fisheries will be explored, developed in the planned School of Earth Sciences or other unit in the reorganized university.

6. Outcome

6.1 Decision:

- Program in Good Standing
- Program flagged for Priority Review
- Program Enrollment Suspended

6.2 Explanation

Despite erosion of institutional support, the CFAAS has adapted and maintained a high per capita rate of research and instructional output. There is a clear plan for moving forward and the prospect of developing an undergraduate program is especially promising.

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Clinical Center
3. Date: May 29, 2018
4. Contact Person: James. E. Garvey, Interim Vice Chancellor for Research
 - 4.1. Telephone: (618) 453-4551
 - 4.2. E-mail: ovcr@siu.edu
 - 4.3. Fax: (618) 453-1478

5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program:

The Clinical Center is a training center for three programs in applied behavioral sciences: clinical psychology, educational psychology and special education, and communication disorders. It serves the community by providing therapy, while training students and providing data for research. The program has experienced some loss in state support and is no longer affiliated with the ACHIEVE program on campus.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

The review found that the Center is functioning well, with sufficient space necessary to function. Community outreach is well developed. There is a need for more external support, and the previous review recommended that the foundation might be a source of funding.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes

The Center has collected data on users of the facility for training. It has maintained space for clinical practice. Funding for the Center has increased through use of fees.

5.4 Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes.

The Center needs an improved mission statement that states that the Center has a combined training and research mission with high quality services. An assessment of client satisfaction needs to be made. There needs to be a concerted effort to increase the number of affiliated publications and grants. Administrative needs, especially regarding technology and assurances, require an audit and increased resources if necessary. New research initiatives, materials, and research assistant support will increase the ability to seek external funding. New services should be explored.

6. Outcome

6.1 Decision:

- Program in Good Standing
- Program flagged for Priority Review
- Program Enrollment Suspended

6.2 Explanation

The Center is integral to three accredited academic programs and appears to be serving them well.

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Cooperative Wildlife Research Laboratory
3. Date: May 29, 2018
4. Contact Person: James. E. Garvey, Interim Vice Chancellor for Research
 - 4.1. Telephone: (618) 453-4551
 - 4.2. E-mail: ovcr@siu.edu
 - 4.3. Fax: (618) 453-1478

5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program:

The CWRL has undergone significant reductions in state support from the university. However, external funding has been sufficiently high to ensure that the program is maintaining research and graduate support. There was significant turnover in staffing; however, a senior scientist position was converted to tenure-track faculty position and a toxicologist was hired to replace a retirement. The toxicologist has departed and the Director position remains unfilled. The primary issues are with retaining faculty and hiring strategically.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

The primary assessment is that university resources are limited and many of the support functions including GA stipends, an independent administrative office, faculty FTEs, etc. A mission statement for the Center, more foundation support, a strategic plan, and faculty incentives are all recommended. The on-line presence of the Center is nearly absent; there needs to be better media outreach.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes

Many of the concerns outlined in the previous review remain, regarding the vision for the future of the Center, retention issues with faculty (another faculty member is leaving since this review was undertaken), and support for graduate students.

5.4 Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes.

Faculty lines need to be replaced when lost. The role of toxicology in the graduate curriculum/research needs to be revisited. More support for graduate students and faculty is needed. That said, the Center's reliance primarily on state federal aid wildlife funds has allowed it to weather declining university support. However, as was noted in the previous review, the Center must diversify its funding including increasing foundation support. The Center's media presence needs to be increased by working with students and perhaps university communications.

6. Outcome

6.1 Decision:

- Program in Good Standing
- Program flagged for Priority Review
- Program Enrollment Suspended

6.2 Explanation

The Center is weathering considerable internal support issues. Although not specifically mentioned in the report, the Center experienced a lapse in external state support during the 2-year state of Illinois budget impasse, which reduced funding for graduate students and research. It was able to withstand this lapse. However, sufficient reserves and diversified funding are needed to ensure that the Center can survive future budget crises. Stable leadership of the Center is needed.

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: STEM Education Research Center
3. Date: May 29, 2018
4. Contact Person: James. E. Garvey, Interim Vice Chancellor for Research
 - 4.1. Telephone: (618) 453-4551
 - 4.2. E-mail: ovcr@siu.edu
 - 4.3. Fax: (618) 453-1478

5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program:

The STEM Research Center was implemented in 2014 and has not been reviewed before. Since the program began, it has raised considerable funding and is starting to develop the staffing necessary to increase its reach across campus.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

The Center is off to a great start; it has space needs, which require an increase in offices and collaborative areas. Plans are needed for long term stability of the Center (i.e., seek permanent status with IBHE), stable administrative support such as a permanent Director, more graduate support, and increased outreach to K-12 educators throughout Illinois.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes

Not applicable. This is the third year review of a new program.

5.4 Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes.

The Center should seek permanent status with IBHE, identify a central space for facilities/growth, and seek a permanent director. Further, it needs to develop a strategic plan for meeting its very broad goals of "advancing STEM literacy through teaching, research, and service". An advisory committee and formal membership of faculty might help the Center best achieve its goals. Though not explicitly stated in the reports, it is important that future faculty hires across SIUC mesh with the STEM education mission of this Center when possible.

6. Outcome

6.1 Decision:

- Program in Good Standing
- Program flagged for Priority Review
- Program Enrollment Suspended

6.2 Explanation

The Center has raised considerable funds in its short existence and is using this support to leverage additional opportunities.

PROGRAM REVIEW REPORT

1. Reporting Institution: Southern Illinois University Carbondale
2. Programs Reviewed: Fermentation Science Institute
3. Date: May 29, 2018
4. Contact Person: James. E. Garvey, Interim Vice Chancellor for Research
 - 4.1. Telephone: (618) 453-4551
 - 4.2. E-mail: ovcr@siu.edu
 - 4.3. Fax: (618) 453-1478
5. Major Findings and Recommendations
 - 5.1 Description and assessment of any major changes in the program:
 - 5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:
 - 5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes
 - 5.4 Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes.

6. Outcome

6.1 Decision:

- Program in Good Standing
 Program flagged for Priority Review
 Program Enrollment Suspended

6.2 Explanation

The Fermentation Science Institute is in its third year, and required to have a review. Although the Institute was informed and reminded of the review, the self-study report was not submitted. As a result, no review was conducted. It has been flagged for priority review.

Program Review Report

1. Reporting Institution Southern Illinois University School of Medicine
2. Program Reviewed Continuing Medical Education (CME) Program
3. Date July 2018
4. Contact Person Gary J. Giacomelli
 - 4.1 Telephone (217) 545-1330
 - 4.2 E-mail ggiacomelli@siumed.edu
 - 4.3 Fax (217) 545-0786

5. Major Findings and Recommendations

Southern Illinois University School of Medicine was granted full, unconditional six-year reaccreditation (“Accreditation with Commendation”) of its continuing medical education (CME) program by the Accreditation Council for Continuing Medical Education (ACCME) in December 2017. This culminated an extensive, year-long self-study and review of all facets of the CME program. The ACCME is the accrediting body for continuing medical education programs. The “Accreditation with Commendation” designation recognizes the school’s CME program as one that “demonstrate(s) compliance in all criteria and the accreditation policies.” The six-year accreditation is the maximum offered by the ACCME. The SIU CME program has been ACCME-accredited since 1982.

5.1 Description and assessment of any major changes in the program:

SIU School of Medicine advocates and supports the continuing professional development of health care professionals in the central and southern Illinois region. Through its CME program, the medical school offers a full range of educational experiences that enhance the practitioner's knowledge base, provide updates and review, and expand professional skills. In the tradition of the medical school, the target audience of SIU CME’s programs includes the broad range of the medical profession, from full-time practitioners to academic physicians with special interests in research and teaching, as well as other allied health care professionals. The medical school’s continuing medical education courses and workshops are continuously reviewed and improved to better address the professional development needs of the region’s health care professionals.

The CME program provides state-approved continuing medical education instruction for physicians and nurses (Advanced Practice Nurses, LPNs and RNs). The program is also authorized by the Illinois Department of Financial and Professional Regulation to award continuing education credit to social workers, nursing home administrators, licensed professionals/clinical counselors, clinical psychologists, dietitians and nutrition counselors. These additional certifications

make the school's CME activities effective in the training of medical teams regarding high-quality, innovative medical best practices. The demand for such training is significant.

In 2015, the Office of CME was renamed the Office of Continuing Professional Development (OCPD) and began reporting to the medical school's Senior Associate Dean for Education.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement:

In December 2017, the ACCME granted full accreditation to the school's CME program for the maximum six-year period. ACCME found that SIU's CME program was in full compliance with all standards for program purpose and mission, educational planning, evaluation and improvement, and engagement. No follow-up reporting or interim site visits are required.

The school's CME program demonstrated compliance in all twenty-two criteria and accreditation policies of the ACCME. The CME program's educational planning was judged to effectively incorporate educational needs, match learners' current and future potential scope of professional activities, and enhance learners' professionalism and competencies. The accrediting agency found that the program's mission statement displayed all required components, including the articulation of competency-/performance-based patient outcomes. The school's program effectively analyzes learners' performance and utilizes pertinent data and information to refine the curriculum and its delivery. This includes the measurement of program improvements.

The ACCME also found that the school's CME program exceeded standards regarding how the program engages its environment. The accrediting agency said that the SIU CME program "... demonstrated an engagement with your environment in support of physician learning and change that is a part of a system for quality improvement."

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes:

In its last review, the ACCME identified no deficiencies in the CME program and made no recommendations for change. However, the program has continued to make improvements in its curricula and delivery methods and more fully utilize educational resources. The program makes extensive use of the newly established, state-of-the-art Memorial Center for Learning and Innovation's simulation and interactive learning resources. The CME program also benefits from the medical school's participation in patient safety improvement research and provider educational programs arising from the various quality improvement partnerships of the medical school.

