



Southern Illinois University System
ONE SYSTEM | MANY LOCATIONS | STATEWIDE IMPACT

November 12, 2024

Members of the Board Academic Matters Committee

Ed Hightower, Chair
Kaia Ford
Sara Salger
Subhash Sharma

Dear Committee Members:

The Academic Matters Committee will meet on Thursday, December 5, 2024, at 9:00 a.m. in Ballroom B of the Student Center on the Southern Illinois University Carbondale campus with YouTube option.

The agenda, Performance Report, and minutes from the September 12, 2024, 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/jl

Attachments

c: Hannah Connolly
Ed Curtis
J. Phil Gilbert
John Simmons
Roger Tedrick

Dan Mahony
Austin Lane
James Minor
Jerry Kruse
Other Interested Parties

Office of the President
Stone Center • Mail Code 6801 • 1400 Douglas Drive • Carbondale, Illinois 62901
Phone: 618/536-3331 • Fax: 618/536-3404

AGENDA

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

Thursday, December 5, 2024
9:00 a.m.

Student Center, Ballroom B
Southern Illinois University Carbondale
Carbondale, Illinois
Also available via live stream video at
siusystem.edu via YouTube

1. Announcements
2. Approval of Minutes of the Meeting September 12, 2024
3. Information Report: *Performance Report*
4. Recommendation for Distinguished Service Award, SIUC
[Edward Benyas] (Board Agenda Item J)
5. Recommendation for Distinguished Service Award, SIUC
[Michael Crow] (Board Agenda Item K)
6. Recommendation for Distinguished Service Award, SIUC
[Thomas Davis] (Board Agenda Item L)
7. Recommendation for Honorary Degree, SIUC
[Reginald Petty] (Board Agenda Item M)
8. Recommendation for Honorary Degree, SIUC
[Senait Fisseha] (Board Agenda Item N)
9. Recommendation for Distinguished Service Award, SIUE
[Bruce Holland] (Board Agenda Item O)
10. Recommendation for Honorary Degree Award, SIUE
[David Steward] (Board Agenda Item P)
11. Other Business
12. Adjournment

**BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY**

**Minutes of the Academic Matters Committee Meeting
Thursday, September 12, 2024
SIU Edwardsville's School of Dental Medicine
Roller Hall, Room 1511 — Main Clinic Building 263
2800 College Avenue, Alton, Illinois**

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

The Academic Matters Committee met at 9:00a.m on Thursday, September 12, 2024, in person and via Zoom. Present were: Ed Hightower (chair), Kaia Ford, Sara Salger and Subhash Sharma. Other Board members present were: Hannah Connolly, Ed Curtis, J. Phil Gilbert, John Simmons and Roger Tedrick. Executive Officers present were: President Dan Mahony; Senior Vice President Duane Stucky; Vice President Sheila Caldwell, 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 shared that the SIU System was recently selected to participate in the National Association for Higher Education Systems Transfer Network Improvement Community. Teams from SIUC and SIUE are working to improve two-year-to-four-year undergraduate transfer rates. The other systems participating are Mississippi Institutions of Higher Learning, the Mississippi Community College Board, and the City Colleges of Chicago. Results will be reported as they become available.

Approval of Minutes of the Meeting July 11, 2024

Motion was made by Trustee Sharma to approve the minutes of the July 11, 2024, meeting. The motion was duly seconded by Trustee Salger. Madam Secretary called roll call with Hightower, Ford, Salger, and Sharma passing the motion.

Inventor of the Year Award Presentation to Philip Jensik

Rob Patino, Director of the Office of Technology Management and Industry Relations for the SIU System introduced 2024 Inventor of the Year Philip Jensik and provided background on the research and achievements that led to his being named this year's recipient. Dr. Jensik accepted the award in person and had his photos taken with Board Chair Gilbert and President Mahony.

Faculty Collaboration Award Presentation to John Matta (SIUE) and Koushik Sinha (SIUC)

Faculty Advisory Committee members and Faculty Senate Presidents, Marcus Agustin (SIUE) and Yueh-Ting Lee (SIUC), introduced this year's winners and provided background information about the collaborative work they are doing. This year the award went to two collaborative teams. Two videos were shown highlighting the collaborative work of Drs. Mina Sumita (SIUE) and Mohtashim Shamsi (SIUC) on their genetic biomarkers research and Drs. Natasha Flowers (SIUE) and Christie McIntyre (SIUC) on their Illinois Tutoring Initiative. They accepted their awards in person and had their photo taken with President Mahony, Chancellor Lane (SIUC) and Chancellor Minor (SIUE).

Informational Report: Program Quality Assurance FY2024

Dr. Gupchup gave a brief overview of the report.

Informational Report: Grant Awards and Contracts FY2024

Dr. Gupchup introduced chief research officers from each campus, Dr. Elizabeth Cali (SIUE), Dr. Costas Tsatsoulis (SIUC), and Dr. Don Torry (SoM) who presented executive summaries of their research grants and shared short videos on "Optimum Traffic Signal Condition Assessment and Strategic Maintenance Planning (SIUE), BioLaunch (SIUC), and Research Scholars (SoM).

Other Business

Having no further business before it, the Academic Matters Committee adjourned at 10:00 a.m.

Adjournment

GVG/pm



SIU

Southern Illinois University System

PERFORMANCE REPORT

FY
20
24



SUBMITTED BY THE OFFICE OF ACADEMIC INNOVATION, PLANNING & PARTNERSHIPS
TO THE SIU BOARD OF TRUSTEES, DECEMBER 5, 2024



TABLE OF CONTENTS

Southern Illinois University System	1
Southern Illinois University Carbondale	7
Goal 1: Equity	8
Goal 2: Sustainability	20
Goal 3: Growth	22
Points of Pride	28
Southern Illinois University Edwardsville	31
Goal 1: Equity	33
Goal 2: Sustainability	42
Goal 3: Growth	44
Points of Pride	56
SIU School of Medicine	61
Goal 1: Equity	62
Goal 2: Sustainability	72
Goal 3: Growth	76
Points of Pride	83

INTRODUCTION

This report documents the SIU System's efforts to respond to the SIU System 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, 2023 to June 30, 2024 (FY24).

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.

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 (OCE) and an Institute for Rural Health (IRH) to bring together the synergies in the SIU system to address the needs of our communities.

In OCE's ongoing commitment to serving the southern Illinois region, they have taken several significant steps to strengthen their engagement and outreach efforts. First, they drafted initial content for the [OCE website](#), ensuring that it is informative, user-friendly, and up to date. To further facilitate OCE's mission, they established campus liaison teams, comprised of dedicated individuals recognized for their vital role in advancing OCE's objectives. These teams serve as invaluable advisors and assist in coordinating campus resources to address the ever-evolving needs of the communities with whom they work. Team membership is structured for a one-year term to maintain a dynamic and fresh perspective. Furthermore, OCE's engagement efforts have been bolstered with liaison team bi-monthly meetings, each of which centers on system-level collaboration opportunities, fostering a sense of unity and shared purpose among all team members. OCE is poised to make a significant impact on the communities it serves.

OCE's collaborative partnership with the Village of Brooklyn continued through FY24, with engagement of students from the SIUE Construction Management, Liberal Studies, and Integrative Studies programs. OCE's work in the area of broadband equity continues into its second year with the Illinois Broadband Lab with a focus on increasing access to devices through a partnership with PCs for People Greater St. Louis, increasing outreach and enrollment in the Affordable Connectivity Program through an AmeriCorp Lead for America Fellow, and development of a digital literacy workshops to increase safe and impactful broadband usability in the region. Finally, OCE is also a core team member of the Partners for Reentry Opportunities in Workforce Development (PROWD), an initiative designed to reduce recidivism rates through training, employment, and

supportive services to individuals incarcerated in federal, minimum-security prisons, during their transition to Returning Residential Centers, and upon release to the community. OCE is responsible for coordination of social service organizations, aligning regional social service providers and local workforce innovation area staff with targeted education and training programs developed or expanded in support of regional labor market needs, and development of digital literacy training.

OCE made significant strides in rural health, workforce development, climate action, and data-driven initiatives across southern Illinois. OCE's leadership attended the Rural Health Conference to engage with State and Federal authorities, focusing on rural health challenges like opioid overdose prevention and enhancing community well-being. Collaborating with Illinois universities and legislative leaders, OCE facilitated discussions on educational pathways and economic development, including engagements with Illinois State University and Deputy Governor Andy Manar. Additionally, through strategic partnerships with the Leadership Council Southwestern Illinois and the Midwest Climate Collaborative, OCE expanded its network to foster regional climate solutions and economic growth. Notable efforts include co-founding the EPA Region 5 Higher Education Consortium and securing a Lightcast Data subscription to support informed decision-making across the SIU System. To further enhance community engagement and communications, OCE established internships for a Community Engagement Analyst and Press Intern, increasing OCE's visibility and impact through targeted reporting and press initiatives.

OCE also submitted several grant proposals aimed at enhancing community resilience, workforce development, and equitable access to resources. In partnership with the Midwest Climate Collaborative (MCC), based at Washington University and in collaboration with Case Western University, OCE received a Mosaic Momentum award to support a two-year project aimed at "Developing Capacity in Grant Development and Management for Underserved Communities." The relationship that made this partnership possible began when OCE purchased an MCC system-level membership earlier in the year that opened the door to ongoing networking opportunities and six free annual conference registrations for SIUC, SIUE, and SOM employees. Other proposals, though not funded, focused on key areas such as AI-driven post-disaster resource allocation and infrastructure resilience for underserved communities exposed to natural hazards, as well as pathways to cybersecurity careers. Additionally, the BRIDGE IL proposal sought nearly half a million dollars to establish workforce development initiatives supporting employment opportunities in Illinois under the EDA-RECOMPETE program.

The SIU System, through the work of the *Institute for Rural Health*, is committed to the understanding of the Social Determinants of Health and resulting barriers and vulnerabilities that impact rural communities. The *Institute for Rural Health* is being built on a foundation of Anti-racism, Diversity, Equity, and Inclusion, and with the utilization of a cultural competency lens to guide efforts that improve community resiliency, health outcomes, and individual health and well-being.

The intent is to unite and improve the effectiveness and reach of current programs, and to provide a stimulus for innovation and new programs, and to be better equipped to engage the people, communities, and organizations in the regions as partners thereby improving rural health in our footprint

The *Institute for Rural Health* (IRH) is working to synergize the public health strengths across campuses in a coordinated array of rural health services, research and non-degree-based education (educational programs not requiring Council on Education for Public Health accreditation) for central and southern Illinois and possibly beyond.

Current efforts include:

The IRH was approached by the National Drug Endangered Children Alliance to join with them and the Administrative Office of the Illinois Courts in the development of a partnership to apply for External Funding. Currently, the IRH is working on the partnership structure, roles, etc. The impact of this endeavor will include workforce capacity, equity, health outcomes, and connection to match SIU research and expertise. The IRH and OCE Directors completed Strategic Doing Practitioner certification training. The Directors will be implementing the Strategic Doing process with the SIU System Strategic Plan Implementation Teams.

The IRH purchased a Lightcast Data subscription with 10 licenses that will be distributed across the System. This subscription aims to harness the power of data-driven insights to better serve faculty, staff, and the region. From grant proposals to research applications, Lightcast supports users in quickly generating the type of data needed to describe industries, occupations, regions, and demographic information.

The IRH engaged the strategic expertise and leadership of SIUC College of Health and Human Sciences (CHHS) to conduct an evaluation to identify workforce and/or professional development needs of local police departments and judicial employees. In addition, the IRH Director continues to serve on the College of Health and Human Services Dean's Advisory Council and has been able to develop a partnership between IRH and CHHS to assist in the foundational efforts of the new Behavioral Health Workforce Center. The IRH is providing the initial funding for the new Center's Director and purchasing and outfitting a Mobile Health Unit that will allow for expansion of Center services. The new mobile unit provided by the IRH will also serve as a clinical site for SIU students enrolled in health careers.

