



Southern Illinois University System
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November 18, 2022

Members of the Board Academic Matters Committee

Ed Hightower, Chair
Dorcas Brou
Sara Salger
Subhash Sharma

Dear Committee Members:

The Academic Matters Committee will meet at 9:00am on Thursday, December 1, 2022, in Ballroom B of the Student Center at Southern Illinois University Carbondale, Carbondale, Illinois. The agenda, Performance Report and minutes from the September 15, 2022, meeting can be viewed through the Board portal system.

I look forward to seeing you at the meeting.

Sincerely,

A handwritten signature in blue ink, appearing to read "Gireesh V. Gupchup", with a horizontal line underneath.

Gireesh V. Gupchup
Vice President for Academic Innovation, Planning, and Partnerships

GVG/pm

Attachments

c: Ed Curtis
J. Phil Gilbert
Hailee O'Dell
John Simmons
Roger Tedrick

Dan Mahony
Austin Lane
James Minor
Jerry Kruse
Other Interested Parties

Office of the President

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AGENDA

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

Thursday, December 1, 2022
9:00am

Ballroom B, Student Center
Southern Illinois University Carbondale
Carbondale, Illinois

live stream video at siusystem.edu via YouTube and through Zoom

1. Announcements
2. Approval of Minutes of the Meeting September 15, 2022
3. Presentation: Teacher Education Program: *For the Love of Learning*

Presenters: Dr. Jackie Cox, Assistant Director and Faculty Sponsor
Office of Teacher Education

Teacher Candidates
Alivia Meier, Senior in Elementary Education
Ember Milby, Senior in Elementary Education
Kathryn Mueller, Senior in Elementary Education
4. Information Report: *Performance Report*
5. Recommendation for Distinguished Service Award, SIUC
[Greg Webb] (Board Agenda Item J)
6. Recommendation for Distinguished Service Award, SIUC
[Tammera L. Holmes] (Board Agenda Item K)
7. Recommendation for Honorary Degree, SIUC
[John O'Neal] (Board Agenda Item L)
8. Recommendation for Honorary Degree, SIUC
[Dr. Julie Panepinto] (Board Agenda Item M)
9. Recommendation for Honorary Degree, SIUC
[Bryan Stevenson] (Board Agenda Item N)

10. Recommendation for Distinguished Service Award, SIUE
[Dr. Stephen L. Hansen] (Board Agenda Item O)
11. Recommendation for Honorary Degree, SIUE
[John Martinson] (Board Agenda Item P)
12. Other Business
13. Adjournment

**BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY**

**Minutes of the Academic Matters Committee Meeting
Thursday, September 15, 2022**

**Immediately following the Executive Committee
live stream video at siusystem.edu via YouTube and through Zoom**

The Academic Matters Committee met at 9:03a.m on Thursday, September 15, 2022, in person and via Zoom. Present were: Dorcas Brou, Ed Hightower (chair), Sara Salger and Subhash Sharma. Other Board members present were: Ed Curtis, J. Phil Gilbert, Hailee O'Dell, John Simmons and Roger Tedrick. Executive Officers present were: President Dan Mahony; Senior Vice President Duane Stucky; Vice President Gireesh Gupchup; Chancellor Austin Lane, SIUC; Chancellor James Minor, SIUE; and Dean and Provost Jerry Kruse, SIU School of Medicine.

Announcements

Dr. Gupchup introduced Courtney Breckenridge, Research Fellow for the Center for Predictive Analytics (C-PAN) and cooperative PhD student at Southern Illinois University Carbondale to provide an update on the SIU System Strategic Plan's Implementation Teams.

Courtney recapped that there are 15 implementation teams led by co-chairs from each campus. Across the teams there are more than 90 faculty/staff represented who are charged with implementing the strategic plan based on the different goal areas. Currently the teams are meeting with campus representatives who have responsibilities within each of the areas being studied and implemented. The teams are finalizing their strategies and timelines. They are also identifying and standardizing key performance metrics for reporting that will ultimately be captured in the dashboard and President Mahony's report. The teams will submit their first reports on October 31 to CPAN. CPAN will aggregate the data and pull out some of the qualitative themes and submit that report to President Mahony by November 30 who will present to the Board at their December 1 meeting.

CPAN will work closely with President Mahony and Vice President Gireesh Gupchup to highlight the collaborative success stories and accomplishments emerging as a result of the strategic plan. They will tell the stories through press releases, videos, web content, and social media. They have two goals they are seeking to achieve, 1) Build momentum for future System collaboration, and 2) Attract external grants, corporate and industry partnerships and additional state and federal investment to support the work.

Presentation concluded with statements from Trustee Hightower and Chair Gilbert extending their appreciation for the presentation and for all the work to provide a comprehensive plan that will tell the story of the system outside the System community.

Dr. Gupchup introduced Lynn Lindberg, Executive Director of SIU Research Park and Jeb Asirvatham, Associate Professor and Graduate Program Director at SIU Carbondale. They presented via Zoom to provide an update on the SIU System Economic/Public Impact Study.

Ms. Lindberg said that the study will look at the economic impact the SIU System and all its parts have on the local economies they serve. The study will not only include numbers/quantitative data, but also look at points of pride. They will study how the System engages with communities, businesses, and individuals and what that public/qualitative impact is. The current study will build upon a previous study from 2015 that was conducted by Southern Illinois University Edwardsville (SIUE) and also the 2011 study that addressed Southern Illinois university Carbondale (SIUC) and SIU School of Medicine (SoM) activities. Ms. Lindberg recognized Trustee Sharma as being the lead professor on the 2011 study.

Dr. Asirvatham stated they will have two sub-objectives 1) estimate and summarize the impact of the SIU System on the entire region's economy, and 2) estimate and summarize the separate impact of the individual entities (SIUC, SIUE, SoM) on their region's economies. They will also include impacts from other individual groups such as athletics. The economic engagement portion of the study will include both points of pride and public impact.

Their team includes faculty and staff representatives from SIUC, SIUE, and SoM with different points of perspectives. They conduct regular meetings, and all team members are active in the endeavor.

Ms. Lindberg stated this is an FY23 study that kicked off in July. They have various tasks and are working with people across all campuses as well as working Courtney Breckenridge and the SIU System Strategic Plan's Implementation Teams to gather data. Their study should be completed, and final report submitted to President Mahony for presentation at the December 2023 Board meeting.

Approval of Minutes of the Meeting July 21, 2022

Motion was made by Trustee Salger to approve the minutes of the July 21, 2022, meeting. The motion was duly seconded by Trustee Brou. Madam Secretary called roll call with Brou, Hightower, Salger, and Sharma passing the motion.

Inventor of the Year Award Presentation to Boyd Goodson and Naoufal Lakhssassi

Dr. Gupchup introduce Rob Patino, Director of the Office of Technology Management and Industry Relations for the SIU System to introduce the Inventor of the Year Awardees.

Mr. Patino introduced Drs. Naoufal Lakhssassi and Boyd Goodson and provided background on their research and achievements. The award recipients accepted their awards in person and had their photos taken with Chair Gilbert and President Mahony.

Presentation: School of Dental Medicine Advanced Care Clinic (ACC)

Dr. Gupchup introduced Dr. Katherine Hanser, Director of the Advanced Education in General Dentistry (AEGD) Residency Program at SIU School of Dental Medicine and Dr. Jessica Chellis a second-year resident at SIU School of Dental Medicine.

Dr. Hanser said their state-of-the-art Advanced Care Clinic (ACC) is a “significant milestone” for SIU School of Dental medicine. One of the goals of the SIU School of Dental Medicine is to improve care access to their region, especially to their most vulnerable patient populations—children and adults with special health care needs receiving Medicaid. Very often these patients, either due to age, cognitive or physical disabilities, cannot tolerate dental treatment in a traditional setting. Many require general anesthesia to complete their care.

The operation of their surgical center is critical to their region due to access to care. Approximately 20% of Illinois’ 8,000 dentists accept Medicaid benefits. She shared a map that demonstrated the federally designated health professional shortage areas. Due to the lack of access to dental providers, counties often see increased rates of emergency department visits for patients with dental conditions that often could have been treated in a dental setting. SIU School of Dental Medicine is located centrally in the highest concentrations of shortage areas and in the southern part of the state.

SIU School of Dental Medicine began seeking funding for the ACC in 2018. They held their grand opening August 2022 after securing generous donations from SIUE, the Illinois Children’s Health Care Foundation and the Delta Dental of Illinois Foundation. The Center currently houses their graduate programs and a surgical suite that has two fully functional operating rooms.

Their team is made possible from multiple collaborations both within the SIU School of Dental Medicine and the School of Nursing at SIUE. SIUE’s nurse anesthetist program has included their facility as a rotation site for their third-year nurse anesthetist students. They have also been able to support co-curricular experiences with first year CRNA or nurse anesthetist student as a part of the graduate assisting program. Their team is composed of both pediatric and general dental faculty, and most importantly AGD residents who treat all the patients underneath the supervision of the faculty.

Dr. Hanser turned the floor over to Dr. Chellis.

Dr. Chellis said prior to 2020, the SIU School of Dental Medicine had over 200 patients waitlisted for general anesthesia care. Many of those patients were seeking emergent

care for dental pain. However, due to the extent of their needs and the amount of treatment they needed, they would have to wait over two years to seek definitive care. If the ACC were not available, many of those patients would still be in pain waiting treatment as their condition worsened.

Within five months of opening the ACC, the waitlist time decreased from over two years to less than six months—with the potential to decrease the wait time even further.

The specialized surgical center not only allows them to treat their own patients, but they can accept outside referrals for patients whose treatment needs cannot be met in a traditional setting. The ACC serves as one of the few, if not the only, option for Federally Qualified Health Center (FQHC) and dental clinics that refer Medicaid children requiring sedation. The expansion allows them to provide comprehensive care to patients residing as far south as Carbondale and to north of Springfield. They even see patients from Missouri. All this coinciding with the regions' health professional shortages resulting in care access challenges.

The care they provide has a tremendous impact in patients' lives. A four-year old boy, due to circumstances well outside of his control, experienced dental pain due to several cavities that resulted in tooth fractures and nerve exposure. For this young boy to become disease-free, all of his 20 teeth required either extraction or crowns. His care was administered under general anesthesia at their facility. The AAC treats similar cases multiple times weekly.

Dr. Chellis' said her time providing surgical dental care to their most vulnerable population has been a fulfilling experience. Without the ACC, children and patients like him would still be suffering as there are no other facilities equipped to meet the need.

According to Dr. Hanser, although Illinois' children on Medicaid are far too neglected, adults with special needs on Medicaid benefits have been neglected for much longer. Until December 2021, SIU School of Dental Medicine was unable to treat adults with special needs if they required general anesthesia. With the opening of the AAC, that has changed.

She shared a photo of two sisters that have sought general cleaning and temporary fixes at ACC since they were five years old. These patients are now able to receive their dental care under general anesthesia. ACC administered the necessary x-rays, thoroughly cleaned their teeth, completed fillings, sealants, crowns and removed teeth. If general anesthesia was not an option, the treatment would not have been provided.

Informational Report: Program Quality Assurance FY2022

Dr. Gupchup gave a brief overview of the report.

Informational Report: Grant Awards and Contracts FY2022

Dr. Gupchup introduced chief research officers from each campus, Dr. Costas Tsatsoulis (SIUC), Dr. Don Torry (SoM) and Dr. Jerry Weinberg (SIUE) who presented executive summaries of research grants and shared short videos on Stem Education Research Center (SIUC), research on how alcohol affects the cerebellum (SoM) and research on the chorus frog (SIUE).

Trustee Sharma was interested in knowing how many undergraduate students are involved in the research. Presenters could not give a number.

Trustee Gilbert asked where the chorus frogs were located. Response was Midwest and mostly in southern Illinois.

Other Business

Trustee Hightower presented the Academic Matters Committee (AMC) with a challenge to come up with a plan of telling the stories beyond the walls of the System.

Having no further business before it, the Academic Matters Committee adjourned at 9:58 a.m.

Adjournment

GVG/pm

Performance Report (FY22)



Carbondale



School of Medicine



Edwardsville



**Submitted by the office of the
Academic Innovation, Planning and Partnerships
to the Southern Illinois University Board of Trustees
December 1, 2022**

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INTRODUCTION

Southern Illinois University System

This report documents the SIU System's efforts to respond to our newly developed strategic plan and the three goals outlined in IBHE's "A Thriving Illinois" that addresses the need to close equity gaps, build stronger financial future for individuals and institutions and increase talent and innovation to drive economic growth. The report is focused on achievements from July 1, 2021 to June 30, 2022 (FY22).

This report derives from a crosswalk of our System's, campuses', and IBHE's strategic plans. From this we created the current reporting template for data and information reportable on all campuses. In addition to focusing on IBHE's strategic plan, in future years, this report will also address the current mission, vision and goals of our current System plan. With the help of our Center for Predictive Analytics (C-PAN), we will be monitoring and assessing our strategic plan through 2026.

System Highlights

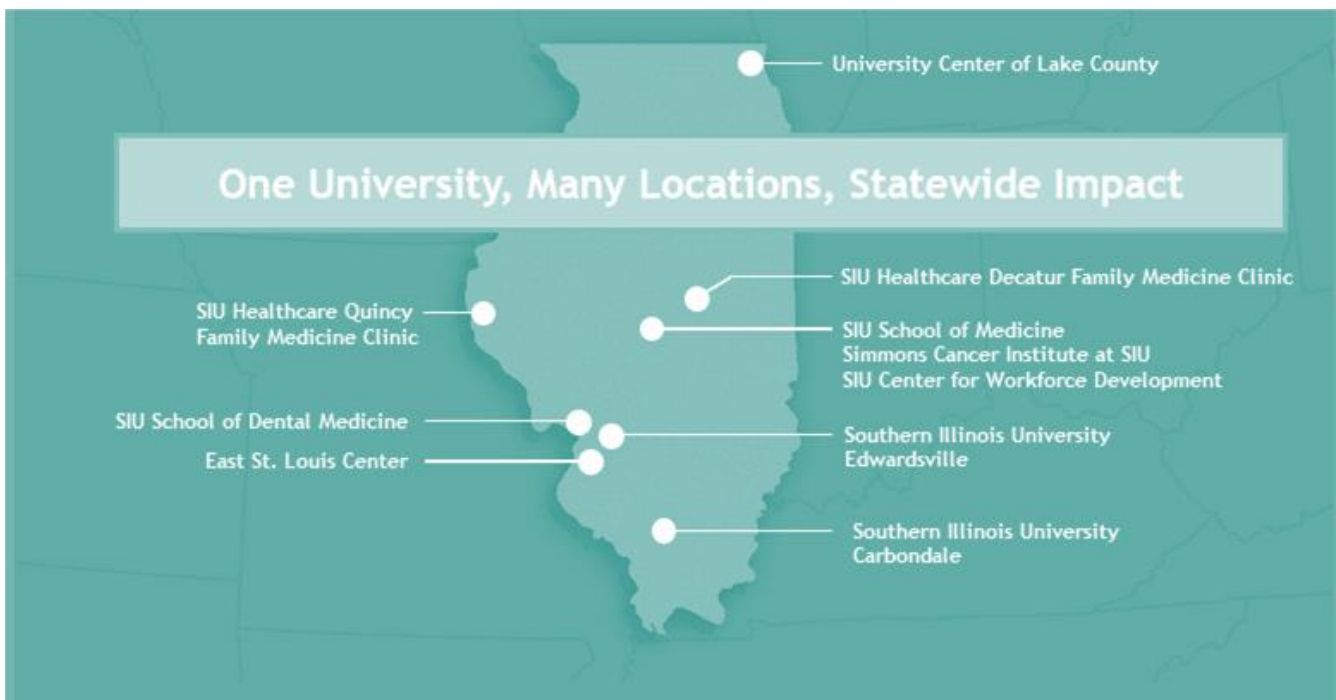
SIU is meeting the challenges to provide a level of excellence in its mission of teaching, research and service. We take pride in our ability to address the needs of our students and in collectively making anti-racism, diversity, equity and inclusion a priority. In response to the pandemic, one such example involves the SIU System joining the state Illinois Tutoring Initiative in providing tutoring to young learners in K-12 schools who were impacted the most during the COVID-19 pandemic.

In 2021, the System established an Office of Community Engagement and an Institute for Rural Health to bring together the synergies in the SIU system to address the needs of our communities.

The SIU System underwent the first comprehensive stakeholder inclusive system strategic planning. Further information about the system strategic plan can be found at <https://siusystem.edu/about/strategic-plan/index.shtml>. The six SIU System goals align well with the new IBHE strategic plan and address academic innovation and student success, anti-racism, diversity, equity and inclusion, community impact, research and creative activities, faculty and staff, and infrastructure. There are 15 Implementation Teams that will be addressing the objectives in the six goals outlined in the plan. The implementation teams will focus on the need for more attainable education, bringing more support and resources to our underrepresented students, faculty and staff, establishing more sustainable campuses and futures, expanding access to high impact practices for student success and retention, strengthening cooperative degree programs, supporting employees' professional development, providing clear communication and education on SIU's commitment to anti-racism, diversity, equity, and inclusion (ADEI), creating an infrastructure to support the growth and success of all students, faculty and staff, increasing recruitment and retention of underrepresented students, staff and faculty, increasing the quantity and quality of SIU's research and creative activities, synergistically revitalizing communities in Central and Southern Illinois, increasing the SIU System's economic impact, ensuring long-term financial sustainability, and maintaining critical infrastructure, while anticipating future needs and opportunities.

The following sections of this report provide a description of the Southern Illinois University Carbondale (SIUC), Southern Illinois University Edwardsville (SIUE), and the SIU School of Medicine achievements in the three areas, equity, sustainability and growth in the IBHE strategic plan, “A Thriving Illinois.”

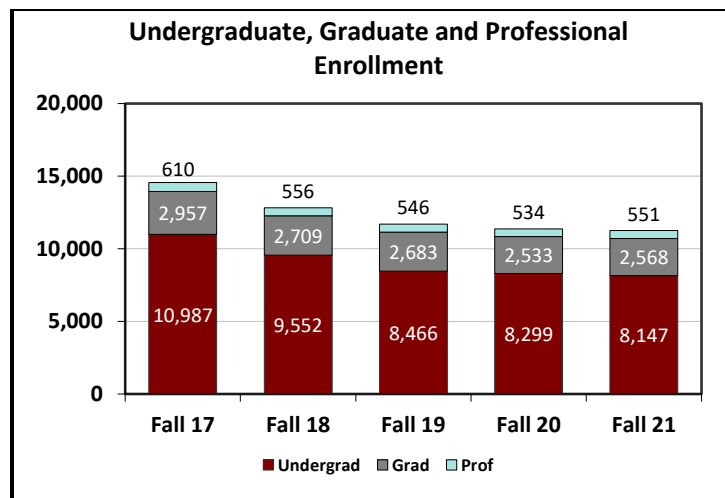
“The Southern Illinois University System enriches students and diverse communities through inclusive excellence, experiential education and innovation. The system creates and shares knowledge that enables stakeholders to achieve their full potential, serves as an economic catalyst for the region and state, and advances global change, opportunities and social justice.”



Southern Illinois University Carbondale

Summary Statement:

Since its founding in 1869 SIUC has seen its share of challenges. The recent past has been no different. Yet SIUC Carbondale continues to thrive. Its resilience as an institution boils down to the resilience of its people: the students, faculty, staff, alumni, and administrators who make it the institution and tradition that it is. Just as the history of SIUC is the history of the resilience of Saluki nation, the present and future are also about the resilience of the people who have dedicated themselves to the university's mission, namely, our *unique tradition of access and opportunity, inclusive excellence, innovation in research and creativity, and outstanding teaching focused on nurturing student success*. As a nationally ranked public research university and regional economic catalyst, we create and exchange knowledge to shape future leaders, improve our communities, and transform lives. This report collects a few of the stories that have contributed to the larger story of the university as a whole and the continued fulfillment of its mission. Needless to say, this report is not exhaustive. There are far too many actions—large and small—that have taken place on any given day, often under extraordinary circumstances, that deserve mention in this report. No doubt there is room for improvement. There is always room for improvement. Still, what follows is a representative sample of the hard work and creativity that Salukis carried out in FY22.



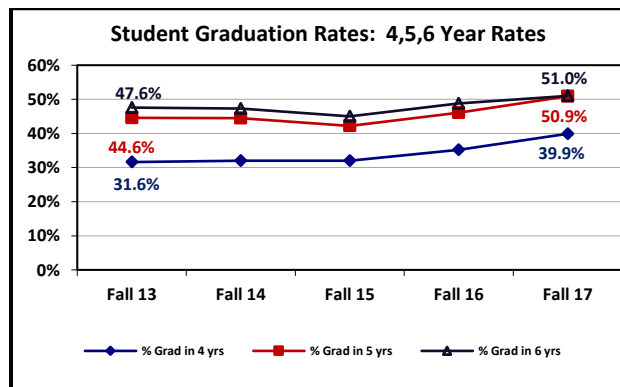
SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 10/10/2022

Each year our focus is on growing the new first-year class, and in 2021-2022 the hard work of faculty, staff, and administrators paid off. Bucking the national trend that has seen a decline in college enrollment since the Fall of 2020, SIUC increased its freshman class for the second consecutive year, welcoming 1,422 new students. Fall 2021 was our largest first-year class in 5 years. The university's goal is to grow enrollment by realigning current programs and adding new ones that appeal to today's students. The target is 15,000 students by 2030, an ideal size for a comprehensive university that provides a personalized educational experience. SIUC is currently focused on recruiting the Fall 2023 class.



Goal 1: Equity

Equity is embedded in SIUC's mission. It is embedded in our tradition of access and opportunity, and in our commitment to outstanding teaching focused on nurturing student success. Just as there is a multiplicity of learning styles, there is a multiplicity of factors that can stand in the way of learning. In 2021-2022 our faculty, staff, and administrators were hard at work in clearing and mitigating the factors that hinder access and student success. There is no question that challenges remain. The pandemic was and is hard on student learning and competency. In 2021-2022 SIUC continued to be proactive about addressing longstanding and long-recognized inequities as well as inequities that the pandemic revealed. Our First Saluki Center assists first-generation college students by giving students access to support and services that they need to successfully transition to college and obtain degrees. Our Student Multicultural Resource Center provides a space dedicated to the well-being and success of all Salukis. With tutoring, academic coaching, and test preparation workshops, the Center for Learning Support Services assists students of all cultures, abilities, backgrounds, and identities to develop as self-regulated learners who work to improve their academic performance. The office of Disability Support Services ensures that students with disabilities receive equal, effective, and meaningful access to all programs, resources, and services. Exploratory Student Advisement supports students as they explore academic and career options while fulfilling core curriculum requirements. SIUC's team of recruitment and retention coordinators connects students with needed resources from application to graduation. Thanks to our tireless Dean of Students, her amazing staff, and to the Saluki Cares early alert system, students are provided compassionate care and empowering guidance. Counseling and Psychological Services offers mental health-related services that contribute to students' adjustment to college and to their personal growth as high-functioning and socially responsible adults. The result of our robust Saluki support network is an increase in student success.

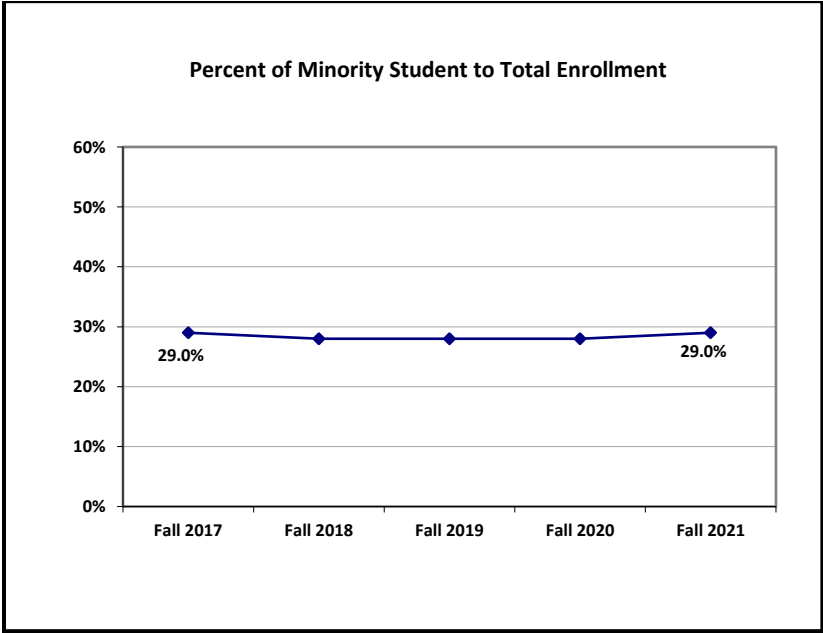


SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 10/10/2022

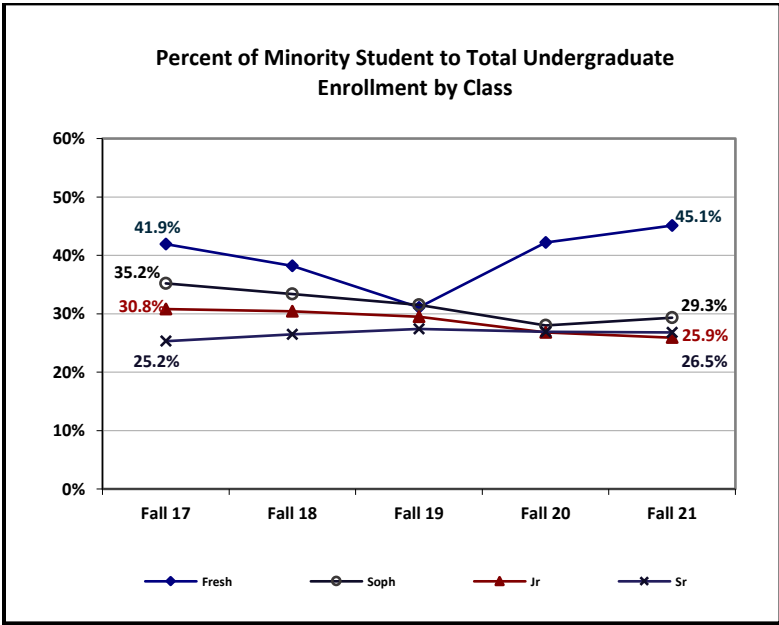
Owing in part to the dedication of the members of our Saluki support network, our graduation rates are trending in the right direction. Our 4-year graduation rate increased by 8.3% from Fall 2013 to Fall 2017. The 5-year rate increased by 6.3%. The 6-year rate by 3.4%. In FY22, SIUC graduated 1,972 with baccalaureate degrees, 692 with master's degrees, and 117 doctoral degrees.