As noted earlier, the OCPD was recently reorganized into the medical school's Education and Curriculum division under the Senior Associate Dean for Education. An educational research function was added to the OCPD. These organizational developments allow the CME program to make effective use of advances in medical education. The CME program continued to utilize information coming from activity evaluations, needs assessments, and other

analyses to improve programming. Commercial support was kept in balance with the program's mission.

- 5.4 Description of actions to be taken as a result of this review, including instructional resources and practices, and curricular changes:

The CME program will continue to adapt its curriculum and delivery methods to meet the emerging needs of practicing physicians and other health care professionals in the central and southern Illinois region.

6. Outcome

- 6.1 Decision

Program in Good Standing

Program Flagged for Priority Review

Program Enrollment Suspended

- 6.2 Explanation:

The Accreditation Council for Continuing Medical Education (ACCME) approved a full, unconditional six-year accreditation ("Accreditation with Commendation") for SIU School of Medicine's Continuing Medical Education program during its review of the program in Academic Year 2017-2018. The next ACCME accreditation review will occur in Academic Year 2023-2024.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** BA, BS Biological Sciences
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program

[e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

As enrollment in health sciences has continued to grow, enrollment in biology courses have continued to increase as well. Enrollment in the BA and BS in Biological Sciences overall have remained steady. In 2013, the Science Lab West building was complete and allowed for appropriate facilities to house the laboratory and office space for the program. This, along with recent renovations have resulted in appropriate facilities to house the growing needs of the program and the courses to support other programs.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

1. Create a more formal mechanism to make undergraduate students aware of mentored research opportunities.

Rationale: Surveys indicated that many students felt they were not made aware of such opportunities, and the faculty expressed great interest and success in mentoring via lab research. In fact, many faculty indicated that undergrads present research results at national meetings.

2. Continue to assess the impact of changes made to the core courses (150, 151, and 220) and make adjustments as needed to further enhance student learning.

Rationale: Changes to the core courses made it possible for freshmen to begin taking their first majors course in their first semester. This was done to enhance flexibility in

taking advanced biology electives by completing the core a semester earlier. One concern is what effect the early introduction of very large (potentially 360 seat), demanding lectures may have on student learning and performance. The program has already made strides in exploring non-lecture enhancements such as Supplemental Instructors (SI) and Peer Led Team Learning (PLTL). The program needs to continue its assessment process, monitor for a possible increase in D/F/W rates in these courses, and refine the courses and/or course methods as necessary.

3. Consider further developing alumni relationships with the department and current students.

Rationale: The department self-identified alumni as a potentially underutilized resource. Developing and maintaining an active alumni network may provide the department with opportunities for assistance with on and off campus programs and events while providing current students opportunities for informal mentorship, research, and career networking. Identifying one to three alumni champions to create an active presence on social media and act as a liaison between the department and alumni network may be useful.

4. Continue to engage students in learning about and practicing experimental design and methodology through investigative labs and other methods to engage students and further learning.

Rationale: The department has piloted some investigative labs alongside the traditional “cookbook” labs in order to engage students and provide meaningful experiences in experimental design and methodology. Using data from the investigative lab pilot and student/faculty feedback, continue to explore the use of investigate labs as appropriate in courses. Consider continued assessment of these labs and further expansion of this concept.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

There were eight recommendations that the program responded to over the last eight years:

1. Space was identified as an issue. This was resolved with the completion of the Science Lab West building and the renovations to Science East.
2. The program required additional resources to support the enrollment growth. Since that time, the pace of enrollment plateaued, an additional faculty line was added, additional instructors were hired, and tenure-track faculty with joint appointments in Environmental Sciences were hired, and space for offering labs and courses were increased through completed renovation projects.
3. Students were having difficulty in enrolling in upper-level courses. The department offers the maximum number and diversity of upper-level courses possible for students to be able to complete the specializations offered.
4. The program was encouraged to offer sequential biology courses for majors. The program responded by developing a sequencing of courses for majors: Biology I, Biology II, Genetics, etc.
5. The program was encouraged to offer online courses to assist in meeting all students' needs. The program offers 4 online courses.

6. Student advising was identified as an area that could improve. The Department Chair and Undergraduate Committee Chair have been working with advising to communicate program changes and address common advising questions and issues. Students' satisfaction with advising in the student surveys improved.
7. The program was encouraged to rethink the senior assignment. Significant additions and improvements have been made to the senior assignment to enhance the grant proposal senior assignment model.
8. The department was encouraged to consider curricular revisions. The curricular revisions suggested were discussed and debated by the department faculty. None of the specific recommendations were supported by the faculty to move forward.

5.4 Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The program is working on responding to the recommendations. Peer-lead teaching and learning has been implemented in Biology 150 and student success is being monitored. The department is also monitoring DFW rates of their large biology courses and monitoring changes made to improve student success. The department has been working to engage with enthusiastic alumni and created an alumni letter.

6. Outcome

6.1 Decision:

- Program in Good Standing
- Program flagged for Priority Review
- Program Enrollment Suspended

6.2 Explanation

The Curriculum Council of the Faculty Senate commended the program on their student-focus, innovation in trying new pedagogies, and on their sustained enrollment levels.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** BA, BS Mathematical Studies
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program

[e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

Enrollment in the undergraduate Mathematical Studies program has been fairly steady over time. Small decreases in enrollment have been seen due to decreases in the Secondary Education program in Mathematics because of changes in state requirements.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

The program review team recommended that the program should make some curricular changes including: remove courses that are not able to be offered due to low enrollment, and work closely with the Department of Teaching and Learning to ensure student success in secondary education. The program was encouraged to make sure that curriculum includes real world applications and is responsive to current trends in the discipline by working with local businesses and industry and to have graduates return and share knowledge of how the program contributed to their professional lives. It was additionally recommended that the program monitor graduation rates and persistence in the program.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

The program adequately addressed the recommendations set forth by the previews internal and external reviews. In spite of the budgetary constraints and the need to

make do with temporary accommodations in Vadalabene Center, the program is delivering high-quality instruction and maintaining rigorous academic standards.

5.4 Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The program is working to revise the curriculum for the secondary education students to be responsive to changes in state requirements and to better prepare students. They have started a colloquium series to invite speakers in to talk to students. Additionally, the program has been working on monitoring student success and adjusting supplemental instruction opportunities for students.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Curriculum Council of the Faculty Senate found the program to have high levels of faculty collegiality and focus on student learning. The Council urged the program to work to make changes to the curriculum to be responsive to industry trends and needs.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** MA Art Therapy Counseling
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program

[e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

The program has filled enrollment to capacity and has had an increasing number of applications. The program typically has 4 to 5 applications for each available spot. SIUE is one of only 39 programs in the United States in 34 institutions that are approved by the American Art Therapy Association (AATA). The program at SIUE is one of three AATA approved programs in Illinois – the other two programs are in Chicago and are offered by private institutions with high tuition costs. There are no other graduate art therapy programs in the St. Louis metropolitan area or the state of Missouri. Approximately ½ of our students come from the bi-state region, and the rest come from all over the United States and other countries.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

We would encourage the program and the department to continue to develop strategies to ensure consistent communication is occurring between the Art Therapy Graduate program and the Department of Art and Design. With the move of Art Therapy into the same space as the other programs in the Art and Design Department there is the potential for better understanding and collaboration. It was clear in the discussions outside of the Art Therapy program that there was a need for better understanding of the Art Therapy program, its needs, and its value. Although this lack of communication needs to be addressed in both directions. It was clear to the program review team that communication between the Art Therapy program and the Department of Art and Design was lacking. As the Art Therapy program is a successful and dynamic program, efforts should be made to build relationships between the Art Therapy program and the Art and Design administration as well as

examine potential collaboration with the goals of the Department and its faculty with the goals and faculty of Art Therapy.

We would encourage the Art Therapy program to examine further collaboration with other programs and focus on clearly articulating the programs goals and fit. There was evidence that increased collaboration could result in further understanding and appreciation for the program. The program review committee wondered if collaboration with existing programs such as Masters of Social Work, Masters of School Psychology, and further collaboration with programs at Head Start, or potential Integrative Studies class might be a method to further communicate the program's values.

The review committee encourages the Art Therapy program to work with the department to clearly articulate program needs and accomplishments. The program review team appreciates the financial situation of the University; however, as in many cases the Art Therapy program would benefit from additional support. Although the program has done an admirable job staffing its program through 3 tenured track faculty and multiple lecturers, the program would benefit from an additional full time faculty member. At three tenured faculty members, the program is vulnerable to the leaving of just one full time member. Additionally, the need for additional administrative staff and support for the program director's summer work were noted. As the previous recommendations are focused on building further communication, collaboration, and understanding, these activities would likely fall on the program director further highlighting the need for additional graduate assistant support.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

The program has increased from 2 tenure-track faculty members to 3 tenure-track faculty members in response to a recommendation to hire an additional faculty member and due to increased enrollments. The program has added instruction to students about library resources to help students become comfortable in knowing what is available to them and how to access the resources to enhance their research. The program is in a new building that is connected to the Art and Design building. This has improved previous areas cited for improvement regarding facilities and has also resulted in improved relationships and collaborations with the Art and Design faculty.