Under the IRH and CRHSSD, we are convening a work group of university and community partners that also have mobile clinical units. This group will work to leverage SIU System efforts and our community partner efforts to meet the needs of the communities we serve. We are exploring the possibility of SIU students (i.e. nursing, social work) to be able to receive clinical hours if working on one of the mobile units.

The IRH was involved in the development and implementation of a Certified Recovery Support Specialist (CRSS) Certification Program, including the development of curriculum and all learning materials. The IRH worked with the Illinois Credentialing Board to obtain Department of Labor approval and developed partnerships with service providers to serve as apprentice locations.

The CRSS Program expansion has begun with behavioral health organizations/partners to provide CRSS Certification programs for current organizational staff. These specific certification training programs began in May 2024. They are working to address identified workforce development needs.

The identification of barriers allowed for the IRH to function as designed. Due to policies related to felony convictions that are prevalent to working with justice-involved populations with lived experience, we were unable to enroll CRSS as SIU students, impacting enrollment goals for the IRH, and needed to make a last-minute change and offer the program through the School of Medicine's Office of Continuing Education. The identification of the felony record issue has led to a collaboration with other Institutions of Higher Education who were facing similar barriers. A work group has been formed between the University of Illinois and Southern Illinois University to address this issue on a variety of levels that impact student engagement, barriers to equity, and impact anti-racism efforts at local, regional, and state-levels. This workgroup anticipates collaborations with state agencies and legislators to educate for state-level policy change.

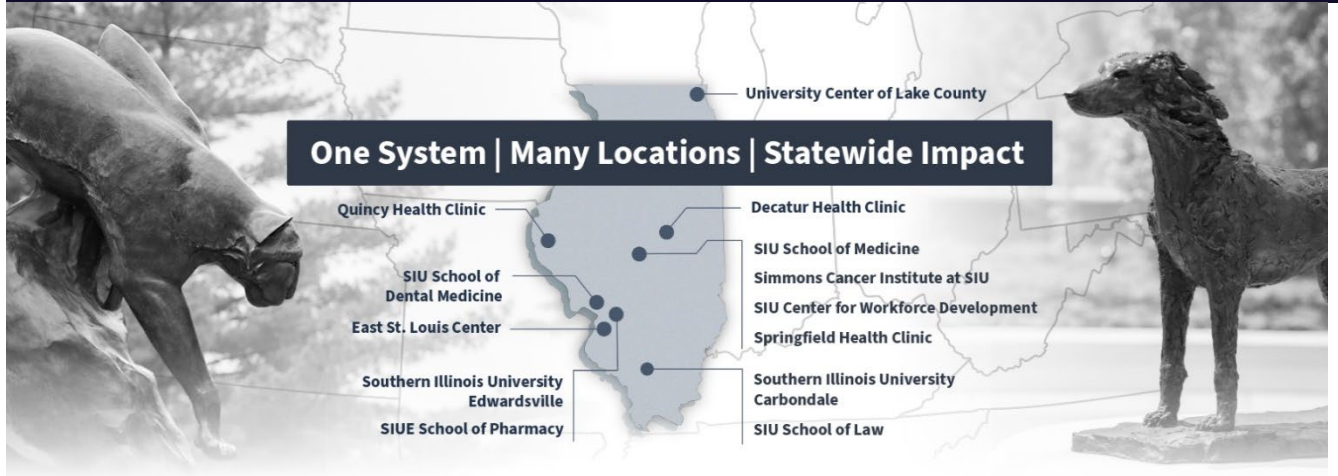
Lastly, the IRH has applied for external state and federal funding that would allow for expansion of SIU resources, provide technical assistance in Opioid Use Disorders practitioners, and address workforce needs through the development of new certification opportunities.

FY24 marked the second year of the Implementation Phase of the SIU System Strategic Plan. The six SIU System goals align well with IBHE's strategic plan and address (1) Academic Innovation and Student Success, (2) Anti-Racism, Diversity, Equity, and Inclusion, (3) Community Impact, (4) Research, Creative Activities, and Partnerships, (5) Faculty and Staff Success, and (6) Infrastructure. The six goals were subdivided into 15 different implementation teams. Each implementation team is composed of faculty and staff representatives from each of the three SIU campuses, and each team is charged with helping to identify ways our campuses can collaborate to advance the common goals of our system.

Already during the second year of the Implementation Phase, our campuses collaborated in novel ways that led to the development of the System-Wide SIU Online program, federal funding of joint workforce projects to support incarcerated individuals returning to the workforce, and jointly hosted professional development activities that supported 1,655 faculty and staff, to name a few examples. To help support the monitoring and reporting of the System Strategic Plan's outcomes, the SIU System works collaboratively with the Center for Predictive Analytics and supported the hiring of a research fellow to coordinate and take lead of all reporting activities. During FY24, the first SIU System Strategic Plan report was released to the public, and construction on an interactive and real-time dashboard took place. Construction of the dashboard was completed in early FY24. The System Strategic Plan has a dedicated webpage at <https://siusystem.edu/about/strategic-plan/> to ensure transparency about the progress of the SIU System in meeting its goals as outlined in its Strategic Plan.

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.”



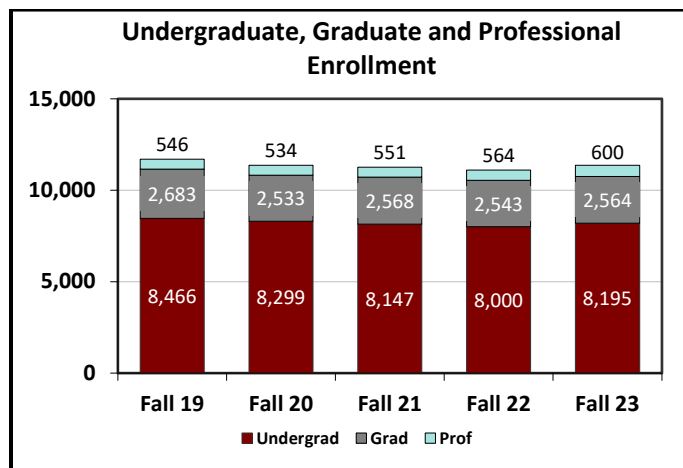
Southern Illinois University Carbondale

Summary Statement:

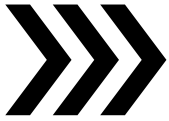
Southern Illinois University Carbondale (SIU Carbondale) is a public research institution that offers a comprehensive range of undergraduate, graduate, and doctoral programs. The university is committed to fostering academic excellence, hands-on learning, and innovative research across diverse fields such as engineering, business, health, arts, and sciences. With a focus on student success, SIU provides personalized support through its Honors Program, internships, research opportunities, and strong faculty mentorship. The campus is home to state-of-the-art facilities and a rich academic environment, encouraging students to engage in creative problem-solving and real-world applications.

In addition to its academic offerings, SIU Carbondale boasts a vibrant campus life, with over 300 student organizations, leadership programs, and recreational activities that promote personal growth and community engagement. The university places a strong emphasis on inclusivity, diversity, and global perspectives, offering study abroad opportunities and cultural events. SIUC takes pride in its ability to provide students with a dynamic college experience, combining academic rigor with a wide range of extracurricular and social opportunities designed to prepare students for successful careers and meaningful contributions to society.

Overall enrollment for fall 2023 grew by 2.3%, an increase in 252 students from the previous year. New freshmen enrollment was 1,621, which represents 103 additional students and an increase of 6.8%. SIUC's recruitment in the region yielded 739 students from southern Illinois, up 11.4% from the previous year. Additionally, there was an increase in new freshmen enrollment in the area by 7.1%.



Source: SIUC Interactive Fact Book accessed 10/20/2024

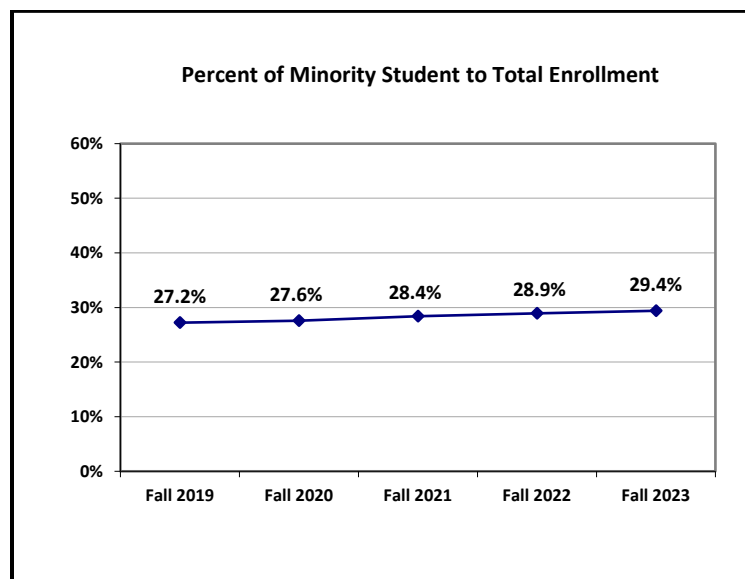


Goal 1: Equity

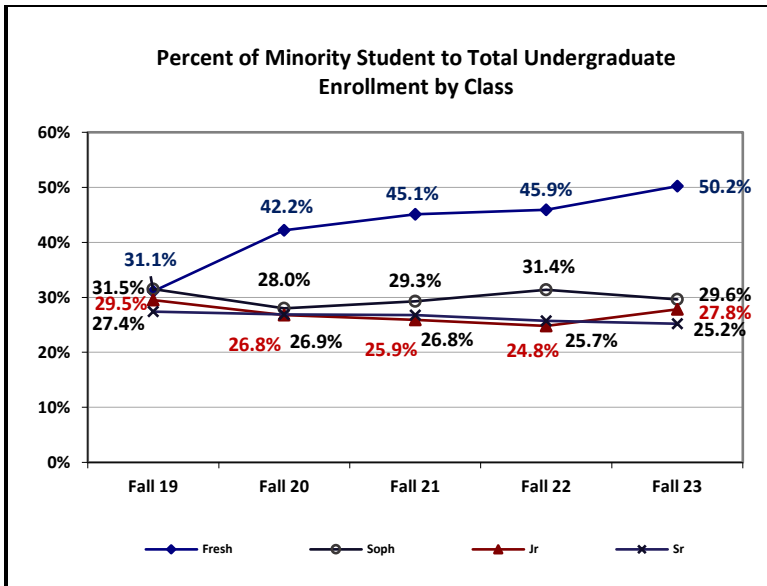
Strategy 1: Support the ongoing learning renewal of students and systemic implementation of evidence-informed student support practices.

Southern Illinois University Carbondale (SIUC) implements several evidence-based practices to support students, focusing on various aspects of academic success, mental health, and overall well-being. These include tutoring, writing assistance, first-year experience programs, personalized advising, mental health services, living and learning communities, career services, diversity and inclusion initiatives, and online learning and technology integration.

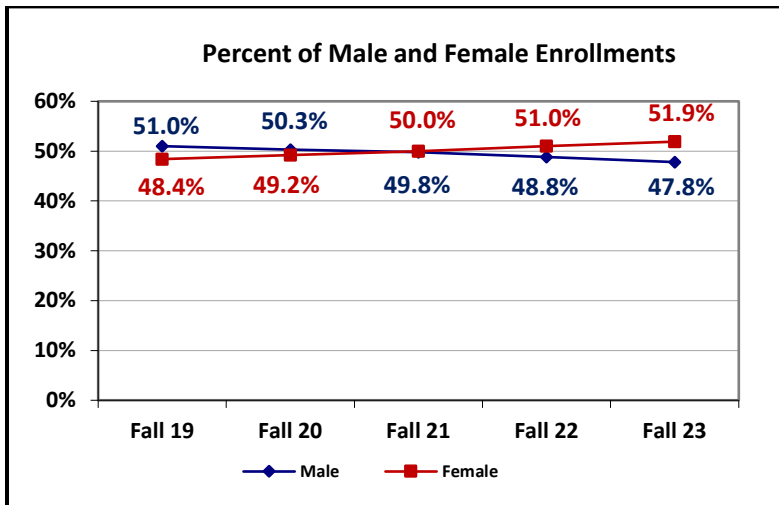
The university recognizes the importance of providing tailored support for underrepresented students, especially as it has seen growth in the recruitment of these populations through intentional strategies to enhance campus diversity. Through a variety of strategies such as targeted outreach, scholarships, partnerships, and a diverse recruitment team, SIUC has increased its minority student population as indicated in the graphs below. As part of the diversity, equity, and inclusion pillar of its strategic plan, one of SIUC's objectives is to increase retention and graduation rates, striving for racial and ethnic parity.