At SIUC access is not only part of our mission, it is part of our tradition. The university is unwavering in its commitment to recruit and retain students from underrepresented groups in all class cohorts, and it is continuously working on improving our student support services with the aim of increasing the retention rate for first-year students. The coordinated support of first-year students, with its

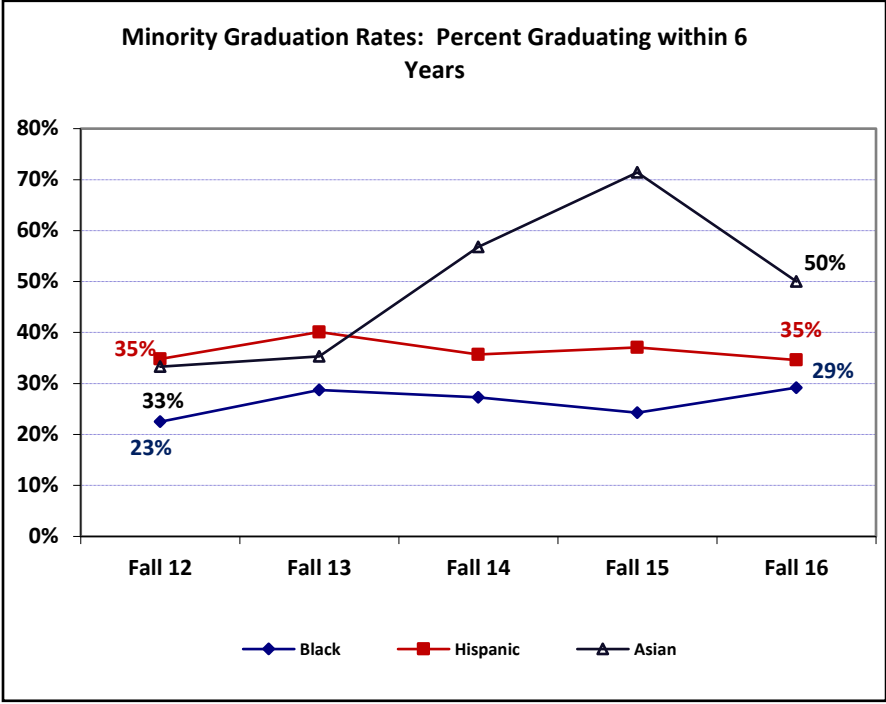
oversight of academic advisement and the required success course, UNIV 101, has meant better retention rates into the second year. Our retention rate for new students from Fall 2017 cohort was 72.1%. In 2018 the retention improved to 75.2%, followed by 80.6% for our 2019 cohort, 75.5% for our 2020 cohort, and 70.3% for the 2021 cohort. This is noteworthy when recognizing that the average retention rate for first-year students for the cohort in 2011 was 61%.



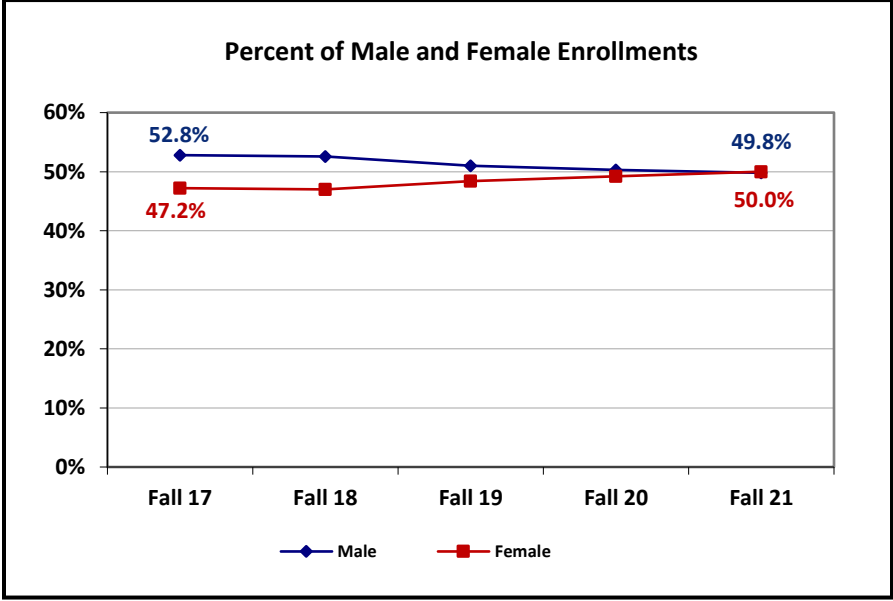
SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 10/10/2022



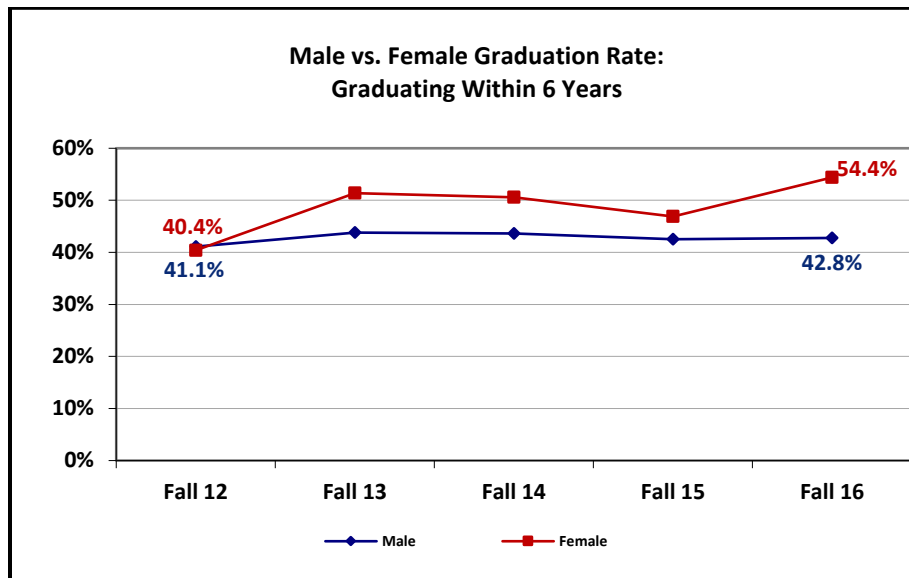
SOURCE: SIUC INSTITUTIONAL RESEARCH 09/20/2022



SOURCE: SIUC INSTITUTIONAL RESEARCH 10/12/2022



SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 10/10/2022



SOURCE: SIUC INSTITUTIONAL RESEARCH 10/12/2022

SIUC continues to build on our support network and to redesign academic programs with an aim to address inequities. In 2021-2022 faculty, staff, and administrators were busy implementing new initiatives and upgrading existing ones. For example, the SIUC Academic Advisement team implemented *intrusive care* advisement for students who are deemed at-risk. Intrusive care advisement is proactive. Team members do not wait for a student to reach out to them. Rather, advisors reach out to the student as soon as there are indications that a student is struggling. Team members contact students to make sure that they are doing okay and to find out whether they need additional tutoring, have their textbooks, etc. In the case of the College of Health and Human Sciences, students may also be eligible for the incentivized study program. With intrusive care, advisors also provide direct guidance in what courses a student should and should not take, in contrast with allowing a student to make these choices on their own. Our academic advisors have a vast amount of experience and expertise in supporting student success, and intrusive care is an approach that draws on this wealth of experience to maximize student success.

The SIUC Saluki Summer Bridge program hosted 26 future Salukis in 2021. The Summer Bridge program helps incoming freshmen prepare for their first semester at SIUC. It is a free, two-week experience where students participate in enrichment courses, engage in leadership activities, explore student employment opportunities, receive an introduction to SIUC student learning platforms and meet campus faculty, staff, and administrators. The 2021 Bridge program was hosted virtually due to the pandemic. The format combined online and Zoom programs. Each evening virtual events and activities gave participants opportunities to meet campus administrators, including Chancellor Austin Lane, and to connect with current SIUC students.

The SIU School of Law hosted their inaugural Pre-Law Diversity Institute on campus in May of 2022. Fourteen college juniors and seniors from underrepresented populations came from Jackson State University, Stillman College, Howard University, Skidmore College, UNC Chapel Hill, Harris Stowe State University, Southern Illinois University Carbondale, Southern Illinois University Edwardsville, and Governor's State University. Funding was provided by Goldman Sachs and the St. Louis Bar Association, and the Law School Admissions Council provided in kind support as presenters and Law Hub access for all participants. The residential experience included networking, interacting with

attorneys and judges, trips to St. Louis and Memphis, mock law school classes, and information about applying to and successfully matriculating in law school.

The SIUC McNair Scholars Program served 29 scholars in 2021-2022. The McNair Scholars program is a federally funded program that prepares first-generation, low-income, and underrepresented minority students for doctoral study. It includes an emphasis on research and an intensive Summer Research Institute. Of the 8 McNair scholars who graduated in May 2021, 4 enrolled in graduate school. Since 2003, SIUC's McNair Scholars Program has served 232 students representing more than 30 different majors. Program success to date includes: 20 students who have received their Ph.D. degree with 8 more in the pipeline; 194 have earned a bachelor's degree; 117 students have completed their Master's degrees; and 8 students are currently enrolled in Master's programs. 75% of participants have been first-generation students and 69% have been women. In 2022, the SIUC McNair Scholars Program was refunded by the U.S. Department of Education for \$1.3 million over the next five years.

SIU School of Law and Stillman College signed a memorandum of understanding to help students from the historically Black liberal arts college enroll and earn a degree from the SIU School of Law, with the aim of diversifying the legal profession. Under the agreement, SIUC and Stillman College, a 761-student institution in Tuscaloosa, Alabama, will engage in collaborative academic activities that promote a path for Stillman College students to enroll in the law school and earn their law degree.

The SIUC School of Human Sciences established the Resiliency Commission. The goal of the Resiliency Commission is to help guide students to resources and provide activities that help with connection and resiliency. The commission is made up of faculty, students, and advisors from each of the programs in the diverse school. The commission reviews best practices and will review data currently being collected by Master of Social Work students in order to provide recommendations for individual students as well as activities the school and programs can provide that support student success. The commission also provides resources to faculty to help them support students with anxiety or who are struggling for whatever reason. The ultimate goal is to increase retention and the graduation rate.

The SIUC University Housing office, in collaboration with Saluki CARES, continued to operate the early alert system. University Housing developed the student peer support role of Academic Peer Advocate (APA), a role that is similar to a Resident Assistant in that APAs live in the residential communities and serve as a peer advisor to students. However, APAs focus primarily on the early alert program. Early alert indicators may be received from any campus or off-campus entity, generally through the Saluki CARES reporting structure. The alert is assigned to the appropriate APA who has been trained to follow a script for a guided conversation with the student to determine what issues or concerns the student may be having. If issues are discovered, the APA makes referrals to the appropriate campus resource. The APA follows up with the student to ensure the student sought the appropriate resource. The Housing early alert program has shown to be significantly more effective in helping students due to the face-to-face intervention rather than relying on email or text to reach the student.

Working with colleges, academic programs, and student groups, the SIUC University Housing office established and (or) upgraded existing Living Learning Communities (LLCs). With respect to upgrades,

the College of Health and Human Sciences, which comprises five Living Learning Communities, refurbished Mae Smith Hall, branding it with SIUC and CHHS signs, new furnishings, a pool table, creating a patio area with a barbecue grill, ping pong table, and many other features. Living Learning Communities facilitate student collaboration and supportive social networks that contribute to student retention and success. University Housing currently hosts 18 LLCs:

1. Men of Color
2. College of Engineering, Computing, Technology, and Mathematics
3. Business
4. Life & Physical Sciences
5. College of Arts and Media
6. Honors
7. Agriculture
8. College of Liberal Arts
9. Campus Pride (LGBTQ+)
10. First and Proud (first-generation college students)
11. Education
12. Army ROTC
13. Air Force ROTC
14. Automotive
15. Psychological and Behavioral Sciences
16. Justice and Public Safety
17. School of Health Sciences
18. Aviation

The SIUC School of Education launched a new doctoral fellowship program with an emphasis on educational equity and social justice. The program's fellows will be prepared as scholars to address structural inequalities in educational settings and design programs that can lead to improved educational access and provide better and more equitable educational opportunities for all students.

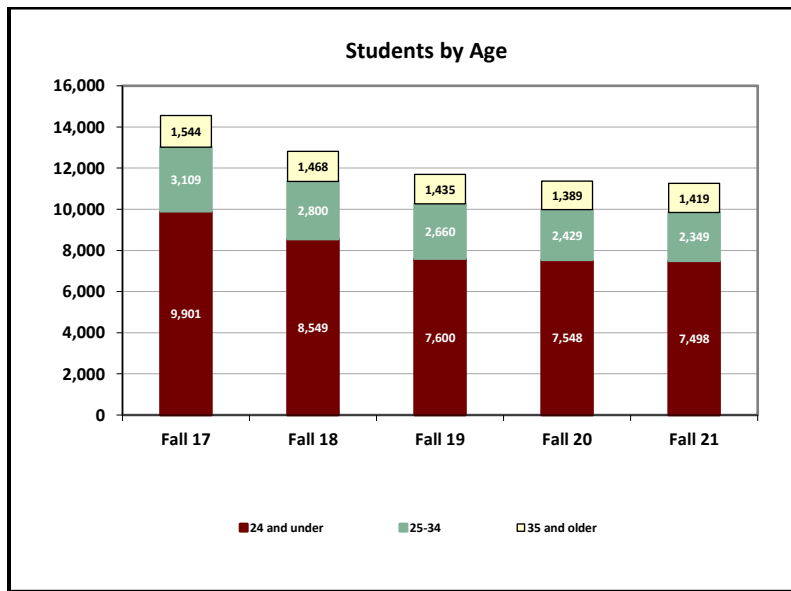
SIUC awarded fellowships to two faculty members in conjunction with ongoing efforts to foster diversity on campus. Dr. Leonard K. Gadzekpo and Dr. Raymund E. Narag were named Judge William Holmes Cook Fellows. The late Judge William Holmes Cook is an alumnus of SIUC who had a long and distinguished legal career. Every three years the university awards two fellowships to minority tenure or tenure-track faculty members in Cook's name. The Cook estate endows the fellowships in order to increase and maintain racial and ethnic diversity at SIUC. The endowments fund research and related travel, scholarly work, and other faculty endeavors.

The SIUC Writing Center, managed by faculty and graduate students in the School of Literature, Writing, and Digital Humanities, launched three initiatives that target equity and diversity. The first is a satellite office in the TRiO Student Support Services office. The second is a satellite office in the Multi-Cultural Resources Center. The third is new training for Writing Center tutors that focuses on tutoring international students.

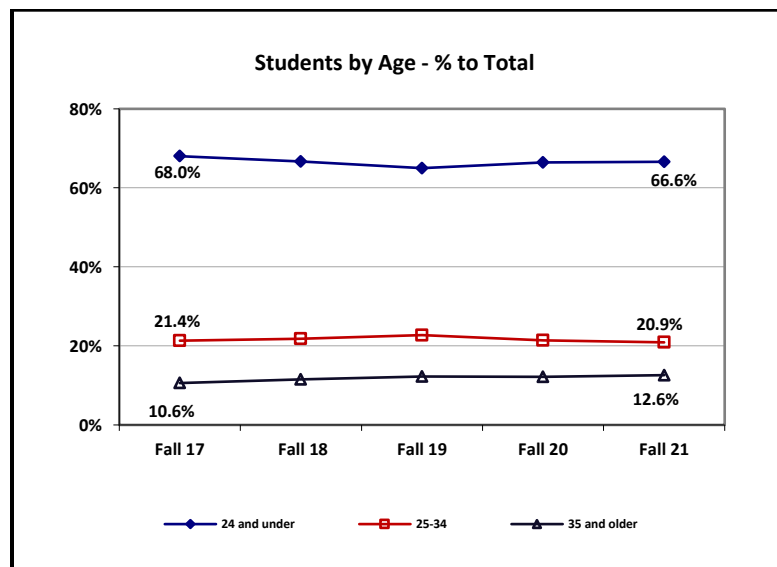
In November 2021 SIUC celebrated its first-generation students, faculty, and staff with several days of special activities. The First Saluki Center partnered with SIU Edwardsville for the collaboration

featuring in-person and virtual elements to recognize and honor first-generation college students. Networking, career connections, dialogues, stress management, study sessions, social times and more were made available to celebrate these groundbreaking students—the first in their immediate families to earn a bachelor’s degree—and to highlight the unique challenges they overcome and their determination to persevere.

Serving non-traditional students has long been and continues to be a top priority for SIUC. The Office of Non-Traditional Student Services and the Office of Veterans Services provide invaluable support to Salukis of all career stages. Not including Fall 2020 due to Covid, our number of new non-traditional students significantly increased from 2019 (881) to Fall 2021 (920). In Fall 2021 SIUC was home to 449 veterans, 157 national guard or active military personnel, and 105 military dependents.



SOURCE: SIUC INSTITUTIONAL RESEARCH 10/10/2022



SOURCE: SIUC INSTITUTIONAL RESEARCH 10/10/2022

In 2021 SIUC gained the national spotlight for its commitment to serving veterans and active-duty military personnel and their families. The university earned recognition for the 15th consecutive year, jumping to the 34th overall position on the [Military Times 2021 Best for Vets: College rankings](#). SIUC moved up more than 50 spots from last year's No. 88 ranking.

The SIUC College of Arts and Media implemented several initiatives to foster student engagement and retention:

- CAM established and invested in a college-wide Living Learning Community for CAM students. This brings together students from the six CAM schools to facilitate student collaborations and academic excellence while strengthening student retention.
- CAM co-sponsored the revival of the McLeod Summer Playhouse after a Covid hiatus.
- CAM co-sponsored the Eco-Art Conference and Symposium at SIUC to promote the interdisciplinary partnership between art and science and how this partnership contributes to mending issues in our environments. The event focused on environmental concerns, sustainability, and climate change. It was open to the public and aimed at professional and aspiring art and science educators.
- CAM renewed and funded SIUC's membership in the Global Fusion consortium and conference.
- CAM established a Curriculum Committee to reimagine and redesign a college-wide curriculum for students that engages the scholarly and creative power of the arts and media.
- The School of Media completed a review of courses from the former departments of Radio, Television, & Digital Media, and Cinema, for a new School of Media Arts. This resulted in the creation of six team-taught foundation courses for all students in the college.
- The CAM Dean Excellence certificate and cash awards were given to six undergraduates and six graduate students.
- CAM hosted the inaugural CAMFest, a festival of Arts and Ideas showcasing the works and scholarship of the college for the entire university and the Southern Illinois community.
- CAM hosted its first Truth Seminar with faculty presenters from all SIUC colleges, including the School of Law and the School of Medicine.

The SIU School of Law continued to improve essential skills that law students need to pass the bar exam and practice law. Last year the School of Law partnered with BarBri, a bar exam preparation company, to provide services to SIU Law students beginning two weeks before orientation through the summer after graduation. This year the School of Law hired two new faculty members with experience at institutions with similarly situated students. In Fall 2022 the School of Law will implement a new academic support/legal writing program.

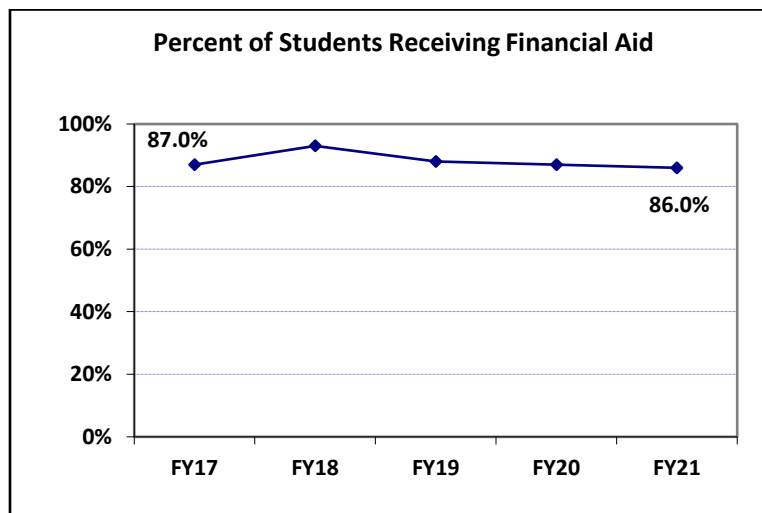
The SIUC School of Theater and Dance provided opportunities for both undergraduate students and graduate students with the McLeod Summer Playhouse, a summer stock theater company, that freshman and sophomore performance students are required to participate in, for which they get internship credit. Tech and design are also encouraged to work on these productions and can receive credit. One of the shows is an all Southern Illinois high school production, which has provided opportunities for recruiting students to SIUC.



Goal 2: Sustainability

Like equity, sustainability is fundamental to SIUC's tradition of access and opportunity. In 2021-2022 SIUC continued to strive to ensure that an education is affordable for all Salukis and that it will continue to be affordable for future generations. Since Fall 2017, out-of-state domestic undergraduate students have been charged the resident (in-state) tuition rate. Additional alternate tuition rate (ATR) opportunities are available through the Legacy ATR, the High Achievers ATR (for international undergraduate students), the Veterans/Military VTR, the Active Duty Military ATR, and the Alumni/Post Graduate ATR (<http://tuition.siuc.edu/alternatetuitionrate.html>).

The University recognizes the importance of removing financial obstacles that many students face. As of Fall 2021, 86% of SIUC students received some form of Financial Aid, which has remained steady for the last five years.



SOURCE: SIUC OFFICE OF FINANCIAL AID 10/10/22

Given a student population that is increasingly reliant on financial aid, the university is addressing its students' financial literacy and helping them make informed decisions in an uneven labor market. Our Financial Aid office offers students workshops and online resources on money management (SalukiCents <https://fao.siu.edu/saluki-cents/>). This programming is designed to enhance the financial literacy of our students.

The university awards each year +20 million in merit scholarships to undergraduates, +6 million to new students, and +3.4 million in donor scholarships. There are many types of scholarships available for incoming freshmen, transfer students, and current students. Just a few of the 2021-2022 awards included:

- 28 Chancellor's Scholarship, SIUC's most prestigious freshman award. The twenty-eight students who received the award were selected from a pool of over 500 applicants, the university's largest number of applicants for this award in six years.
- 7 Provost's Scholarship, SIUC's most prestigious transfer student award. The seven recipients were among 136 applicants who competed for the scholarship. The selections were based on students' academic credentials, an essay, and a virtual interview. The applicants also have a

record of leadership in their communities and participation in numerous extracurricular activities.

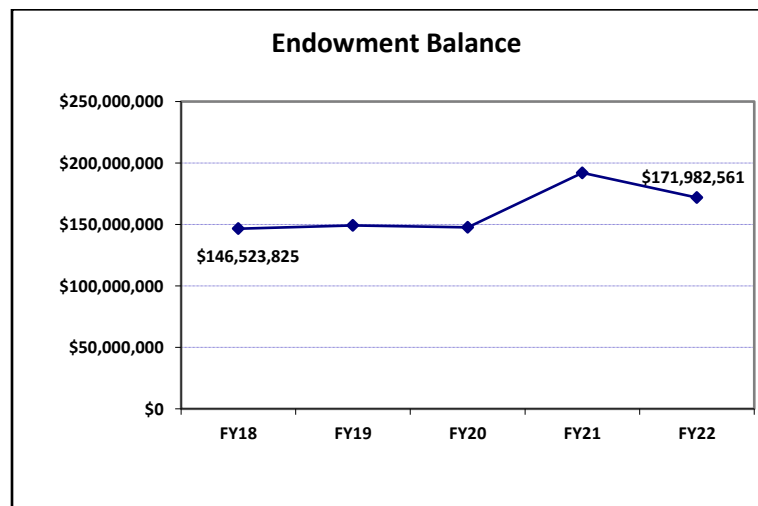
- 317 academically high-achieving students were awarded the University Excellence Scholarships. The scholarships are renewable for three additional years.
- 25 academically high-achieving transfer students who also demonstrate leadership skills were awarded the Transfer Achievement Scholarships. The scholarships are awarded for two years. Recipients earned a 3.5 or higher transfer GPA and earned an associate degree prior to attending SIU.

This past year, the SIU Foundation had the best fiscal year in its history, raising more than \$32 million and awarding more scholarships than ever before. The numbers speak for themselves, each representing a new institutional record:

- \$32,137,715 total dollars raised, a 25.5 percent increase over last year
- \$3,464,499.85 in scholarship money awarded, a 22.8 percent increase over last year
- 1,445 unique scholarships awarded, which means 12.8 percent of SIU students received a Foundation scholarship.

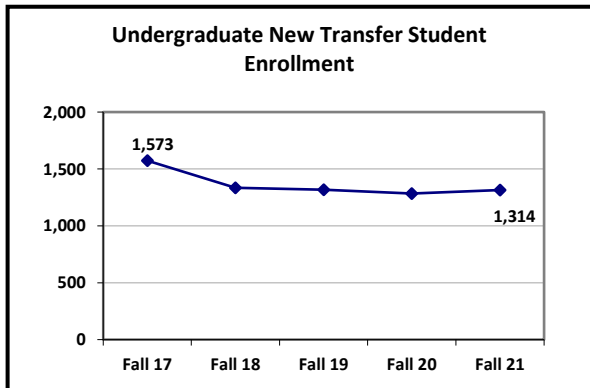
This success took place amid the “Forever SIU” fundraising campaign. Near the end of the 2022 SIU Day of Giving in March, SIUC announced the expansion of the campaign, raising the goal from \$200 million to \$500 million by 2028. The campaign aligns with the Imagine 2030 strategic plan, which sets forth a bold vision for the future of the university. The money raised through the campaign has funded scholarships, campus improvements, faculty support, and enhanced alumni engagement.

The Foundation Investment Committee continues to apply a strategy focused on long-term, sustained growth with below average risk and volatility. The goal is to provide steady financial support. Endowment funds are invested for long-term growth, and returns from those investments are essential to sustaining academic quality. In the coming year, sustaining continued growth will continue to have its challenges. The volatile global market presents a multitude of risks. In the midst of a great deal of market uncertainty, the University and Foundation continue to cultivate and develop relationships with existing and new donors through the “Forever SIU” campaign.

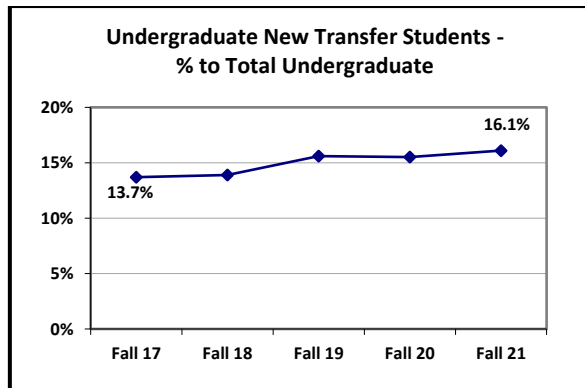


SOURCE: SIU FOUNDATION 10/10/2022

When viewed as a percent of the total undergraduate enrollment, transfer student enrollment is relatively steady. The development of more 2 + 2 degree articulation agreements with community colleges has been a focus in the University’s recruitment efforts.



SOURCE: SIUC INTERACTIVE FACTBOOK ACCESSED 10/10/2022



SOURCE: SIUC INTERACTIVE FACTBOOK ACCESSED 10/10/2022

The University is committed to maintain lasting and growing partnerships with community colleges to benefit communities and students. One way is through the Saluki Step Ahead program. This program provides students who cannot relocate to southern Illinois the option to earn their degree remotely and at a lower cost. This program is a transfer path for specific programs, which offers a unique opportunity for students to complete their baccalaureate degree completely online, including scholarship availability, and one-on-one academic advisement. There are nine academic programs that participate: accounting, business administration, criminology and criminal justice, early childhood, elementary education, health care management, nursing (RN to BSN), psychology, and radiologic sciences.

Following graduation with an associate degree from a participating community college, qualifying students can immediately advance to complete their bachelor’s degree online from SIUC. Through Saluki Step Ahead, students pay the community college rate for their first two years of study with SIUC. In the third and fourth years, they receive an annual \$4,000 scholarship, significantly reducing the financial barriers to earning a bachelor’s degree. Currently, SIUC has signed Saluki Step Ahead agreements with the following twenty-four community colleges: Black Hawk College, City Colleges of Chicago, College of DuPage, College of Lake County, Danville Area Community College, Harper College, Illinois Central College, John A Logan College, Kankakee Community College, Kaskaskia College, Kishwaukee College, Lincoln Land Community College, Lone Star College, Moraine Valley Community College, Oakton Community College, Prairie State College, Rend Lake College, Rock Valley College, Shawnee Community College, South Suburban College, Southeastern Illinois College, Southwestern Illinois College, St. Louis Community College, and Waubonsee Community College.