5.4 Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The program is investigating additional ways to grow the program without compromising any of the great things that they are currently doing. Consideration should be given to an additional (4th) faculty member if the resources are available. The faculty are working with Psychology, Art & Design, and Social Work program faculty to investigate enhanced collaborations. The program is working through a new accreditation process and is working closely with the Department Chair, Dean, and Office of the Provost as needs are identified.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Programs Committee of the Graduate Council commended this program on their curriculum, faculty, assessment and outcomes of the program. The Committee encouraged continuing to work to enhance collaborations with other programs across the University.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** MA, MS Biological Sciences
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
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5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program

[e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

This program has been growing since the last program review. The program growth has been attributed to faculty being more research active.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

1) Continue to maintain the innovative assessment process that the program now has in order to ensure student's successful completion of the program in a timely manner and to address their ever changing needs.

Rationale: For example, through the self-assessment process it was found that a possible reason that the program completion rates were low (at 2 years) was that students were having trouble completing the writing portion of the research work (thesis). As a response, new required courses were initiated to prepare and assist students in developing their research and writing skills. This method appears to be an excellent and innovative approach to address the issue. However, it will take several years to really be able to assess whether this approach has worked. A diligent watch will be needed for this initiative and might be difficult given the many demands on the program.

This is just one example, there are a number of others that have been initiated recently as well. Overall, then, the program should be considering ways to maintain its momentum and ensure its commitment to continuous improvement. It will be challenging to continue to maintain the innovative assessment process the program now has over time over the long term.

2) Investigate ways to increase the international student population.

Rationale: Currently the international student population in the program is very low. Increasing the number of international students will help to diversify the program. Increasing the number of international students will help to continue and expand the program into the future. Communicating with other Schools that have high international graduate student programs might help as well as working with the Office of International Student & Scholar Services.

3) Consider conducting/developing more workshops/seminars on how to be a good TA. Also institute periodic training (monthly?) on teaching techniques and effectiveness.

Rationale: Graduate students begin teaching their first semester and this can be challenging. Currently there is some training for TAs but it is limited. Given that the number of students per lab is increasing, the demands on TAs will also be increasing. Additional on-going training and monitoring program will help them become better, more efficient instructors as well as help them intellectually. The Center for Faculty Development and Innovation might be of help.

4) Consider creating an external advisory board consisting of alumni and/or industry persons.

Rationale: Currently there is no external advisory board. An external advisory board could help with assessment of the program, providing a new perspective and ideas on how to address issues. They could also help with financial support for some program needs, internships or fellowships, and advertisement of the program.

5) Explore ways to include more elective/topics/variety of courses for graduate students and/or offer elective courses more than once every two or three years. Continue to explore the use of blended and online courses or other innovative learning methods.

Rationale: Students noted that they would like to see more electives and/or variety in the courses offered to them. Online courses and/or other innovative teaching methods may be one way to address this issue given the limited resources currently available. Again, the Center for Faculty Development and Innovation as well as the Instructional Design & Learning Technologies group might have ideas to help in this area.

6) Consider involving all persons (including adjunct faculty and those that do not necessarily teach the graduate students, but work with them either directly or indirectly) in the program assessment process.

Rationale: Not all those interviewed felt fully involved in the program assessment process even though they contribute to the program (directly or indirectly). Some didn't realize that there was an assessment process. Diversity in the assessment process could provide some very interesting ideas and perspectives about the program that could prove helpful for continuous improvement in the future.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

The program has adequately addressed all the recommendations set forth by the previous program review. Some of the recommendations have been fully addressed, some are in progress and some are on-going. For example, the recommendation to improve physical conditions of the Science Building has been fully addressed with the new Science West building. An introductory BIOL 501 course has been added to address student completion, communication and preparation issues, but it may take several years before the effects of this action can be fully assessed. The faculty implemented a voluntary, midpoint thesis committee meeting and assessment process for each graduate student to address issues with student retention, completion and communication. This process is an on-going effort.

5.4 Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The department and program have been working to connect more with industry and alumni. They have continued to monitor student success through the program to assess curricular changes and to assess student writing especially. The department is exploring options to improve training of teaching assistants. The program is working to communicate more clearly the elective offerings that will be available to students at least 3 semesters in the future so that students can better plan their courses.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Programs Committee of the Graduate Council suggested that this is a strong program that is committed and responsive to continuous improvement, but should continue to monitor student retention and completion closely.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** MS Environmental Sciences
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program

[e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

According to the U.S. Department of Labor-Bureau of Labor Statistics, employment of environmental scientists and specialists is projected to grow 11% from 2014 to 2024, faster than the average for all occupations in the U.S. Heightened public interest in the hazards facing the environment, as well as the increasing demands placed on the environment by population growth, is expected to spur demand for environmental scientists and specialists. The median annual wage for environmental scientists and specialists was \$67,460 in May 2015 in the U.S.

(<http://www.bls.gov/ooh/Life-Physical-and-Social-Science/Environmental-scientists-and-specialists.htm>).

There are significant demands locally for individuals trained in the environmental science fields, allowing our graduates to obtain “successful careers and satisfying lives” primarily in the US Midwest region. In addition to our service for general education (via the environmental science minor program), there are approximately 150-200 graduate students enrolled in the graduate courses offered by six ENSC program faculty in each academic year, including students from other graduate programs, such as Biological Sciences, Chemistry, Geography, and Environmental Engineering.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

The Graduate Environmental Science Program has undergone through serious upgrades in its physical structure, lab and computer resources and curriculum design after the previous review. It is in a stronger footing today. It has a strong

record of training highly qualified environmental scientists and specialists respected and desired by the job-market. The employers seem to be very happy with our graduates and most of the students find jobs even without completing all degree requirements. The multi-disciplinary nature of the program and its professors with diverse background and specializations have allowed the program to train students in a wide-range of expertise and cross-disciplinary understanding of the field of environmental science better than other programs around.

Recommendation #1: The Internal Program Review Committee recommends that the Environmental Science Program should make a very strong case to employ more specialist faculty hands to cover all the five areas of concentrations in the program.

Rationale: More than half of the students believe that there is no adequate advisement in their area of specialization, perhaps, because of lack of specialist faculty to cover all five areas of students' concentrations

Recommendation #2: The Internal Program Review Committee acknowledges that the number of assistantships has been increased from five to seven in response to previous review, we also strongly recommend that the situation be closely monitored to assure that the GA situation does indeed continue to improve to meet students' needs. Importantly, with the IBHE approval for a new BA/BS program in Environmental Sciences, the graduate program foresees greater opportunities for more GA positions.

Rationale: Without assistantship opportunities, students end up taking up full-time employment and pay less attention to school work, thereby, prolonging graduation time or completely dropout from school. Furthermore, assistantship opportunities tend to increase students' job-confidence and meeting their learning benchmarks faster.

Recommendation #3: The Internal Program Review Committee recommends that the Environmental Science Program should strengthen its faculty mentoring program with the goal of tracking student academic progress for improving student graduation rate by fifty percent in the next four years.

Rationale: It is now common knowledge that too many Environmental Science Program students are taking on full-time employment prior to completing all degree requirements. This growing trend is contributing to prolonged student graduation time and/or outright student dropout rates. By keeping students more closely mentored and fully engaged by faculty, graduation times are very likely to improve and kept between two and four years.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

During the review period, the ENSC Program and the Department of Geography have jointly hired an environmental geographer with specialty in Geographic Information Systems, thus addressing the faculty shortage in one key area. The Program has addressed issues of faculty shortage in other areas by restructuring degree concentrations in order to maximize student access to existing faculty strengths. The Program has retained Environmental Education in order to meet the needs of local high school science teachers. Although a specialist in that field has not been hired, the education concentration has received mentoring support from Program-affiliated faculty in other Departments.

Fortunately, research facilities for the Program have been substantially improved with the opening of the new Science Building in summer 2013. Now, in the words of the Director, “the Program provides students with a state-of-the-art research facility.” In the self-study, the Director indicates that “the GA stipend has been increased since the last program review.” In addition, the number of assistantships has been increased from five to nine. Importantly, with the IBHE approval for a new BA/BS program in Environmental Sciences, the graduate program foresees greater opportunities for more GA positions.

5.4 Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The program is reviewing the curriculum and options to help students be able to move through the curriculum and attract students to complete the program. The program is looking at ways to help students move through the non-thesis option of the program as well as determining if there are ways to stream-line courses and offer prior learning credits.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Programs Committee of the Graduate Council urged the program to consider whether they have the faculty to cover the breadth of the tracks offered. The Committee further suggested that the program review the curriculum and mentoring efforts to work to improve student retention and completion.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** MS Healthcare Informatics
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

The program has been growing and has shifted from a Corporate Partnership only model to a fully online program that also attracts traditional students. A program director was hired to support the growth of the program.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

The student learning outcomes are being met by most students with the remaining percent of students exceeding expectations. One student has not completed the program.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

This is the 3-year review. No full program review has been conducted before now.