Source: SIUC Interactive Fact Book accessed 10/20/2024



Source: SIUC Institutional effectiveness, planning and Research 10/20/2024



SOURCE: SIUC INTERACTIVE FACT BOOK ACCESS 10/20/2024

As SIUC works toward achieving its 2030 enrollment goals, it recognizes the increasing need to focus on student needs to enhance retention. In 2011, the retention rate for first-year students was 61%. Fall to fall retention rates for 2017, 2018, 2019, 2020, 2021, 2022, and 2023 cohorts were 72.1, 75.2, 80.6, 75.5, 70.3, 68.7, and 66.8, respectively.

On September 26, SIUC hosted its 2nd annual recruitment and retention retreat aimed at addressing student retention and success. The event brought together faculty, advisors, and administrators to share best practices and brainstorm data-informed strategies to improve retention rates among students. This summit reflects SIUC's commitment to creating a supportive environment that helps all students succeed academically and personally.

The First Saluki Center offers essential support, resources, scholarship opportunities, and tutoring to help first-generation students achieve academic success, persist in their studies, and graduate from SIU Carbondale. To further enhance academic achievement, the Center has developed a dedicated academic support and tutoring program, specifically targeting first-generation students who may be at risk of underperforming.

Student Support

- *Commitment to FirstGen Forward Network:* SIU Carbondale is actively engaged with the FirstGen Forward Network and meets its yearly programmatic requirements. As an institution in good standing, SIU Carbondale can choose to maintain its membership in the Network Member phase (Phase I) or consider advancing to the Network Leader phase (Phase II).
- *Partnership with UStrive:* This collaboration offers several benefits, including:
 - SIU Carbondale/First Saluki Center featured in the 2023-2024 *I'm First! Guide to College*, with 10,000 copies distributed nationwide.
 - All students on the UStrive platform can access SIU Carbondale's profile and contact the university directly.
 - Inclusion of a unique QR code leading to SIU Carbondale's homepage, with UStrive providing data on student engagement.
 - Enhanced opportunities to promote SIU Carbondale events to over 475,000 high school students.

Peer Mentoring

- **Retention Rate:** 90% retention rate among first-generation participants.
- **Academic Performance:** 94% of first-generation participants maintained a GPA above 2.0.
- **Mentoring Engagement:** 1,394 mentoring and advising meetings were conducted between part-time student peer mentors and first-generation participants.
- **Financial Assistance:** Over 200 first-generation students received textbooks or tuition assistance to support their academic pursuits.

Highlights

- **First-Generation College Celebration Day:** 200 participants.
- **Outreach/Presentations:** 26 conducted.
- **First-Generation Graduation Stoles:** 20 awarded.

Aligned with SIUC's mission, the Center for Learning Support Services (CLSS) assists students of all cultures, abilities, backgrounds and identities with becoming self-regulated learners who continually work to improve their academic performance through tutoring, academic coaching, and test preparation workshops.

The Center for Learning Support Services (CLSS) Tutoring Services recorded a significant number of student requests and matched services during the Fall 2023 and Spring 2024 semesters. In Fall 2023, the tutoring center conducted 10 workshops and offered both in-person and virtual sessions on CLSS

services, including “Effective Note Taking,” specifically designed for first-time freshmen in the UNIV 101 class. A total of 135 students participated in study jam sessions.

Semester	Tutoring Requested	Tutoring Matched	Tutoring Unmatched	Percentage of students matched
Fall 2023	647 Students	598 Students	49 Students	92.43%
Spring 2024	363 Students	320 Students	43 Students	87.91%
TOTAL	1,010 Students	918 Students	92 Students	90.89

Semester	Academic Coaching Requested	Academic Coaching Matched	Academic Coaching Unmatched	Percentage of students matched
Fall 2023	65 Students	65 Students	0 Students	100%
Spring 2024	41 Students	41 Students	0 Students	100%
TOTAL	106 Students	123 Students	0 Students	100%

CLSS also integrated presentations from SIU Welfare/Police, Black Affairs, and Career Development into Tutor/Academic Coach Training Sessions, enhancing staff knowledge on how to support diverse student populations.

Listed below are a few comments collected from end-of-semester surveys from students who utilized CLSS services:

- “My tutor was able to explain topics and concepts in a way that was different from the way explained in class. Hearing things in a new way really helped me understand challenging concepts. I also thought it was helpful to have a dedicated time to go over my notes from lecture.”
- “My tutor provided his own physics formula sheets for me and showed me visually how to do the problems with examples and working out equations. He also thoroughly explained any questions I had.”
- “Lillie is an AMAZING tutor, I would not have passed chem with an A without her!”

The ACHIEVE program is designed to support neurodiverse learners by assigning a personal case manager to every student. Learning tools such as text-to-speech software and speech-to-text voice dictation are provided to students.

SIUC has revamped its structure for supporting exploratory students who show potential for college-level work but do not meet regular University admission requirements. These students are placed into the College of Liberal Arts and are provided academic support services during their first year which includes mandatory academic coaching, advising, mentoring and tutoring.

At the start of the fall 2023 semester, the Office of the Vice Chancellor for Anti-Racism, Diversity, Equity, and Inclusion hosted a diversity week themed “Celebrating Carbondale’s Diverse Communities.” This event aimed to cultivate unity, foster inclusion, and enhance knowledge to nurture a sense of belonging. The week featured performances, guest speakers, panel discussions, roundtables, social activities, and other engaging events. Notable speakers included the first Latina writer for Marvel Comics, the inaugural executive director of SI Now (the Southern Illinois regional economic development initiative), and the first Black mayor of Carbondale.

Academic advising aligns with the university’s strategic plan by focusing on its mission to teach, guide, and support students and stakeholders. Through cross-campus collaboration, advisors educate both students and the campus community about the advising process. They empower students to identify their strengths and translate them into major selection, leadership roles, volunteer commitments, personal growth, and career opportunities.

To further emphasize its commitment to student success, the university has appointed an Associate Provost for Student Success. This position provides strategic leadership and fosters innovation for institution-wide initiatives aimed at enhancing Saluki student success, inspiring faculty, students, and staff toward greater academic excellence.

The university is currently transitioning from EAB Navigate to Slate. This initiative will integrate student communications and data into a single system, enhancing overall efficiency across campus. Key project goals include:

- Replacing EAB Navigate with Slate for all student communications and data management.
- Streamlining data feeds between Slate and Banner.
- Centralizing visibility of student communications across the university.

Student learning and retention is enhanced when students engage in high-impact practices that extend knowledge and experiences beyond the classroom. SIUC provides a variety of high-impact practice opportunities for students. The First Saluki Peer Mentors program provides continuing students who are upperclassman first-generation juniors, seniors and graduate students to leverage their own skills and expertise to help other first-generation students achieve academic success.

Strategy 2: Establish and implement institutional level equity plans, practices to close access, progression, completion and attainment gaps.

Southern Illinois University Carbondale provides support for Hope Chicago’s scholarship program, which removes financial barriers for Chicago Public School students and their families. This initiative covers tuition, room and board, books, and fees, while also providing an annual stipend. Hope Chicago, with support from partner colleges, universities, non-profit organizations, and corporate and philanthropic donors, aims to help more students and families achieve debt-free post-secondary success. Currently, Hope Chicago serves five high schools in Chicago: Little Village (Farragut), Pilsen (Benito Juarez), East Garfield Park (Al-Raby), Morgan Park, and Englewood (Johnson College Prep).

At SIUC, there are 67 Hope Chicago scholars from the following areas: 42 scholars from Morgan Park School, 10 scholars from Noble Johnson College Prep, 9 scholars from Benito Juarez, 5 scholars from Farragut, and 1 scholar from Al-Raby.

This past summer, nine incoming scholars from Cohort Three participated in the Future Scholars Summer Bridge Program, achieving an average GPA of 3.391. Five Cohort Two scholars serve as Ambassadors for Cohort Three. Each Ambassador supports five scholars, helping them navigate the university system while fostering a sense of belonging and community.

The Southern Illinois Bridges to the Baccalaureate Program (SI Bridges), funded by the National Institutes of Health (NIH), offers paid research training and professional development in biomedical and behavioral sciences for underserved community college students. The program supports students in transferring to SIUC and completing a bachelor's degree in science, technology, engineering, math, or social science disciplines. Last summer, 11 students from the program presented their work at the 20th Annual Summer Research Symposium.

SI Bridges is a partnership amongst Southern Illinois University Carbondale (SIU), John A. Logan College (JALC), and Shawnee Community College (SCC).

SIUC recognizes that to close equity gaps, the institution must offer support in a multitude of ways to its diverse student population. The Student Multicultural Resource Center (SMRC) aims to advance a welcoming and inclusive learning environment, where individuals and diverse identities are valued and celebrated, fostering a sense of belonging and community among all members of SIUC.

The goal of SMRC is to work with faculty and staff to shape experiences that prepare students to successfully participate in a global society.

SMRC developed a blog, DiverseU as a safe space for students of all identities to write about topics that affect marginalized communities at SIUC, southern Illinois, and around the United States. The blog is dedicated to undergraduate students who want to use their voices to express views and increase awareness of issues rooted in social justice, anti-racism, equity, inclusivity, identity, and intersectionality. The blog aims to foster dialogue, raise awareness about important issues, and promote initiatives that support inclusivity within the university.

Multiple resource centers are housed within SMRC to address the unique needs of diverse student groups including Black Resource Center, Hispanic/Latino Resource Center, LGBTQ Resource Center, and Women's Resource Center.

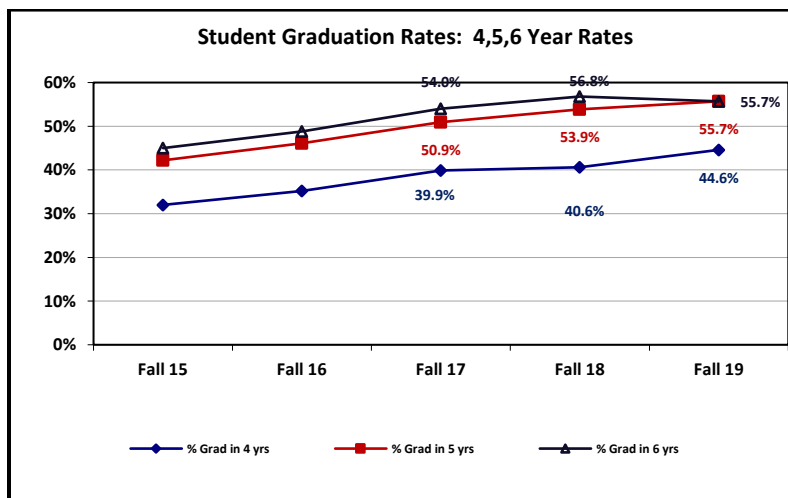
SIUC continues to provide educational experiences for low-income, first-generation college students and underserved groups through the McNair Scholars Program. With a strong mentoring network, McNair Scholars receive comprehensive support and engage in activities that enhance their research and academic skills. From now until 2027, the university will receive \$1.3 million to support these students,

approximately \$272,364 annually. Since receiving its first McNair grant in 2003, SIUC has provided opportunities to 223 students, with 119 going on to earn master’s degrees and 17 earning doctoral degrees. Currently, SIUC supports 16 students in the program.