For students who transfer to SIUC and attend face-to-face, the university continues to establish new pathways for attaining their academic pursuits while maintaining affordability. Options available in certain programs include 3 + 3 programs with other institutions. For both transfer students and new freshmen, options available include 3 + 3 programs within the University and accelerated programs.

The SIU School of Law and Governors State (GSU) entered an agreement that will allow students to earn both bachelor’s and juris doctor (JD) degrees in six years. This agreement is a historic move to create pathways to degree and advanced degree completion, and to diversify the pipeline to the legal

community. Under the unique 3 + 3 partnership, a mapped curriculum will be provided for students in anthropology and sociology, English, and political science majors. Students will fulfill their senior year of undergraduate school at GSU, while enrolled in their first year of law school and living at SIUC. The partnership will reduce up to a year off the traditional seven-year juris doctor timeline and also allow both schools to explore other concurrent degrees such as JD/MBA, JD/MSW, or JD/MPA.

For undergraduate students seeking to further their education beyond a bachelor's degree, the university has established pathways for accelerated programs from bachelor's degree to master's degree. For the accelerated programs, students are approved to use nine credit hours from their conferred bachelor's degree towards their master's degree. This helps defray cost and time towards their master's degree completion. The university has nineteen programs with accelerated programs:

Accelerated Programs (bachelor/master)	Degrees
Agribusiness Economics/Agribusiness Economics	BS - MS
Computer Engineering/Electrical and Computer Engineering	BS - MS
Computer Engineering/Electrical and Computer Engineering	BS - MEng
Computer Science/Computer Science	BS - MS
Criminology and Criminal Justice/Criminology and Criminal Justice	BA - MA
Economics/Economics	BA - MA
Economics/Economics	BA - MS
Electrical Engineering/Electrical and Computer Engineering	BS - MEng
Electrical Engineering/Electrical and Computer Engineering	BS - MS
History/History	BA - MA
Exercise Science/Human Sciences	BS - MS
Human Nutrition and Dietetics/Human Sciences	BS - MS
Recreation Professions/Human Sciences	BS - MS
Sport Administration/Human Sciences	BS - MS
Industrial Management and Applied Engineering/Quality Engineering and Management	BS - MS
Linguistics/Linguistics	BA - MA
Mathematics/Mathematics	BS - MS
Mechanical Engineering/Mechanical Engineering	BS - MS
Psychology/Psychology	BA - MS

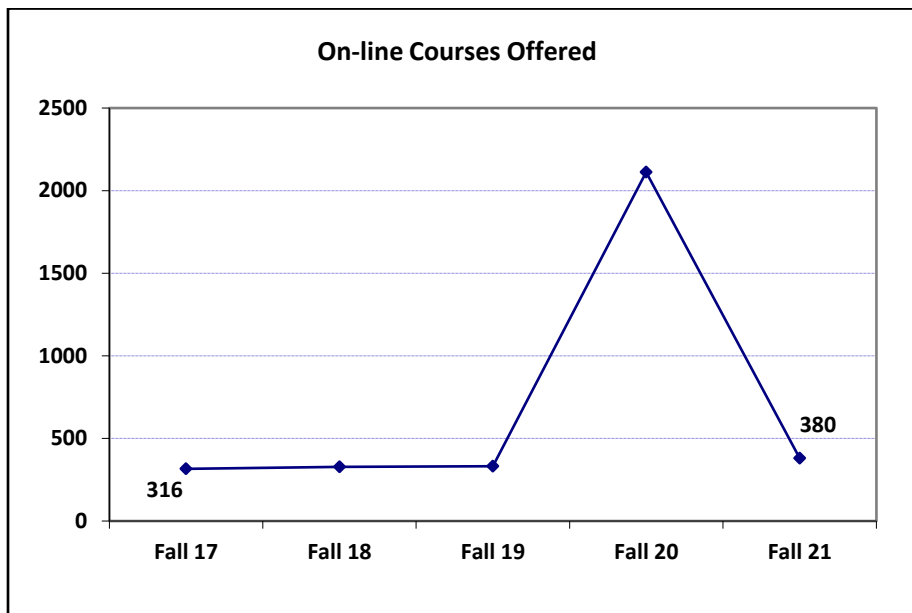
Furthermore, two additional programs are currently pursuing the establishment of accelerated programs.

For students seeking a juris doctorate, the SIU School of Law has established pathways for students to earn a bachelor's degree and juris doctorate in six years (rather than in the standard seven years) in the Paralegal Studies program and the Criminology and Criminal Justice program. In addition, pathways to earn a bachelor's degree and juris doctorate in six years (rather than in the standard seven years) in the Political Science program and the Communication Studies program are currently under constituency review.

For students who want a quality education, but are place-bound, the University has alternative pathways through online programs. The convenience of online study provides individuals with the opportunity to earn a degree while still working. Fully online programs that are offered include 12

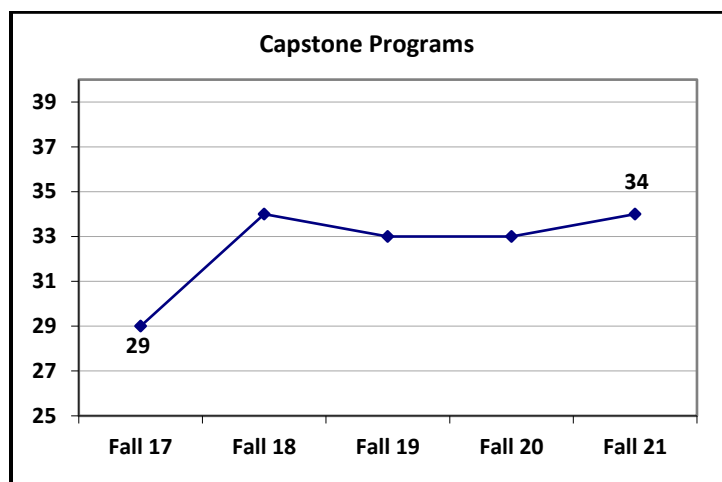
bachelor's degrees and 17 master's degrees. Of these, Aviation Management (masters), History (bachelors), Psychology (bachelors), and Public Safety Management (bachelors) were approved during 2021-2022.

The university also offers eight online undergraduate degree completion programs. These programs provide students with the ability to finish their degree where they left off, some use technical training already acquired. Additionally, The School of Automotive Technology was recently approved for launching an online Bachelor's degree that is designed as a "plus two" program. This will open nationwide access to an automotive Bachelor's degree specializing in Automotive and Mobility Management.



SOURCE: SIUC EXTENDED CAMPUS 10/18/2022 *FALL 2020 COVID 19

The university is addressing the educational needs of non-traditional students, with a focus on their transition to higher education from work and family. Each application is reviewed to ensure that job- and life-skills factor into the admissions process. Similarly, several degree programs in the School of Education, the College of Engineering, Computing, Technology, and Mathematics, and the College of Health and Human Sciences grant academic credit for work experience and on-the-job training. Thirty-four capstone degree programs provide pathways for students with Associate in Applied Science (AAS) degrees, Associate in Engineering Science (AES) degrees, or equivalent certification to earn a bachelor's degree. These efforts provide the outreach needed to recruit and support non-traditional students.



SOURCE: SIUC BANNER TABLES ACCESSED 10/10/2022

Capstone programs have increased due to the rapid development of online programs, which serve the same para-professional student market. The university has remained particularly attentive to such niches for specific degree programs where there is good enrollment potential. For more than forty years, beginning with the former College of Technical Careers, SIUC has offered capstone programs aimed at enrolling non-traditional students with associate of applied sciences degrees. There are currently 34 capstone options (as of Fall 2021) including industrial management and applied engineering, information technology, and workforce education and development. The university will continue to ensure that all students, not only those enrolled online, are well served to earn a quality degree. Although the general education requirements are reduced from 39 to 30 hours for capstone students, the application of general education skills is well integrated in the para-professional training for the workplace. In this way, students are better supported in their transferable learning.



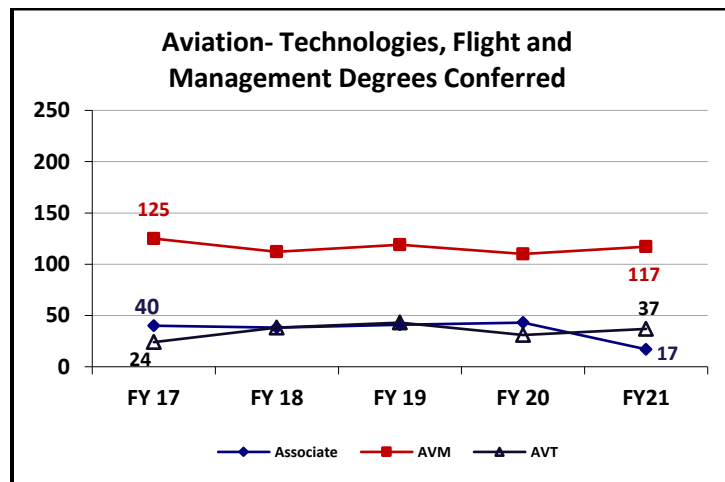
Goal 3: Growth

Growth is key to the university's future. Essential to growth is the creation of programs that appeal to today's students, and SIUC faculty are designing and implementing new programs and specializations, such as the design for a new specialization in Digital Narrative in the SIUC School of Literature, Writing, and Digital Humanities; in today's world the most accessible and remunerative employment for talented young writers lies in digital content, such as podcasts, narrative games, simulations, vast multiplayer online worlds, virtual reality, social media and video platforms, and stories produced with the assistance of artificial intelligence. It is expected that this will be an area of significant growth for the school and the university. Faculty have also developed and are developing 3+3 and accelerated programs on the model of our currently existing programs, such as the 3+3 program between Criminology and Criminal Justice and the School of Law. Faculty are expanding our industry-related pathways to certification. For example, in 2021-2022 the SIUC College of Business and Analytics added three post-baccalaureate certificates in accounting. The university is making new regional partnerships, such as the agreement between SIUC and Cahokia School District No. 187 that will provide mentoring and educational opportunities, summer camps, and collaboration between the university and the school district. Cahokia Unit School District No. 187 comprises Cahokia High School, Cahokia Middle School for grade 6-8, and six elementary schools for pre-K to grade 5. The district also

offers an alternative program for students in grades 6-12. The district has 3,079 students, including 841 in the high school and 650 in the middle school. The Illinois School Report Card for 2020 shows 89.5% of district students are Black, 4.9% are white, and 1.7% Hispanic, and 92.2% are low-income students. The agreement involving students in the Cahokia district includes:

- SIUC will provide virtual or in-person educational and mentoring opportunities for Cahokia students in any academic areas of interest.
- School district students will have opportunities to attend summer camps on campus.
- An admissions coordinator will speak in person or virtually to students and their families regarding SIUC admissions.
- High school sophomores through seniors can participate in SIUC Day opportunities, including shadowing SIUC students, attending classes as guests and touring the campus.
- Providing opportunities and materials for Cahokia School District students who enroll at SIUC to return to the district to serve as mentors and discuss their SIUC experiences.
- SIUC will work to establish scholarship opportunities for School District 187 students who meet established criteria.
- High school seniors in the program will receive a personal visit from the SIUC chancellor during the fall of their senior year.
- SIUC staff will explore opportunities for collaboration with the school district under the Illinois Postsecondary and Workforce Readiness Act, including college and career pathway endorsements.

Enrollments in SIUC’s aviation programs remain strong. Our aviation programs will continue to recruit and retain outstanding students, particularly those who have not yet completed their associate’s degrees at community colleges. Prospective students are attracted to internship and employment opportunities.



SOURCE: SIUC INTERACTIVE FACTBOOK ACCESSED 10/10/22

An agreement between SIUC and Delta Air Lines provides an accelerated career path for aviation students interested in becoming professional pilots. SIUC is the 13th university to participate in Delta’s Propel program, which launched in 2018. This is SIUC’s first agreement with a major airline to mentor and hire aviation students directly from the program. Under the five-year pact, the Propel program supplements Delta’s pilot hiring needs by offering an accelerated path to the airline’s flight

deck for selected students. After a rigorous interview and evaluation process, Delta will offer successful candidates a qualified job offer, detailing a defined path and accelerated timeline to become a Delta pilot.

The SIUC School of Education created multiple pathways for those who wish to obtain a Professional Educator License.

- At the undergraduate level, current paraprofessionals or teaching assistants can pursue the Professional Educator License (PEL) through the Grow Your Own program. This program provides someone from the incumbent workforce with a \$25,000 scholarship towards tuition, and the courses are offered in the evenings, on the weekend, or online for these students.
- The Early Childhood Access Consortium for Equity is another effort launched by the Illinois Board of Higher Education and the Illinois Community College Board to address the teacher shortage in early childhood education. Eligible members of the incumbent workforce receive a \$33,000 scholarship to pursue a PEL or Gateways Level 5 credential. The Early Childhood Education program at SIUC now offers the program in an online format to accommodate these and other students. A team of faculty are streamlining articulation agreements with community colleges to better support these students as well.
- The Saluki Teacher Residency Partnership program provides candidates with a shorter pathway to the PEL. Residents are placed in schools four to five days per week for an entire year. Coursework is integrated into the clinical experience and decreases the time to degree by one year.
- The Master's of Arts in Teaching (MAT) degree is a graduate program for those who obtained a bachelor's degree in a content area that can lead to licensure. So, for example, if someone has a bachelor's degree in history, they can pursue the PEL and Master's degree at the same time. The MAT is also a 15-month program, rather than a 24-month program.

The SIUC Center for English as a Second Language offered two iterations (one in person and one online) of its Community Engagement Program, which takes CESL students into the local community to meet and work with local service organizations, with the goal of both the CESL students and the services involved, including the local persons who benefit from the services, having an experience that is positive and beneficial. CESL students complete volunteer work at the places visited and they engage meaningfully with the recipients of the local services. The online version of this program is conducted with CESL's annual group of Fulbright scholars who come from a variety of countries and backgrounds. In 2021-2022 they came from 13 different countries. The online version of the program is also done in collaboration with Kyoto University of Foreign Studies in Japan, in support of their similar onsite program, which recently involved students from Japan, China, Thailand, and South Korea.

SIUC's status as a research university means opportunities. The university is able to attract and keep top faculty members, who find an atmosphere supportive of their ambitions, and it is able to offer students, even in their freshman year, experiences often reserved for graduate students at other universities. Recruitment efforts include promoting the university's brand as a research institution whose first-rate faculty provide distinctive hands-on learning opportunities in research and creative activities.

In 2021-2022 SIUC remained productive in research, funded by millions of dollars in grants and contracts from government and private sources. Despite the COVID-19 pandemic, faculty researchers brought in more than \$44.7 million in outside research and service-based grants and contracts. This amount was an increase of more than \$7 million beyond the previous five years following the state budget impasse. The success kept SIUC firmly included among Carnegie doctoral research universities in the country, as well as cementing it as the top-ranked “high research activity” institution in its class in Illinois.

Researchers at SIUC’s Cannabis Science Center are hard at work looking for new ways to unlock the benefits of the plant. Using a foundation of agriculture, analysis, education, and community outreach, scientists and their students are working on a variety of projects aimed at finding solutions to health and economic issues. Among the research underway:

- Hemp production and weed mitigation strategies, Karla Gage, associate professor in the School of Agricultural Sciences.
- Hemp plant genetics related to the feral hemp growing wild in Illinois for the last 80 years, David Gibson, professor in the School of Biological Sciences.
- Hemp and cannabis education, regulation and analysis, Aldwin Anterola, associate professor in the School of Biological Sciences.
- Cannabis therapy for opioid addiction mediation, Jane Nichols, associate professor in the School of Health Sciences.
- Analysis of cannabinoids, terpenes and contaminants in cooperation with commercial hemp processors to help improve extraction technology, Mary Kinsel, associate scientist in the Office of Sponsored Projects Administration.

Southern Illinois University’s Board of Trustees approved agreements for a new multimillion-dollar interdisciplinary research and economic development hub, capitalizing on SIUC’s research into food, fermentation, and biotechnology. With support from the Illinois Innovation Network, the Illinois Food, Entrepreneurship, Research, and Manufacturing (iFERM) Hub will provide a state-of-the-art research and training suite for faculty use, students, start-up companies, and private firms in the region. The suite will include a Biotechnology Core Laboratory, an Analytical Core Laboratory, a Business Support Annex, a Value-Added Agriculture Pilot Facility, and it will be staffed by current university scientists and researchers. The project has acquired \$6.3 million in grant money from three agencies: Illinois Department of Commerce and Economic Opportunity (\$2.7 million), the Illinois Innovation Network (\$2.5 million) and the SIU Foundation (\$1.1 million). Taken together with several grants from related projects and matching in-kind funds from the university, the project has a total value of \$13 million. The iFERM Hub is aimed at solving food/nutrition, agriculture, and health challenges through interdisciplinary research, innovation, and education. It also will provide infrastructure for the development of Illinois agriculture value-added products to promote and support successful entrepreneurial activities. It also will benefit SIU students and researchers engaged in such pursuits and enhance public-private partnerships.

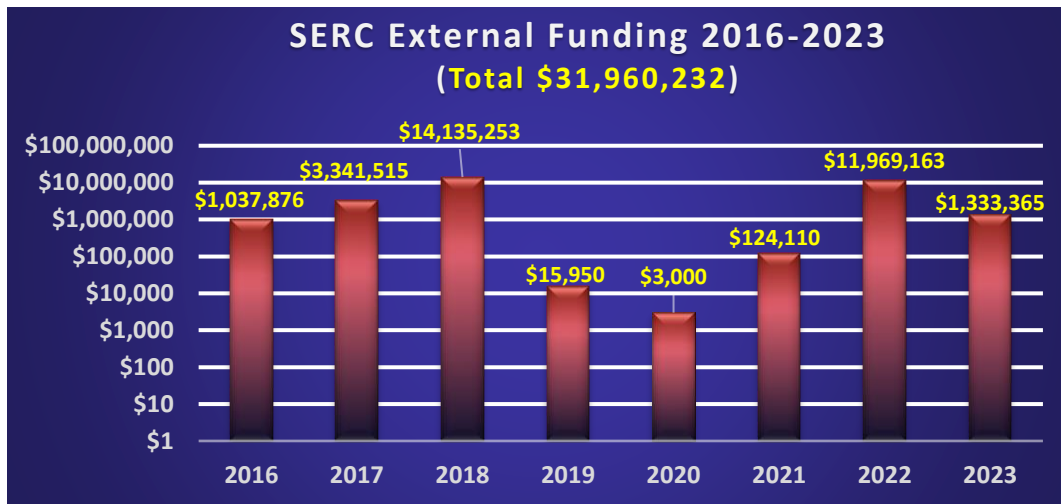
The SIUC School of Literature, Writing, and Digital Humanities established several new internships for undergraduates that provide course credit for experiential learning: two internships with SIUC Press; half a dozen internships with *Grassroots*, an undergraduate magazine; and three internships with *The Journal of Fantasy and Fan Cultures* (an undergraduate literary journal).

The STEM Education Research Center (SERC) is a research and service unit at SIUC. The SERC mission is to organize and sustain a diverse community of faculty and staff to collaboratively prepare the next generation of STEM educators, researchers, and professionals. SERC seeks to advance STEM literacy at the local, state, and national levels through multidisciplinary and integrative strategies in research, education and service.

SERC builds partnerships with local, state and national stakeholders to advance STEM teaching, learning and research. SERC develops STEM education and research programs and support existing programs by obtaining external grant and contract funding, donations, and sponsorship. SERC faculty and colleagues have submitted 42 proposals requesting \$78,425,269 in direct support (\$8,964,648 *indirect costs*) during FY2017-2023. Twenty-two of 42 grants were awarded totaling \$31,960,232 (\$2,638,537 *indirect costs*) during FY2017-2022. Examples include:

- \$ 6.03M (*\$446K*) Illinois Science Assessment Partnership IGA: Item Development – ISBE
- \$ 1.33M (*\$143K*) Converging Earth Science & Sustainability Education & Experience – NSF
- \$ 5.84M (*\$531K*) Illinois SPED Behavioral Training and Assessment– ISBE
- \$ 110K (*\$26K*) Scholastic Olympiad Initiative – Scholastic Trust of Singapore
- \$13.94M (*\$1.03M*) Illinois Science Assessment Partnership IGA – ISBE
- \$ 999K (*\$199K*) Pathways to STEM Leadership Development Program – NSF
- \$ 3.21M (*\$238K*) Illinois Science Assessment Partnership IGA – ISBE
- \$ 86K (*\$1.5K*) Making Math Connections 2 – ROE 45
- \$ 309K (*\$8.4K*) Disaster Mitigation & Readiness: Development of Educational Media – FEMA

Six proposals requesting \$7,816,849 (\$1,249,628) were recently submitted. (*Indirect cost amounts are italicized and in parenthesis.*)





Points of Pride

SIUC earned national recognition again for its diversity and inclusivity as Campus Pride, a leading LGBTQ+ campus rating and information index, honored the university as a 2021 “Best of the Best LGBTQ-Friendly Campus.” The university earned a 5-star ranking on the Campus Pride benchmark evaluation of the university’s policies, programs, and practices.

SIUC saw a 34% increase in enrollment from the Southern Illinois region for Fall 2021.

The SIUC Alumni Association harnessed the proud tradition of Salukis helping Salukis with new and powerful artificial intelligence-driven technology designed to connect students’ and recent graduates’ career and professional questions with the best experts among the university’s 250,000 alumni. “Ask A Saluki” connects student questions with alumni expertise and is a partnership between the association and software firm, Protopia, utilizing advanced algorithms to help students and alumni make valuable connections based on the advice a student may need.

The SIUC School of Law added a new course, *Slavery, Race, Law, and History in Southern Illinois*, to the curriculum after the completion of the Slavery, Race, Law and History in Southern Illinois project. This project was funded by a “HEALING ILLINOIS: Building a Bridge to a Racially Equitable Illinois” grant, a racial healing initiative of the Illinois Department of Human Services, in partnership with The Chicago Community Trust, subcontracting locally through the Southern Illinois Community Foundation.

A team of two SIUC graduate students and a faculty member are among only 23 teams in the world to win the XPRIZE Carbon Removal challenge funded by Elon Musk and the Musk Foundation. Jennifer Pierce, Tia Zimmerman, and Dr. Scott Hamilton-Brehm, Associate Professor of Microbiology, are working on a system that would liquefy everyday waste biomass (everything from grass clippings to scrap vegetables) for injection into underground voids, such as empty oil reservoirs. Once underground, their plan calls for hungry microbes to consume the carbon-rich liquid and sequester it, preventing it from re-entering the atmosphere where it could contribute to climate change. Initial award: \$125,000, and on track for an additional \$125,000.

The SIUC Flying Salukis captured a 10th consecutive National Intercollegiate Flying Association Region VIII competition. Taking both the ground and flight event, the team won the event at Indiana State University in Terre Haute, Indiana, and advanced to national competition for a 52nd time in 53 years. The Flying Salukis continued their dominance with a fifth-place finish at the National Intercollegiate Flying Association championships. The team tied for fifth with the U.S. Air Force Academy in the 28-team event. This was the 13th consecutive year that the Flying Salukis placed in the top 5.

The SIUC College of Agricultural, Life, and Physical Sciences runs the 2,000-acre University Farms just southwest of campus that provides hands-on experiences for students in a variety of agriculture and agriculture-related areas.

U.S. News & World Report included SIUC on its “Best Undergraduate Engineering Programs”, “Best Engineering Graduate Programs,” and “Best Computer Science Graduate Programs” for 2022. SIUC is

ranked No. 183 among undergraduate engineering programs in the colleges with doctoral programs in the nation. SIUC is known for its strong undergraduate engineering programs, where a very low student-faculty ratio and small class sizes promote personal attention and student success.

The SIUC School of Architecture hosted the Kid Architecture program in the Summer of 2022. The creation of Professor Jon Davey, the one-week summer camp has introduced young people to architectural design for 28 years. The camps have been conducted for diverse populations, including at-risk children, children from urban areas, and disabled children.

SIUC graduate students grew \$500,000 into \$1.25 million and claimed a top prize in an international financial trading competition. Competing against 385 other teams from around the world, SIUC's "Saluki" traders, Ayush Giri, Richy John, Rafael Munoz Morales and Adrian Veseli, took fifth place in the CME Group University Trading Challenge. Each team member is a graduate student in the MBA program, and each earned their undergraduate degrees at SIUC. Sponsored by the Chicago Mercantile Exchange, the challenge is a monthlong virtual electronic trading competition where students use the same real-time trading futures techniques utilized in the business world. The finish is SIUC's highest in the prestigious competition.

After a Covid hiatus, the SIUC School of Languages and Linguistics revived World Languages Day. In Fall 2021, the event organizers expected a maximum of 500 high schoolers and had an actual attendance of approximately 600.

The SIUC School of Automotive proudly hosts the only registered student organization that is dedicated to furthering women in the automotive industry workforce. This student-run organization, known as WATT (Women in Automotive and Transportation Technology), welcomes all people, with the goal of improving diversity in the automotive industry.

7 SIUC graduate students were chosen for the highly competitive Diversifying Higher Education Faculty in Illinois Program, a fellowship program designed to increase the number of minority full-time tenure track faculty and staff at higher education institutions in the state. The seven Salukis selected are: Evelyn Aden, Dakota Rose Discepolo, Quianya Enge, Steven Gear, Jeffrey Payne, Olivia Slater and Daniel VanOverbeke. Established in 2004 by the Illinois General Assembly, the program is open to any Illinois graduate student who is a member of an underrepresented group. The program dovetails with the Illinois Board of Higher Education's strategic plan, "A Thriving Illinois: Higher Education Paths to Equity, Sustainability and Growth."

Southern Illinois University Edwardsville

Summary Statement:

Southern Illinois University Edwardsville has been shaping a changing world since 1957, offering quality undergraduate and graduate programs, forged with a solid commitment to the economic development of Southwestern Illinois and the St. Louis Metropolitan area and to expanding access and opportunity. With a strong focus on location, affordability and an excellent faculty ready to serve a diverse student body and make a difference in the region, we are an institution with a clear mission and ambitious goals. We are pursuing equity and offering excellence in undergraduate and graduate education. As a premier metropolitan University, SIUE is committed to be 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 develop professionals, scholars and leaders who shape a changing world.

As an institution, we embrace continuous improvement, and we collectively plan bold actions and set transformational aims in order to usher social and economic change. Our values clearly communicate that we prepare our students for a life of meaningful impact and engagement with their chosen professions and communities. We prepare graduates who will be change makers.

We are proud to be the number one producer of bachelor's degrees in the St. Louis Metropolitan Statistical Area (MSA). As an institution of higher learning and a partner to our community, we recognize our unique position to provide opportunities for producing and expanding knowledge while also serving as a community builder and economic driver for the region and the state.

Anti-racism, diversity, equity and inclusion are deeply embedded in the University's mission, vision and values. Access and success are intertwined in the University's new strategic plan, setting a path forward for SIUE's continued rise as a national leader and model for equity, student success, and inclusive excellence. SIUE remains committed to making social mobility possible for individuals and entire families, as we close equity gaps and build a diverse community of professionals and a global workforce ready for the future. We are proud to report that the University achieved a historic recognition by being recognized for the 9th consecutive year by *INSIGHT Into Diversity's* with the Higher Education Excellence in Diversity Award, the only national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion across their campus.