5.4 Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The program will be seeking accreditation and is working to align the program with accreditation standards. Changes may result due to this alignment.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Programs Committee of the Graduate Council encouraged the program to revise the assessment plan for the program as changes are made for alignment with accreditation standards, but has no further recommendations or suggestions.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** MS, MEd Kinesiology
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program

[e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

Overall enrollment in this program has dramatically increased from 2010- 2015. In 2010 the program had 73 students, in 2015 the program had 115 students, a 30% increase over 5 years. The Graduate Program concentrations have experiencing significant interest and increased enrollment in recent years. The increases in enrollment have occurred for two primary reasons. First, the Kinesiology faculty have developed and executed a sound recruitment plan. Second, an increasing number of students who want to attend professional schools in physical therapy, occupational therapy, medicine, coaching, sport psychology, teacher preparation, and chiropractic therapy are enrolling in our graduate programs for additional training. Contributing to this growth is the fact that the exercise physiology program is aligned with accrediting bodies which has increased the rigor and quality of the curriculum. Fortunately, the department planned accordingly for this rapid enrollment growth. First, we have hired additional faculty via reallocated lines. Second, we have spent considerable time strategically designing our year-round (fall, spring, and summer) schedule to maximize efficiency and availability. At this time, however, continuing to grow would be a concern as faculty lines, even when clearly needed are not being filled. Having graduate courses with 30 -40 students, even when the course is offered every semester (including summer) is not a realistic as a plan going forward. Instead, the increased enrollment needs to be met with more faculty and resources.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

The program is committed to helping students achieve the learning goals of the Graduate School in several ways. First, each programs learning outcomes were

designed based on the Graduate Schools goals. Second these program outcomes are assessed each semester for each student, as well as in an overall conversation about the success of the program in achieving their outcomes. Furthermore, starting spring 2015 in the exercise and sport psychology program each course activity, is goal mapped on to the program and graduate school goals. This program has grown very rapidly. The program review team made several recommendations based on that growth: many faculty are teaching on overload and classes are full. A reevaluation of resources should occur. Students have asked for more individual advising and mentoring. Development of a diversity plan is encouraged.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

The program has worked on assessment of student learning. The student learning objectives were more clearly aligned with the Goals of Graduate Student Learning and the program has been monitoring the exit exam. A faculty mentoring plan was implemented in 2013 to better support new faculty. An internship supervisor has been in place since 2012 to ensure requirements of the Commission on Accreditation of Allied Health Education Programs are met.

5.4 Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The program is working to monitor closely the growth of the program. Class sizes, faculty overload, and advising of students are specifically being monitored. Admission criteria for the program are also being evaluated. The School will be working on a diversity plan after the University Diversity Plan is finalized this year.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Programs Committee of the Graduate Council noted that the program faculty are committed and responsive to continuous improvement and the Committee found the program to have strong processes in place to support and assess student learning objectives.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** MS Mathematics
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. **Major Findings and Recommendations**

5.1 Description and assessment of any major changes in the program

[e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

Enrollment in the program is currently below the optimal enrollment. The department has been working on a key strategic goal of increasing the number of quality graduate students, especially underrepresented and international students.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

The program was encouraged to review their timeline for notifying Graduate Assistants of their awards, increase elective offerings, enhance external partnerships, monitor completion rates for the program and improve organization of program information on the website.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

The departments worked on revising their assessment of student learning outcomes and student performance. The program now has two assessment points for programmatic assessment. Additionally, the program has increased the intentional times where faculty and students have opportunities to engage in critical and scholarly dialogue. The program has increased contacts with industry including having alumni come back to talk about their careers.

5.4 Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The department has been working to identify the number of assistantships needed earlier and make awards earlier to attract international students especially. The program has instituted a colloquium and seminars to help students with career information, and moving students to graduation. The program has created a video for the website and has improved information on Facebook and their newsletter to better communicate information about the program to students.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Programs Committee of the Graduate Council noted that the program may have too many specializations and that they have room to increase enrollment. The Committee commended the program on their committed faculty and the responsiveness to continuous improvement.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** MSEd College Student Personnel Administration
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

This program has continually grown since beginning in fall 2014.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

The program is new and had no graduates at the time of the report. For all assessments of student learning completed so far, most students met expectations for each assessment. Few students completed the final project during the course. The program is working to make changes to the final project and to the courses leading up to the final project to correct this. Changes to admissions criteria are also being investigated.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

This is the 3-year review. No full program review has been conducted before now.

5.4 Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The program will continue to monitor the student learning outcomes closely, as well as make changes to the final project and admissions criteria.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Programs Committee of the Graduate Council had concerns regarding advising support for the growing program. The Committee requested a follow up report regarding these supports. Overall, the Committee found the program to be successful upon the initial review.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** National Corn-to-Ethanol Research Center
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program

[e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

The NCERC at SIUE is a nationally recognized research center dedicated to the development and commercialization of biofuels, specialty chemicals and other renewable compounds. The Center's fully functional dry grind pilot plant and laboratories are equipped with advanced biofuels capabilities including corn fractionation, pretreatment, and a fermentation suite with 5, 30, 150 and 1500L scale-up. Clients and collaborators benefit from the ability to take their process from the lab to intermediate scale to pilot scale, all in the convenience of one state-of-the-art facility. The Center's engineers, operators, and scientific analysts also provide a range of educational and training opportunities, including internships, courses, workshops, and corporate training programs.

Prior to 2008, NCERC clients typically had two things in common: they were start-up companies and backed by venture capital funds. This led to significant diversity among pilot plant clients, with as many as 10-12 different clients per year and an emphasis on corn-to-ethanol.

When the corn-ethanol industry crashed, and NCERC almost simultaneously lost its federal and state appropriations (core funding), the Center very quickly convened its stakeholders to set a new course.

Through its unique position as a public-private partnership, and relationships with legislators, trade, and industry, NCERC has evolved with the industry, enabling the Center's funding model to shift to an emphasis on contractual research with the private sector. Today, NCERC's research portfolio is broad, with significant client diversity in the smaller scales of research (laboratories and fermentation suite), with 2-3 industry clients driving the pilot plant.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

The Center should work with human resources to improve the hiring process and mechanisms for employees of the Center. In addition to working more closely with human resources, increased collaborations with the University through more direct faculty, program, and school relationships are strongly encouraged.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

This is the first full program review of the Center.

5.4 Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The Center Director and Dean of the Graduate School have been working with human resources and plan to continue working to find solutions that work for the University and the Center for hiring. The Center staff have increased interactions with departments, especially with students and faculty in Chemistry. The Center was recently awarded an Excellence in Undergraduate Education award to continue and expand these relationships.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Centers and Institutes Committee agreed with the recommendations presented above and found the Center to be a strong example of supporting the public service mission of the University.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** PSM Environmental Science Management
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program

[e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

According to the U.S. Department of Labor-Bureau of Labor Statistics, employment of environmental scientists and specialists is projected to grow 11% from 2014 to 2024, faster than the average for all occupations in the U.S. Heightened public interest in the hazards facing the environment, as well as the increasing demands placed on the environment by population growth, is expected to spur demand for environmental scientists and specialists. The median annual wage for environmental scientists and specialists was \$67,460 in May 2015 in the U.S.

(<http://www.bls.gov/ooh/Life-Physical-and-Social-Science/Environmental-scientists-and-specialists.htm>).

There are significant demands locally for individuals trained in the environmental science fields, allowing our graduates to obtain “successful careers and satisfying lives” primarily in the US Midwest region. In addition to our service for general education (via the environmental science minor program), there are approximately 150-200 graduate students enrolled in the graduate courses offered by six ENSC program faculty in each academic year, including students from other graduate programs, such as Biological Sciences, Chemistry, Geography, and Environmental Engineering.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

The Graduate Environmental Science Program has undergone through serious upgrades in its physical structure, lab and computer resources and curriculum

design after the previous review. It is in a stronger footing today. It has a strong record of training highly qualified environmental scientists and specialists respected and desired by the job-market. The employers seem to be very happy with our graduates and most of the students find jobs even without completing all degree requirements. The multi-disciplinary nature of the program and its professors with diverse background and specializations have allowed the program to train students in a wide-range of expertise and cross-disciplinary understanding of the field of environmental science better than other programs around.

Recommendation #1: The Internal Program Review Committee acknowledges that the number of assistantships has been increased from five to seven in response to previous review, we also strongly recommend that the situation be closely monitored to assure that the GA situation does indeed continue to improve to meet students' needs. Importantly, with the IBHE approval for a new BA/BS program in Environmental Sciences, the graduate program foresees greater opportunities for more GA positions.

Rationale: Without assistantship opportunities, students end up taking up full-time employment and pay less attention to school work, thereby, prolonging graduation time or completely dropout from school. Furthermore, assistantship opportunities tend to increase students' job-confidence and meeting their learning benchmarks faster.

Recommendation #2: The Internal Program Review Committee recommends that the PSM degree program should be retained if a one-time summer faculty internship coordinator is appointed to identify and sign-up a number of local corporations to provide enough internship opportunities for enrolled students in the PSM program or cancel the program if assignment of the required resource is not provided by SIUE.

Rationale: The ENSC590 – Environmental Internship (6 credit hours) is a required course for all PSM students and the PSM thesis or research paper project is often linked to the students' internship experience. The previous Internal Program Review first identified the difficulty of the program in finding enough internship placements for its enrolled students. Though the number of enrolled PSM students has already been reduced to 5 students only, the program has not been able to find enough internship opportunities for the few students. This means that the PSM enrolled students have difficulty meeting all their exit requirements to graduate without having a program coordinator. Therefore, SIUE administration must find a permanent solution to this problem by appointing a faculty internship coordinator to work full-time in one summer to locate enough internship placements among local corporations in the local St. Louis area or cancel the PSM degree option.

Recommendation #3: The Internal Program Review Committee recommends that the Environmental Science Program should strengthen its faculty mentoring program with the goal of tracking student academic progress for improving student graduation rate by fifty percent in the next four years.

Rationale: It is now common knowledge that too many Environmental Science Program students are taking on full-time employment prior to completing all degree requirements. This growing trend is contributing to prolonged student graduation time and/or outright student dropout rates. By keeping students more closely mentored and fully engaged by faculty, graduation times are very likely to improve and kept between two and four years.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

During the review period, the ENSC Program and the Department of Geography have jointly hired an environmental geographer with specialty in Geographic Information Systems, thus addressing the faculty shortage in one key area. The Program has addressed issues of faculty shortage in other areas by restructuring degree concentrations in order to maximize student access to existing faculty strengths. The Program has retained Environmental Education in order to meet the needs of local high school science teachers. Although a specialist in that field has not been hired, the education concentration has received mentoring support from Program-affiliated faculty in other Departments.