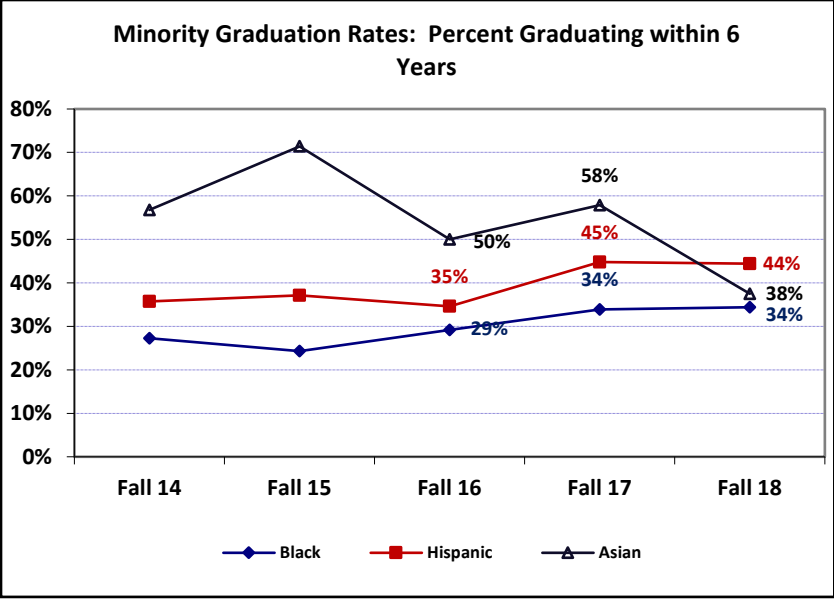
Due to their regular interaction with students, advisors play a crucial role in identifying additional support services and resources are needed to close progression and completion gaps. Advisors and retention coordinators are familiar with campus resources and direct students to the appropriate office for support, such as the tutoring center, writing center, academic coaches or to Counseling and Psychological Services (CAPS) for emotional support and crisis intervention. The First-Year Experience (FYE) programs are designed to help students acclimate to college life, including orientation sessions, workshops, and peer mentoring opportunities that foster community engagement.

SIUC has established a First-Year Experience (FYE) Committee that meets monthly to discuss strategies for enhancing the first-year experience and assisting students in their transition to college. The committee focuses on retention strategies and improving communication across units to integrate and support student success. It is composed of academic advisors, recruitment and retention coordinators, and representatives from various campus units, including tutoring services, access and accommodations, financial aid, career development, the Office of Student Engagement, and new student programs, among others that provide wrap-around support services.

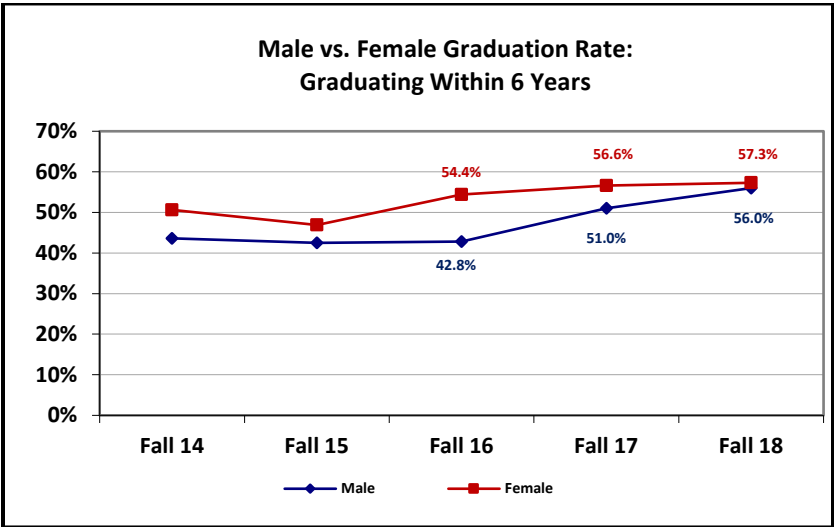
Graduation rates have improved over time, and efforts to enhance these numbers are ongoing. This includes examining course scheduling to offer more late semester start classes. Retention remains a priority; in addition to the previously identified initiatives, an ad-hoc DFW Faculty Senate committee was formed to identify trends and problem areas. The committee’s charge is to provide recommendations and best practices in course design, teaching methods, academic support, and other services to improve DFW rates.



Source: SIUC Interactive Fact Book Accessed 10/27/24



Source: SIUC Institutional effectiveness, planning and Research 10/27/24



Source: SIUC Institutional effectiveness, planning and Research 10/27/24

Strategy 3: Implement equitable talent management to increase and retain faculty, staff, administrators, and trustees of color.

The mission of the Office of the Vice Chancellor for Anti-Racism, Diversity, Equity, and Inclusion (ADEI) is to foster a workplace and community where all students, faculty, and staff, regardless of their backgrounds, experience a sense of belonging and respect. This office supports diversity by providing consultation and training on cultural and professional competency, as well as inclusion and diversity in the classroom.

The Vice Chancellor's Diversity Faculty Fellows (DFF) Program was established to advance the goals of the Imagine 2030 Strategic Plan. It supports SIUC faculty interested in developing or redesigning courses

for major or core curriculum, fostering inclusive classroom practices, and engaging in research and teaching projects. The program also encourages the creation of pedagogy and research toolkits, scholar-practitioner collaborations, and initiatives to enhance diversity and inclusion. The program aims to achieve two goals:

- Facilitate increasing diverse faculty on campus by supporting research and scholarly activities.
- Serve to assist in the retention of diverse faculty on campus.

SIUC has developed initiatives and made changes to promote the recruitment and retention of diverse faculty. These include the following:

- Search committee training on the topics of implicit and explicit bias, inclusive hiring practices, correcting conflicts of interest, and the committee's role in ensuring equal opportunity for all qualified applicants has been in place since 2016.
- Implementation of a formal Spousal/Partner Hiring Policy which should have a positive impact on the hiring of women and people from underrepresented groups. Having a formal policy that allows the university to consider a trailing spouse or partner for a faculty or administrative/professional position will make us more competitive with dual-career couples.
- Reorganization of Human Resources to combine the legacy functions of Employment and Affirmative Action under a new heading of Talent Acquisition and Compensation. This new structure makes the employment process more efficient and improves SIUC's ability to secure highly qualified applicants from diverse backgrounds.

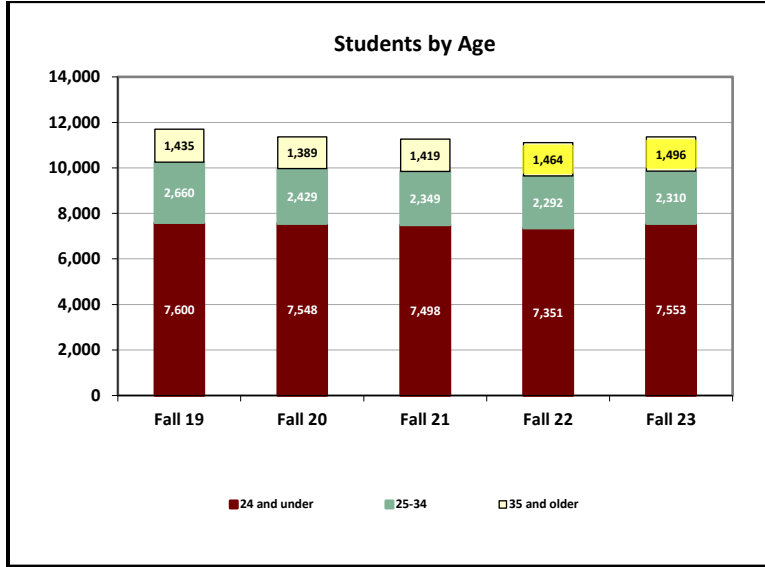
In FY24, SIU Carbondale has started 355 employees in new jobs, including new employees and promotion or transfer opportunities for existing employees. Of those, 24.22% are from underrepresented groups and 49.3% are women. 21.2% of new faculty hires, 26.7% of new Civil Service hires, and 27% of new A/P hires were minorities.

SIU has seen modest hiring increases in minority and women for across Administrative, Faculty, and Staff job groups from 2021 to 2023. Highlights from each category include:

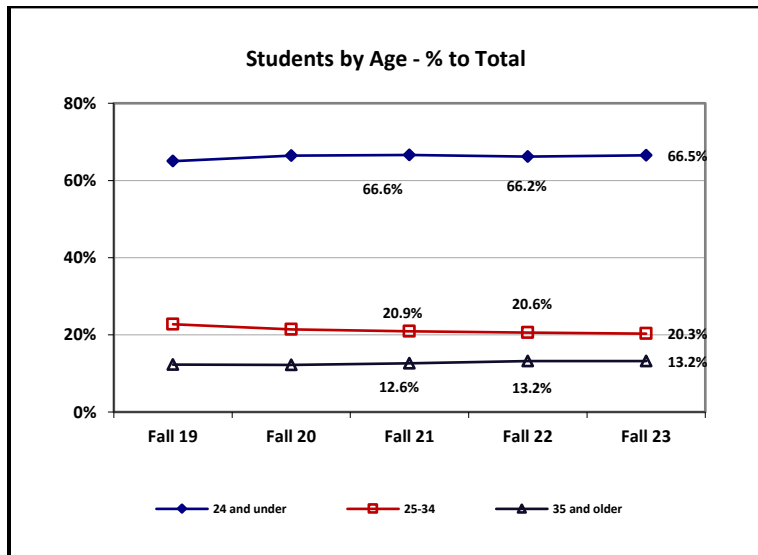
- A 3.37% increase in women employees in group Executive II, which includes titles such as Dean and Vice Chancellor.
- A 14.29% increase in minority Tenured/Tenure Track Faculty in Simmons Law School, and a 10% increase for the same group in School of Education.
- Smaller but noteworthy increases for minority Tenured/Tenure Track Faculty occurred in the College of Health and Human Sciences; College of Agricultural, Life, and Physical Sciences; and College of Engineering, Computing, Technology, and Mathematics (ECTM).
- A 13.33% increase in women Tenured/Tenure Track Faculty in School of Education.
- The most significant minority representation increase for Civil Service employees was in Personal Service workers, with an increase of 20.78%. This group includes job titles such as Child Development Associate, Parking Services Agent I, and Community Outreach Worker.

Strategy 4: Attract working adults through outreach and supports specifically for them.

SIUC has a long history of serving nontraditional students and continues to offer programming that accommodates the unique needs of this population.



Source: SIUC Institutional effectiveness, planning and Research 10/27/2024



Source: SIUC Institutional effectiveness, planning and Research 10/27/2024

Non-Traditional Student Services serves as a guide and support for students, helping them access available resources and fostering a community of encouragement for them and their families. In addition to providing resources, Non-Traditional Student Services offers programming for students and their families and promotes family-friendly events on campus and in the community.

SIUC has a strong tradition of supporting those who serve and currently has a population of 545 military and veteran students. In Military Times magazine's 2023 "Best for Vets: Colleges" rankings, SIUC Carbondale ranked third among 59 colleges and universities in the Midwest and 51st among 325 schools nationwide. SIUC has consistently appeared in these rankings for over a decade, reflecting its commitment to the military and veteran community. Military Times evaluates retention and graduation rates for all students, including those with military ties, and considers offerings such as SIUC's Veterans Center. This center provides study resources, social spaces, and peer support from employees who share similar military experiences.

To further support working adults, SIUC continues to expand its online offerings, now providing 27 baccalaureate degrees, 21 master's degrees, 13 post-baccalaureate certificates, and 2 certifications fully online. The majority of these programs deliver courses asynchronously, allowing students the flexibility to complete their requirements at their convenience.