The University has embraced the framework of inclusive excellence and produced notable outcomes related to equity, sustainability and growth, which we share in this report. There is much more work to do. We launched our Community-Oriented Digital Engagement Scholars (CODES) which introduces underserved students to digital community engagement with its first cohort of scholars starting in fall 2022. In FY 22, the University also welcomed the most diverse student body in its history. To support our students, we eliminated non-credit bearing courses in ENG and MATH and created new co-requisite models to support student learning and success, alongside additional support for our diverse learners. We also made significant strides in partnering with state agencies and regional organizations on targeted initiatives to expand our regional footprint and live our commitment to growing the local economy by developing programs to serve our region's needs for a 21st century-

ready labor force. SIUE faculty, staff, and students are poised for an even greater future as we pursue the ambitious goals of our strategic plan.

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 develop 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

Civic Engagement*

- 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
- Lifelong learning

*(amended in Fall 2022)

SIUE will undergo an examination of its mission and vision in 2023.



Goal 1: Equity

SIUE's commitment to building an inclusive, anti-racist and equity-minded campus supports the core of our academic mission. The University's new strategic plan is guided by the inclusive excellence framework, including a strong commitment to access and opportunity and equity. The University has made several positive strides in operationalizing inclusive excellence at all levels of the institution. Specifically, as a result of important research conducted by the SIUE Center for Predictive Analytics (C-PAN) and with the support of the Faculty Senate, we identified and approved new test-optional admission criteria for Fall 2021. Data from C-PAN showed that GPA is more important overall than ACT test scores as a predictor of student retention at SIUE. The shift to a test-optional admission policy is among several steps the University has taken to build a more just and equitable environment for all members of our community.

Notably, SIUE's 2021-22 student body is the most diverse in its history. According to fall 2021 data, Asian American students represent 2.6% of the group, Black students 13.2%, Hispanic students 5.3%, international students 4.1%, with 3.2% reporting Multiple Races, White students 67.9% and 3.4% not disclosing their ethnicity. Our first-year class grew 28% (438 students) and the overall student body represents 44 states and 62 countries. In the first year of a test optional environment, the entering class reflected an average high school GPA of 3.5, which has been the class average for each of the past four years.

SIUE recognizes and is deeply committed to making education accessible and affordable to all students. SIUE's need-based aid strategy along with the recent SIUE Commitment leverages institutional aid, MAP and Pell to create access and opportunities for students with household income below \$63,575 and with assets of less than 50,000. Additionally, the University has developed with intentionality and focus on closing equity gaps several important initiatives which were implemented in Fall 2022, including eliminating all non-credit bearing developmental education courses by transforming them into credit-bearing courses with enhanced co-requisite instruction as well as enrolling all first-year African American students into the Black Scholar experience, a comprehensive academic program to promote belonging, academic advancement and degree completion.

Support the ongoing learning renewal of students and systemic implementation of evidence-informed student support practices

Proactive and Comprehensive Advising: Starfish is an early alert and connection tool to support student success and retention. While it has been in use for many years at SIUE, over the 2021 academic year, the University developed several initiatives to improve academic progress reporting in support of our students. Beginning in Fall of 2020, the Office of Retention and Student Success expanded the 6-week progress surveys that were previously administered for all first-year students to now include all undergraduate students. The primary rationale for this shift was the number of students expressing concerns over the impact of course modality changes during the pandemic. This also aligned with our intentional efforts to improve student retention and persistence. Data collected from these early alerts allows intervention and support that would likely not occur otherwise.

Term	Alerts received
Fall 2019	1855
Fall 2020	5828
Fall 2021	4737
Fall 2022 (as of first 8 weeks)	5965

Source: Office of Retention and Student Success

In Fall 2020, the first year the alerts were expanded to include all undergraduate students, the number of alerts increased dramatically to 5,828. Based on the limitations of the survey tool, instructors were raising multiple flags for the same student in the same class, which presented a challenge that needed to be fine-tuned. During the Spring and the subsequent Fall semesters, communication was improved to encourage faculty to only raise one flag per student in the course. While this did not eliminate duplicates, it did account for the 19% decrease in alert flags raised in Fall 2021.

During summer of 2022 and extending into the early fall semester, communication to faculty about the outcomes pertaining to participation in the early alert campaign and how this impacted student retention continued. Two areas of concern, identified through our analysis of the data with our Starfish consultant, were of importance. The first concern was that when staff members were able to have a successful interaction with a student at the time an early alert was raised, those students retained at a rate 6% greater than those with whom we were not able to connect. The second concern was that more than 80% of students who received a D, F, or W grade in the fall 2021 semester never had an alert raised. Connected to this pilot, we are currently piloted in some high DFW courses as well as our First Semester Transition course, taking attendance directly in Starfish, which allows for automated alert flags to be generated at the point a student has missed three classes. These efforts have increased participation and the success of this pilot is evident by the 26% increase in alert flags for the first half of the Fall 2022 term.

Because of the increase in alerts and a better awareness of the challenges students are facing in the post-pandemic transition, three Student Success Coaches were hired and began their work in Fall 2021. These positions were added, in part, as a response to the challenges students were facing with learning in emergency remote learning and a disrupted environment during the pandemic. The student success coaches work in tandem with academic advisors as additional support personnel to engage directly with students and assist with academic preparation while connecting them to additional campus resources to address areas of concern. One position was dedicated to students in online programs, while the other two were assigned to work with undergraduate traditional programs. The two student coaches working with undergraduates in on-ground programs met with over 158 students during the Spring 2022 semester. At the end of the Spring 2022 semester, the two coaches working with on-ground programs had taken other positions and to date, the positions have not been filled. A continued emphasis on Success Coaches will be essential during Spring 2023 after news student coaches are hired.

Increasing Access to High Impact Practices: SIUE's new Strategic Plan calls for every undergraduate student to engage in, at least, two well-designed and intentional high impact practices. Ample evidence in studies by Kuh and Kinzie, Finley and McNair and others, suggests that student-centered, quality-focused high impact practices make a difference in student learning and outcomes. SIUE has

been recognized for its undergraduate capstone, and we are building out inclusive high impact practices intentionally to promote learning and student success. Every senior student at SIUE is required to complete a Senior Assignment in a discipline. Two of SIUE’s most successful high-impact educational practices (HIPs) are the Senior Research Assignment and the Undergraduate Research and Creative Activities (URCA) programs. These programs in particular have been identified by the American Association of Colleges and Universities to be a case study for the Liberal Education and America’s Promise (LEAP) Challenge. The LEAP Challenge recognizes institutions that promote Signature Work for all students. The URCA program pairs undergraduate students with faculty mentors as either Assistants (who work on faculty identified scholarly and creative activities) or Associates (who design their own projects with a faculty mentor). Our students participate in a variety of high impact practices, as captured in the table below:

High-Impact Educational Practices FY 22

Activities	Number of Students*
Internships for academic credit	667
Co-op and non-credit bearing internships	275
Course-based undergraduate research	810
Graduate research	763
Freshmen experience	2,138
Study abroad	49
Service Learning	960
Field experience	1,335
Practicum	107
Laboratory work	3,766
Clinical experiences	2,593
Writing intense courses	860
Undergraduate Research and Creative Activities (URCA)	402

*Numbers might include duplications

- *Co-op and Non-Academic Internships* working with 154 Unique Employers
- *Study Abroad* Scheduled to travel: 74; Actual Students Who Traveled: 49

Expanding HIPs participation and ensuring early and frequent access is critical to an inclusive excellence goal. SIUE recognizes an opportunity to increase access to high-impact practices in addition to the Senior Assignment in order to engage every student at least twice during his or her time at SIUE, which is also part of the new University’s strategic plan. We are exploring avenues to expand experiential learning in every program and for all high-impact practices to reach more students who are at greatest risk of not persisting. Currently, the University has assembled a HIPs task force of faculty, staff and administrators, who are developing a plan to centralize the

coordination, assessment, and the visibility of HIPs university wide. To achieve this goal and aligned with the activities outline in our HLC Quality Initiative as well as the University Strategic plan, the task force is working on creating an inventory of HIPs which will serve as the foundation for developing a HIPs website as a central resource for students, faculty and staff, interested in participating and advancing HIPs on the SIUE campus as well as for engaging with external community partners.

Accordingly, SIUE is also committed to increasing high-impact community engagement practices (HICEPs). These are community-focused experiential education activities where students and off-campus partners collaborate to benefit both student learning and community initiatives. Additionally, the University continues to successfully engage with local community partners through the SIUE Successful Community Collaborative (SSCC). In FY 22, the Successful Communities Collaborative (SCC) engaged 115 students from 8 classes representing 6 disciplines in partnership projects with Highland, East St. Louis, and Brooklyn-Madison-Venice. By embedding community-based learning projects into the curriculum, SCC makes HIPs more accessible to all SIUE students. SCC, furthermore, coordinates community engagement efforts for the SIUE Truth, Racial Healing and Transformation (TRHT) Campus Center. The goals of TRHT are embedded into the approach and work of SCC but is evidenced most clearly in student engagement with projects, such as the E-Stories initiative. In FY 22, 51 students participating in activities related to TRHT. This project captured the individual experiences of 23 community members through oral histories and digital storytelling. TRHT is working with *I Am East St. Louis, The Magazine* as a community partner to share the stories on social media and through the magazine issue.

FY 22 courses associated each effort are outlined below:

Successful Communities Collaborative:

ECON 445 – Economics of the Public Sector: State and Local (Fall)

ACS 414/415 – Public Relations Campaigns I & II (Fall, Spring)

PAPA 599 – Community and Urban Planning (Spring)

SIUE Successful Communities Collaborative Helps Revitalize Venice, Brooklyn and Madison Townships

INTS 499 – International Studies Senior Assignment (Spring)

HIST 590 – Internships in Museology (Spring)

Highland’s History Digitized for Global Access via Local Partnerships (December 21, 2021)

CNST 452 – Construction Management and Senior Assessment (Fall, Spring)

SIUE Helps Cleanup and Preserve Katherine Dunham’s East St. Louis Home

Truth, Racial Healing and Transformation Campus Center:

ACS 414/415 – Public Relations Campaigns I & II (Fall, Spring)

East St. Louis Residents Star in their Own Story, Courtesy of SIUE’s TRHT

MC 502 – Media Campaigns (Spring)

SOC 495 – Applied Community-Based Research (Fall, Spring)

SOC 333 – Sociology for Careers and Life (Fall)

SIUE Participates in the Emma L. Wilson King Foundation’s East St. Louis Family Fun Festival

The SCC continues to actively seek and successfully secure funding to expand the growing span of their community engagement projects and the social and economic impact of these important regional collaborations. Below are a few of the most recent grants that SCC has received:

-
- Recipient of the Illinois Department of Commerce and Economic Opportunity Broadband READY grant (\$50,000) for Region 5 in collaboration with the City of East St. Louis.
 - Secured Meridian Foundation Award (\$4,348.17) to continue work began by CNST 452 students.

Meeting Students' Needs: SIUE's Division of Student Affairs remains committed to providing outstanding co-curricular experiences and a wide-ranging array of services that support students and their families during their educational journeys. Below are some highlights of their activities:

- 317 students were served through the Cougar Cupboard.
- 13,578 items were shopped through the Cougar Cupboard.
- 140 students accessed the Cougar Career Closet, providing gently used professional attire.
- Rony Die, Dean of Students, was named Homeless Student Liaison and Student Benefits liaison.
- Early Childhood Center provided \$63,000 in ECC tuition scholarships (14 children) to student parents through the CCAMPIS (Child Care Access Means Parents in School) Grant.
- \$81,000 in Preschool for All credits provided to student parents (32 children) at the Early Childhood Center.
- Homelessness task force convened to develop strategies and initiatives for supporting basic student needs.

Instructional Material Costs and Open Educational Resources: A collaborative team of faculty staff, and administrators, participated in a yearlong AAC&U Open Educational Resources Institute. With the help of a faculty mentor and numerous training sessions during the duration of the Institute, the SIUE Team engaged in researching our current use of OER and ways in which we can further increase our engagement with these resources, known to contribute to sustainable instructional costs, providing universal access on day one and closing equity gaps in student outcomes. SIUE has been committed to cost savings to our students through its textbook rental program. In order to sustain this program, given the rise of the cost of digital materials, we need to identify saving measures and OER is one such strategy. With the new OER initiative, we hope to raise awareness among faculty about quality, availability, success outcomes and ease of use. Here are several accomplishments:

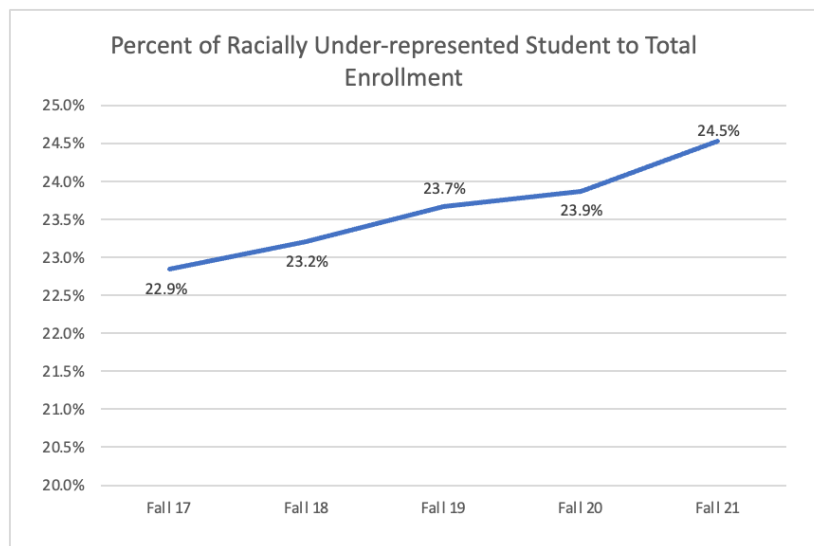
- Introduced a faculty incentive program for adopting OER (11 projects are currently being funded)
- As part of the OER incentive programs, two faculty members are developing OER to implement across all sections of Public Speaking and Interpersonal Communication courses with projected savings of \$ 33,470 a semester
- Held information sessions with all colleges and schools on the importance of implementing OER for affordability and closing equity gaps
- Offering the first OER faculty development workshop, attended by 58 faculty, with plans to offer this workshop each semester
- Designated an OER Faculty Advocate and currently in the process of hiring an OER Librarian

Establish and implement institutional level equity plans, practices to close access, progression, completion, and attainment gaps

Institutional Level Equity Plans: SIUE is committed to developing and maintaining a campus climate that embraces and celebrates diversity, fosters inclusion cultivates belonging and advances equity. To better understand campus constituents' experiences and perceptions of the campus climate and identify areas for improvement, in March 2022, SIUE participated in an SIU system-wide campus climate survey administered in partnership with INSIGHT Into Diversity Viewfinder Campus Climate Surveys. The survey provided data related to: Perceptions of Antiracism, Diversity, Equity, and Inclusion; University Responsiveness to Bias Incidents; Perceptions of Campus Safety; Religion/Spiritual Affiliation; Political Views; Experiences of Employees and Students of Color; Experiences of LGBTQIA+ Employees and Students; Experiences of Employees and Students with Disabilities; Experiences of Employees and Students with Military Experience; Experiences of International Employees and Students; Perceptions of the Overall Climate, Learning, and Work Experience.

While generally the results of the survey were positive, there are a number of opportunities to consider as we chart a path forward. In addition to action planning in response to the findings of the campus climate survey, SIUE will develop an institutional level equity plan, in accordance with the strategic plans of the Illinois Board of Higher Education, the SIU System and the SIUE campus. SIUE will do so based on the forthcoming guidance from IBHE. Equity will be a measure of institutional effectiveness and excellence, with accountability infused throughout the organization.

Closing Completion and Attainment Gaps: SIUE's new Strategic Plan emphasizes an institutional commitment to closing equity gaps. As part of the strategic plan, SIUE is pursuing ambitious goals for enrollment, retention, persistence, and completion.

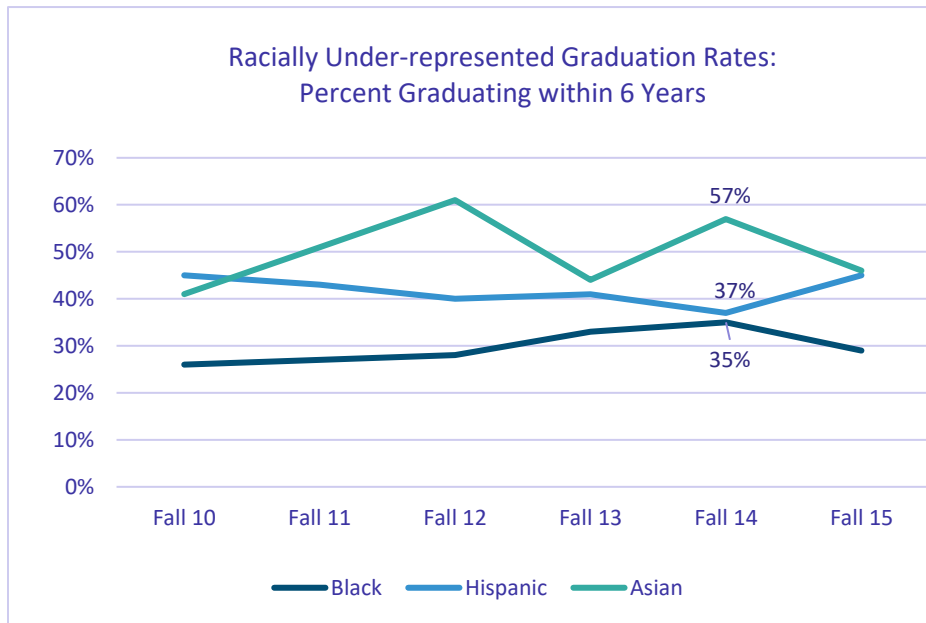


Source: SIUE Factbook 2021-2022

SIUE's commitment to diversity and inclusion continues to be reflected in our growing enrollments of racially-minoritized students and enhanced campus support systems. In 2000, 18.6% of the SIUE student body was made up of racially minoritized students; in 2021 the percentage has risen to 24.5.

Since 2008, SIUE has increased its percentage of under-represented students at a greater rate compared to the median of its IBHE peers.

However, while enrollments numbers are shifting the demographics of SIUE's total enrollment, other student success indicators illustrate that the University must do more to support Black students, in particular, in successfully completing their educational journey at SIUE.



Source: SIUE Factbook 2021-2022

The current six-year graduation rate at SIUE is 57%. Comparatively, just 35% of African American students graduate from the University in six years. Moreover, the overall fall 2021 full-time freshmen retention rate was 71%, compared to just 58% for full-time African American freshmen. (Note: SIUE's retention rate had climbed to 79% with gains across sub-populations, but the University experienced a setback with the pandemic). While these data points highlight glaring inequities in student outcomes, we are well positioned to close these advancement gaps by scaling existing successful practices.

One exemplar of SIUE's efforts to support students historically underrepresented in higher education and specifically African American students are the SOAR and FAME/GAME programs, respectively. SIUE's Student Opportunities for Academic Results' (SOAR) intentional, culturally relevant programming and culture of care have proven to significantly increase the odds of African American students being retained and graduating. SOAR facilitates the Project FAME (Females of African-descent Modeling Excellence) and Project GAME (Goal-Oriented African American Men Excel) leadership programs. The purpose of FAME and GAME is to provide cultural and educational enrichment, and holistic services and support to first-year Black students. Project GAME has successfully served African American men at SIUE since 1999, offering comprehensive academic support services and addressing various retention issues relating to this population of students. Project FAME, a parallel program designed for African American women, was created in 2003.

The overall goal of FAME and GAME has been to improve retention and graduation rates of African American students and provide them with fulfilling culturally distinct educational experiences by

focusing on Black subject matter in the arts and humanities. A 2020 study conducted by Dr. Carrie Butts-Wilmsmeyer, Director of SIUE's Center for Predictive Analytics (C-PAN) provided statistical evidence of the positive impact that being advised in SOAR and/or enrollment in the FAME or GAME programs had on retention of African American students. She conducted a longitudinal analysis (2013-2019) of all students, identifying which student cohorts are less likely to graduate SIUE and when. However, the critical time points for student groups differed. For our Black male students, that time point was during the first year. Therefore, she examined one-year retention rates for this group. Focusing on just Black males, she identified three variables that were highly predictive of success at SIUE: advisement in SOAR or enrollment in GAME, reducing their unmet need, and high school grade point average (GPA). These last two variables are also important for other student groups, but in a different fashion. Campus-wide, the most predictive variable was high school GPA, followed by unmet need. However, for our Black male students, this trend is reversed. Furthermore, the social engagement provided through SOAR and GAME is even more important than financial and academic predictors. By providing social and financial supports, both the predicted and observed one-year retention rates of Black male students improved. Not only did these rates improve, but their retention rates also closely mirrored those of other student groups. Between 2013-2019, Black male students at SIUE who did not participate in SOAR/GAME had a 38.4% likelihood of being retained and graduating. By contrast, Black men advised in SOAR and enrolled in GAME had a 77% chance of being retained and graduating. For our female Black students, participation in both FAME and SOAR as well as on-campus housing during their first year were found to be significant predictors of success. Between 2013-2019, Black female students at SIUE who were not advised through SOAR or participated in FAME had a 38.4% likelihood of being retained and graduating. By contrast, Black women advised in SOAR and enrolled in FAME had a 67.9% chance of being retained and graduating.

While these experiences have been deep and impactful, participation has been capped due to limited human resources. Between fall 2004 and spring 2021, FAME and GAME were taught by a sole instructor. As a result, students had to apply to participate and space was limited to 40 to 50 students each year. Institutional investment to hire two tenure-track faculty in the Department of English the last two years have allowed for expansion. These new hires have been especially critical given our efforts to accommodate the participation of *all* incoming Black students in FAME and GAME in Fall 2022, with a rebranding of the programs as the Black Scholar Experience. The Black Scholar Experience (BSE) is a comprehensive academic and advising program designed to engage students and strengthen their ability to graduate.

Academic Affairs continues its work alongside all University constituencies to pursue completion of the goals set forth in our HLC University's Quality Initiative, which offers an accountable, financially committed and assessable way to demonstrate the University's commitment to the recruitment, retention, and graduation of Black students as well the outcomes of our strategic efforts to improve those.

If we are to achieve our goals around equity in student attainment and success, then we must ensure that we have an excellent and diverse faculty and staff. The new Strategic Plan affirms this commitment and does so in alignment with the SIU System's goals. Locally, the SIUE ADVANCE project team, Toward an Inclusive Model of Excellence, created equity scorecards to be completed by each dean identifying efforts to advance diversity, equity, and inclusion in faculty hiring, retention, and promotion, and these forms will likely be revised to include student equity goals. The team also

created faculty evaluation resources to foster equity in the annual and tenure and promotion review processes. The SIUE ADVANCE team also collaborated with faculty from SIUC and SOM to host five events in March 2022 in recognition of International Women’s Day. The systemwide events included Interactive Theater, discussion of the film *Picture a Scientist*, a negotiation workshop, and two career panels for women in STEM (in pursuit of academic and non-academic career paths). The Center for Faculty Development and Innovation hosted workshops to train male allies and advocates. The team also developed a new faculty mentoring program called Growth Network with eleven new faculty members participating in its launch.

Implement equitable talent management to increase and retain faculty, staff, administrators, and trustees of color

SIUE’s NSF ADVANCE team has worked with the Equal Opportunity and Access Office, deans and others to promote more equitable recruitment and hiring practices. The Provost and Vice Chancellor for Academic Affairs and the Vice Chancellor for Equity Diversity and Inclusion are both co-investigators on this important project. In addition to the aforementioned climate surveys, the group has developed resources on their website to support search processes.

One important addition was the implementation of an Equity Advisor program. Equity Advisors (EAs) lead and shape efforts to recruit high-quality, student-centered faculty. EAs serve as non-voting members of search committees and provide guidance to committees on equitable, inclusive, and accessible hiring practices that will attract a diverse pool of applicants. EAs have been assigned to all searches in which one was requested for faculty searches, Chancellor, Director, and higher-level Administrative Searches. The Equity Advisors supported 14 searches for the 21-22 academic year. They also took part in Diversity Day and partnered with the ADVANCE team to curate and develop search committee resources, particularly new online resources for department chairs. Currently there are 3 faculty members serving as Equity Advisors with support from the Assistant Director for Equal Opportunity, and Title IX Coordination. We have established the framework to add two new EAs and a faculty fellow. In addition, the EAs, Faculty Fellow, and Office of EOA Title IX are developing resources and training materials for search committees and collecting data to supplement the Equity Scorecards.

Attract working adults through outreach and support specifically for them

SIUE has been repositioning to be more responsive to the needs of adults with some college and no degree. The University is located in a metropolitan statistical area with more than 400,00 adults with some college and no degree. The opportunity to expand access to higher education and to re-engage students, who have not yet completed their studies, is a priority. These efforts have relied on leveraging our integrative studies and liberal studies programs, building new online degree completion programs and building an infrastructure to support the unique needs of non-traditional students. Beyond degree programs and credit-bearing credentials SIUE has been deeply engaged in workforce development activities and in the development of relevant, industry-aligned micro-credentials.

Four fully online undergraduate degree completion programs began in fall 2020 and have continued to grow in both scope and enrollment. A new degree completion program in Psychology began in fall

2022, currently exceeding enrollment targets. In addition, the inclusion of the option to complete all general education requirements online allowed SIUE to attract a new market segment of the adult population with some college but no degree. As of fall 2022, 235 students are admitted as fully online students and they generate 2,301 credit hours. Opportunities to bring back stop-out students and to reach new students are made possible through these options. Strategic and incremental growth is expected as SIUE makes continual investment in resources, efficiencies, and best practices to better serve this market segment.

Additionally, accelerated fully online graduate programs and post baccalaureate certificates allow working adults to earn credentials while balancing work and family responsibilities. Currently, the University offers 7 post-baccalaureate certificates and 13 fully online graduate programs. This change at the graduate level has contributed to significant increases in graduate enrollment.

SIUE developed Online Student Services, which houses professional staff who work to ensure that working adult students can access university resources from inquiry through graduation. The unit includes a professional staff member who trains with the Office of Student Financial Aid. This coordinator works with inquiring and admitted students to provide direct connections to financial aid professionals and to ensure that all aid options are presented to new and continuing students.

SIUE maintains an interest in continually upskilling its faculty and staff on best practices for providing education to adult students. With professional memberships in organizations such as UPCEA, ACHE and CAEL, SIUE faculty and staff subscribe to news sources, blogs, webinars, and other professional development resources to revise curriculum and processes aligned with the needs and expectations of adult students. SIUE works closely with workforce development leadership in the area to identify opportunities to serve displaced workers or to enhance the talent of the region to serve industry needs.

Reimagined positions allow SIUE the opportunity to explore, market, and provide targeted resources to adult students through streamlined Credit for Prior Learning (CPL) opportunities. New positions will work with alternative credit as well as with alternative digital credentials (ADCs) to provide working adults opportunities to recognize cost savings and efficiencies in time to credential/degree.

In addition, SIUE is expanding its offerings in targeted alternative digital credentials. Over 175 credentials have been awarded and more are in various stages of the review and approval process. Industry alignment and competency-based skills are paramount in consideration of new credentials. Opportunities to provide work ready credentials and to ensure students can articulate their earned skills and abilities to employers are growing and SIUE will continue to invest resources into incorporating ADCs into credit bearing courses as well as in unique, industry-targeted short term training programs that lead to living wage jobs.