Fortunately, research facilities for the Program have been substantially improved with the opening of the new Science Building in summer 2013. Now, in the words of the Director, “the Program provides students with a state-of-the-art research facility.” In the self-study, the Director indicates that “the GA stipend has been increased since the last program review.” In addition, the number of assistantships has been increased from five to nine. Importantly, with the IBHE approval for a new BA/BS program in Environmental Sciences, the graduate program foresees greater opportunities for more GA positions.

5.4 Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The program is reviewing the curriculum and options to help students be able to move through the curriculum and attract students to complete the program. The program is looking at ways to help students move through the non-thesis option of the program as well as determining if there are ways to stream-line courses and offer prior learning credits. Finally, the program is working to determine if it has the resources and relationships with internship sites to continue offering the program.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Programs Committee of the Graduate Council urged the program to consider whether they have the faculty to cover the internship opportunities. The Committee further suggested that the program review the curriculum and mentoring efforts to work to improve student retention and completion. Both the internal review team and Programs committee voiced strong concern

regarding the Professional Science Master's program. Enrollments are very low and we urge the Department to consider the future of the degree.

PROGRAM REVIEW REPORT

1. **Reporting Institution** Southern Illinois University Edwardsville
2. **Program Reviewed** SIUE Center for STEM Research, Education, and Outreach
3. **Date** 2016-2017
4. **Contact Person** P. Denise Cobb
 - 4.1. **Telephone** (618) 650-3779
 - 4.2. **E-mail** pcobb@siue.edu
 - 4.3. **Fax** (618) 650-3633

5. Major Findings and Recommendations

5.1 Description and assessment of any major changes in the program [e.g., (a) changes in the overall discipline or field; (b) student demand; (c) societal need; (d) institutional context for offering the degree; (e) other elements appropriate to the discipline in question; and (f) other].

The Center initially had temporary approval, until September 2017 when IBHE granted full approval to the Center. The Center has been successful in partnering with multiple departments at the University, securing external funding, leading internship programs, working with multiple community partners, and running various outreach activities.

5.2 Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

The state funding allocated to the Center should be reviewed to determine if the funding is adequate to support the public service mission of the Center in relationship to the mission of the University. The Center should review marketing plans and utilize avenues available at the University to ensure all opportunities are utilized for communication of what the Center does and how the University may become more involved. The Center should work with the University to ensure hiring and appointments are appropriate and beneficial for Center staff and programs.

5.3 Description of actions taken since the last review, including instructional resources and practices, and curricular changes.

This is the first program review since full approval of the Center.

5.4 Description of actions to be taken as a result of this review, including instructional resource and practices, and curricular changes.

The Center is working closely with Marketing and Communications to improve awareness of the Center activities to the University and to the Community. The Center is also working to meet with programs to enhance marketing efforts and to educate about potential for faculty collaborations and recognition of that work in promotion and tenure for faculty.

6. Outcome

6.1 Decision:

Program in Good Standing

Program flagged for Priority Review

Program Enrollment Suspended

6.2 Explanation

The Centers and Institutes Committee agreed with the recommendations presented above and found the Center to be a strong example of supporting the mission of the University.

**Program Review Schedule
Southern Illinois University Carbondale
July 1, 2018**

Program Name	College	Last Review Year	Next Review Year	Initial Review for New Programs	Prog Rev by Int/Ext Reviewers	Reviewed by Accreditation	Program Review Status	Approval Date	Elimination Date	Modification Date	Region No.
B.S. in Fashion Design and Merchandising	CASA	2007	2017-18	pending final decision		x				10/4/2001	9
B.S. in Hospitality and Tourism Administration	COAG	2010-11	2017-18	pending final decision		x				4/11/2007	9
M.P.H. Master of Public Health	COEHS	2015-16	2017-18	pending final decision		x		6/8/2004		9/27/2016	9
B.A. in Art	COLA	2007	2017-18	pending final decision		x				4/4/2016	9
B.F.A. in Art	COLA	2007	2017-18	pending final decision		x				8/12/2002	9
M.F.A. in Art	COLA	2007	2017-18	pending final decision		x					9
Post-Baccalaureate Certificate in Art History	COLA		2017-18	pending final decision		x		7/17/2000	9		
M.F.A. in Mass Communication and Media Arts	MCMA	2007	2017-18	pending final decision		x				4/27/2005	9
B.A. in Cinema and Photography	MCMA	2007	2017-18	pending final decision		x				2/28/2001 8/21/2006	9
B.S. in Automotive Technology	CASA	2012	2018-19			x				4/7/2009	9
A.A.S. in Aviation Flight	CASA	2014-15	2018-19			x					9
B.S. in Health Care Management	CASA	2014-15	2018-19			x					1,9
A.A.S. Radiological Sciences	CASA	2015-16	2018-19			x		Reinstated Aug-2011			9

Center for Innovation	COB	2009-10	2018-19		x			6/8/2005	Seeking to move units or elimination approval		9
M.S.Ed. in Higher Education	COEHS	2010-11	2018-19		x						9
M.S.Ed. in Special Education	COEHS	2010-11	2018-19		x						9
Ph.D. in Education (Special Education)	COEHS		2018-19		x						9
M.S.Ed. In Counselor Education	COEHS	2016-17	2018-19			x				Jul-2014 name change	9
B.S. in Public Health	COEHS	2010-11	2018-19		x						9
Ph.D. in Education (Health Education)	COEHS	2010-11	2018-19		x						9
B.S. in Workforce Education and Development	COEHS	2010-11	2018-19		x					8/15/03 3/9/2005	1, 8, 9
M.S.Ed. in Workforce Education and Development	COEHS	2010-11	2018-19		x					1/10/2003	9
Ph.D. in Education (Workforce Education and Development)	COEHS	2010-11	2018-19		x						9
M.S.Ed. in Kinesiology	COEHS	2010-11	2018-19		x					8/23/2006	9
B.S. in Social Work	COEHS	2010	2018-19			x					9
M.S.W. Master of Social Work	COEHS	2010	2018-19			x					9
Ph.D. in Education (Quantitative Methods)	COEHS		2018-19		x					Mar-2014 name change	9
M.S. in Rehabilitation Administration and Services	COEHS	2010-11	2018-19		x						5,9
M.S. in Rehabilitation Counseling	COEHS	2010	2018-19			x					9,10
Post Baccalaureate Certificate in Substance Use Disorders and Behavioral Addictions	COEHS	2013	2018-19			x		12/19/2005		Name change 2/2016	9
B.S. in Behavior Analysis and Therapy	COEHS		2018-19	Initial review	x			10/7/2014			2
M.S. in Behavior Analysis and Therapy	COEHS	2013	2018-19			x					9
Ph.D. in Rehabilitation	COEHS	2010-11	2018-19		x					2/1/2005	9
Center for Workforce Development	COEHS	2010-11	2018-19		x			5/29/2001			9

Center for Autism Spectrum Disorders	COEHS	2008	2018-19		x			7/7/2003			9
B.A. in Africana Studies	COLA	2012-13	2018-19		x		2018 flagged for priority review				9
B.S. in Communication Studies	COLA	2010-11	2018-19		x						9
M.A. in Communication Studies	COLA	2010-11	2018-19		x				6/2/2009		9
Ph.D. in Communication Studies	COLA	2010-11	2018-19		x						9
B.A. and B.S. in English	COLA	2010-11	2018-19		x						9
M.A. in English	COLA	2010-11	2018-19		x						9
Ph.D. in English	COLA	2010-11	2018-19		x						9
M.F.A in Creative Writing	COLA	2010-11	2018-19		x						9
Ph.D. In Communication Studies (Theatre)	COLA	2010-11	2018-19			x					9
B.A. and B.S. in University Studies	COLA	2010-11	2018-19		x						9
B.A. in Economics	COLA	2010-11	2018-19		x				1/16/2003		9
M.A. and M.S. in Economics	COLA	2010-11	2018-19		x						9
Ph.D. in Economics	COLA	2010-11	2018-19		x						9
M.A. in Sociology	COLA	2014-15	2018-19		x		2018 Flagged for Priority Review				9
M.A. in Art History and Visual Culture	COLA	2014-15	2018-19		x		2018 Flagged for Priority Review	6/7/2011			9
B.A. and B.S. in Plant Biology	COS	2010-11	2018-19		x		2018 Flagged for Priority Review			4/10/2001 3/16/2007	9
M.S. in Plant Biology	COS	2010-11	2018-19		x						9
Ph.D. in Plant Biology	COS	2010-11	2018-19		x						9
B.S. in Microbiology	COS	2010-11	2018-19		x				9/29/2003		9
B.A. and B.S. in Zoology	COS	2011-12	2018-19		x						9
M.S. in Zoology	COS	2011-12	2018-19		x						9
P.S.M. in Zoology	COS		2018-19		x			3/29/2017			
Ph.D. in Zoology	COS	2011-12	2018-19		x						9
B.S. in Physiology	COS	2010-11	2018-19		x					9/29/2003	9
Post-Baccalaureate Certificate in Anatomy	COS	2010-11	2018-19	x				9/10/2001		9	A
B.A. and B.S. in Mathematics	COS	2011-12	2018-19		x						9
M.A. and M.S. in Mathematics	COS	2011-12	2018-19		x						9
Ph.D. in Mathematics	COS	2011-12	2018-19		x						9
STEM Education Research Center	COS		2018-19		x			5/28/2014			9
M.S. in Molecular Biology, Microbiology & Biochemistry	COS/S OM	2010-11	2018-19		x					5/11/2004	9
M.S. in Molecular, Cellular, and Systemic Physiology	COS/S OM	2010-11	2018-19		x						9
Ph.D. in Molecular, Cellular, and Systemic Physiology	COS/S OM	2010-11	2018-19		x						9