In alignment with its mission to provide access and opportunity, SIUC initiated the Saluki Step Ahead (SSA) program, which offers online access to SIUC for community college transfer students in a dozen academic programs. SIUC has expanded its partnerships to include 44 of the 48 community colleges in Illinois, as well as institutions in Missouri and Texas. Many students in the Saluki Step Ahead program are nontraditional learners who are place-bound due to their current employment and family responsibilities. In FY24, 252 students were admitted into SSA and awarded a cumulative amount of \$830,000 in scholarship funds.

SIUC has introduced eight redesigned master's degree programs specifically tailored for working adults, aligning with IBHE's Strategic Goal of Growth called FastTrack programs. These programs are structured in an 8-week term format, making them highly accessible and flexible for adult learners. The accelerated pace allows completion within 1 year to 14 months, while also offering a slower pace option, accommodating diverse learning needs through a course schedule carousel that permits enrollment at any 8-week term. The carefully selected programs—MBA (General and three concentrations), Master of Science in Business Analytics, Master of Accountancy, Master of Public Administration, and Master of Public Health—focus on high-demand fields that are essential for the evolving job market. This initiative not only fosters educational growth but also prepares students for future workforce opportunities by emphasizing areas of competitive advantage and sustainability. FastTrack programs have already seen an increase in student enrollments by 50%+ for the Fall 2024 term, after the first launch.

Strategy 6: Expand equitable access, support, and success in rigorous and strategic early college coursework.

Several programs are designed to ensure equitable access, support, and success in rigorous and strategic early college coursework.

SIUC offers the Dr. Seymour Bryson Future Scholars program each July for incoming freshmen. This past summer, 50 students participated, giving them a head start on their college careers by earning 8 credit hours before classes officially began. Over four weeks, students lived on campus, familiarized themselves with university resources, and engaged in team building, academic coaching, and community service.

The program includes three university core curriculum courses of speech, English and University 101 orientation, study table time featuring tutoring and academic coaching, access to campus resources, visits from campus and community partners, time management instruction, workshops, and a variety of other benefits. The students also met faculty and administrators as well as their peers and enjoyed team-building activities. Five of the six program counselors are graduates of the Bryson Scholars Program themselves.

In its third year, the program has established a track record of success. The retention rate for last year's participants was a remarkable 83%, and their average GPA was 3.31. The overall retention rate for program participants for the past two years is 72%.

One of the students participating in the Bryson Future Scholar's program said his favorite resource is the tutors and he appreciates "that they are students so they've been through everything we're going to go through and going through currently from the assignments to the stress, to learning how not to procrastinate and the time management. I've been given a head start. I'm a Saluki, and I'm proud to be here. I love being here. I love being a Saluki."

Saluki Summer Bridge is a free, two-week academic enrichment program designed to help first-year students transition and adjust to college life. The students participate in non-credit college-level courses, study skills workshops, study labs and campus resource seminars that help them prepare for their first semester at SIU Carbondale.

The School of Mathematical and Statistical Sciences continually evaluates student performance in introductory math classes to enhance student success. To improve DFW rates in College Algebra, the school organized one-on-one tutoring sessions and implemented quiz retakes for students who completed 80% of their homework assignments and met with a tutor for at least one hour. As a result, DFW rates in the course significantly improved from 64% in Fall 2023 to 46% in Spring 2024.



Goal 2: Sustainability

Strategy 1: Invest in public higher education through an equitable, stable, and sufficient funding system.

SIUC offers all out-of-state domestic undergraduate students the resident (in-state) tuition rate. Alternate tuition rates (ATR) are offered for the following student populations: Legacy ATR (for children and dependents of alumni), 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 office of the Vice Chancellor for Anti-Racism, Diversity, Equity and Inclusion administers numerous awards and scholarships aimed at supporting underrepresented students. Scholarship opportunities include, but are not limited to, the following: African-American Achievement Scholarship, Black Undergraduate Education Scholarship, Diversifying Higher Education Faculty in Illinois (DFI), Dr. Donald and Mrs. Frances Davenport Scholarship, George Floyd Equity and Justice Scholarship, Hispanic-American Fund, Hope and Opportunity Scholarship Fund, McDaniel Oats Memorial Scholarship, Phoenix Cannabis Production Scholarship, Roland Burris Financial Emergency Fund, SIUC Minority Scholarship Fund, and Wrophas and Dianne Meeks Academic Excellence Scholarship, BECA Hispanica Scholarship, and Dr. Walter G. Robinson, JR Scholarship. Additionally, the School of Education, College of Health and Human Sciences, the Graduate School, and Student Affairs offer scholarship opportunities for underrepresented populations <https://diversity.siu.edu/scholarships.php>.

In FY24, SIUC awarded \$46.3 million in academic scholarships to support over 13,000 students. A variety of scholarships are available for incoming freshmen, transfer students, and current students. Key scholarships include:

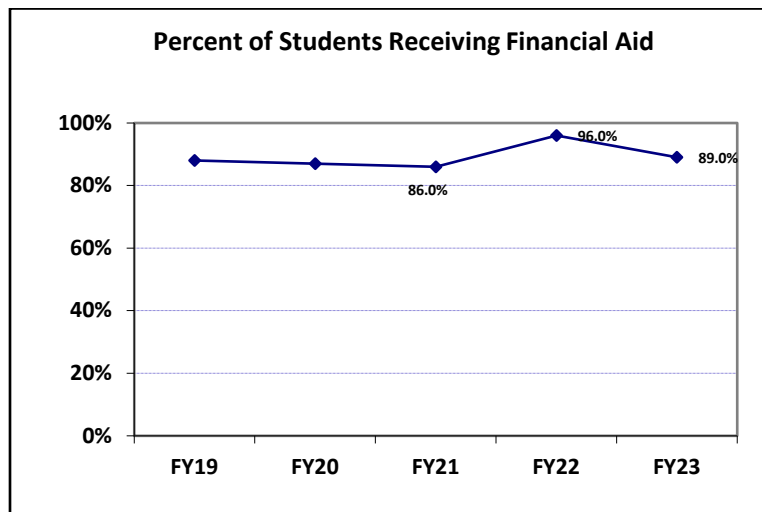
- Chancellor's Scholarships: 119 of SIUC's most prestigious first-year awards, granted based on academic credentials, community leadership, and extracurricular participation.
- Provost's Scholarships: 28 awards for transfer students, covering tuition and mandatory fees for two years.
- University Excellence Scholarships: Awarded to 2,840 academically high-achieving students, renewable for three additional years.
- Transfer Achievement Scholarships: 50 awards for academically high-achieving transfer students demonstrating leadership skills, available for two years. Recipients must have a transfer GPA of 3.5 or higher and an associate degree prior to attending SIU.
- Saluki Scholarships: Awarded to 2,492 students for the Gold scholarship, 3,550 for Silver, and 1,526 for Maroon. Additionally, 471 students received the Transfer Silver scholarship, and 525 received the Transfer Maroon scholarship.

The SIU Foundation set new records for fundraising and scholarships awarded during Fiscal Year 2024. Supporters of Southern Illinois University Carbondale donated nearly \$47 million in FY24, marking a remarkable 51 percent increase over FY23. The Foundation awarded an impressive \$5,406,133 in scholarships, benefiting more than 1,840 students-meaning that 16 percent of all SIUC students received a Foundation scholarship this fiscal year.

Over the past five years, the SIU Foundation has consistently increased the amount of scholarship dollars awarded, with the FY24 total reflecting a 127 percent growth compared to the amount awarded in FY19. “I am extremely grateful. Alumni and donors have changed my life,” said SIUC senior and scholarship recipient Chloe Dennison. “I have always been afraid of student loans, and these scholarships have allowed me to dedicate myself to being the best student and the best nurse I can be.”

SIUC provides essential support for students eligible for financial aid. During the 2023-24 academic year, the Financial Aid office offered the following workshops and assistance:

- January 23, 2023: FAFSA workshop at Morris Library
- April 2023: Email outreach to all students with outstanding financial aid requirements to schedule appointments
- September 11-14: Information table at the UNIV 101 event
- October 12, 2023: Ustrive Webinar on navigating financial aid and merit scholarships
- Ongoing: Presentations at UNIV 101 classes and Registered Student Organizations (RSOs) upon request
- Orientation Events: Presentations at Med-Prep Orientation and Graduate School Orientation



Source: SIUC Office of Financial Aid 10/24/23



Goal 3: Growth

Research funding grew 2.9% from FY23 to FY24. For the fiscal year ending June 30, research, training, service and other grants and contracts received and processed totaled \$80.6 million. Faculty on the Carbondale campus received \$64.4 million, while faculty in the School of Medicine in Springfield received \$16.2 million.

Federal grant funding exceeded \$18.6 million, primarily sourced from the U.S. Department of Health and Human Services, the National Science Foundation, the U.S. Department of Agriculture, NASA, the U.S. Army Corps of Engineers, and the U.S. Department of Education.

State funding from Illinois totaled over \$45.2 million, largely from the Illinois Department of Commerce and Economic Opportunity, the Illinois State Board of Education, the Illinois Department of Human Services, and the Illinois Department of Natural Resources. Additionally, faculty received nearly \$4.7 million in grants from private industry.

The STEM Education Research Center (SERC) collaborated on multiple grant and contract proposals in FY 2024. Thirteen proposals were submitted and 6 prior grants continued. Six of these proposals were funded by state, federal, and private agencies. In total, SERC was awarded approximately \$6M in new external grants and contract funding during FY 2024. Dr. Henson was Principal Investigator (PI) or Co-PI on these proposals.

SERC and the School of Earth Systems and Sustainability continued recruiting and mentoring earth science students for the Converging Earth Science and Sustainability Education and Experience to Prepare Next-Generation Geoscientists program sponsored by an NSF STEM scholarships (S-STEM) grant totaling \$1,333,365 to support geoscience majors at SIUC. This collaborative program will provide 80 scholarships of up to \$10,000/year over the next five years. The new program initiated a recruit plan that created the first cohort in Fall 2023.

Strategy 1: Leverage the Illinois Innovation Network (IIN) to strengthen regional focus, while connecting the state.

Four SIUC faculty members are part of a multi-university, interdisciplinary teams receiving a total of \$120,000 in grants from the Illinois Innovation Network.

Projects supported through this grant initiative include the following:

- “Sustainable Farming in Illinois: Developing Deep Learning Algorithms for Classifying the Growth Stages of Weed in Soybean Field.”
- “Developing and Testing the Virtual Reality Embedded Naloxone Training (VENT).”
- “Engineering Sustainable Composite Membranes for Water Filtration and Remediation.”

These grants are part of IIN's Sustaining Illinois program, which is designed to increase collaborative research among the state's public universities, focusing on the economy, health and social well-being, while addressing issues of diversity, equity and inclusion.

Strategy 2: Align the state's economic development and higher education strategies, ensuring both address historic inequities.

The Innovations in STEM Education Fund, part of the Southern Illinois Community Foundation, aims to broaden participation in STEM by making content relevant to the community. The fund collaborates with schools and teachers to integrate meaningful exploratory activities into classrooms and provides resources for effective STEM teaching. Its outreach with community leaders enhances STEM understanding and expands career opportunities. Additionally, the fund supports professional development for STEM teachers in southern Illinois through small grants and innovative approaches designed to boost student engagement in STEM learning.

SIUC's Office of Innovation and Economic Development (OEID) serves as a primary outreach arm for the region, providing business development, workforce innovation, economic development, and community engagement services throughout southern Illinois. The office hosted a workshop titled "The Art of Giving Great Service," which equipped organizations with innovative tools and techniques to enhance customer service initiatives and connect them to a supportive peer network for overcoming challenges. This workshop was the second in a series sponsored by OEID in response to a regional need for customer service training.

Strategy 3: Encourage high school graduates to enroll in our higher education system and keep talent in Illinois.

Bringing Illinois high school students to campus offers them the chance to engage in exciting and enriching academic activities, while nurturing their potential to become future Salukis. SIUC hosts a variety of camps designed to stimulate young minds and strengthen their connection to the Carbondale campus.