Expand equitable access, support, and success in rigorous and strategic early college coursework

SIUE continues to offer two key student experiences through our CORE programs: the SIUE Pre-Collegiate Program and the Summer Success Program (SPP). **The Pre-Collegiate Program** is a college preparatory program designed to assist high school students (grades 9-12) in their transition to post-

secondary education upon high school graduation by offering engaging presentations and workshops on a variety of topics such as college financial planning, career, and personality assessment, time-management, self-care, networking, test preparation and more. Currently, CORE TEAM has cultivated pre-collegiate programming partnerships with the SIUE East St Louis Charter High School (120 students served each year) and Collinsville High School (an average of 30 students served each year). In the spring of 2021, the department provided a virtual Study Skills Course (AD 115) for 10 visiting students (grades 11-12) at both partner high schools and Alton High School. In the spring of 2022, the “Topics in Early College Exploration” (UNIV 113) course was piloted with 15 local high school visiting students (grades 11-12) from the SIUE Upward Bound Program at the Wyvetter H Younge High Education Campus. Since 2018, and because of the virtual programming and outreach, the Pre-Collegiate Program has served 324 high school students throughout the states of Illinois and Missouri. Of the 324 pre-collegiate participants, 26 high school seniors have transitioned to SIUE as college students with 5 of those senior participants beginning their first year via the SIUE Summer Success Program.

The SIUE Summer Success Program is a free, five-week program open to a select cohort of newly admitted first-year students who are first-generation college students and/or Pell eligible. The participants can earn up to 6 college credits hours and complete a health experience which is a graduation requirement at SIUE. The remaining credits are typically in foundation courses that align with our general education program and the Illinois Articulation Initiative. The three major components of SSP are academic courses with outstanding faculty and appropriate support, engagement with campus resources and support for social development and transition. Students are also provided additional opportunities to participate with the SIUE community through mentorship, leadership development, and civic engagement. Lastly, after their successful completion of SSP, students are invited to participate in the Purpose First Experience with the goals of increasing awareness of connecting career outlook to their major, enroll in their chosen program of study sooner, and completing a larger number of credits in their major. As of summer 2021, 67 students have completed SSP with an overall first year, fall to fall retention rate of 81%. As of fall 2022, the program has served 104 students with a summer for fall matriculation rate of 98%.

In FY 22, the University continued its progress to complete the groundwork of **Community-Oriented Digital Engagement Scholars (CODES) program**, a three-year project funded by the National Science Foundation to implement a general education pathway that introduces underserved students to digital community engagement. Its first cohort of scholars started in Fall 2022. The project is led by principal investigator (PI) Jessica DeSpain, PhD, professor in the Department of English Language and Literature and co-director of the SIUE Interdisciplinary Research and Informatics (IRIS) Center, and co-PI Connie Frey Spurlock, PhD, associate professor in the Department of Sociology and director of the SIUE Successful Communities Collaborative (SSCC). Additional key SIUE personnel include Jessica Harris, PhD, vice chancellor for anti-racism, diversity, equity and inclusion, and Howard Ramsby, PhD, Distinguished Research professor in the Department of English Language and Literature. Designed with a focus on community engagement, equity and digital humanities, every aspect of the program involves students working in research teams, thereby creating a tight-knit learning community. The students’ research will address topics such as mental health crises, racial justice and the human dimensions of climate change, all of which will be embedded within a community focus. The students research will focus on Alton, working with the community partners of National Great Rivers Research

and Education Center, YWCA of Southwestern Illinois, and National Council of Negro Women Alton Section.

SIUE is also engaged in a comprehensive holistic reform program to increase persistence and graduation rates and reduce achievement gaps. As an example of this commitment, in Spring 2022, SIUE began laying the groundwork in implementing a bold plan to eliminate all non-credit bearing development education courses in English and Math. MATH courses were transformed to offer co-requisite section with 2 additional contact hours of supplemental instruction focused on customized math strategies to help students successfully move through the gateway MATH college-level material. These additional co-requisite sections will follow a cohort model taught by the same instructor who will lead the traditional sessions of the course, a model that has demonstrated the best outcomes for students successfully passing college algebra. Similarly, students who need additional instruction to successfully complete ENG 101 will be placed in enhanced sections of ENG with additional 2 hours of co-requisite practice, as well as be placed, as needed, without using standardized testing into enhanced reading co-requisite sections, paired with general education courses in Psychology, Anthropology, and Sociology. This plan was implemented in Fall 2022 and will be continually assessed and refined to offer credit-bearing options for our students who need additional help succeeding in gateway courses in ENG and MATH.



Goal 2: Sustainability

SIUE has consistently maintained its focus on managing its fiscal resources responsibly and efficiently to sustain its operations and continue to fulfill its mission and goals. As one of the least expensive public four-year institutions in the state, we provide excellent education opportunities at affordable rates. The University continues to explore ways in which we can generate additional revenue streams, including seeking external grants as well as setting ambitious goals related to fundraising. An example of these efforts includes our Successful inaugural **One Day, One SIUE** day of giving campaign. SIUE's goal was \$350,000 and resulted in \$668,369 being raised, exceeding our goal by 91%. The culminating event including more than 500 SIUE alumni, staff, faculty and community members. Overall, the SIUE Foundation has a record of success despite the challenges of the pandemic. The Foundation's FY 2021 total net contributions were \$5.6 million, exceeding the fiscal year budgeted goal of \$3.54 million by 58.5%. Fiscal year 2021 net contributions of \$5.6 million surpassed our fiscal year 2020 net contributions of \$4.9 million by \$689,000 or 14%.

Our new strategic plan identifies fundraising as a driver towards a sound fiscal outlook for the University, setting a goal of covering 10% of operational costs with philanthropic giving and other new revenue sources. We are confident we can continue to serve as thoughtful stewards of our resources to pursue identified goals and contribute to inclusive economic growth and development in the region and beyond.

Invest in public higher education through an equitable, stable, and sufficient funding system

SIUE invested a record 10.4 million dollars in institutional aid to support new FYS and transfer students entering fall 2021. The incoming first year class reached a six-year high. Overall for fall 2021,

661 First Year Students (FYS), or about 33% of the class, enrolled with all tuition and mandatory fees covered by federal, state and institutional gift assistance. The majority of this group had tuition and mandatory fees covered by their MAP, Pell and SIUE Merit awards.

Five hundred and forty incoming FYS and transfer students with family incomes less than \$65,375.00 were offered a total of \$1,000,499.00 in SIUE Commitment funding to cover the gap between their gift aid (MAP, Pell and SIUE Merit) and tuition and mandatory fee costs. Two hundred and forty seven incoming incoming FYS and Transfers accepted their awards and enrolled for fall 2021. The SIUE commitment is funded through strategic use of our required institutional match for AIM High funding. All totaled, 385 new students received \$481,250 dollars in Aim High or Aim High Match funding to support their first semester at SIUE.

SIUE offers the Johnetta Haley Scholarship to all students who have a high school GPA of 3.0 or higher on a 4.0 scale and who identify as an ethnicity other than white. The award has a four year value of \$8,000 dollars and may be combined with the Cougar Pride Merit Scholarship or other need based awards. For fall 2021 SIUE offered more than 6.1 million dollars in first year Johnetta Haley Scholarships to 3,070 qualified FYS and transfers. Five hundred and eighty eight FYS and new transfers enrolled and accepted the award.

As a result of our recruitment strategies focused on equity and affordability, SIUE's 2021-22 student body is the most diverse in its history. According to fall 2021 data, Asian American students represent 2.6% of the group, Black students 13.2%, Hispanic students 5.3%, international students 4.1%, with 3.2% reporting Multiple Races, White students 67.9% and 3.4% not disclosing their ethnicity.

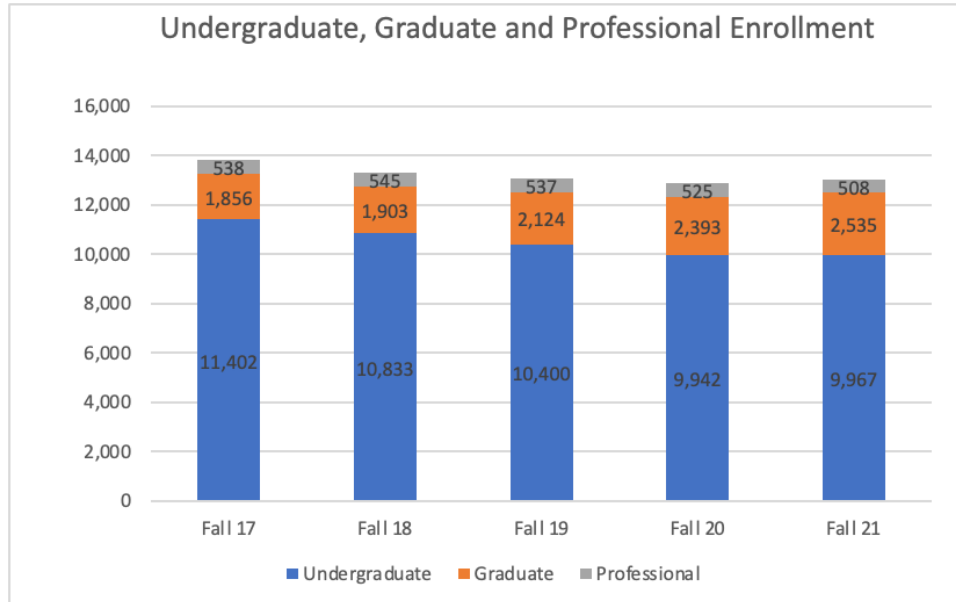
Expand joint purchasing among institutions

SIUE has shared system contracts for Microsoft, Mathematica, and Ellucian. Similarly, AIS is a shared SIU system. The University also has a shared purchasing and procurement agreement with Dell. SIUE, SIUC, and SOM are also working collaboratively with the other state public institutions and are very close to having state contracts for Adobe and Dell. We are also working within that collaborative to create a shared information security service, a Security Operations Center (SOC). In this combined SOC public institutions in the state would collaboratively monitor and strengthen our combined and individual information security perimeters.



Goal 3: Growth

Landmark graduate enrollment, the largest first-year class in six years, increasing diversity and growing international attendance highlighted Southern Illinois University Edwardsville's strong fall 2021 enrollment picture. SIUE's overall enrollment grew 1.2% (150 students) to 13,010 for fall 2021. The University welcomed 1,992 first-year students in fall 2021. Master's and doctoral degree program enrollment reached 3,043 students, the largest total in 44 years. Additionally, international enrollment soared, growing 48% to 536 students, matching the largest number in university history. Historic enrollment numbers were achieved by the School of Nursing, which grew to 1,906. Positive milestones also include the School of Business reaching 1,692 students (largest since 2001), and the School of Education, Health and Human Behavior growing to 1,851 students (largest since 2004).



Source: SIUE Factbook 2021-2022

As SIUE works to grow enrollment and impact, partnerships are key. We intend to continue to grow our partnerships with community colleges, regional and state organizations and community partners to design and offer academic programs tailored to meet the labor needs of the region and the state while continuing to provide flexible and innovative pathways to degree for all students.

Leverage the Illinois Innovation Network (IIN) to strengthen regional focus, while connecting the state

SIUE is an active member of the Illinois Innovation Center, with pending construction of its IIN hub, known as the Center for Sustainable Communities and Entrepreneurship (CSCE). Located in University Park, CSCE will bring together SIUE research and teaching centers to help address research, workforce, entrepreneurship and economic development needs in the Metro-East and the greater St. Louis region. The CSCE also connects SIUE faculty, staff, students, and the communities it serves with the broader statewide network of IIN hubs, creating enhanced opportunities for collaboration and resources from across the Illinois public university system.

Central to CSCE’s goal of converting discovery into economic opportunity, the hub will house a business and engineering incubator to facilitate technology transfer and capture a greater share of the burgeoning St. Louis startup economy for Illinois. Importantly, SIUE is working to partner with the planned Wedge Innovation Center in Alton in efforts to grow the region’s entrepreneurial ecosystem and to enhance our contributions to the social good. The incubator/accelerator will be dedicated to fostering entrepreneurship and the commercialization of new technologies with an additional emphasis on social entrepreneurship to identify and implement solutions for “wicked problems” including social, cultural, and environmental issues in collaboration with business and community partners.

The Metro East is a region of great opportunity and of significant economic disparity. CSCE will work collaboratively with cities to strengthen our partnerships and extend the impacts of CSCE in communities such as Alton, Venice, Brooklyn, Madison, and East St. Louis, which experience high

levels of poverty and unemployment. These communities will benefit from deeper engagement and collaboration, as well as CSCE's emphasis on equity and inclusion, workforce development, access for non-traditional students, and entrepreneurship. Through external funding collaboration with the IIN, SIUE is a partner on several grant awards including workforce training grants for underserved residents and research projects focusing on areas such as sustainability, water quality, food access, and entrepreneurship.

Align the state's economic development and higher education strategies, ensuring both address historic inequities

Our expert faculty and research and public service center have played an important role in forging partnerships with key regional organizations and businesses, with particular focus on bolstering innovation, supporting economic growth, and meeting the labor need of the state.

- SIUE has also entered into an Educational Partnership Agreement with Scott Air Force Base's (SAFB) innovation hub, *Elevate*, which brings opportunities for senior projects and student groups to work on real-world problems that matter to SAFB.
- GeoMARC's DEI (Diversity, Equity, and Inclusion) initiative over the past two semesters has drastically increased its minority student workforce. For fall of 2022, under-represented (students of color and women) will make up approximately 61% of GeoMARC's undergraduate and graduate student workers. These students will be surveying, writing code, and working actively on external geospatial projects for commercial companies and government agencies.
- Led by C-PAN (Center for Predicative Analytics), the USDA funded program "Preparing Undergraduates for New Frontiers in Data Analysis: Experiential Learning in Applied Statistics (ELIAS) Fellows," had a 100% successful placement of ELIAS Fellows in careers/graduate programs of choice and retention of second cohort of students. This program supports the dual training of undergraduate students in data science and hands-on research.
- NCERC's workforce training programs provided hands-on learning opportunities to over fifteen students and recent graduates by connecting students to exciting research on high priority topics in the bioeconomy. This work is funded by contractual research projects with companies in the private sector and grant-funded research projects.
- The STEM Center continues to engage in outreach programs that provide pathways to STEM Careers for learners who are in underrepresented demographics. The NSF-funded GEOPATHS program introduces undergraduates to field research opportunities in earth sciences while the NIH-funded Environmental Health Investigators program and the NSF-funded YCITYSCI program engage middle and high school students with meaningful, authentic scientific experiences.
- The STEM Center offers a variety of federally funded programs that provide pathways to STEM education and STEM careers, particularly for learners who have been marginalized in STEM and higher education. For K-12 learners, the STEM Center offers two programs that introduce students to authentic science experiences in environmental sciences where these students work alongside SIUE scientists and graduate students. Beyond the undergraduate education described above, the STEM Center continues to support student persistence and retention in STEM education and careers through the \$1.5 million S-STEM grant. Working with colleagues in the departments of Environmental Science, Geography, Civil Engineering, Biology, and Chemistry, the S-STEM program provides scholarship and research funds to low-income,

academically talented graduate students conducting research in sustainable watersheds. Combined, these programs create meaningful, high impact STEM experiences from K-12 through graduate education.

- The STEM Center also supports coursework for students in several STEM disciplines, particularly for two education courses held in the Center's classroom and supported by STEM Center resources and staff. These two courses (Sci241a and Sci241b) introduce education majors to a wide range of STEM topics to improve their comfort and ability in teaching STEM to future generations. For current SIUE students, the STEM Center, in collaboration with the Departments of Environmental Sciences and Geography, also offers mentored research experiences for SIUE undergraduates in the geosciences through the NSF-funded GEOPATHS program. The STEM Center is also welcoming the first group of STEM Student Ambassadors to campus. This Howard Hughes Medical Institute Inclusive Excellence 3 funded program supports Student Ambassadors as they conduct research to propose novel ideas to campus leaders in efforts to improve the STEM student experience at SIUE.
- In collaboration with the Illinois Innovation Network, SIUE has led multiple statewide workforce development proposals utilizing the Workforce Education Exchange model developed by SIUE faculty and staff. The WEX framework formed the basis of the overall workforce strategy for the statewide Clean Technology Economy Coalition's (CTEC) proposal to the Economic Development Administration (EDA) Build Back Better Regional Challenge (BBRC). While the CTEC BBRC proposal was ultimately unsuccessful, the WEX model is an integral component of a \$10 million award to the Illinois Department of Commerce and Economic Opportunity (DCEO) under a joint cooperative agreement with the US Dept. Of Labor and US Bureau of Prisons Partners for Reentry Opportunities in Workforce Development (PROWD). Through the PROWD grant, SIUE, IIN and its statewide partners will support DCEO on the development and delivery of training, wraparound services, and technical assistance to support the retraining of citizens returning from incarceration in Illinois federal prisons or returning resident centers (RRC). The WEX model is also being used as the framework for multi-state collaborations to the NSF Regional Innovation Engines (RIE) program and the Midwest Alliance for Clean Hydrogen Hubs (MACH2) Dept. Of Energy H2 Hubs proposal.

SIUE is also working with regional education, government, and community partners to address a critical shortage of forensic scientists, advance criminal justice research, and support reform through the launch of the new **Southwestern Illinois Justice and Workforce Development Campus** at the former Lindenwood-Belleville campus, in partnership with the City of Belleville, Illinois State Police, Southwestern Illinois College (SWIC), and other collaborators.

The Southwestern Illinois Justice and Workforce Development Campus will expand educational opportunities for the region's residents, encourage degree completion, and meet the workforce needs of employers through innovative programming such as alternative digital credentials and other industry-aligned training. Over time, SIUE will offer a combination of credit and non-credit opportunities to meet the needs of both degree-seeking students as well as those seeking to upskill and advance in their careers. Initial offerings at the Center will launch in Spring 2023. The planned forensic sciences program is still in development and a roll-out for a forensic sciences program is contingent on approvals at the campus, SIU System, and state levels.

Support new and existing regional partnerships: SIUE partners with regional hospitals to upskill nurses and other healthcare professionals in attainment of both graduate and undergraduate degrees. An expansion of a partnership with the University Center of Lake County also allows SIUE to serve additional students with a variety of programs and certificates.

Corporate Partnership Students	Undergraduate	Graduate
Fall 2022 Unduplicated Headcount	146	63

Source: Office of Online Services and Educational Outreach

As of fall 2022, SIUE has partnered with Amazon to be named an Amazon Career Choice school. By providing direct funding for Amazon employees to return to school, the employees can prepare for promotion within Amazon or for career changes.

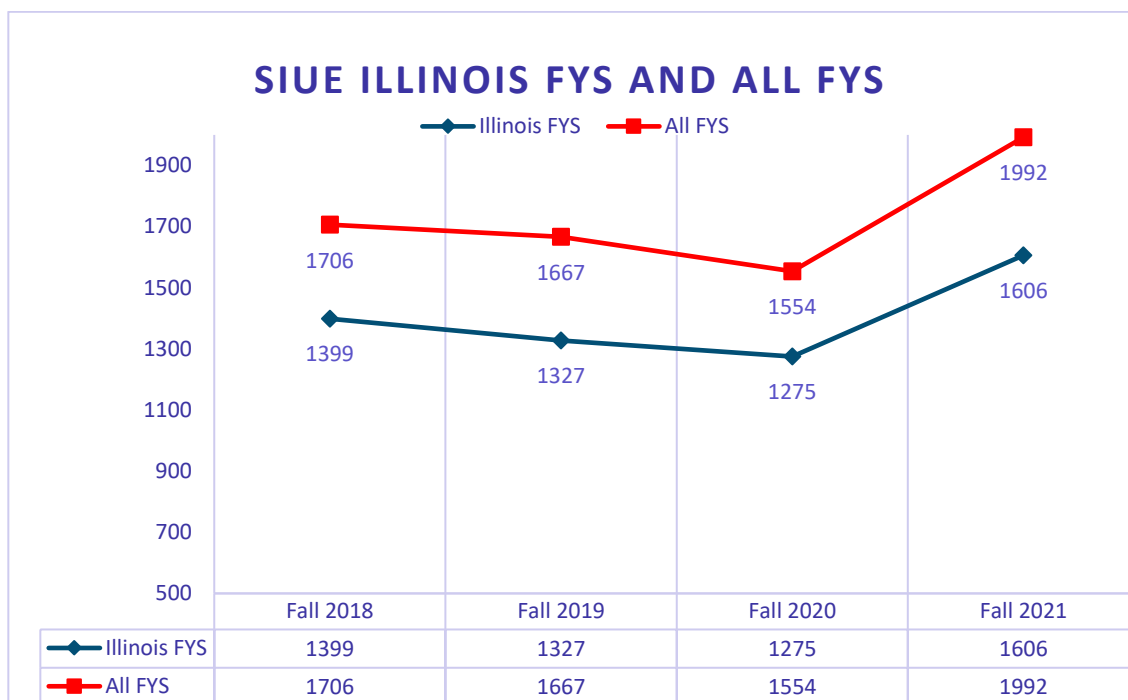
SIUE partners with numerous corporate and nonprofit organizations to support the needs of the community. Besides being connected with 14 local chambers of commerce, SIUE works with Hospice of Southern Illinois, The Latino Roundtable, and the Illinois Economic Development Council to offer training and certification programs.

Our community outreach is also wide-reaching. Artisan 222 Bakery, Jacoby Arts Center, Macoupin Art Collective, Sunset Hills Golf Course and Meridian Village Assisted Living all partner with SIUE to deliver noncredit community-based programs and lifelong learning. Emerging partnerships with Alton Works, BookSource, and Chick-Fil-A are currently in development in spaces where SIUE can provide credit and noncredit training and workforce development opportunities.

Encourage high school graduates to enroll in *our* higher education system and keep talent in Illinois

In Fall 2021, of the first-year students, 81% were from Illinois, and 142 of those Illinois residents benefitted from the University’s new financial program: the SIUE Commitment. Those families completed the Free Application for Federal Student Aid (FAFSA) and had an income below \$63,575 per year. After Pell and MAP grants and any merit scholarships were applied, SIUE filled the financial gap by enabling the 142 students to enroll without using any out-of-pocket resources to cover tuition and fees.

- For fall 2021, Illinois resident first year enrollment increased by 331 students (or 26%) over fall 2020 to 1606. (*this does not include transfer or graduate students*)



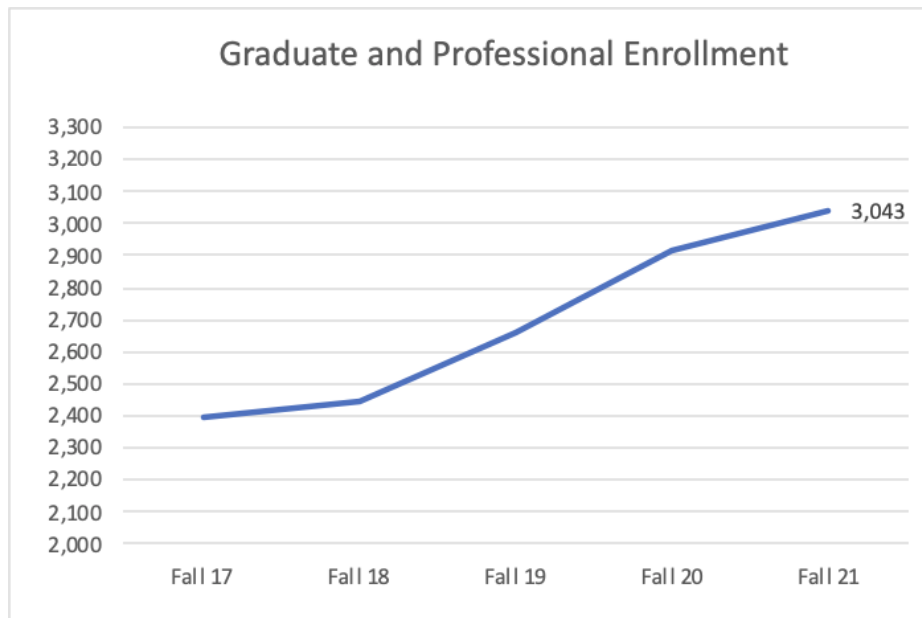
Source: SIUE Enrollment Management

Our extra Illinois efforts include but are not limited to –

- Admissions convened actual and virtual (covid years) counselor fly-ins bringing Chicago high school counselors to campus for two day visits to see the campus and the region. They meet faculty, staff and students and tour facilities and the Edwardsville and Glen Carbon area.
- SIUE’s Pre-collegiate Pathway Programs are delivered to junior and seniors at area high schools. The program offers a college coaching curriculum for potential students.
- In collaboration with high school guidance counselors we offer onsite admission programs at selected Illinois high schools. Teams of admission staff review applications at the high schools and offer admission and scholarships “on-site and on the spot” to eligible students.
- We offer and admitted student bus trip and yield program for Chicago students each spring.
- For fall 2021 we implemented the SIUE Commitment to Illinois FY students enrolled with all tuition and mandatory fees covered by federal, state and institutional need and merit aid including the SIUE Commitment (AIM HIGH MATCH DOLLARS) branded as the last dollar award to make certain all tuition and mandatory fees were covered.
- Overall for fall 2021, 661 FY students or about 33% of the freshman class enrolled with all tuition and mandatory fees covered by federal, state and institutional assistance. The majority of these students are Illinois residents.
- AIM High Dollars and AIM High Match have allowed SIUE to reduce unmet need for larger numbers of enrolling Illinois residents.

In FY 22 SIUE received 3,052 common applications. The launch of the Common Application, implementation of a no test required admissions process, and growth in applications from international FYS all contributed to SIUE receiving, processing, and admitting a record number of applications for fall 2021.

Expand higher education models of teaching and learning that provide opportunity for students to succeed in the work of the future

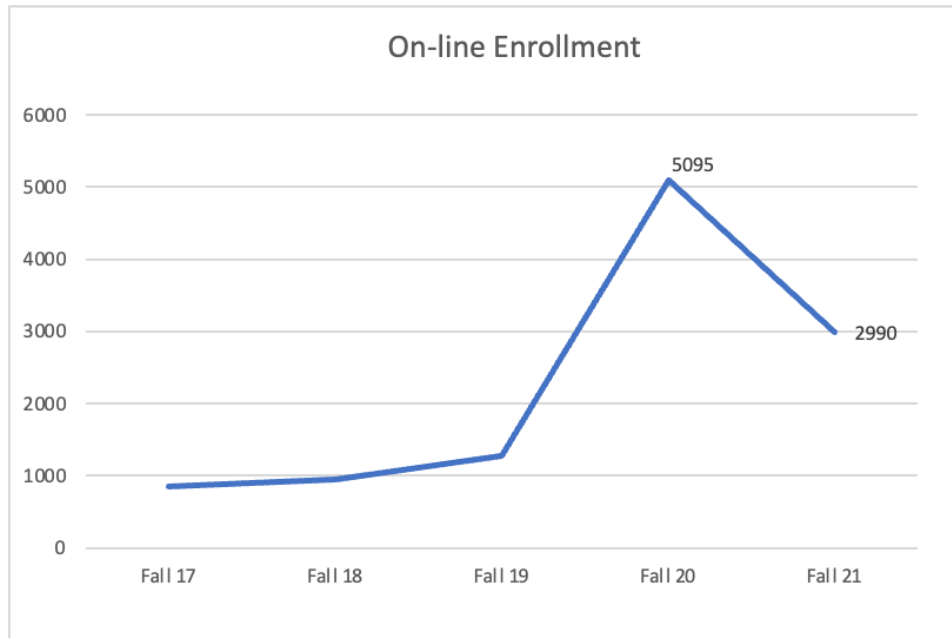


Source: SIUE Factbook 2021-2022

One way SIUE can contribute to success in work and support industry fields experiencing rapid growth and increasing labor needs is by propelling students forward in their careers through graduate education. SIUE continues to experience record enrollments in our graduate programs as a result of innovative recruitment efforts and a unique array of programs built to meet the needs of the region. SIUE has also expanded its offering of post-baccalaureate certificates. These short-term credentials can be critical as students seek specialized training and skill development. SIUE continues to develop new interdisciplinary programs with an intentional focus to support the needs of regional stakeholders.