M.A. in Media Theory and Research	MCMA	2012-13	2018-19		x		2018 Flagged for Priority Review			9/12/2005	9
Global Media Research Center	MCMA	2010-11	2018-19		x			12/8/2004			9
University Honors Program	PVC	2001-02	2018-19		x						
University Core Curriculum	PVC	2002-03	2018-19		x						
Ph.D. in Molecular Biology, Microbiology & Biochemistry	SOM	2010-11	2018-19		x						9
M.S. & M.A. in Pharmacology & Neuroscience	SOM	2010-11	2018-19		x					6/2/2009	9
Ph.D. in Pharmacology & Neuroscience	SOM	2010-11	2018-19		x					6/2/2009	9
Neuroscience Institute	SOM		2018-19		x			4/9/2015			5
Parkinson Disease Center	SOM	2010-11	2018-19		x			4/25/2000			9
Simmons Cancer Institute	SOM	2010-11	2018-19		x			4/5/2000			9
Center for Alzheimer Disease and Related Disorders	SOM	2010-11	2018-19		x						9
B.S. in Information Systems Technologies	CASA	2010-11	2019-20		x			5/28/2015		9/22/1999	9
B.S. in Dental Hygiene	CASA	2014-15	2019-20			x					9
Master of Health Administration	CASA		2019-20		x	Initial Review		12/1/2015			
Master of Health Informatics	CASA		2019-20		x	Initial Review		12/1/2015			
Touch of Nature, Camp Little Giant	CHAN	2010-11	2019-20			x					9
B.S. in Agricultural Systems and Education; Agricultural Syst. Tech.Spec.	COAG	2010-11	2019-20		x					11/5/2003 3/3/2011	8,9
Ph.D. in Agricultural Sciences	COAG	2011-12	2019-20		x			12/4/2007			9
B.S. in Agribusiness Economics	COAG	2010-11	2019-20		x						9
M.S. in Agribusiness Economics	COAG	2010-11	2019-20		x						9
M.S. in Food and Nutrition	COAG	2011-12	2019-20		x					8/4/2004	9
Certificate in Hospitality and Tourism Administration	COAG		2019-20	x				1/18/2011		9	
B.S. in Human Nutrition and Dietetics	COAG	2010	2019-20			x				4/11/2007	9
M.S. & Master of Engineering in Biomedical Engineering	COE	2011-12	2019-20		x			8/14/2007			9
B.S. in Electrical Engineering Technology	COE	2014-2015	2019-20			x				8/4/2004; 6/2016 name change	9
B.S. in Electrical Engineering Technology, Elect. Eng. Tech specialization	COE	2013-14	2019-20			x				6/2/2016	9
B.S. in Electronics Systems Technologies	COE	2010-11	2019-20		x						1, 9
M.S. Supply Chain Management and Engineering	COE / COB	-	2019-20		x			2/5/2015			9
M.S. Ed. in Curriculum and Instruction	COEHS	2014-15	2019-20		x						9
Ph.D. in Education (Curriculum and Instruction)	COEHS	2014-15	2019-20		x						9

M.S.Ed. in Educational Administration, Principalship and Superintendency programs	COEHS	2014-15	2019-20		x					8/15/2003	9
Ph.D. in Education (Educational Administration)	COEHS	2014-15	2019-20		x						9
College Teaching Graduate Certificate-Higher Education	COEHS		2019-20	x			1/17/2016		9	A	
B.S. in Special Education	COEHS	2012	2019-20			x					9
Ph.D. in Education (Counselor Education)	COEHS	2011-12	2019-20			x					9
B.S. in Elementary Education	COEHS	2012	2019-20			x					1,9
Master of Arts in Teaching (M.A.T.)	COEHS	2012	2019-20		x			8/14/2003			9
B.S. in Early Childhood	COEHS	2012	2019-20			x					9
B.S. in Physical Education Teacher Education	COEHS	2012	2019-20			x				11/20/2007	9
B.S. in Exercise Science	COEHS	2011-12	2019-20		x					11/20/2007	9
B.S. in Rehabilitation Services	COEHS	2011-12	2019-20		x						9
M.A. in Languages, Literatures, & Cultures	COLA	2011-12	2019-20		x					2/14/2002 5/31/2006	9
Ph.D. in Psychology, Clinical	COLA	2012	2019-20			x					9
B.A. in Theater	COLA	2012	2019-20			x					9
M.F.A. in Theater	COLA	2012	2019-20			x					9
B.F.A. in Musical Theater	COLA	2012	2019-20			x	2018 Flagged for Priority Review	5/23/2008			9
B.A. in Computer Science	COS	2011-12	2019-20		x						9
M.S. in Computer Science	COS	2011-12	2019-20		x						9
Ph.D. in Computer Science	COS	2011-12	2019-20		x			12/5/2006			9
M.S. in Mathematics and Science Education	COS	2014-15	2019-20		x			1/22/2009			9
B.S. in Biological Sciences	COS	2011-12	2019-20		x					9/29/2003	9
M.S. in Biological Sciences	COS	2011-12	2019-20		x						9
Ph.D. in Environmental Resources and Policy	GRAD	2011-12	2019-20		x					10/27/2016	9
B.S. in Journalism	MCMA	2014-15	2019-20			x				8/21/2006	9

Center for Rural Health & Social Service Development	SOM	2011-12	2019-20		x					9
Laboratory Animal Program	SOM	2015-16	2019-20			x			7/15/1999	9
B.S. in Architectural Studies	CASA	2013	2020-21			x				9
Master of Architecture	CASA	2013	2020-21			x		10/10/2006		9
B.S. in Technical Resource Management	CASA	2012-13	2020-21		x				10/27/2005	9
B.S. in Public Safety Management	CASA	2015-16	2020-21			x			3/15/2016	1,3,6,8,9,10
M.S. in Public Safety and Homeland Security Administration	CASA	2015-16	2020-21		x			2011	3/15/2016	3,9
B.S. in Aviation Management	CASA	2012-13	2020-21		x				7/15/1999	9,10
B.S. in Radiologic Sciences (Diagnostic Medical Sonography)	CASA	2014-15	2020-21			x				9
B.S. in Radiologic Sciences (Radiation Therapy)	CASA	2012	2020-21			x				9
M.S. in Radiologic Sciences	CASA		2020-21		x			10/7/2015		9
Touch of Nature	CHAN	2012-13	2020-21		x					9
B.S. in Animal Science	COAG	2012-13	2020-21		x					9
M.S. in Animal Science	COAG	2012-13	2020-21		x					9
M.S. in Plant, Soil and Agricultural Systems	COAG	2012-13	2020-21		x				1/8/2009	9
B.S. in Forestry	COAG	2010	2020-21			x			8/4/2004	9
M.S. in Forestry	COAG	2012-13	2020-21		x				11/3/2016	9
Beef Evaluation Station	COAG	2012-13	2020-21		x					9
Illinois Soybean Center	COAG	2012-13	2020-21		x				5/31/2007	9
B.S. in Business and Administration	COB	2016-17	2020-21			x			3/27/2001	9
Executive M.B.A.	COB	2016-17	2020-21			x				1
M.B.A.	COB	2016-17	2020-21			x			7/21/2003	9
Ph.D. in Business Administration	COB	2016-17	2020-21			x				9
B.S. in Accounting	COB	2016-17	2020-21			x				9
M.Acc. Master of Accountancy	COB	2016-17	2020-21			x				9
B.S. in Business Economics	COB	2016-17	2020-21			x				9
B.S. in Finance	COB	2016-17	2020-21			x			6/11/2000	9
B.S. in Management	COB	2016-17	2020-21			x				9
B.S. in Marketing	COB	2016-17	2020-21			x				9
B.S. in Civil Engineering	COE	2014-15	2020-21			x				9
B.S. in Computer Engineering	COE	2014-15	2020-21			x		12/14/1999		9
B.S. in Electrical Engineering	COE	2014-15	2020-21			x				9
B.S. in Mechanical Engineering	COE	2014-15	2020-21			x				9
B.S. in Mining Engineering	COE	2014-15	2020-21			x				9
B.S. in Industrial Management and Applied Engineering	COE	2015-16	2020-21			x		10/18/2007	5/31/2001	1, 5, 6, 7, 8, 9
Post-Baccalaureate Gerontology Certificate Program	COEHS	2012-13	2020-21	x				11/9/1999	9	A
B.S. in Recreation Professions	COEHS	2014-15	2020-21		x				9/27/2016	9

M.S.Ed. in Recreation Professions	COEHS	2015-16	2020-21		x				9/27/2016	9
M.A. in Teaching English to Speakers of Other Languages	COLA	2012-13	2020-21		x					9
B.A. in Linguistics	COLA	2012-13	2020-21		x		2018 Flagged for Priority Review		10/26/2005	9
M.A. in Linguistics	COLA	2012-13	2020-21		x				4/22/2016	9
B.S. in Paralegal Studies	COLA	2011	2020-21			x			3/8/2004 1/11/2005	9
B.A. in Philosophy	COLA	2012-13	2020-21		x		2018 Flagged for Priority Review			9
M.A. in Philosophy	COLA	2012-13	2020-21		x					9
Ph.D. in Philosophy	COLA	2012-13	2020-21		x					9
B.A. in Psychology	COLA	2012-13	2020-21		x					9
M.A. and M.S. in Psychology	COLA	2012-13	2020-21		x					9
M.A. and M.S. in Psychology, Clinical & Counseling	COLA	2012-13	2020-21		x					9
Ph.D. in Psychology	COLA	2012-13	2020-21		x					9
Post Baccalaureate Certificate in Geographic Information Science	COLA		2020-21	x			7/10/2012		9	A
Post Baccalaureate Certificate in Sustainability	COLA		2020-21	x			7/10/2012		9	A
B.A. in Music and B.Mus.	COLA	2010	2020-21			x	2018 Flagged for Priority Review - BA only			9
Master of Music	COLA	2010	2020-21			x			6/13/2003	9
Meyers Inst. for Interdispl. Res. in Organic & Med. Chem	COS/SOM	2012-13	2020-21					6/1/2000		9
Ph.D. in Mass Communication and Media Arts	MCMA	2012-13	2020-21		x					9
Post-Baccalaureate Cert in Civil Society, Communication, and Media Practice	MCMA		2020-21	x			3/27/2013		9	A
M.S. in Professional Media and Media Management Studies	MCMA	2012-13	2020-21		x				9/12/2005	9
B.A. in Radio, Television & Digital Media	MCMA	2012-13	2020-21		x				8/21/2006; 12/5/2012	9
B.S. in Fermentation Science	PVC		2020-21	Initial review	x			3/9/2016		9
Ph.D. in Psychology, Counseling	COLA	2014-15	2021-22			x				9
M.P.A. Master of Public Administration	COLA	2014-15	2021-22			x				9