The SERC co-sponsored the 46th annual Illinois Junior Science and Humanities Symposium (IJSHS) on February 21-22, 2024, allowing high school students to present their original research at SIUC and compete for a spot at the national competition. The program promotes STEM research among students in grades 9-12 across Illinois, excluding Cook County, and highlights academic and career opportunities in STEM. Support and scholarships are provided by the Army, Navy, Air Force, and the National Science Teaching Association, with additional awards from SIUC's College of Agricultural, Life and Physical Sciences. This year, 35 students (21 presenters, 14 guests) along with 10 teachers and parents participated, and five students were selected to represent Illinois at the national symposium.

In June 2024, SIUC launched a new 4-week Summer Researchers Camp for high school students. Participants explored a variety of projects, including white light solar flares, the US Supreme Court,

Mississippi River wetlands, algae, and white-tailed deer. Guided by faculty members, students conducted research and concluded the camp by presenting their findings through academic posters.

A team of students led by a researcher at Southern Illinois University Carbondale were one of only 15 selected nationwide as a finalist for the U.S. Department of Energy AlgaePrize 2023-2025 Competition. The AlgaeUnlocked team receives \$10,000 and will spend the next year or so working on its research project, which centers on using microalgae combined with another patented technology created by an SIU spinoff company to produce biostimulants and biofuels. Composed of students from SIU and Carbondale Community High School, AlgaeUnlocked competed against almost 50 other teams nationwide.

SIUC's Say Yes initiative offers a free, streamlined application process for high school students seeking enrollment at Southern Illinois University Carbondale, provided they begin their senior year with a GPA of 2.75 or higher. This initiative involves collaboration between SIU Carbondale and high schools in 17 counties across Southern Illinois. Students who meet the admission criteria will be automatically pre-admitted to SIUC, reducing paperwork, eliminating barriers, and facilitating their transition to college.

Strategy 4: Expand higher education models of teaching and learning that provide opportunity for students to succeed in the work of the future.

Across campus, SIUC academic programs integrate experiential learning into their curriculum including Aviation Management, Communication Studies, English, Hospitality, Journalism, and Plant Biology. Many programs provide academic credit for internships or work experience.

The Center for Teaching Excellence provides guidance for faculty on integrating experiential learning into their courses and encourages programs to utilize existing campus resources and partnerships to offer diverse opportunities for hands-on and real-world learning experiences. For example, the Hospitality, Tourism and Event Management program has a course that utilizes cooking labs in the school to teach students food preparation techniques. Students then rotate through SIU Dining Services for more hands-on experience.

The Center for Archaeological Investigations (CAI) is focused on developing research projects that provide students with experiential learning opportunities to help prepare them for careers in archaeology and related fields. Each summer, the CAI in collaboration with the Department of Anthropology offers a course in archaeological field methods and this past year visited Ft. Kaskaskia.

SIUC's Healthcare Management program offers students a specialized lab and training in their Experiential Learning Lab for Informatics Education, or ELLIE. The state-of-the-art lab features 40 computers with specialized software programs to enhance the technical skills of health care management students and prepare them for a fast-growing field. Students use the software to review patient charts, study risk factors, outcomes and other facets to assure the most favorable outcomes for treatment. In addition, they learn to navigate electronic health records and use high-tech programs to create disease outbreak models.

Third-year students from the Southern Illinois University Carbondale Simmons Law School live and take classes on the Southwestern Illinois Justice and Workforce Development Campus while working in various state and federal offices. The semester-long Metro East Criminal Justice Experiential Learning Program offers immersive experiences in the justice system, benefiting the community through the legal services provided by students under the supervision of practicing attorneys. This program creates a unique opportunity for SIUC Law to collaborate with other campus partners, including the Illinois State Police Forensic Institute, the Southern Illinois Law Enforcement Commission, a police training academy offered by Southwestern Illinois College, and various nonprofit organizations.

Students majoring in Accounting provided their services in the 2023 Volunteer Income Tax Assistance Program. A student team of about two dozen student volunteers offered free income tax preparation services for low- and moderate-income community members. Each student tax preparer is an IRS-certified volunteer who has completed mandatory ethics and tax examination courses.

The Career Development Center offers students a unique professional development opportunity through the Extern Program. This unpaid, one-week program provides career preparation and exploration experiences, helping students gain professional insights related to their academic and career interests or assisting them in selecting the right career field. Students are matched with employers, often SIUC alumni or supporters of the university, across various careers and industries nationwide.

Strategy 5: Enhance access to educator preparation programs.

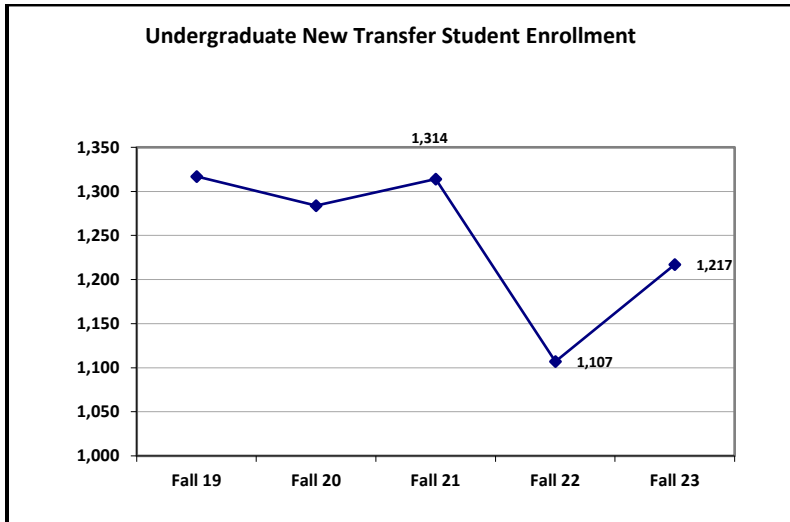
The School of Education participates in the Illinois Grow Your Own consortium whose goal is to recruit, support and encourage individuals who are committed to classroom teaching in or near their home communities. The Carbondale program seeks students who desire to work in high-need teaching positions in Early Childhood Education or Special Education, serving rural and minority communities throughout Illinois. The program strives to promote diversity, the wisdom of community, and the best education possible. GYO candidates receive financial, academic, and emotional support to assist them in earning their Professional Educator's License (PEL) in Early Childhood Education or Special Education.

Strategy 6: Strengthen the statewide, coordinated transfer system to ensure students have seamless paths to build on previous academic learning and earn postsecondary credentials.

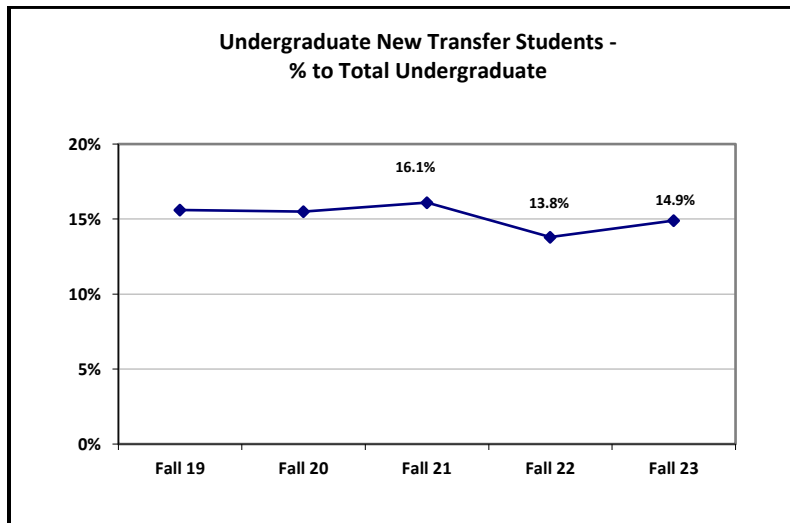
In fall 2023, the university's transfer student enrollment increased slightly from 1,217 to 1,234. SIUC recognizes the important role that community college partners play in offering an accessible, affordable education and a strong foundation for students who wish to continue their education beyond an associate's degree.

SIUC actively pursues and maintains articulation agreements with community colleges to facilitate the seamless transfer of students to the institution. This includes the Saluki Step Ahead agreements with 44 Illinois community college partners. Currently, there are 2,337 approved program articulation agreements. As evidence of its commitment to transfer students, SIUC has been recognized as one of the nation's top transfer-friendly institutions by the Phi Theta Kappa Honor Society, an academic honors

society for associate-degree granting colleges and universities. Its inclusion on the Transfer Honor Roll highlights SIUC's excellence in developing and supporting dynamic and innovative pathways for community college transfer students.

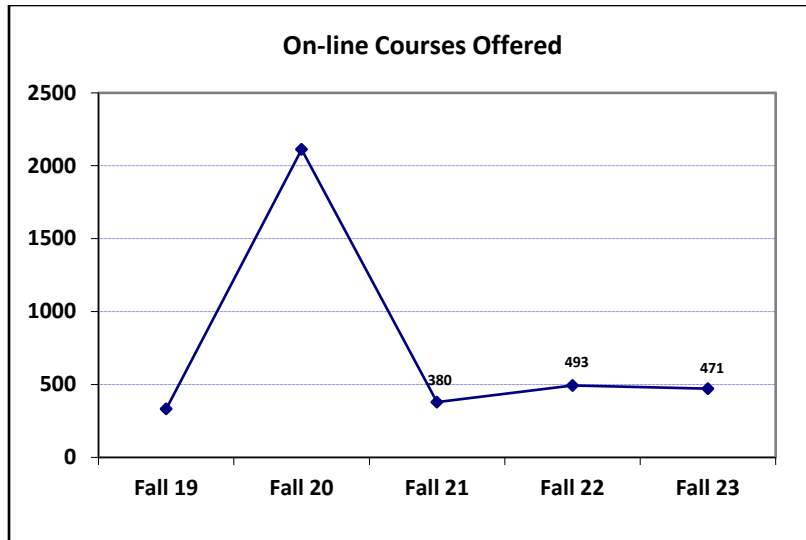


Source: SIUC Interactive Factbook accessed 10/28/2024



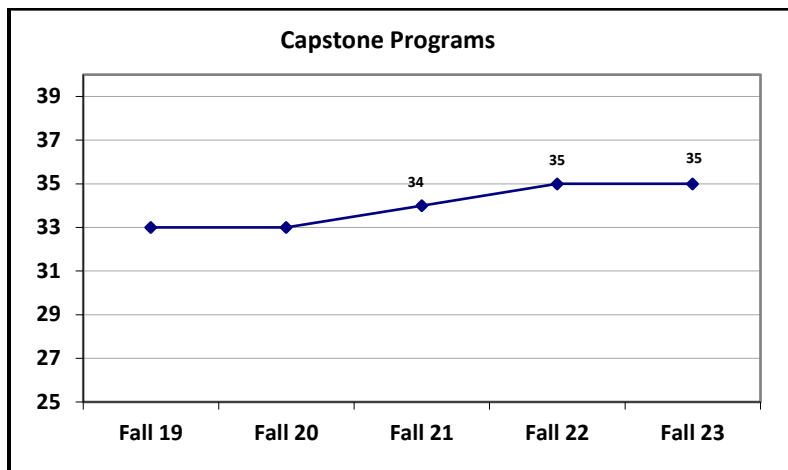
Source: SIUC Interactive Factbook accessed 10/29/2024

SIUC has actively worked to establish new partnerships with community colleges in the Chicago region to bring programs to students in their backyard. Currently, SIUC offers academic programs, fully on site or hybrid formats, at the following community college campuses: Harper College, McHenry County College, University Center of Lake County, Joliet Junior College, Truman College, and College of DuPage.



Source: SIUC Extended Campus 10/27/2023 *Fall 2020 COVID 19

SIUC currently offers 35 bachelor’s degree programs with a capstone option, allowing students to complete their degrees in a shorter time by reducing the credit hours for general education requirements from 39 to 30. For nontraditional students with several years of work experience, 18 bachelor's degree programs offer academic credit that can significantly decrease the number of hours needed to complete the degree. These programs provide attractive options for working adults.