At the graduate level, as one example, SIUE has worked in the past fiscal year to continue our work on developing the curriculum for a FEPAC accredited interdisciplinary master's program in forensic sciences. Faculty and administrators from SIUE have been working with Illinois State Police leadership to develop academic programming to help meet the State's need for fully trained forensic scientists. This partnership between SIUE and the ISP Forensic Science Institute will not only address workforce challenges, but also establish research collaborations to tackle critical issues such as reducing the forensic evidence backlog, new method development and validation, and increased efficiency.

At the undergraduate level, the University also developed and received IBHE approval to offer the first of its kind interdisciplinary program in Cybersecurity Engineering, which will fill a critical shortage of expert labor in the region and the nation at large.



Source: SIUE Factbook 2021-2022

Online enrollment: Online enrollment trends have been affected both by the necessary response to COVID, evolving need for online course options, and by the growth of fully online programs. While SIUE continuously reviews market viability of new and existing online programs, additional online courses allow all students to take advantage of accessible and often accelerated courses to remove barriers, expand options and decrease time to degree. The impact of the COVID 19 pandemic is most notably demonstrated in fall 2020, as displayed in the graph above, but the longer-term effects may be noticed into the future as educational institutions and potential students can thrive confidently in the online environment. SIUE student surveys suggest the need to keep flexible options on the books for traditional on-ground students, while ensuring that students continue to have excellent and engaging on-ground experiences. Additionally, many who are rising to college age or are considering a return to school now regularly utilize the same digital tools and technologies used in the online classroom. Current students and new markets will likely demand online experiences in post baccalaureate learning and SIUE will continue to invest in and support faculty and students who engage in online learning.

SIUE has created the initial infrastructure to support expanded apprenticeship programs as both a training and employer partner. New partnership opportunities with Madison County Employment and Training will allow SIUE to help additional students utilize WIOA funding and apprenticeship opportunities.

Enhance access to educator preparation programs

Personalized paths and flexibility for individuals with work experience in education: The School of Education, Health and Human Behavior (SEHNB) added several new online offerings to its portfolio, increasing access to advanced degrees in the field, regionally, while meeting the needs of the local labor market. The following programs are offered as fully online options:

- Master’s in Educational Administration with a specialization in Teacher Leadership

-
- Master's in Educational Administration with a specialization in Principal Preparation
 - Educational Specialist with a Specialization in Teacher Leadership
 - Educational Specialist with a Specialization Principal Preparation
 - Masters in Curriculum and Instruction

Since the October 2021 launch, enrollment has been brisk. As of July 1, 2022, the programs enrolled 97 graduate students and continues to attract applicants.

In 2021, SIUE and SEHNB joined the Early Childhood Access Consortium for Equity (ECACE) to support equitable pathways to initial licensures for current employees in the early childhood field. Early Childhood faculty began on developing a path for the incumbent early childhood workforce, which includes working adults who require programs of study that offer flexibility in times courses are offered, location and format. Addressing the critical shortage in early childhood is a priority for SIUE, and the University will work to enhance these efforts.

- In fall 2022, 15 students enrolled in the Early Childhood Education On-Site Program.
- Within the on-campus and EChOS programs, 25 students qualified for the Consortium scholarship and 14 received the ECACE scholarship.
- Within the on-campus and EChOS programs, 69% of the students are incumbent workers.

Strengthen the statewide, coordinated transfer system to ensure students have seamless paths to build on previous academic learning and earn postsecondary credentials

In fall 2022, 179 new Illinois community college transfer students entering without a degree were invited to consider transferring credit back to earn an associate degree. Since fall 2020, we have invited 1,187 students to consider this opportunity. To date, 10 students have earned their associate degree credential as a result of this initiative. In addition to new student targeted outreach each year, we promote this opportunity through the transfer resource website, as well as through advising outreach.

Through continued collaboration with community college partners, we have developed and maintained 96 program transfer agreements with 24 community colleges. These agreements serve to assist students with planning when specific major intentions are identified while at the community college. Additionally, we maintain extensive course articulation information for all community colleges in the state to assist all transfer students in planning.

SIUE collaborates internationally to provide articulated dual degree programs and transfer degree programs. For example, through a program administered through the American Association of State Colleges and Universities (AASCU), SIUE partners with Changshu Institute of Technology (CIT) to implement an undergraduate dual degree in robotics and mechatronics. The first cohort of 7 students graduated from this program this year. Recently, SIUE developed a partnership with Sichuan University of Science and Engineering (SUSE) in China to provide a transfer degree program where students study at SUSE for the first three undergraduate years and then transfer to SIUE during the 4th year of study. SUSE awards the bachelor's degree and the students enter our accelerated master's degree program, earning a master's degree from SIUE. In addition, SIUE collaborates with an

institution in India to provide a 2+2 articulated transfer degree program, where SIUE awards the bachelor's degree. Other articulated international programs are under development.

Members of our admissions staff are also actively participating in My Transfer Advisory Committee. This is a group that meets to collaborate with others from all over the state to ensure that credits from community colleges transfer seamlessly, to encourage on-time graduation, to talk about transfer choices, and to stay in touch with discussions about transfer updates happening across the state.

SIUE Licensure Exam Rates:

SIUE is proud to offer excellent professional programs with outstanding regional and national reputation. Students in Dental Medicine, Nursing, and Pharmacy have been very successful in passing national certification exams. The results in the tables below demonstrate that our students continue to excel in licensure exam performance.

School of Dental Medicine (SDM)

	Part I		Part II		Integrated National Board		Regional Clinical Licensing Examinations
	SDM Pass Rate	National Pass Rate	SDM Pass Rate	National Pass Rate	SDM Pass Rate	National Pass Rate	SDM Pass Rate
2021	NA	NA	NA	NA	100%	NA	95.3%
2020	NA	NA	NA	NA	100%	NA	92.6%
2019	NA	NA	86%	89.7%	NA	NA	98.7%
2018	NA	NA	94.3%	91.4%	NA	NA	93.9%
2017	88.0%	88.5%	100%	90.8%	NA	NA	90.4%

SIU SDM Students Achieve 100% Board Pass Rate for Second Consecutive Year: The Southern Illinois University School of Dental Medicine is celebrating students in the class of 2022 for achieving a 100% first-time pass rate on the new Integrated National Board Dental Exam. This is the second consecutive year for SDM students to attain this achievement. The integrated examination for dental licensure, first administered in 2020, replaces the NBDE Part I and Part II, and covers the basic, behavioral and clinical sciences.

School of Nursing NCLEX Examination

Year	SIUE % Score	National Score
2021	85%	82%
2020	92%	87%
2019	94%	88%
2018	91%	88%
2017	81%	87%

School of Nursing Nurse Anesthesia (NA) and Family Nurse Practitioner (FNP) Examinations

	NA	FNP	FNP-ANCC	FNP-AANPCB
Year	SIUE % Score			
2021	96%		100%	100%
2020	79%		100%	100%
2019	86%	-	88%	100%
2018	90%	-	100%	82%
2017	NA	94%	-	-

The School of Nursing Nurse Anesthesia and Family Nurse Practitioner students showed outstanding results in completing their respective examinations. In the case of the NA results, students increased their success rate by 17 points compared to 2020. The NCLEX exam pass rate appears to have declined relative to previous years. This could be attributed to the unprecedented challenges of the COVID pandemic and the personal and professional toil it has had on the health professions in general, and nursing practitioners and students in particular.

School of Pharmacy (SOP)

	North American Pharmacist Licensure Examination	
	SOP Pass Rate	National Pass Rate
2021	91	84
2020	94.87	88.43
2019	95.83	88.34
2018	97.26	89.46
2017	92.86	87.95

Southern Illinois University Edwardsville's School of Pharmacy (SOP) graduates have again exceeded state and national first-attempt pass rates on licensure exams, extending the program's status as number one in Illinois and Missouri and among the top 25 in the country. The North American Pharmacist Licensure Exam® (NAPLEX) and the Illinois Multistate Pharmacy Jurisprudence Examination® (MPJE) are components of the licensing process for pharmacists in the United States. The class of 2021 first-attempt NAPLEX pass rate is 91%, compared to 84% national average and a state average of 75%. Its first attempt pass rate for the Illinois MPJE is 89%, outpacing the 80% national average and 73% state average.

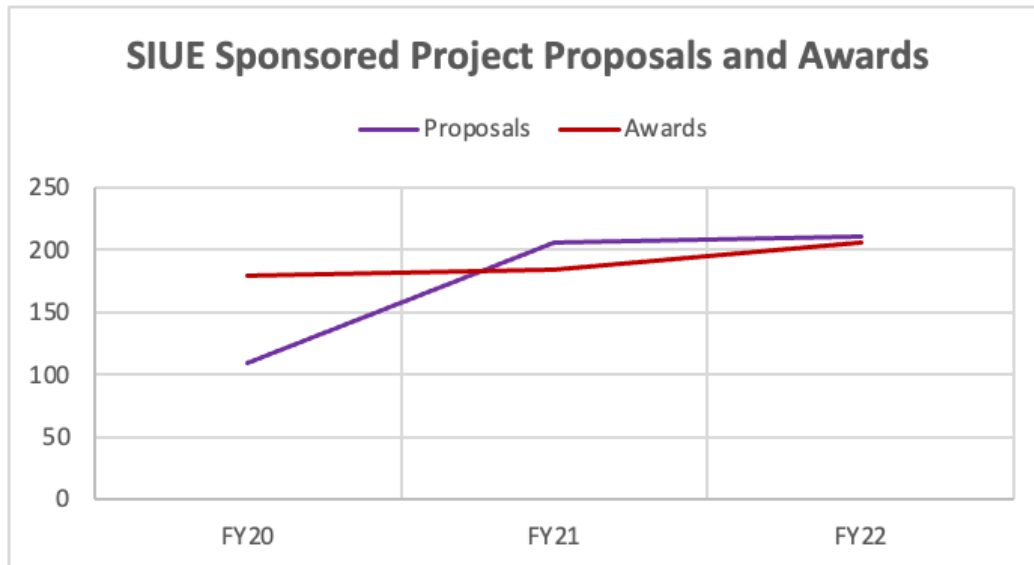
POINTS OF PRIDE

Research and Creative Activities:

SIUE ranks first for research expenditures among Doctoral/Professional Universities, according to the FY20 National Science Foundation Higher Education Research and Development (HERD) Survey. After being classified as a master's-large institution for most of its history, SIUE was reclassified in January 2019 by The Carnegie Commission on Higher Education to the newly created doctoral/professional universities category. The University is proud to be ranked by *Washington Monthly* among the top doctoral universities in the nation. The classification upgrade is significant as *Washington Monthly* has ranked SIUE 115th in its 2019 National University Rankings of 395 doctoral institutions.

In FY22, faculty and staff were awarded \$41.3 million in grants and contracts for research, teaching and service initiatives from funding organizations such as U.S. Department of Health and Human

Services, National Science Foundation, U.S. Economic Development Administration, National Institutes of Health, U.S. Department of Energy, and U.S. Health Resources and Services Administration. The number of awards increased slightly, while the number of proposals submitted remained relatively stable.



Source: SIUE Office of Research and Sponsored Projects

The list below provides some highlights and notable grant awards received by SIUE in FY 22:

- Tammie Busch, Assistant Professor and Catalog and Metadata Librarian in Lovejoy Library, received \$249,999.00 from the **Institute for Museum and Library Services**.
 - The project entitled, “Diverse Librarianship Career Training and Education Program” will develop a career training program that introduces 10 East St. Louis Senior High School seniors to careers in librarianship.
- Alex Leith, Assistant Professor in the College of Arts and Sciences, received \$70,458.00 from the **National Science Foundation**.
 - The project entitled, “Collaborative Research: Future of Work at the Human-Teleconferencing Frontier” will enhance access and inclusion for some women and people of color (specifically with video game developers) in remote work by determining which features of virtual meetings counteract social inequalities and creating a virtual reality based virtual meeting platform prototype that incorporates these features.
- Adriana Martinez, Associate Professor in Geography, received \$1,500,000 from the **National Science Foundation**.
 - The project entitled, “At the Confluence: Supporting Critical Transitions for Graduate Students in Sustainable Watersheds Research” will provide low-income, academically talented STEM graduate students with the knowledge and skills necessary for successful careers in watershed science or advancement to doctoral training.
- Shannon McCarragher, Assistant Professor in Geography, received \$140,465 from the **National Science Foundation**.
 - The project entitled, “The Socio-Ecological Role of Greenways in Urban Systems” will provide research experiences to underrepresented students to pursue scientific and

policy careers. The collaborative effort with the University of Tennessee at Chattanooga will also provide a framework on how to mentor students in interdisciplinary research across social and natural sciences.

- Jayme Swanke, Associate Professor in Social Work, received \$919,474 from the **Illinois Department of Health and Human Services**.
 - The project entitled “Community Recovery Support Specialist Training Program” will establish a Community Recovery Support Specialist (CRSS) training program. The training program will consist of coursework and an internship and will focus on support services for people with substance use disorders and recovery support services for people with mental illnesses.
- Yanhong Zhang, Associate Research Professor in the National Corn to Ethanol Research Center (NCERC), received \$1,875,569 from the **Illinois Department of Commerce and Economic Opportunity**.
 - The project entitled “Aloha Life-Science Academy: Knowledge Advancing Industry” will effectively facilitate the commercialization of new biorenewable products and technologies by dramatically expanding its research and development capabilities.

Affordability and Quality of Programs:

Providing excellent educational opportunities while ensuring affordability is a core priority for SIUE. SIUE was included in *Washington Monthly's* "2022 Best Bang for the Buck" among Midwest institutions. The list recognizes schools that help non-wealthy students attain marketable degrees at affordable prices. Additionally, according to onlineu.org, SIUE is among the top 25 most affordable schools for earning an online master's degree. SIUE ranks #16 in its 2021 Most Affordable Online Master's Programs. Several of the University's online master's degrees are ranked for affordability:

- #4 Online Master's Degrees in Physical Education
- #11 Online Master's Degrees in Nursing
- #16 Online Master's Degrees in Criminal Justice
- #21 Online Master's Degrees in Teaching
- #22 Online Master's Degrees in Education

Among Illinois public institutions, SIUE ranks 4th on *Forbes* magazine's list of America's Top Colleges. The magazine's criteria are based on return on investment, including success after graduation, student debt and student satisfaction.

SIUE School of Nursing has been nationally ranked as one of the best, most affordable schools for online learning in healthcare by *EduMed.org*. The SON ranked in the top 30 schools for Most Affordable Online MSN Programs and top 50 for Most Affordable Online Nurse Practitioner Programs. Schools earning top honors were ranked based on the best combinations of online learning opportunity, affordability and student support.

In 2021, the SIUE SON Healthcare and Nursing Administration (HCNA) program was ranked fifth nationally by www.registerednursing.org, a nursing advocacy organization. *The Princeton Review* has named Southern Illinois University Edwardsville's School of Nursing (SON) as one of the best in the country for its online Master of Science in nursing program, marking the first time the SON has been included on the list. *College Factual* has ranked the SIUE School of Nursing and School of Business

among its Best Value Colleges for 2021. *College Factual's* Best Value Colleges for Nursing reviewed 649 institutions that offer a bachelor's in nursing and ranked SIUE 11th in the nation and #1 in Illinois. It also ranked the Mechatronics and Robotics program as the top 10 in the nation. Faculty in the Department of Accounting were ranked #3 nationally in the publication of teaching cases and #10 nationally in accounting pedagogy research by BYU's Marriott School of Business.

Anti-Racism, Equity, Diversity and Inclusion Notable Achievements:

- SIUE's values of inclusion, citizenship, integrity, excellence and wisdom have served as the backbone for its work to become a more diverse, equitable and inclusive institution. SIUE is one of 64 university campuses in the world and the only public institution in Illinois to work with the Sustained Dialogue Institute to equip university faculty, staff and students with the skills to address issues of race, ethnicity, class, gender, sexual orientation, religion, age, ability status and other topics that can be difficult to engage in purposeful dialogue about when in diverse groups.
- The non-profit group Campus Pride ranked SIUE in the top 100 among the 2021 Most Affordable LGBTQ-Friendly Colleges and Universities. SIUE's LGBTQ-Friendly Campus Climate index and Sexual Orientation scores are 4.5 out of 5 stars. SIUE's Gender Identity/Expression score is 4 out of 5 stars.
- International student enrollment has soared despite the challenges of the pandemic, reaching an all-time high of 675 students in Spring 2022, adding 337 students since Spring 2021. SIUE is now home to nearly 900 international students from 65 nations.

Student Affairs notable achievements:

- The *Alestle* campus newspaper staff won 5 national awards and 15 state awards, including a 1st place award for Best Overall News Story by the Illinois College Press Association.
- SIUE was awarded the 2022 Assessment & Impact Award in Housing & Residence Life and was recognized for significant improvements to survey scores related to community environment. SIUE's University Housing department has enacted numerous initiatives to support community building. These include partnering to implement a peer mentoring program for students of color and members of the LGBTQ community; continued implementation of and connecting initiatives to their residential curriculum; and empowering professional and student staff to use data to evaluate performance and identify opportunities to improve the residential community.
- SIUE has been nationally recognized as a 2022-23 Military Friendly® School. The designation emphasizes the University's commitment to successfully connect the military and civilian world through its Office of Military and Veteran Services. More than 1,800 schools participated in the 2022-2023 survey; SIUE is one of 282 to be selected for "Gold" award status for their leading practices, outcomes and effective programs.
- SIUE received national recognition via the 2022 Military Times' Best for Vets: Colleges ranking. The recognition underscores the University's commitment to successfully connect the military and civilian world through its Office of Military and Veteran Services.

SIU School of Medicine

MISSION STATEMENT:

The mission of the SIU School of Medicine is to optimize the health of the people of central and southern Illinois through education, patient care, research and service to the community.

VISION:

Better health for all.

VALUES OF THE SIU SCHOOL OF MEDICINE:

Discovery

We are committed to an environment of discovery in which innovation, scientific inquiry, application of knowledge and creative professional achievement flourish. Our innovation, research and science aim to improve health and well-being.

Excellence

We are committed to excellence and continuous improvement in all we do. We value rigorous assessment of outcomes and performance. We seek positions of leadership and influence to fulfill our mission and achieve our strategic goals.

Collaboration

We collaborate and partner with the community. We partner with health systems, teaching hospitals, healthcare professionals, educational institutions, public health agencies, governmental agencies, private industry and others who seek to improve the health, healthcare and healthcare education.

Equity

We strive to be a just, fair, unbiased, and anti-racist organization. We are committed to diversity in all elements of our workforce, and to an environment of inclusion for all. We will continuously evaluate our policies, procedures and practices to minimize all forms of overt, implicit and historically propagated systemic bias. We strive for equity in our relationships, hiring practices, teaching, research, access to care, delivery of care and partnerships.

Compassion

We create compassionate and healing environments for all. Love for our communities and respect for the individual are reflected in our programs and patient care. Our compassion will be driven by honesty, integrity and equity in our actions.



Goal 1: Equity

Support the ongoing learning renewal of students and systemic implementation of evidence-informed student support practices

Provide proactive and comprehensive advising

In pursuing its goal to educate and develop the healthcare workforce of the future, SIU School of Medicine is attentive to providing for the ongoing care of its student population as they pursue their academic objectives. This support is provided in a variety of areas to include academics, mental health, financial aid, wellness, and in the fostering of an inclusive environment for all to thrive. Responsibility for specific efforts in the academic arena are shared by the Associate Dean for Student Affairs and Admissions, the Senior Associate Dean for Education and Curriculum, and the Associate Dean for Equity, Diversity, and Inclusion.

Academically, students have access to academic advising, tutoring, study skills sessions, and academic coaching. During the first and second years, academic counseling is provided by faculty members, year one and year two advisors, unit directors, and year directors. During the third and fourth years, academic counseling is provided by clerkship directors, clerkship faculty, clerkship advisors, and the year director. Prior to the fourth year, each student selects a year four advisor in their intended specialty who serves to give academic advice as well as career advice. The Associate Dean for Student Affairs and Admissions, the Senior Associate Dean for Education and Curriculum, and the Associate Dean for Equity, Diversity, and Inclusion all inform students about availability of academic support services and provide academic coaching.

Students are informed of these resources at their year-one orientation, and then provided reminders throughout the year (at the end of each examination) as well as at orientation to all the other medical school years. Additionally, each student is assigned an advisor across all years of medical school and this individual also informs them of academic support options that are available.

Procedures are in place for those students who are at risk for or experiencing academic difficulties. These individuals may self-report their concerns or be identified during the Y1/Y2 Student Competency Committees, the Y3/Y4 Student Progress Committee, or by their year advisor(s). If a student has performance issues on a midterm exam or during any formative feedback or mid-clerkship meeting, they are provided with resources (meeting with academic specialist, a peer tutor, doctoring director, student mental health counselor, their own advisor, etc.) prior to a failing grade on a unit or clerkship.

The Associate Dean and Assistant Dean for Student Affairs and Admissions attend all Student Progress Committee (SPC) meetings and subcommittee meetings. Following SPC action, students are directed to meet with either the Associate Dean in Springfield or the Assistant Dean in Carbondale to discuss both the ramifications of the SPC decision and potential ways to rectify the situation. Students are often referred for counseling or tutoring after these meetings.

High-impact practices, including service learning, learning communities, research with faculty, writing-intensive courses, and internship and field experiences, with a specific lens on serving underrepresented minority students, contribute to the success of student learning and retention.

Service Learning and Community Service at SIU School of Medicine:

Service to the community is one of the four primary mission areas of SIU School of Medicine. In support of this, the School provides numerous service and service learning opportunities to help meet the many and varied socio-economic needs of central and southern Illinois as well as the educational and service goals of its students including those from underrepresented in medicine (UIM) populations. These opportunities cover the continuum from pure volunteerism to structured service-learning experiences.

The School of Medicine's accrediting body, the Liaison Committee on Medical Education (LCME) defines service-learning as "a structured learning experience that combines community service with preparation and reflection." At SIU SOM, a service learning experience is required for all Springfield-based second-year medical students. The service-learning experience includes active engagement in a community service project with a local community service agency followed by reflection upon the service-learning experience. Students may select pre-approved service-learning activities at designated community service agencies or they may select their own as long as it meets the requirements and standards established by the school. Students perform tasks as requested by their agency mentors and complete assigned readings about community participatory research and other topics relevant to community involvement. Students then produce a reflective writing assignment which is assessed by the medical school faculty and reviewed by the sponsoring agency mentors.

The school's Carbondale-based Lincoln Scholars' students perform their mandatory service-learning/community service experience at the Su Casa Migrant Health program in Cobden, Illinois.

Though not required, third- and fourth-year medical students may enroll in a variety of elective courses that include service-learning experiences in community health services and resources, patient education, nutrition, and global mission trips. First-year medical students are not required to perform service-learning in the first year of medical school; however, opportunities to volunteer for community service projects are ample and available. One notable activity is the School's Hot-spotting program, which is a service that works with patients who are frequent visitors to the emergency room, and helps them find social, psychological, medical, and other resources to allow them to function more effectively.

Beyond service-learning, medical students have numerous other opportunities to provide service to their communities. Carbondale-based medical students may pursue opportunities made available through SIUC's Center for Service Learning and Volunteerism which provides experiences such as mentoring for elementary school students, being a conversation partner for English language learners, meal packing and delivery for senior citizens, Alzheimer's Association support, and more.

Springfield-based medical students participate in many volunteer service opportunities to include the Shoes That Fit program that provides footwear to Headstart and school-age children at Enos School, a

local neighborhood elementary school with a high number of students from disadvantaged backgrounds. All Springfield-based students are released from curricular activities for one day in the spring to volunteer for a day-of-service, and perform community service such as clearing a cluttered playground or planting trees near a school. Activities that are not student-run include volunteer opportunities at a community hospital-sponsored breadline, a local domestic violence shelter, and health education programs at several public schools. Students may volunteer at pop-up free clinics (for example, a free clinic providing back-to-school physical examinations for free to the underserved), and, beginning in 2023, there will be a stationary free clinic to support underserved populations in Springfield that will be staffed with volunteer medical students, residents, and faculty.

SIUSOM's medical students also serve their communities on their own time as individuals in a variety of ways. Medical students volunteer at local women's shelters, breadlines, youth groups/programs, nursing homes, cancer support groups, animal shelters, and church groups. They are scout troop leaders, camp counselors, big brothers/big sisters, youth league sports coaches, and mentors to disadvantaged children. They participate in mission trips, both medical and non-medical. In these ways, the medical students advance the medical school's mission through their individual commitment to serve their community.

Student-involved Research at SIU School of Medicine:

While the performance of a research project is not a requirement of SIU School of Medicine's medical curriculum, all medical students, including those from UIM populations are provided many opportunities to participate in research while at SIU. Each year, over 100 ongoing research projects are available for participation in the basic science, clinical, medical education, medical humanities and population science departments at our institution. Two research programs available to students are the Mentored Professional Enrichment Experience (MPEE) and the Clinical and Research Experience (CARE) program both of which begin upon the completion of the year one curriculum at the Carbondale campus. Research opportunities are available in Carbondale or Springfield as well as sites outside the SIUSOM system. The MPEE allows students to participate in research with a faculty mentor for eight weeks and funding for expenses is available. MPEE project areas include "traditional" laboratory research, clinical research, or investigations in health-related areas such as rehabilitation, social work, health education, public health or academic medicine. MPEE-sponsored activities may be conducted through mentorship of SIU faculty or with other external researchers. Students present their work at a school-wide seminar in September of their second year, and successful completion is worth three credit hours on their transcripts. The CARE program also provides students with opportunities for a brief research or clinical experience (a minimum of 15 working days), although only a few students opt for research activities in this program.

Additional opportunities for student participation in research continue in years two through four. Students can join a research team on either an existing project or through development of an individually designed project. In the fourth year of the curriculum, students have the opportunity to engage in a variety of research electives that are offered in several departments

Beginning in March 2022, SIU School of Medicine implemented the Research Scholars Program which provides a new opportunity for medical student research. This program will facilitate recognition for medical students who make a dedicated effort to perform research over their four years and allow them to graduate as an SIUSOM Research Scholar. These students will be recognized with a

certificate at graduation and this designation will appear on both their residency application and Dean's letter.

Support for meeting students' basic needs

SIU School of Medicine's support to its student population includes extensive mental health and wellness programs. The Office of Student Affairs offers mental health providers to students to work through personal issues. The services provided are completely confidential and services are accessible through the Behavioral Health Program Supervisor at SIU Family Medicine. The mental health provider can also work in conjunction with primary care providers within Family Medicine to ensure wraparound services are available. The Associate Dean for Student Affairs and Admissions and the Senior Associate Dean for Education and Curriculum are also available for personal advising of students if so desired, but they do not provide mental health counseling.

The mental health counselors from the Office of Student Affairs who provide psychological counseling are not involved in the academic evaluation or promotion of student receiving those services. The counselors do not have any teaching or evaluation responsibilities with medical students. All psychiatry referrals are confidential. Sensitive health care issues are handled by the director of the student health program at the Family Medicine clinic. This person also is not involved in the academic evaluation or promotion of the student receiving those services.

Students on the Carbondale campus (year one and Lincoln Scholars) have access to the office of Counseling and Psychological Services. Their mission is to provide mental health-related services to facilitate students' adjustment to college and their personal and psychological growth in becoming high functioning and socially responsible adults. These staff members work to help students resolve problems that interfere with personal, social, and academic functioning while also emphasizing prevention, development, adjustment, and wellness.