B.S. in Computer Science	COS	2015-16	2021-22			x					9
Small Business Development Center	CHAN	2014-15	2022-23		x						9
B.S. in Sport Administration	COEHS	2014-15	2022-23		x						9
Women, Gender and Sexuality Studies Post Baccalaureate Certificate and Minor	COLA	2014-15	2022-23	x				5/18/2011	9	A	
B.A. in Criminology & Criminal Justice	COLA	2014-15	2022-23		x					6/2/2009	9
M.A. in Criminology & Criminal Justice	COLA	2014-15	2022-23		x					6/2/2009	9
B.A. in Anthropology	COLA	2014-15	2022-23		x						9
M.A. in Anthropology	COLA	2014-15	2022-23		x						9
Ph.D. in Anthropology	COLA	2014-15	2022-23		x						9
Ph.D. in Criminology and Criminal Justice	COLA	2014-15	2022-23		x			6/7/2011			9
B.A. in Political Science	COLA	2014-15	2022-23		x					5/1/2000	9
M.A. in Political Science	COLA	2014-15	2022-23		x						9
Ph.D. in Political Science	COLA	2014-15	2022-23		x						9
B.A. in Sociology	COLA	2014-15	2022-23		x						9
Ph.D. in Sociology	COLA	2014-15	2022-23		x						9
B.A. and B.S. in History	COLA	2014-15	2022-23		x						9
M.A. in History	COLA	2014-15	2022-23		x						9
Ph.D. in Historical Studies	COLA	2014-15	2022-23		x						9
Center for Archaeological Investigations	COLA	2014-15	2022-23		x						9
Radio Station WSIU	MCMA	2014-15	2022-23		x						9
Television Station WSIU	MCMA	2014-15	2022-23		x						9
Television Station WSIU (Olney)	MCMA	2014-15	2022-23		x						9
Doctor of Medicine	SOM	2015-16	2022-23			x					9
Materials Technology Center	VCR	2014-15	2022-23		x						9
B.S. in Interior Design	CASA	2017-18	2023-24			x					9
B.S. in Child and Family Services	COEHS		2023-24	Initial review	x			1/29/2018			9
B.A. and B.S. in Geography and Environmental Resources	COLA	2015-16	2023-24		x					8/4/2004	9
M.S. in Geography and Environmental Resources	COLA	2015-16	2023-24		x					7/11/2002 8/4/2004	9
Center for English as a Second Language	COLA	2014-15	2023-24			x					9
P.S.M. in Advanced Energy and Fuels Management	GRAD	2015-16	2023-24		x			6/2/2009			
Paul Simon Public Policy Institute	CHAN	2016-17	2024-25		x			Jan-97			9
B.S. in Communication Disorders and Sciences	COEHS	2016-17	2024-25			x					9
M.S. in Communication Disorders and Sciences	COEHS	2016-2017	2024-25			x					9

B.A. in Languages, Cultures, and International Studies;	COLA	2016-17	2024-25		x			10/31/2013			9
B.S. in Mortuary Science and Funeral Service	CASA	2017-18	2025-26			x					9
M.S. in Medical Dosimetry	CASA	2017-18	2025-26			x		10/2/2007*		3/3/2009	5, 10
Post-Baccalaureate Certificate in Magnetic Resonance Imaging	CASA		2025-26	x			2/8/2013		9		
B.S. in Horticulture	COAG	2017-18	2025-26		x					7/6/2013	8,9
B.S. in Crop, Soil and Environmental Management	COAG	2017-18	2025-26		x					7/6/2013	8,9
Ph.D. in Engineering Science	COE	2017-18	2025-26		x			10/11/2006		12/2/2004	9
M.S. in Civil Engineering	COE	2017-18	2025-26		x						5,9
M.E. in Civil & Environmental Engineering	COE	2017-18	2025-26		x			4/7/2009			9
M.S. in Electrical and Computer Engineering	COE	2017-18	2025-26		x					8/4/2004	9
Ph.D. in Electrical and Computer Engineering	COE	2017-18	2025-26		x					10/11/2006	9
M.S. in Mechanical Engineering	COE	2017-18	2025-26		x						9
M.S. in Mining Engineering	COE	2017-18	2025-26		x						9
M.S. in Quality Engineering and Management	COE	2017-18	2025-26		x					6/14/2012	9
B.A. and B.S. in Chemistry	COS	2017-18	2025-26	x							9
M.S. in Chemistry	COS	2017-18	2025-26		x						9
Ph.D. in Chemistry	COS	2017-18	2025-26		x						9
Post-Baccalaureate Graduate Certificate in Earth Science	COS	2017-18	2025-26	x				5/29/2001	9		
B.A. and B.S. in Geology	COS	2017-18	2025-26		x						9
M.A. and M.S. in Geology	COS	2017-18	2025-26		x					5/29/2001 5/17/2002	9
Ph.D. in Geosciences	COS	2017-18	2025-26		x			10/12/2010		2/9/2011	9
B.S. in Physics	COS	2017-18	2025-26		x						9
M.S. in Physics	COS	2017-18	2025-26		x						9
Ph.D. in Applied Physics	COS	2017-18	2025-26		x			2/1/2005			9
Doctor of Jurisprudence	LAW	2018	2025-26			x				8/15/2003	9
Undergraduate Certificate in Journalism and Mass Communication (online)	MCMA		2025-26	x				1/23/2013		9	9
Fermentation Science Institute	PVC	2017-18	2025-26		x			6/13/2014			9
Clinical Center	PVC	2017-18	2025-26		x						9
Fisheries, Aquaculture, and Aquatic Sciences (CFAAS)	VCR	2017-18	2025-26		x					7/15/1999, 6/7/2012	9
Cooperative Wildlife Research Laboratory	VCR	2017-18	2025-26		x						9

SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

PROGRAM REVIEW SCHEDULE

JUNE 2018

REPORT YEAR¹	INSTITUTIONAL PROGRAM REVIEWS (IBHE REQUIRED)	ACCREDITATION PROGRAM REVIEWS (ACCREDITING AGENCY REQUIRED)²
2018	None	Medical Education Programs: <ul style="list-style-type: none"> Continuing Medical Education
2019	Health Professions/Related Sciences: <ul style="list-style-type: none"> Molecular Biology, Microbiology, and Biochemistry – Graduate³ Pharmacology – Graduate⁴ Physiology – Graduate³ Anatomy – Post-Baccalaureate Certificate⁵ Organized Public Service/Research Centers: <ul style="list-style-type: none"> SIU Center for Alzheimer’s Disease and Related Disorders (incl. Parkinson Disease Center) Simmons Cancer Institute at SIU SIU Neuroscience Institute⁶ 	None
2020	Organized Public Service/Research Centers: <ul style="list-style-type: none"> SIU Center for Rural Health and Social Service Development 	None
2021	None	None
2022	None	None
2023	None	Medical Education Programs: <ul style="list-style-type: none"> Undergraduate Medical Education
2024	None	Medical Education Programs: <ul style="list-style-type: none"> Continuing Medical Education
2025	None	None

Notes:

- Fiscal Year date in which the program review will conclude and be summarized in the university’s program quality assurance report. (Program reviews begin in the previous year.)
- Accrediting agencies may alter program review schedules in the future.
- Molecular biology, microbiology, and biochemistry (MBMB) and physiology programs are cooperative programs with SIU Carbondale; program reviews are performed jointly by the two campuses. Reviews of undergraduate programs in microbiology and physiology are performed simultaneously with these reviews.
- Pharmacology MA program was approved in 2016. A progress report on this program will be completed when the other Pharmacology graduate programs are reviewed in 2019.
- Anatomy – Post-Baccalaureate Certificate program is reviewed and reported within the Physiology program review.
- Progress report only; not full program review.

All dates are subject to change.