Source: SIUC Banner Tables Accessed 10/23/2023



Points of Pride

The Southern Illinois University Carbondale Security Dawgs clinched the top spot at the Illinois State Collegiate Cyber Defense Competition on Feb. 17, 2024.

The Illinois Small Business Development Center (SBDC) at Southern Illinois University Carbondale was named the 2024 Illinois SBDC of the Year by the U.S. Small Business Administration.

Three titles from Southern Illinois University Press earned honors at the Illinois State Historical Society's Best of Illinois History awards.

Southern Illinois University Carbondale earned national recognition from the Arbor Day Foundation as a Tree Campus Higher Education for the ninth year for its commitment to sustainability and green initiatives through its effective forest management.

The Center for Teaching Excellence (CTE) a 2024 D2L Excellence Award for fostering inclusive excellence within its community" from the online learning platform.

The online Bachelor of Science in Criminology and Criminal Justice was ranked number 7 by Forbes Advisor.

The online MBA program is ranked the top in Illinois and number 58 by U.S. News & World Report.

A team of SIUC researchers will use a two-year, \$314,000 NASA grant for the Dynamic Eclipse Broadcast Initiative (DEB) effort. The citizen science project will have more than 40 teams largely made up of high school and middle school students – in sites spanning from Mexico up through the United States and into Canada – use telescopes to provide critical coronal data as the moon's shadow traverses the continent.

Flying Salukis keep up their winning ways by finishing second at the National Intercollegiate Flying Association (NIFA) championships. This is the 15th straight year the 9-time national champs have finished in the top five nationally and the 12th time in 13 years that they have been in the top three overall.

33 of the 34 spring 2024 radiography graduates within the Radiologic Sciences program passed the American Registry of Radiologic Technologists examination yielding a 97% first attempt pass rate. One student earned a 98% on the exam.

A new program at Southern Illinois University-Carbondale will allow former students with 90 or more credits to return and complete their degree in one semester.

An associate professor of biochemistry and molecular biology in the SIU School of Medicine received a three-year, \$445,000 grant from the U.S. Department of Health and Human Services to explore ways of turning off a genetic switch that allows rare but devastating cancer to progress. The grant will help find genetic-based answers in the battle against rhabdomyosarcoma, a pediatric cancer that arises from changes to the DNA of normal skeletal muscle cells.

The Air Force ROTC detachment paid tribute to the victims of Sept. 11, 2001, with a strenuous workout session on Monday, Sept. 11, at Saluki Stadium. The 9/11 Saluki Stair Climb Tribute involved a simulated 110-floor stair climb, representing the 110 floors of the World Trade Center twin towers that were destroyed that day.

Two teams of students in the MBA program placed in the top 10% at a national Capsim simulation business competition.

An associate professor in the School of Electrical, Computer, and Biomedical Engineering has received a three-year, \$588,000 grant from the National Science Foundation. The grant will support research aimed at significantly enhancing the sustainability of modern edge data centers by mitigating the environmental impact of AI and improving data processing efficiency.

The HEROES program received a \$200,000 grant from the Illinois Board of Higher Education, to provide additional services and materials to students. The IBHE End Student Housing Insecurity Grant will subsidize housing for students with no place to stay during breaks and summer and to cover costs of mental and physical health appointments and child care.

Boeing provided \$50,000 to the School of Aviation for scholarships to support 15 students and to fund activities of aviation-related registered student organizations and outreach events.

The Sustainability Office won first place in the Green Events category for its operation of a zero-waste station at the annual International Food Festival.

Southern Illinois University Edwardsville

Summary Statement:

Since 1957, Southern Illinois University Edwardsville (SIUE) has been committed to shaping a changing world through top-tier academic programs, research, creative endeavors, and community service. The university focuses on advancing economic growth and meeting talent needs in Southwestern Illinois, the State of Illinois, and the St. Louis Metropolitan area. SIUE prioritizes expanding access to higher education, particularly for historically underrepresented communities, and produces graduates ready to make meaningful impacts in their careers and communities. Known for its affordability, exceptional faculty, and inclusive environment, SIUE emphasizes intellectual growth, professional skills, and community engagement. As the leading producer of bachelor's degrees in the St. Louis area, SIUE powers the present workforce and prepares future leaders, dedicated to expanding knowledge and fostering regional development.

SIUE embodies the SIU System's commitment to anti-racism, diversity, equity, and inclusion, using these principles to embody and enact the core of SIUE's mission and values. In our latest strategic plan, access and success are emphasized, positioning SIUE as a national leader in equity and inclusive excellence when we achieve our goals. Our commitment to social mobility drives our efforts to close equity gaps and cultivate a diverse community of professionals ready for a global workforce. SIUE's Equity Plan outlines SIUE's ambitious strategies for advancing the University's progress.

Embracing inclusive excellence, SIUE has achieved remarkable progress in equity, sustainability, and growth. SIUE continued to invest in the SIUE Commitment, a last dollar award, for Illinois undergraduate students with a household income of \$113,575 or less. This program reflects our focus on making the transformative possibilities of higher education more accessible to students as we work to increase the population with post-secondary credentials in Illinois. In 2023-2024, we sought support for an expansion of our Community-Oriented Digital Engagement Scholars (CODES) program, which introduces underserved students to digital community engagement and provides an alternative general education path. This effort yielded a \$1 million grant from the Mellon Foundation to catalyze our efforts and build on the early successes of CODES. Additionally, the University secured a transformative \$4 million gift from SIUE 1975 Master of Business Administration alumnus, John Martinson, that will expand and enhance the Honors experience at SIUE for students. The program will eventually transition to the John Martinson Honors College, the first named academic unit at SIUE and will allow the University to realize the vision for Honors education. In Summer 2024, the University also hosted the Children's Defense Fund (CDF) Freedom Schools® which provided fifty middle school students from Metro East communities with the opportunity to enroll in an educational model that identifies as the intersection of well-being and racial justice for children and youth.

Additionally, SIUE continued improving retention and student success through several transformative initiatives. Those included implementing Direct Entry to Major, allowing new undergraduate students to declare their major upon meeting University Admission requirements; focusing on course redesigns in classes with high rates of grades of D, F, or withdrawal (DFW); implementing faculty and staff training

through the Association of College and University Educators (ACUE) focused on inclusive pedagogy and nurturing a sense of belonging; and replacing the last non-credit bearing developmental ENG and MATH courses with co-requisite models to support diverse learning needs with greater equity; and continuing to refine these courses. For the first time, SIUE also offered dual credit and dual enrollment programs, beyond our Charter High School, to expand access to higher education and create early and equitable pathways to college for local high school students. These programs enable students to earn both high school and college credits simultaneously, providing multiple benefits for students, schools, and SIUE.

Partnering with state agencies and regional organizations, SIUE continues to expand its regional footprint with initiatives designed to meet workforce demands for the 21st century. Key among these efforts is the Southwestern Illinois Workforce Development Campus in Belleville, offering the only regional master's program in forensic sciences and new partnerships and initiatives through the Center for Crime Science and Violence Prevention and the Institute for Community Justice and Racial Equity. United in purpose, SIUE faculty, staff, and students are advancing ambitious goals, driving forward the university's mission to shape a brighter future.

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



Goal 1: Equity

SIUE's strategic plan and academic mission are built around an inclusive excellence framework, prioritizing access, opportunity, and equity. Significant progress has been made in embedding these principles throughout the institution. SIUE has enrolled nearly 100 pre-collegiate students through dual credit and dual enrollment with the hopes of increasing matriculation rates among graduates from partnering high schools by providing equitable access to students who aspire to pursue college. Southern Illinois University Edwardsville continued to see improvement in retention rates in fall 2023-24. SIUE experienced a modest increase in retention among all first-year freshmen from 70.1% to 72.1%, but more notable increases among African American first-time, full-time students (57.6% to 68.5%) and first-time students receiving Pell grants (63.5% to 67.5%). The student body for fall 2023-24 included 12,045 individuals. These students came from 45 U.S. states and 65 countries. There was continued growth in the representation of international students at SIUE as they now comprise over one-quarter of graduate students (21.5%) and 7.3% of all students at SIUE. Also, there has been growth in the academic qualifications of new first-year students in 2023-24, as nearly one-third arrived at SIUE with a high school GPA of 4.0 and nearly one-half had a high school GPA of 3.75 or higher. This was significantly higher than previous years.

SIUE is dedicated to making education both accessible and affordable for all students. Through a need-based aid strategy with the recent SIUE Commitment, the university leverages institutional aid, MAP, and Pell grants to provide last dollar awards for first-year and transfer students with family income less than \$113,575 and assets less than \$50,000. Key changes introduced in Fall 2023 include final replacement of non-credit-bearing developmental courses with enhanced co-requisite models in English, Math, and Reading. Likewise, SIUE expanded support to scale-up the Black Student Experience, which assists Black and underrepresented students in their first-year experience. The university also began a rapid transition to offer direct entry to majors for all incoming and transfer students, effective Fall 2024.

Strategy 1: Support the ongoing learning renewal of students and systemic implementation of evidence-informed student support practices

Proactive and Comprehensive Advising: SIUE is committed to a proactive, data-informed, and appreciative advising model that prioritizes student retention, especially from the first to second year, with a goal of achieving a 90% retention rate for new students. To align advising with student success goals and with the goals of the Direct Entry Major initiative, SIUE reimagined its advising services, creating the First Year and Transitional Advising office. This office, alongside Student Opportunities for Academic Results (SOAR), Honors, and Athletics advising, serves as primary support centers where students receive tailored advising through their first 30 credit hours. Exploratory students receive continuous guidance until they decide on a major. This model ensures that students benefit from consistent, proactive engagement during their critical first year and can transition smoothly to departmental advisors when ready if they are in good standing. First-Year Advisors completed comprehensive training based on NACADA principles, advising theories, and cultural competencies, equipping them to proactively address diverse student needs in ways that foster persistence, engagement, and retention. They also had the opportunity to participate in the ACUE training on fostering a culture of belonging and some have begun to use the Starfish predicted retention score to design intentional and effective individualized intervention strategies.

To support structured, proactive interventions for the first-year incoming students, SIUE expanded its Starfish platform to include the Starfish Student Success Academic Plan. This tool, aligned with First-Year Learning Outcomes, allows advisors to raise actionable flags, assign tasks, and track student engagement in real time. The plan includes tailored academic, social, and cultural engagement suggestions, which advisors and students close upon completion, enabling data collection that assesses the plan's effectiveness in fostering persistence and success.

SIUE continues to leverage its early alert system, Starfish, as a critical proactive measure for student engagement. Through the EASE campaign, faculty continue to participate in early-term surveys to identify students who may need additional support. Identified students are then connected with Success Coaches who provide targeted resources, with elevated cases flagged to advisors for additional follow-up. This layered approach also includes faculty "kudos" to recognize positive academic progress, promoting an environment of support and encouragement. In our ongoing efforts to improve success in

gateway courses, Starfish data are utilized alongside enhancements in course design and pedagogy to create supportive learning environments that address academic challenges before they become barriers to success. SIUE’s advising framework is designed to ensure every student has access to consistent as well as structured guidance that anticipates their needs and supports their academic journey toward timely graduation and long-term success.

Increasing Access to High-Impact Practices: SIUE's new Strategic Plan commits that every undergraduate student will participate in at least two well-designed and intentional high-impact practices. SIUE has long been recognized for its undergraduate capstone experience, the Senior Assignment, required of all seniors, and we are expanding inclusive high-impact practices to promote learning and student success. SIUE’s Undergraduate Research and Creative Activities (URCA) program is also available from the first year to graduation. These programs have been identified by the American Association of Colleges and Universities as signature programs for 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.