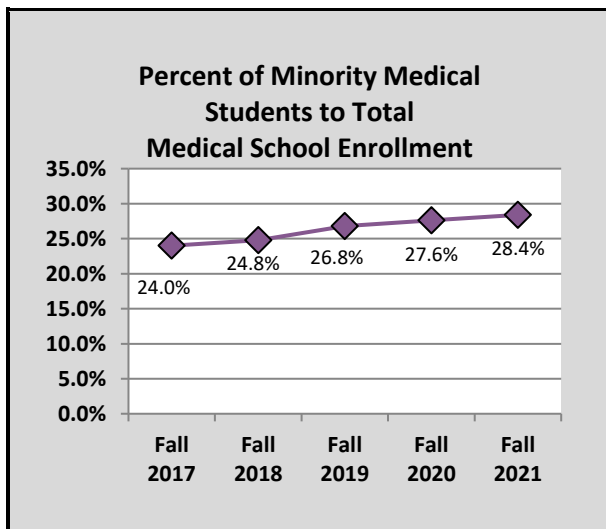
Information regarding mental health resources and crisis intervention information is provided to students during orientation for years one, two and three.

Wellness activities and educational events are held throughout each academic year. At year one orientation, students have a session on wellness including mental health issues, nutrition, recreation, and substance abuse. Approximately six to eight weeks after school starts, year one students attend a required stress management workshop presented by the Senior Associate Dean for Education and Curriculum. Shortly after the first set of examinations, another session is held with the students to reinforce these principles. At the year two orientation, students are given a refresher wellness course.

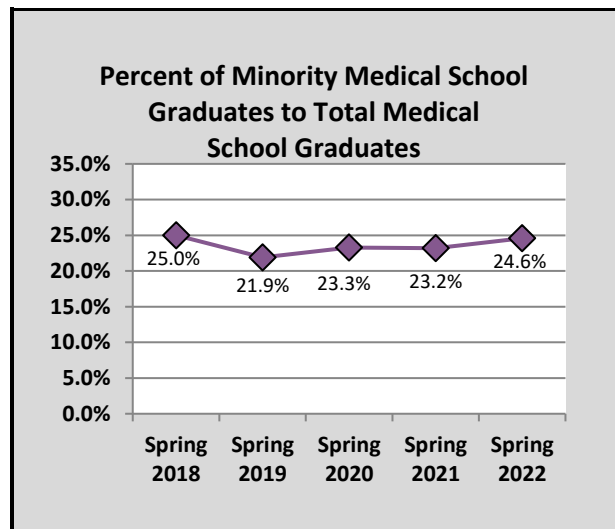
Student Assembly, an organization whose purpose is to provide a means for interclass communication and a vehicle to address student concerns and various aspects of medical education, has an elected wellness chair position for each class. Wellness chairs serve as wellness champions for their classmates and work closely with the Office of Student Affairs to educate fellow classmates on wellness and mental health resources.

Establish and implement institutional level equity plans, practices to close access, progression, completion and attainment gaps

SIU School of Medicine is committed to educating a physician workforce particularly well suited to addressing the health needs of the citizens of central and southern Illinois as well as to advancing diversity within the medical profession nationally. US Census data estimates for central and southern Illinois are that ethnic and racial minorities (all minorities) comprise 12.4% of the region’s population. In comparison, minority students (all categories) as a percentage of total medical school enrollments at SIU averaged 26% for the most recent five-year period displayed below. When compared to other US medical schools, SIU’s medical school rated near the 85th percentile in percent of graduates who are from Black or African-American backgrounds (data for graduates from 2018-2022). These data show SIU School of Medicine’s success in enrolling and graduating an ethnically and racially diverse student body.



Source: SIUC Institutional Effectiveness, Planning, & Research, October 2022



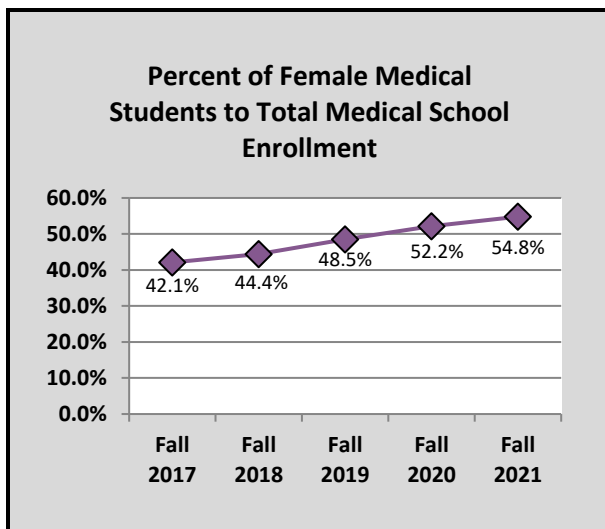
Source: SIU SOM Student Affairs, October 2022

SIU School of Medicine has been successful in recruiting and retaining minority students in its MD program which matches recent trends and conditions at both the national and regional level. Nationally, the number of minority students applying to and enrolling in medical schools has increased significantly in the past five years. African-American or Black men have seen an overall 21.6% increase in medical school applications to U.S. medical schools since 2018 and there has been a 48.7% increase over that same time period for African-American or Black women. While the number of Black or African American students in U.S. Medical Schools has increased by over 27% since 2018, the total enrollment of Black or African American medical students at these schools in FY2022 was only slightly higher than 8% of the entire student population. Competition among medical schools for these students is significant, with minority students preferring schools that offer substantial scholarships and other financial assistance, robust academic and support services to help them master the rigorous medical curriculum, and an already established community of students and faculty from minority backgrounds.

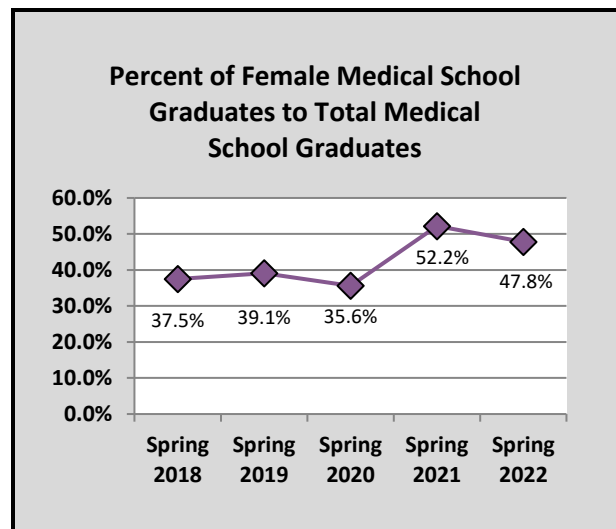
SIU School of Medicine has been able to succeed in recruiting, retaining, and graduating minority students because of its long-term focus on achieving a diverse student body, and its investment of

resources and strategies employed to attract, retain, and serve minority students. Important programs have helped the medical school achieve a more diverse student body for example, the Medical/Dental Preparatory Program (MEDPREP) pipeline post-baccalaureate program, selection criteria giving preference to students from traditionally underrepresented in medicine backgrounds, extensive academic advising and remediation activities available to all enrolled medical students, scholarships for minority and economically/educationally disadvantaged students, and the leadership of the school’s Student Affairs and Equity, Diversity, and Inclusion offices in efforts to recruit, retain, and graduate a diverse student body. These efforts will continue. The medical school faculty also is diverse – SIU ranks over the 55th percentile of medical school’s nationally in the percentage of faculty from African-American, Hispanic, and/or Native-American backgrounds.

Enrollment of women in SIU’s MD program has increased over the most recent five-year period. During these years, enrollment for this group averaged 48.4% at SIU. This is comparable to all US medical schools where women averaged 50.6% of the nation’s medical school enrollment during this same time period. SIU School of Medicine ranks near the 75th percentile of all medical schools for the percentage of its faculty who are women and women also serve in a number of Department Chair and Associate Dean positions. This reinforces and supports the school’s priority to encourage and develop female physicians for practice.



Source: SIUC Institutional Effectiveness, Planning, & Research, October 2022



Source: SIU SOM Student Affairs, October 2022

For the 2021-2022 academic year, there were over 62,000 applications to all US medical schools, of which over half (56.8%) were women. In addition, the percentage of females enrolled in US medical schools reached 52.7% in that same year. The enrollment of women at SIU School of Medicine is matching this trend as the percentage of women medical students has increased steadily since 2014 and for the Year 1 class beginning in fall 2021, 63% are female medical students. SIU’s medical school has several advantages in attracting female medical students, including effective pipeline programs such as MEDPREP, an innovative and flexible curriculum, and a strong reputation in primary care and service to medically underserved populations.

Campus climate surveys with action based on findings

SIU School of Medicine recognizes that soliciting, listening, and responding to the feedback of its students, faculty and staff are critical tools in moving forward to meet its organizational goals and to creating a diverse and inclusive educational and work environment. Over the past few years, student and employee input has been requested through a number of institutional surveys. While these initiatives require the involvement of many offices and individuals, the organization most responsible for these efforts is SIU School of Medicine's Center for Human and Organizational Potential (cHOP). This Center's role is to advance professional development, leadership and excellence, and to promote wellness at the School in order to foster an inclusive environment that allows individuals and organizations to learn, thrive, and excel. These surveys are developed with the assistance of third-party vendors who also provide data collection and support data analysis in order to ensure the confidentiality of respondents.

Recent institutional surveys conducted by SIU School of Medicine include employee engagement surveys conducted in both 2019 and 2021, a survey on branding in 2021 and most recently, a campus climate survey that was conducted in March 2022. This Spring 2022 survey sought input from all people (students, faculty, and staff) across all campus, asking them to reflect on the campus overall as it relates to equity, diversity and inclusion.

Findings from these surveys have touched on a number of topics. This includes the areas of rewards and recognition, professional development and growth, accountability, relationships with supervisors, change management and engagement, inclusivity, and equity/diversity/inclusivity bias. Response information is analyzed by the cHOP team who employ a systematic approach to analyzing the data collected and then partners with departments, divisions, and units to build action plans to respond to the concerns and ideas communicated by survey respondents. These surveys and campus responses are an important tool in cultivating a learning and work environment that is diverse and inclusive and which provides a nurturing environment for learners, faculty, and staff.

Professional development designed to achieve equity

Southern Illinois University School of Medicine identifies Equity as one of its core values and is committed to diversity in all elements of the workforce and to creating an environment of inclusion for all. In this regard, the School pursues an organizational philosophy that seeks to appreciate and respect individual differences and to foster an environment where individuals of varying backgrounds and interests grow alongside one another in a secure, nurturing, professional atmosphere. Efforts in support of these goals include the creation, support, and conduct of professional development regarding diversity and inclusion for faculty, staff, students, and the larger community.

Taking a lead role in this effort is the School's Office of Equity, Diversity, and Inclusion (EDI), whose overarching responsibility is to support medical students as well as the diverse residents, faculty, and staff who make up the School's workforce. EDI staff have been invited to speak to faculty and residents on various topics such as antiracism, race-based medicine, and trauma responsive practices. To assist with this training, EDI recently hired an equity strategist to build training specific to the culture and needs of SIU SOM as well as a trauma specialist to work with students, residents, and faculty. For medical students, EDI has led initiatives to incorporate Anti-Bias training and cultural

competency into the curriculum. Extending its influence beyond campus, EDI staff have assisted with a number of community health events, partnerships, and programs that support responsive health initiatives.

The School of Medicine's Alliance for Women in Medicine and Science (AWIMS) also plays an important role in providing professional development supporting equity. This group's mission is to provide a supportive forum to promote honest discussion and positive change in the realms of gender equity, career advancement, work-life balance, and community service, and to champion professional development and promotion of women in medicine and science. In 2020, AWIMS launched the AWIMS Leadership Development series, a bi-weekly virtual series featuring SIU leaders discussing different aspects of leadership in one-hour recorded sessions. In 2022, AWIMS inaugurated a new executive leadership program with an initial class of twenty SIU SOM women faculty. A year-long, longitudinal course, the AWIMS Executive Leadership Program features renowned local, regional, and national speakers on topics including strategic career planning, microaggressions, coaching, work-life integration, gender bias, and negotiation.

Another example of SIU School of Medicine's support to community partners is the development of a Center for Equity in Professional Development. Established in 2022, and supported in part by \$2 million in new federal funding, this Center will bring together employers and industry leaders in Central Illinois to plan, develop, coordinate and implement new education and training for learners in the region. The goal will be to establish more equitable and diverse professional development pipelines. The Center will also focus on research related to equity and diversity in the workplace and identify best practices to improve professional development offerings for employers in our region. Entities such as K-12 schools and higher education, insurance companies, banks, community-based not-for-profits, and others can utilize the center to develop industry-specific training programs and services for their employees.

Implement equitable talent management to increase and retain faculty, staff, administrators, and trustees of color

SIU School of Medicine is committed to creating and maintaining a work environment that reflects the rich diversity found in central and southern Illinois so as to advance the School's mission of improving the health and welfare of the entire region. Goals in this regard include developing a diverse and inclusive workforce, promoting equitable treatment, and implementing governance structures and policies to support equity across the organization. The School's Office of Human Resources and Office of Equity, Diversity and Inclusion engage in a number of initiatives to support these efforts including recruitment plans, mentoring programs and other activities to promote equity in hiring, tenure, and promotion.

The School has implemented both a Minority Staff Recruitment Plan and a Minority Faculty Recruitment Plan that reflect the School's commitment to diversity and that provide guidelines to support equity in the hiring process. All departmental and unit leaders are required to be aware of this plan and to review this hiring guidance at the beginning of any recruitment process. Job descriptions for all faculty and staff positions are written specifically to include wording that addresses the need for underrepresented minorities. A representative from an underrepresented group is included on all Search Committees and/or interview teams. Advertising is targeted to ensure

exposure to underrepresented populations. For faculty hires, the School of Medicine's Minority Recruitment Host Committee is involved during at least one campus visit made by an underrepresented minority candidate.

The School's Minority Faculty Mentoring Plan is followed in those situations when a newly hired faculty member is a member of an underrepresented in medicine demographic (UIM) (African-American, Latino, Native American Indian, Alaskan Native). Following their hire, they meet with senior school leadership and the designated department chair or division chief for an initial interview to determine the incumbents desire for a mentor. When requested, a volunteer faculty member is assigned to meet at least monthly with the new hire and to continue this formal mentor-mentee relationship for at least one year. Coordinators conduct end-of-year interviews with mentor and mentee (separately) to evaluate the process. Those UIM faculty members who initially decline a mentor are contacted after six months to see if they have changed their mind.

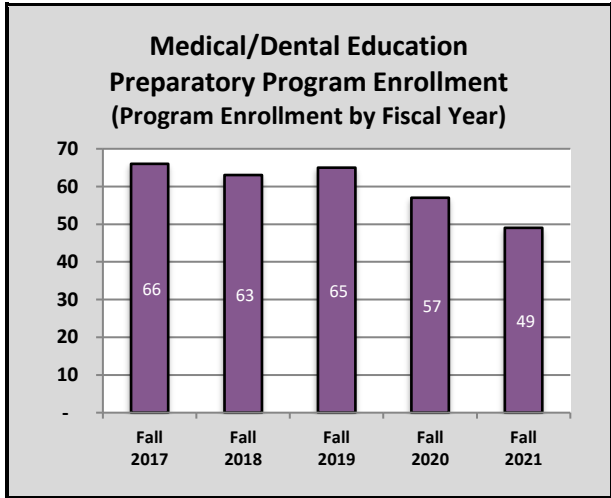
Other School of Medicine initiatives that support an equitable work environment include Equity Ambassadors, the Equity Support Team, and the Antiracism Task Force. Equity Ambassadors are individuals from various departments who regularly collaborate on issues affecting equity in the workplace and who are given the support and tools to implement change where and when needed. The Equity Support Team was created to cultivate a supportive safe space by providing services to those faculty and staff impacted by bias, and those proactively seeking assistance on how to minimize bias from occurring. The Antiracism Task Force is made up of thirty-five staff and faculty members and focuses on promoting SIU SOM's progress on the antiracist continuum. Their efforts include analyzing all facets of the organization to include training practices, policies, metrics, and benchmarks in order to promote an environment of anti-racism, equity, diversity, and inclusion.

Expand equitable access, support, and success in rigorous and strategic early college coursework

SIU School of Medicine's Medical/Dental Preparatory (MEDPREP) program:

Established in 1972, the Medical/Dental Education Preparatory Program (MEDPREP) is SIU's nationally recognized post-baccalaureate program of preparatory learning for minority and educationally and economically disadvantaged students tracking towards health professions. The program's mission is to increase the numbers of underrepresented minority and disadvantaged students who enter and graduate from health professions schools. MEDPREP graduates have attended the nation's leading health professional schools and in academic year 2022, nine MEDPREP Graduates were enrolled at SIU School of Medicine.

Since the program's founding, 1,687 students have participated in MEDPREP. In the most recent five-year period, the program had a 91% completion rate and 78% of these students entered medical or dental school, other health professions schools, or health-related graduate programs upon completion of MEDPREP studies. Underrepresented in medicine (UIM) students make up 87% of MEDPREP program alumni and 62% of program alumni are female.



Source: MEDPREP, October 2022



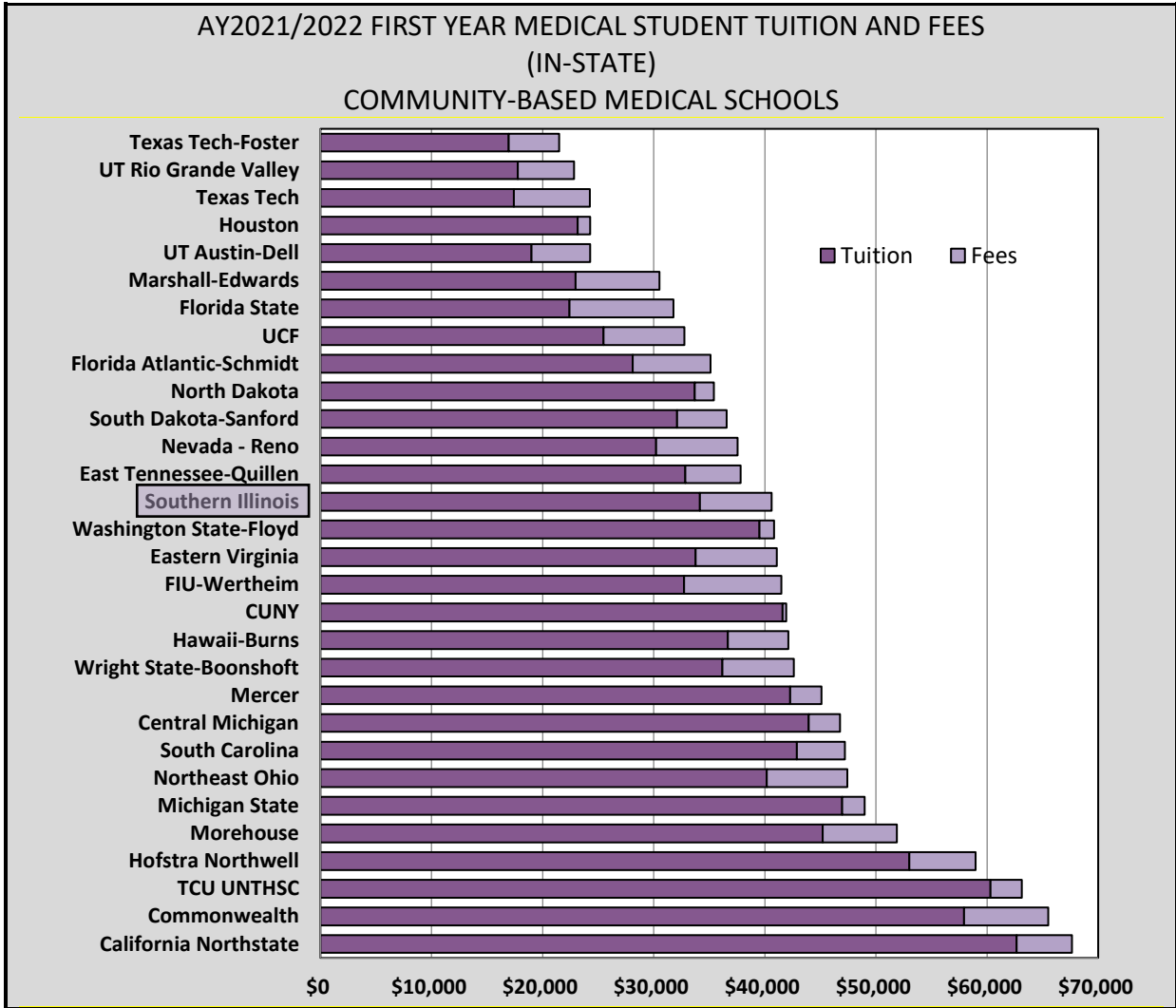
Goal 2: Sustainability

Invest in public higher education through an equitable, stable, and sufficient funding system

Ensure affordability for all students

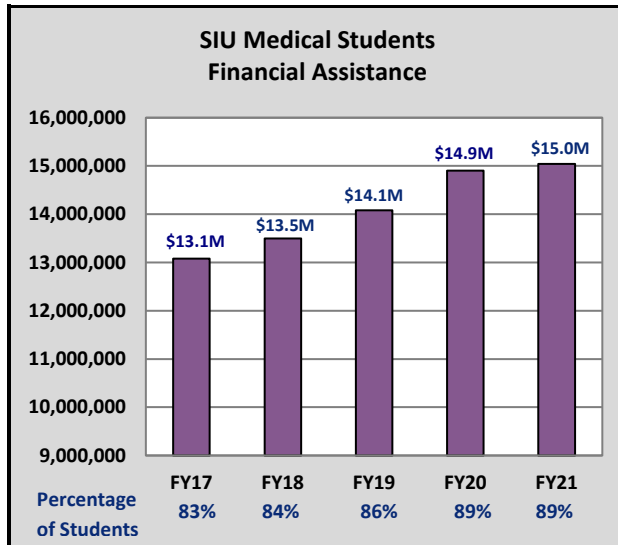
SIU School of Medicine - Medical Student Affordability and Educational Debt:

SIU School of Medicine is committed to promoting value in tuition and providing additional funding for student scholarships. The school strives to maintain affordability in its tuition, increase its funding of medical school scholarships, and provide other services and benefits of value to medical students, resident physicians and fellows, physician assistant students, and graduate science students.

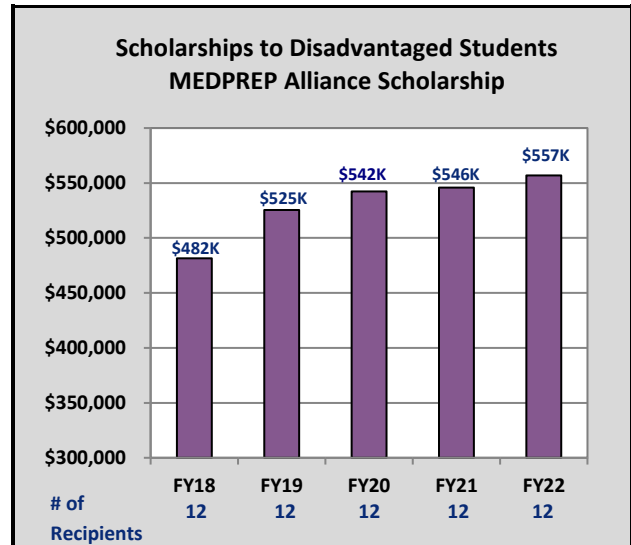


Source: Association of American Medical Colleges, January 2022

SIU’s medical school tuition and fees are comparable to those of other community-based medical schools (medical schools that neither own nor are owned by teaching hospitals). These comparable costs allow SIU’s medical school to remain competitive with other schools in attracting well-qualified medical students interested in practicing medicine in the region. Tuition and fees from medical students provided 6.6% of the school’s FY2022 operating budget (excluding SIU Medicine funds).



Source: SIU SOM Student Affairs, Fall 2022



Source: SIU SOM Student Affairs and Office of Management and Budget, Fall 2022

SIU School of Medicine assists medical students by awarding financial aid to help pay for their medical education. Because scholarship funds are limited, most financial need is met by combining various loan and scholarship programs. Over the most recent five-year period, 86% of SIU’s medical students received financial assistance. SIU School of Medicine provides scholarships for graduates of the school’s Medical/Dental Education Preparatory Program (MEDPREP) and other students from disadvantaged backgrounds to attend SIU’s medical school and study in the MD program. Student awards through the MEDPREP Alliance Scholarship have increased steadily and averaged over \$545,000 per year over the past several years.

To assist students in managing the impact of increasing undergraduate and medical school debt, SIU School of Medicine has made student scholarships a priority. Medical student scholarships are needs-based and come from three major sources, the dean’s discretionary fund, annual giving by alumni and other donors, and university capital campaigns. Efforts are underway to increase fundraising relative to these sources. The medical school is also working to contain the costs of education borne by medical students. This includes approving only modest tuition and fee increases while continuing efforts to contain medical education costs.

A significant issue in medical education nationally is the rising amount of debt incurred by medical students. Students at SIU School of Medicine are no exception. For those SIU medical students graduating with debt in FY2021 the average educational debt (including premedical school debt) was \$231,566. Additionally, forty one percent of the 2021 graduating class incurred total educational debt in excess of \$250,000, more than double the number of students compared to 2019. (From 13 students in 2019 to 28 students in 2021.) With these debt levels exceeding the national average for all public medical schools, the amount of debt being carried by SIU’s medical school graduates remains a continuing concern. This is a special concern for physician workforce shortages. When medical student debt tops \$200,000, the students are less likely to choose lower paying specialties for their careers. These specialties include family medicine, general internal medicine, geriatrics, psychiatry, endocrinology, infectious disease, and several others. Large debt has contributed significantly to the severe shortage of primary care physicians.

Expand joint purchasing among institutions

SIU School of Medicine participation in the Illinois Public Higher Education Cooperative (IPHEC):

In conjunction with all thirteen public universities within the State of Illinois, SIU School of Medicine actively participates in the Illinois Public Higher Education Cooperative (IPHEC). Each member is assessed annual dues which are used to fund the management of this program by IPHEC staff

IPHEC staff assist in facilitating commodity and service contracts that are in the best interest of the cooperative. The availability of IPHEC contracts have grown exponentially over the course of the last eight to nine years. Each of the public universities have representation not only on the Board of Trustees, but within the Purchasing Advisory Council (PAC). Purchasing directors from each university are members of the PAC and work collaboratively to not only share best industry practices, but to also discuss new contract needs for the cooperative. With this information, IPHEC staff will work to coordinate formal bid solicitations to award and vet with the Chief Procurement Officer of Higher Education. With approval from this office, all compliance paperwork for the vendor has been obtained and the contract is available for all IPHEC universities to utilize. As PAC members, purchasing directors may also assist with serving on bid evaluation committees and in the past, have been the lead institution to issue solicitations on behalf of IPHEC as needed.

Advantages to utilizing IPHEC are:

- Annual training events for Purchasing Directors and their staff
- Annual planning and new contract training for Purchasing Directors/Assistant Directors
- Wide variety of commodity and service contracts in which no formal bidding is required; therefore, no maximum spend ceiling. (Illinois Procurement Code states non-cooperative contracts \$100,000 or over must be formally bid and posted to the Illinois Procurement Bulletin to ensure fair competition and to test the market for the best price.
- Business Enterprise Program (BEP) spend for minority-owned businesses as well as veteran spend goals are assessed on most contracts.
- All contract holders with IPHEC must sign with the Illinois Procurement Gateway; a repository of state compliance paperwork and BEP certification status.
- Representation at various diverse vendor fairs throughout the State of Illinois
- Active representation to the General Assembly for procurement code reform and assistance
- Collaborative best practices for internal and external compliance audits
- Vendor assistance with supply and demand issues.
- IPHEC staff manage the vendor contract awards and hold periodic review meetings
- New commodities and services are added on an annual basis
- Compliance form repository

While the thirteen public universities are not required to formally bid if using IPHEC contracts, annual reports of usage are reported to the Chief Procurement Office of Higher Education for posting to the Illinois Procurement Bulletin in full disclosure and transparency.