PROGRAM REVIEW SCHEDULE - UG/GRADUATE

Southern Illinois University Edwardsville

July 1, 2018

Graduate Programs

	Last Full Review	Review Status	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Arts & Sciences								
Applied Communication Studies (formerly Speech Communication)	2017-18	In good standing	2009-10	2013-14	2025-26	2020-21		
Art	2017-18	In good standing	2009-10	2013-14	2025-26	2020-21		2021-22
Art Therapy Counseling	2016-17	In good standing	2009-10	2013-14	2024-25	2019-20		2019
Biological Sciences	2016-17	In good standing	2008-09	2012-13	2024-25	2019-20		
Chemistry	2013-14	In good standing	2008-09		2018-19	No interim reviews due to short accrediting agency cycle		
Creative Writing			new 2018		2026-27		2021-22	
Criminal Justice Studies			new 2018		2026-27		2021-22	
English	2017-18	In good standing	2009-10	2013-14	2025-26	2020-21		
Environmental Sciences	2016-17	In good standing	2008-09	2012-13	2024-25	2019-20		
Environmental Science Management	2016-17	Flagged for priority review	2012-13	2012-13	2020-21	2018-19		
Geographical Studies	2014-15	In good standing	2005-06	2010-11	2021-22	2018-19		
History	2014-15	In good standing	2004-05	2010-11	2021-22	2018-19		
Mass Communications	2011-12	In good standing	1998-99	2014-15	2019-20	2022-23		
Mathematics	2016-17	In good standing	2008-09	2012-13	2024-25	2019-20		
Music	2017-18	In good standing	2009-10	2013-14	2025-26	2020-21		2019
Public Administration	2012-13	In good standing	2003-04	2003-04	2019-20	2022-23		2019
Social Work	2014-15	In good standing	2005-06	2010-11	2021-22	2018-19		2019
Sociology	2017-18	Flagged for priority review	2014-15	2010-11	2021-22	2024-25		

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Business	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Accountancy	2017-18*	In good standing	2012-13	2008	2023-24*	2020-21		2021
Business Administration	2017-18*	In good standing	2012-13	2008	2023-24*	2020-21		2021
CMIS	2017-18*	In good standing	2012-13	2008	2023-24*	2020-21		2021
Marketing Research	2017-18*	In good standing	2012-13	2008	2023-24*	2020-21		2021

Education, Health and Human Behavior	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
College Student Personnel Admin				new 2014	2019-20	2022-23	2016-17	
Curriculum & Instruction	2015-16	In good standing	1992-93	2010-11	2021-22	2018-19		2020
Educational Administration (including the PM)	2015-16	In good standing	2011-12	2006-07	2022-23	2018-19		2020
Educational Leadership Doctorate Degree	2015-16	In good standing		new	2022-23	2018-19		2020
Instructional Technology	2017-18	Flagged for priority review	2010-11	2013-14	2021-22	2020-21		2020
Kinesiology	2016-17	in good standing	2011-12	2006-07	2024-25	2019-20		2020
Learning, Culture, & Society	2011-12	In good standing	2011-12	2014-15	2019-20	2022-23	2008-09	2020
Literacy Education	2011-12	In good standing	2011-12	2007	2019-20	2022-23	2008-09	2020
			new 2018		2026-27		2022-23	
Psychology (including School Psychology)	2010-11	In good standing	2003-04	2013-14	2019-20**	2021-22		School Psych - 2018-19
Special Education (including the PM)	2015-16	In good standing	2003-04	2010-11	2020-21	2018-19		2020
Speech-Language Pathology	2010-11	In good standing	2001-02	2013-14	2019-20**	2021-22		2018

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	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Education, Health and Human Behavior								
Teaching	2011-12	In good standing	2011-12	2006-07	2019-20	on internal moratorium	2008-09	

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Engineering								
Civil Engineering	2013-14	In good standing	2006-07	2009-10	2019-20	2022-23		
Computer Science	2013-14	In good standing	2006-07	2009-10	2019-20	2022-23		
Electrical Engineering	2013-14	In good standing	2006-07	2009-10	2019-20	2022-23		
Industrial Engineering	2017-18	In good standing		2014-15	2025-26	2020-21	2012-13	
Mechanical Engineering	2013-14	In good standing	2006-07	2009-10	2019-20	2022-23		

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review / Progress Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Nursing								
Nursing	2010-11	In good standing	2002-03	2014-15	2018-19*	2021-22		2019
Nurse Educator	2010-11	In good standing	2002-03	2014-15	2018-19*	2021-22		2019
Family Nurse Practitioner	2010-11	In good standing	2002-03	2014-15	2018-19*	2021-22		2019
Health Care & Nursing Administration	2010-11	In good standing	2002-03	2014-15	2018-19*	2021-22		2019
Nurse Anesthesia	2010-11	In good standing	2002-03	2014-15	2018-19*	2021-22		2020
Doctor of Nursing Practice					2018-19*	2021-22	2014-15	2018

**All graduate programs go through in one cycle for Nursing*

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	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Pharmacy								
Pharmaceutical Sciences			new 2016		2024-25		2019-20	
Doctor of Pharmacy	2014-15	In good standing	2009		2022-23	2018-19	2009-10	2022

	Last Full Review	Review Status, if Indicated	Previous Full Review	Last Interim or Progress Report	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Other								
Health Care Informatics					2019-20	2022-23	2016-17	
Masters of Integrative Studies					2022-23	2025-26	2017-18	

* - Abbreviated Program Review utilizing external program accreditation report

** - program review moved back a year to align with external accreditation; however, report to IBHE will occur the same year.

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Undergraduate Programs

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Arts & Sciences							
Anthropology	2011-12	In Good Standing	2004	2019-20	2022-23		
Applied Communication Studies (formerly Speech Communication)	2017-18	In Good Standing	2009 -10	2025-26	2020-21		
Art	2017-18	In Good Standing	2009 -10	2025-26	2020-21		2021-22
Art & Design	2017-18	In Good Standing	2009 -10	2025-26	2020-21		2021-22
Biological Sciences	2016 -17	In Good Standing	2008-09	2024-25	2019-20		
Chemistry	2014 -15	In Good Standing	2008-09	2018-19	no interim reviews because of short ACS cycle		2018-19
Criminal Justice Studies	2014 -15	In Good Standing	2005-06	2021-22	2018-19		
Economics	2012 -13	In Good Standing	2005-06	2018-19**	2020-21		
English	2017-18	In Good Standing	2009-10	2025-26	2020-21		
Environmental Sciences			New 2016	2024-25		2019-20	
Foreign Language & Literature	2011-12	In Good Standing	2007-08	2022-23	2018-19		
Geography	2014 -15	In Good Standing	2004-05	2021-22	2018-19		
History	2014 -15	In Good Standing	2004-05	2021-22	2018-19		
International Studies		new 2015		2023-24	2027-28	2018-19	
Liberal Studies	2014 -15	Flagged for Priority Review	2006-07	2018-19	2021-22		
Mass Communications	2011-12	In Good Standing	1999	2019-20	2022-23		2022-23
Mathematics & Statistics	2016 -17	In Good Standing	2008-09	2024-25	2019-20		
Music	2017-18	In Good Standing	2009-10	2025-26	2020-21		2019
Philosophy	2013 -14	In Good Standing	2006-07	2020-21	2023-24		
Physics (includes Earth Space & Science)	2013 -14	In Good Standing	2006-07	2020-21	2023-24		
Political Science	2014 -15	In Good Standing	2005-06	2021-22	2018-19		
Social Work	2017-18	In Good Standing	2009-10	2025-26	2021-22		2019
Sociology	2014 -15	In Good Standing	2005-06	2021-22	2024-25		
Theater & Dance	2010-11	In Good Standing	2002-03	2018-19	2021-22		2021

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Business							
Accountancy	2017-18*	In Good Standing	2012-13	2023-24*	2020-21		2021
Business Administration	2017-18*	In Good Standing	2012-13	2023-24*	2020-21		2021
Business Economics/Finance	2017-18*	In Good Standing	2012-13	2023-24*	2020-21		2021

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Education, Health and Human Behavior							
Early Childhood Education	2015-16	In Good Standing	2003-04	2020-21*	2018-19		2020
Elementary Education	2015-16	In Good Standing	2003-04	2021-22*	2018-19		2020
Middle Level Education			new 15	2021-22*	2022-23	2016-17	2020

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						Note program changed from Exercise and Wellness to Exercise Science in 2011	2019
Exercise Science	2013-14	In Good Standing	2003-04	2020-21	2023-24		
Nutrition			new 2014	2022-23	2025-26	2017-18	
Psychology	2010-11	In Good Standing	2003-04	2019-20**	2021-22		
Public Health (was Health Education)	2011-12	In Good Standing	2003-04	2019-20	2022-23		2022
Special Education	2015-16	In Good Standing	2003-04	2020-21*	2018-19		2020
Speech Language Pathology & Audiology	2010-11	In Good Standing	2001-02	2019-20**	2021-22		

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Engineering							
Civil Engineering	2013-14	In Good Standing	2006-07	2019-20	2022-23		2020
Computer Engineering	2013-14	In Good Standing	2006-07	2019-20	2022-23		2020
Computer Science	2013-14	In Good Standing	2006-07	2019-20	2022-23		2020
Construction Management	2012-13	In Good Standing	2004-05	2018-19*	2021-22		2018
Electrical Engineering	2013-14	In Good Standing	2006-07	2019-20	2022-23		2020
Industrial Engineering	2013-14	In Good Standing	2006-07	2019-20	2022-23	Manufacturing was eliminated (was Industrial and	2020
Mechanical Engineering	2013-14	In Good Standing	2006-07	2019-20	2022-23		2020
Mechatronics and Robotics Engineering		new 2015		2023-24	2026-27	2018-19	2020

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Nursing							
All Undergraduate Nursing Programs	2014-15	In Good Standing	2006-08	2021-22	2024-25		2019

	Last Full Review	Review Status, if Indicated	Previous Full Review	Scheduled or Proposed Next Review	Proposed Interim Review/ Report	Initial Report (New Programs Only)	Year of Next External Review if Externally Accredited
Interdisciplinary							
Integrative Studies		new 2014		2022-23	2025-26	2017-18	

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PROGRAM REVIEW SCHEDULE - CENTERS
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Centers, Institutes, and Public Service Units	Full Review
Center for Advancement of Management and Productivity	2018-19
Center for STEM Research, Education, and Outreach	2024-25
Environmental Resources Training Center	2018-19
Radio Station WSIE-FM	2018-19
The University Museum	2018-19
University Services to East St. Louis	2018-19
National Corn to Ethanol Research	2024-25