Goal 3: Growth

Align the state's economic development and higher education strategies, ensuring both address historic inequities

SIU School of Medicine Community Health Center Program (FQHCs):

In 2012, the SIU School of Medicine Department of Family and Community Medicine was designated a Federally Qualified Health Center (FQHC) by the Health Resources and Services Administration, an agency of the U.S. Department of Health and Human Services. The primary goal of an FQHC is to provide access to direct medical care, behavioral health and dental care to residents in underserved and rural areas. These services are intended for all patients regardless of their ability to pay. FQHCs are partially supported through a federal grant as well as cost-based reimbursement from Medicare and Medicaid. In addition, patients have access to the federal 340B medication assistance program which drastically reduces medication costs for patients.

Since 2012, the SIU FQHC has added fifteen additional sites which are located in small urban or rural areas in the following counties: Adams, Pike, Morgan, Sangamon, Jackson, Macon, Christian, Logan. These health centers serve patients throughout central and southern Illinois. The services provided include comprehensive primary care including obstetrics, psychiatric and behavioral health, dental care and some specialty care. In addition, the FQHCs have developed a number of specialty clinics in the areas of Geriatrics, Medication Assisted Recovery, Acupuncture, Diabetes and Weight Loss, Women's Health, and Gender Equity. The FQHC also has a Community Health Worker Program that assists in addressing the social determinants of health and which operates in all the health center sites.

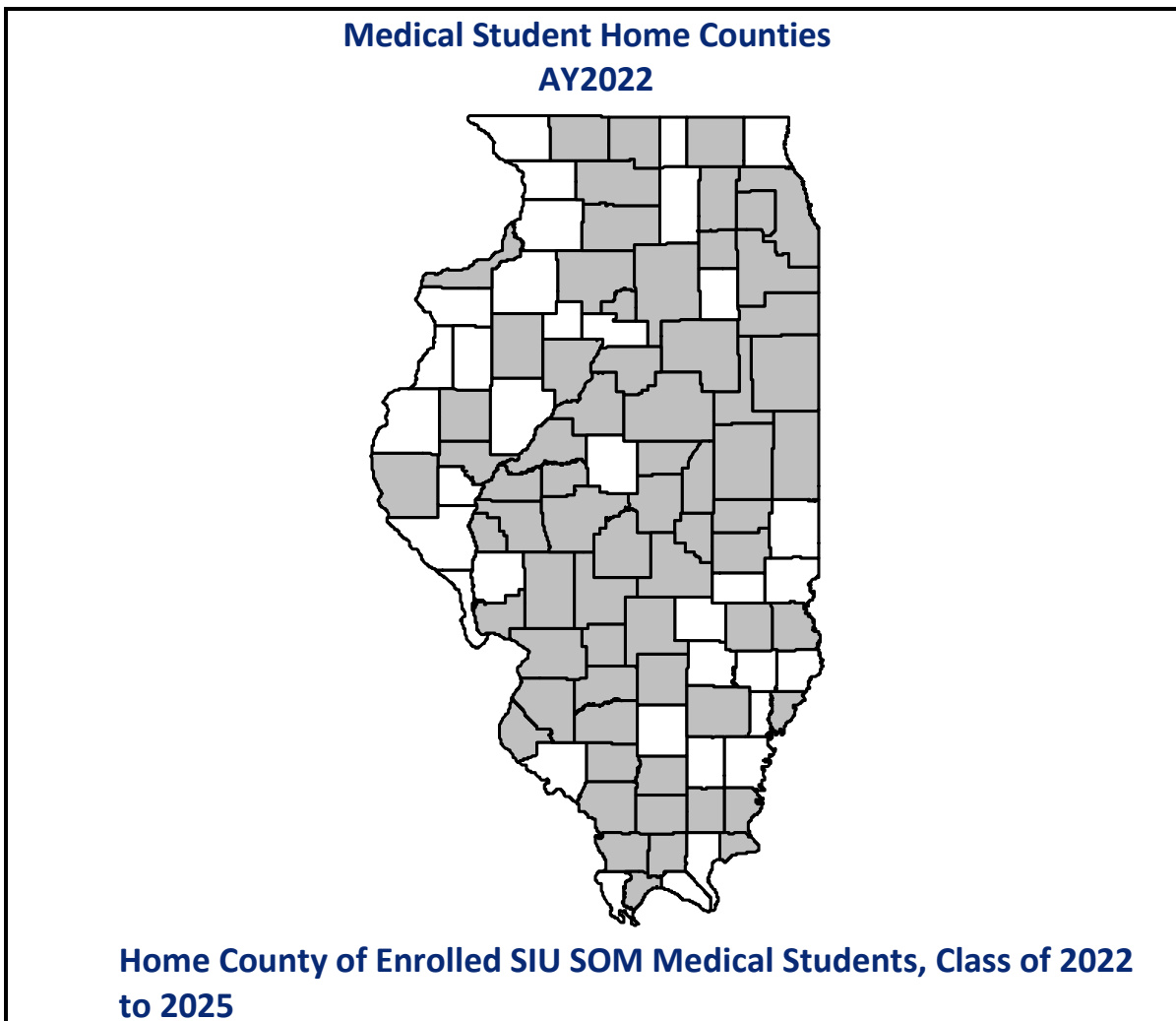
The FQHCs also collaborate with a number of public health departments and mental health centers in the state. FQHCs are collocated with five Illinois County Public Health Departments (Adams, Pike, Morgan, Logan, and Sangamon County) and with five Mental Health Centers (Memorial Behavioral Health (Springfield and Taylorville), Transitions of Western Illinois (Quincy), Chaddock School (Quincy), and Mental Health Centers of Western Illinois (Pittsfield)).

In addition to providing health care, the FQHCs, also support the School's educational goals. FQHC-supported teaching programs include five Family Medicine Residency Programs in Decatur, Carbondale, Quincy, Alton and Springfield; two Sports Medicine fellowships in Quincy and Carbondale; a General Internal Medicine residency; a physician assistant training program with rotations throughout central and southern Illinois; and medical student training in Springfield and Carbondale. This training in the community health centers provides students with an excellent experience and has influenced the retention of more than 60% of these trainees in the State of Illinois with over 40% practicing in rural and underserved areas. In addition to supporting School of Medicine programs, the FQHC has also collaborated with the School of Dental Medicine in Alton to provide outpatient experiences for fourth year dental students at FQHC dental sites in Lincoln, Pittsfield, Quincy and soon Springfield. Hopefully this experience will influence some or all of these dental students to pursue public dentistry in rural areas of the state.

SIU School of Medicine Enrollment of Medical Students from Central, Southern, and Disadvantaged Regions of Rural Illinois:

SIU School of Medicine prioritizes the recruitment of medical students from the region as one key strategy in developing the physician workforce and healthcare needed for central and southern Illinois. This gives these students the opportunity to attend medical school as well as encourages them to remain and practice in the region. To accomplish this goal, SIU intentionally recruits medical students from rural areas, small towns, and cities throughout Illinois. In FY2022, medical students came from 67 of Illinois' 102 counties and of these students, 92% were from downstate Illinois and 36% came from rural counties. Nearly half (47%) of the class matriculating in academic year 2021/2022 came from communities of 25,000 or fewer citizens.

Recruiting medical students from these geographical areas is one factor contributing to the school's success in preparing its graduates for practice in rural and medically underserved areas, particularly within Illinois. SIU ranks at the 75th percentile of all medical schools in terms of the percentage of its graduates practicing in rural areas, at the 70th percentile of graduates practicing in-state, and near the 75th percentile of percent of graduates practicing in primary care. (2022 AAMC Missions Management Tool listing graduates from 2008 to 2012).

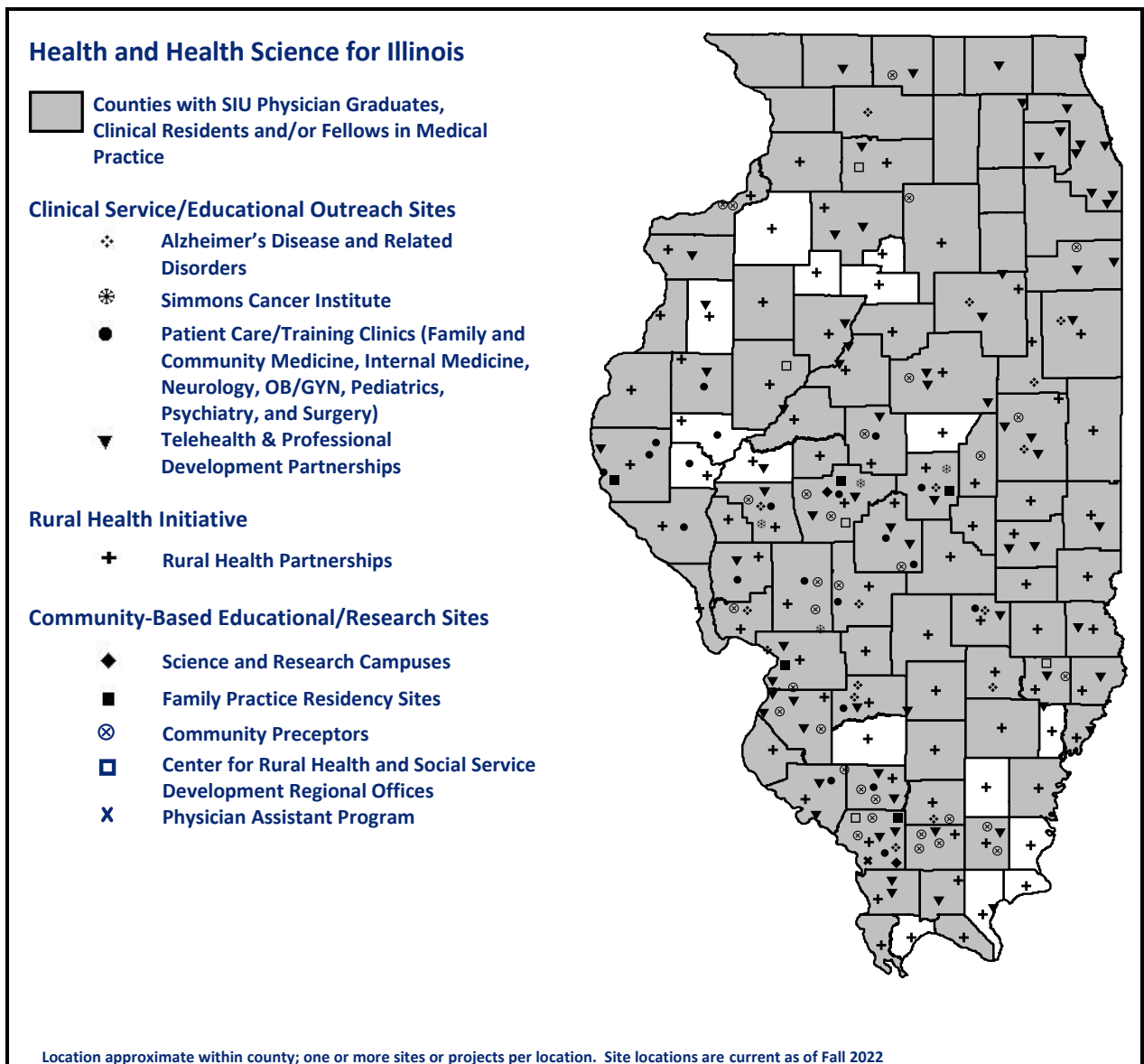


Source: Fall 2022 Enrollment Questionnaire, SIU SOM Student Affairs

Support new and existing regional partnerships

Health and Health Science for Illinois:

SIU School of Medicine’s academic and patient care programs enhance Illinois’ economic environment through direct impact upon the health care market and related industries. These programs exemplify the school’s contribution to regional economic development and health care service. Consistent with its mission, SIU School of Medicine has been successful in advancing the health of the people of Illinois, particularly in central and southern Illinois. Graduates of the school’s MD program, residencies and fellowships practice medicine in 86 of Illinois’ 102 counties. Clinical outreach, educational sites, and affiliations with community hospitals and health care providers extend the school’s patient care services to numerous locations throughout central and southern Illinois. Regional community health and telehealth programs further extend the medical school’s reach in support of community needs. These relationships have been nurtured and strengthened over the medical school’s history.



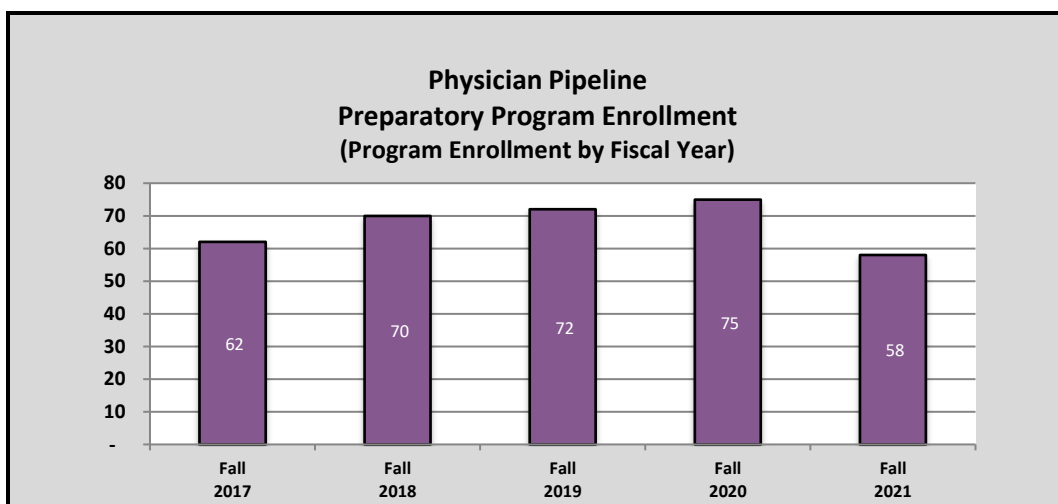
Encourage high school graduates to enroll in *our* higher education system and keep talent in Illinois

McNeese Scholars/ Physician Pipeline Preparatory Program (P⁴):

SIU School of Medicine, in cooperation with the Springfield Public School District 186 and the Sangamon County Medical Society, established the Physician Pipeline Preparatory Program (P⁴) in 2009. P⁴ is a multi-year, after-school program designed to give ninth through twelfth graders a head-start in medical careers and provides them with early mentors within the Springfield medical community. Students enter P⁴ when they are high school freshmen and continue through their senior year. This four-year experience familiarizes them with medical school coursework, admissions processes, test-taking skills, and critical thinking. The curriculum, developed by faculty and staff from the School of Medicine and Springfield public schools District 186 includes: special lectures, physical skills training, problem-based learning (PBL), laboratory aptitude, research, college-planning seminars, supplemental instruction in college-level science, technology, engineering, and math (STEM) courses, and mentoring activities modeled after medical school educational programs.

The first P⁴ class (Class of 2013) began the program in fall 2009 and consisted of 22 students. These individuals were mentored for two years before another cohort was accepted. Beginning in fall 2011, a new cohort of students has been accepted each year. While the impact of the Covid pandemic impacted FY2022 enrollment, the implementation of hybrid learning initiatives led to the largest class ever, with 80 students enrolled in Fall 2022 (FY2023). Some P⁴ graduates are presently matriculating at SIU School of Medicine and other health allied schools. This program is funded by the Dean and implemented through the Office of Equity, Diversity, and Inclusion.

In Spring 2022, the P⁴ program was renamed “McNeese Scholars” in honor of Dr. Wesley Robison-McNeese, MD whose efforts were instrumental in founding this program. Dr. McNeese is a SIU School of Medicine alumnus ('86) and has served at SIU as the Executive Director for Diversity Initiatives and at the School of Medicine as an emergency medicine physician, Associate Professor of Internal Medicine, and Associate Dean for Diversity.



Source: SIU SOM Office of Equity Diversity and Inclusion, October 2022

Expand higher education models of teaching and learning that provide opportunity for students to succeed in the work of the future

Southern Illinois University School of Medicine Doctor of Medical Science program:

SIU School of Medicine inaugurated the Doctor of Medical Science (DMSc) degree program in 2021 with a mission to prepare doctoral-level-trained Physician Assistants (PAs) to provide compassionate care, leadership, advocacy, and education to their communities and the profession, with an emphasis on underserved populations and health care professional shortage areas. The DMSc curriculum educates medical professionals to be leaders in health care, higher education, research and innovative industries, as well as public and private agencies. These PAs are thoroughly grounded in knowledge-based research paradigms, practical applications, and the ethical/legal implications of their respective career paths.

The Doctor of Medical Science (DMSc) degree program is designed for Physician Assistants who are currently working in a clinical or educational setting. The program is intended to be completed in one-year and utilizes an innovative online asynchronous course delivery methodology. The curriculum provides a balanced mix of theory, research and practical application in the areas of medical practice, education and leadership. All of the courses in the DMSc degree are specific to PAs and course activities are examined from the perspective of PAs in clinical practice and education.

At the start of the program, students select one of the two offered Practicum tracks; either the Clinical Practicum Track or the Educational Practicum Track. The Clinical Practicum track provides intensive clinical exposure in a chosen clinical specialty to further the student's clinical practice. The Educational Practicum Track provides opportunities for development as a faculty member and/ or clinical preceptor.

Upon completion of the DMSc program, graduates will be prepared to take on high-level administrative, leadership and clinical roles within their organizations and communities and be a trusted resource during disaster situations. PAs who complete the DMSc are expected to be more prepared, adaptable, competitive and marketable in the ever- evolving health care landscape.

The Doctor of Medical Science (DMSc) degree is administered by the School of Medicine Department of Family and Community Medicine Physician Assistant (PA) Program. Since first admitting students in 2021, eighty PAs have enrolled in the program and 46 have graduated.

Southern Illinois University School of Medicine Lincoln Scholars Program:

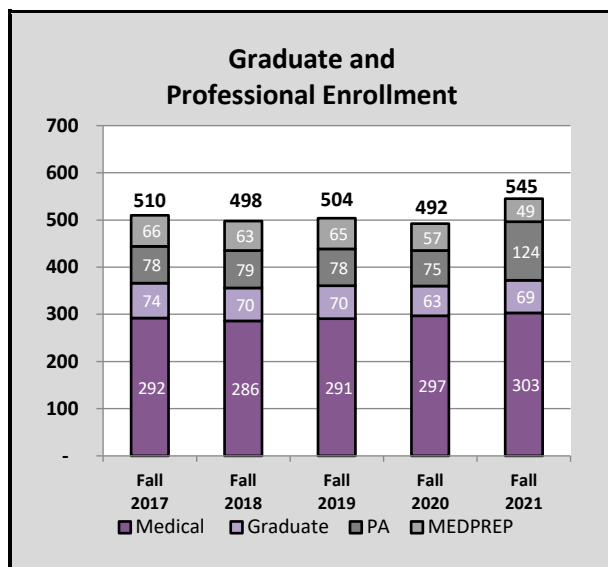
A continuing goal of SIU School of Medicine is to educate future physicians to meet the health and healthcare needs of those living in small urban and rural areas of central and southern Illinois. To help meet this need, the School implemented the Lincoln Scholars Program (LSP) in June 2020, a program designed to produce primary care physicians well prepared for rural practice in southern Illinois. Unlike traditional SIU medical students who complete Year 1 in Carbondale and Years 2 to 4 in Springfield, LSP students remain in Carbondale for all four years of their medical school experience. Learning issues and graduation objectives of the LSP match the current program, however the LSP track features additional curricular components, including extended experiences in rural locations, a rural health skills lab, summer experiences in rural hospitals, assignment to a "rural" mentor, basics of health policy with an emphasis on rural issues, and a team learning environment with SIU PA students and other SIU health care students, (nursing, clinical pharmacy and behavioral health).

In June 2022, the third class of eight students enrolled in the School of Medicine's newly implemented Lincoln Scholars Program (LSP), bringing the total current enrollment to twenty-two. Once fully implemented, this program is expected to increase the total enrollment in the medical program to 320 students by 2023.

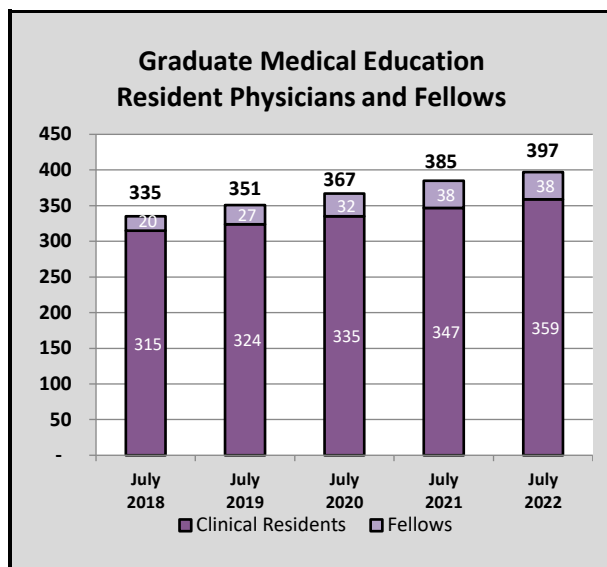


Points of Pride

Southern Illinois University School of Medicine (SIU SOM) was founded in 1970 to meet two great needs: a societal need to provide more physicians and increased quality healthcare, particularly for residents of central and southern Illinois, and a professional need to participate and lead the reformation of medical education. As it grew, SIU SOM added clinical care and research to its foundational areas. Over these past fifty years, SIU SOM has become one of the top medical institutions in the world. Innovations in medical education developed at SIU SOM have been adapted by medical institutions across the U.S. and around the globe. Clinically, SIU Medicine has become the provider of choice in central and southern Illinois. Medicare and private insurance quality scorecards rank SIU Medicine among the top practices in the state. Correspondingly, clinical volume has increased, especially since the pandemic. Research is flourishing; particularly in the areas of Alzheimer Disease and other memory disorders as well as in the areas of hearing, cancers, and in the use of natural agents and biomarkers to address these concerns.



Source: SIUC Interactive Factbook and MEDPREP

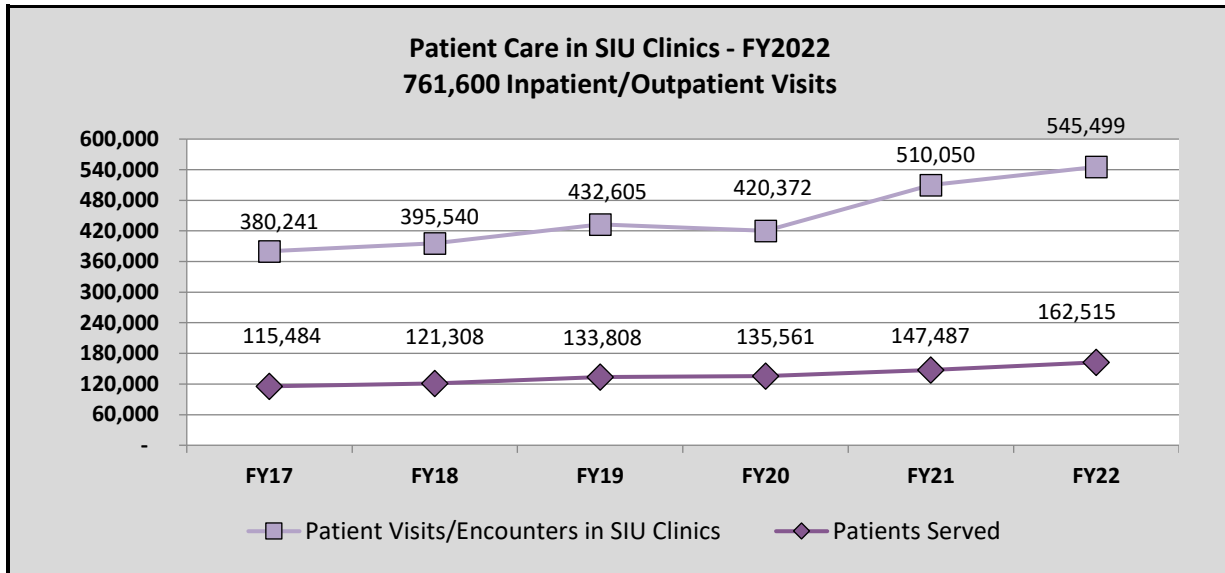


Source: SIUC SOM Graduate Medical Education Program, Years Noted. ACGME-Accredited Programs Only

SIUC SOM’s student enrollment has been stable over the past few years and is increasing. The Lincoln Scholars Program (LSP) will increase medical school annual enrollment to 320 students and the Doctor of Medical Science for Physician Assistants program will increase PA annual enrollment by up to 100 students. Graduate program enrollment for masters and doctoral students in the biomedical sciences - pharmacology, physiology, and, in cooperation with the SIUC College of Agricultural, Life, and Physical Sciences, molecular biology, microbiology, and biochemistry is also expected to remain stable.

Graduate medical education (GME) is formal medical education following medical school graduation that provides specialty training that prepares medical school graduates to become board certified in a medical specialty; it includes residencies, fellowships, and medical internships. SIUC School of Medicine, in cooperation with its affiliated teaching hospitals, provides GME in 21 residencies and 13 fellowships. The number of residency and fellowship positions at SIUC Medicine is expected to grow to 412 positions in 2023; an increase of 77 positions (23%) since 2018. These increases are vital to the School’s mission to provide healthcare to the region.

Since its founding in 1970, SIUC School of Medicine has graduated nearly 3,100 medical students and over 3,000 physicians have also graduated from the school’s residency programs and fellowships. Graduation rates for SIUC School of Medicine remain high and nearly all MD students at SIUC graduate from medical school with most completing their studies in four years. Since 2011, 85% of MD students completed their degrees in four years and 95% graduated in six years. SIUC MD graduates have been successful in obtaining highly competitive clinical residencies. Since 2006, over 1,100 graduates have entered 29 different specialties, over half of which were in the primary care fields of Family Medicine, Internal Medicine, Emergency Medicine, Pediatrics, and OB/GYN. Of all SIUC Medical School alumni since the school’s founding, 2,304 are in practice of which 907 (39%) practice in Illinois and 801 (34%) practice in primary care.



Source: SIU Medicine, October 2022

Through its physician practice organization, SIU Medicine, SIU School of Medicine offers primary and specialty physician services to central and southern Illinois patients, addressing patient needs not otherwise met in the area. These services complement health care provided by affiliated hospitals and community physicians. In FY2022, approximately 290 full-time faculty physicians practiced at SIU Medicine; an increase of over 20% since FY2016. Physician assistants, audiologists, and other non-physician health care providers and clinical staff number over 300 to assist SIU’s physicians. During this year, SIU physicians provided services to 162,515 patients during over 545,000 visits/encounters in SIU clinics; an over 40% increase in both patients served and visits conducted compared to FY2017. When both hospital (inpatient) and clinic (outpatient) services are included, SIU physicians provided over 760,000 patient visits this year. SIU Medicine is the largest multi-specialty, academic-based physician practice organization in downstate Illinois.

SIU School of Medicine’s research programs focus on diseases and health conditions prominent in the region and contribute to improvement in both health care and medical training in central and southern Illinois. In FY2022, the School received nearly \$20 million in external grants and contracts for research, teaching, and public service; a nearly 30% increase in funding since FY2016. Over this same time period, the school has annually averaged over 100 medical school faculty members with active grant funding. This past year, the School’s faculty engaged in 422 clinical research studies in fields such as Alzheimer’s disease, cancer of the breast and prostate, and noise- and drug-induced hearing loss.