Outside of Senior Assignment and URCA, our students participate in a variety of high impact practices, as captured in the table below:

High-Impact Educational Practices FY 24

Activities	Number of Students*
Internships for academic credit	546
Co-op and non-credit bearing internships	324**
Course-based undergraduate research	515
Graduate research	805
Freshmen experience	1,465
Study abroad	103
Service Learning	459
Field experience	1,082
Practicum	519
Laboratory work	4,659
Clinical experiences	969***
Writing intense courses	1,124
Undergraduate Research and Creative Activities (URCA)	346

*Numbers might include duplications

** Co-op and Non-Academic Internships working with 204 Unique Employers

***This number excludes nursing students, who completed additional 10,855 clinical hours

Expanding participation in High-Impact Practices (HIPs) and ensuring early and frequent access for all students is essential to achieving our goal of inclusive excellence. HIPs should be intentionally embedded and accessible to all students, not just those who are already high achieving. We are exploring ways to expand experiential learning in every program to ensure all high-impact practices reach more students, especially those at the greatest risk of not persisting. A University-wide HIPs task force of faculty, staff, and administrators developed a plan for centralizing the coordination, assessment, and visibility of HIPs across the university. Additionally, the University has begun a series of conversations called Changemakers on how SIUE might create distinction in our undergraduate education, embody our mission, and serve our goals of student recruitment and success. One of the working groups charged with offering recommendations will look into how we build upon SIUE's strengths to expand and refine high-impact practices and establish connective pathways for students. As we continue to expand the variety of HIP experiences inside the classroom, a defined goal of our new strategic plan, we are confident that our students will be better prepared to face challenges in a rapidly changing world by fostering adaptability, resilience, and the ability to navigate complex situations.

Meeting Students' Needs: SIUE's Division of Student Affairs focused its attention on supporting basic student needs, student health and well-being, and career-readiness competency development as we endeavor to strengthen sense of belonging and overall student success.

Basic Student Needs: In Spring 2023, SIUE participated in the Basic Student Needs Survey through the Hope Center at Temple University. Close to 2,400 SIUE students responded to the survey, providing the campus with rich data that shaped our student support strategies. Key findings included that:

- 52% of survey respondents from SIUE experienced at least one of the following: food insecurity, housing insecurity, or homelessness.
- 37% of survey respondents from SIUE experienced limited or uncertain availability of nutritionally adequate and safe food, or the ability to acquire such food in a socially acceptable manner in the prior 30 days.
- 37% of survey respondents from SIUE experienced one or more challenges that prevented them from having a safe, affordable, and consistent place to live in the previous year.

After reviewing the data, an action plan was developed and implemented. First, oversight of the Cougar Cupboard Food and Hygiene pantry shifted from the Kimmel Belonging and Engagement Hub to the Dean of Students Office. This created greater alignment between the individuals already responding to student CARE reports and serving in roles working with housing and food insecure students. Next, a Student Care and Advocacy Coordinator was hired to work directly with the pantry. With these investments and realignments, barriers to accessing services in the Cougar Cupboard were also removed: no appointment was required, the check-out process was streamlined to expedite shopping and expand the number of individuals who could be seen, and there was no limit placed on the number of visits by an individual per month. As a result of these changes, usage of the pantry increased by 475% year over year.

The increased campus awareness regarding basic needs led to the creation and placement of 6 Mini Cougar Cupboards at key locations across campus. These Mini Cougar Cupboards provide access to immediate food and hygiene products for the duration of the building hours, without any sort of check-in process. The Mini Cougar Cupboards are adopted each month by a campus department, student organization, or community organization and stocked as needed. While it is difficult to track usage, anecdotally, it is obvious they are well-used.

Student Health and Well-being : The Spring 2023 Basic Student Needs Survey also identified that 44% of survey respondents from SIUE reported difficulty finding an available mental health appointment. Post-COVID, college campuses nationwide identified the impacts on student mental health and well-being. To better address the needs of SIUE students, the campus rolled out the TimelyCare app for students, providing access to self-care support, 24/7 Talk Now access, and up to 9 scheduled mental health appointments per year. The addition of TimelyCare has significantly reduced barriers to availability of mental health resources for students. Since launching access to the service in November 2023, 64% of appointments have occurred after hours/weekends.

Shortly after implementing the TimelyCare app, our campus counseling center also made significant adjustments to expand availability and access. In February 2024, the Counseling Center shifted to a behavioral health urgent care model, providing same-day, walk-in appointments to students. This change has provided greater availability to students with fewer barriers to access. Health Service and Counseling Services also participated in an external review by the American College Health Association in Spring 2024. As part of those recommendations, a Health Education and Outreach Specialist position is currently posted to allow for more holistic education and greater collaboration around student health and well-being initiatives.

Career-readiness Competencies: During FY24, the Division of Student Affairs launched the Student Employee Supervisor's Toolkit as a strategy for intentionally focusing on the NACE Career Competencies with student employees. The toolkit provides supervisors with conversation catalysts to begin talking with student employees about their roles and what they may be learning, self-reflection worksheets, skill and resume connection planning, and more. With around 700 student employees in the division, successfully implementing the toolkit division-wide will continue to have a positive impact on their career-competency development.

In addition to the Student Employee Supervisor's Toolkit that is in use across all units in Student Affairs, the Career Development Center has also recently developed and piloted the Career Readiness Competencies Modules and Badge. These modules enable students to enhance their levels of competency within specific employer-expected areas in alignment with NACE. This recent addition, just piloted in Spring 2024, has had 8 students earn the badge already.

Instructional Material Costs and Open Educational Resources: In response to the rising costs of textbooks and digital course materials, SIUE has created two incentive programs to encourage faculty to adopt Open Educational Resources (OER) and/or Cengage Unlimited materials, helping reduce these

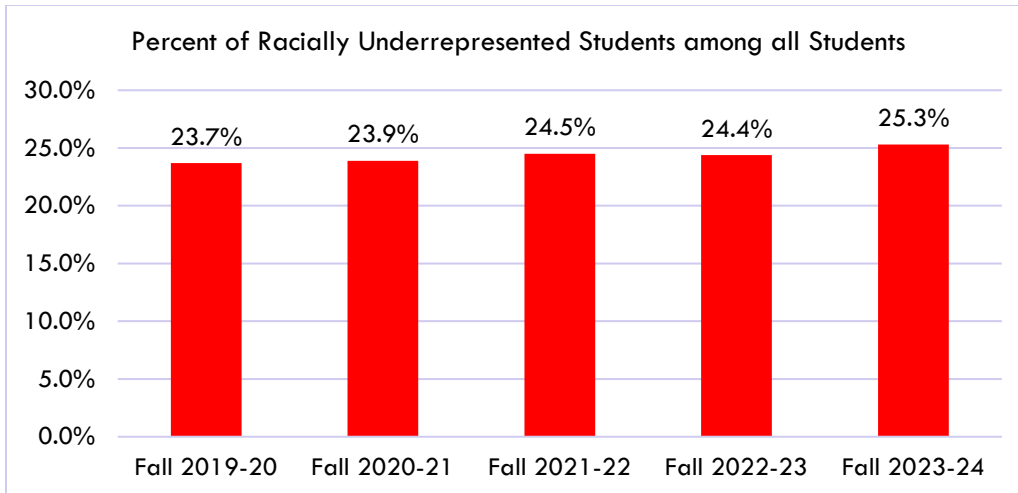
costs for students. These programs are a joint effort between the Office of the Provost and the Office of the Vice Chancellor for Student Affairs, the latter oversees Textbook Service and the collection of student textbook fees.

SIUE faculty were awarded a \$150,000 block grant from the Illinois State Library and CARLI to complete three projects over the next two years. Those include a Computer Management and Information Systems OER Text, an Applied Communication Studies- Social Media Communication Text and a OER Text in Inorganic Chemistry. Additionally, Dr. Poepsel received a \$65,457.15 SCOERS grant to complete an OER Guide to Media Writing and Dr. Gopalan received a \$65,457.15 SCOERS grant for creating an "Interactive Textbook and Ancillaries for Nurse Anesthetist Students." Cengage Unlimited provides all students access to all education materials in the Cengage Unlimited digital library. Faculty members already using Cengage physical materials can shift to digital materials seamlessly. Faculty members considering a switch to educational materials, including courseware, available in Cengage Unlimited, can apply to participate in the Textbook Affordability Initiative. In Spring 2024, there were 12 applicants for the program with a projected savings of \$66,000 per semester. In FY23, there were 3,836 Cengage subscriptions activated by students. The program will continue into FY25 as we identify additional opportunities and strategies to maintain textbook affordability.

Strategy 2: Establish and implement institutional level equity plans, practices to close access, progression, completion, and attainment gaps

Institutional Level Equity Plans: SIUE's strategic plan's pillars one and two focus on recruitment and student success. This plan outlines ambitious enrollment goals that depend on diversifying our student body and meeting the needs of populations historically underrepresented in higher education. SIUE's plan is rooted in the idea that attending college is not sufficient, graduation is critical. SIUE's plan calls for enrollment to grow to 14,500 by 2027 and sets goals for retention and graduation rates that require closing equity gaps and would set SIUE as a leader among public institutions, particularly at the forefront of public universities that also focus on access. SIUE's retention goal is 90%. The six-year graduation rate goal is 75% and the four-year graduation rate goal is 45%. SIUE's retention numbers continue to climb back to pre-pandemic levels with intentionality and careful attention.

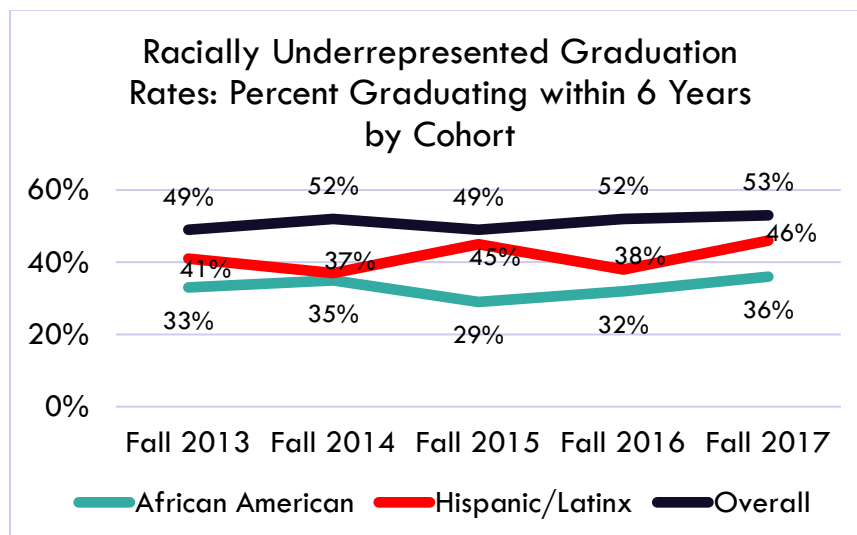
Closing Completion and Attainment Gaps: SIUE is laser focused on closing equity gaps, promoting access, and supporting degree completion.



Source: SIUE Factbook [2023-24](#)

SIUE's dedication to diversity and inclusion is evident in the increasing enrollment of racially minoritized students and the expansion of campus support systems. In 2000, racially minoritized students constituted 18.6% of the SIUE student body; by 2023, this percentage had grown to 25.3%. Since 2010, SIUE has continued to serve a higher proportion of racially and ethnically underrepresented students compared to the median of its IBHE peers. For example, with the last reported year of information available for peer institutions (fall of AY2022-23), 24.4% of SIUE students were racially minoritized, while the median of IBHE peers was 21.7% of students met that same distinction.

However, despite the changing demographics of SIUE's total enrollment, other student success indicators reveal that the University must continue to enhance support for Black students to help them successfully complete their educational journey at SIUE.



Source: SIUE Factbook [2023-24](#)

The current six-year graduation rate at SIUE is 53%. Comparatively, just 36% of African American students graduate from the University in six years. However, the overall fall 2022 full-time first to second year retention rate was 72.1%, compared to 68.5% for full-time African American freshmen, indicating a narrowing of the retention gap. (Note: Prior to the pandemic, SIUE's retention rate had climbed to 79% with gains across sub-populations and the University experienced a setback but has started to make incremental progress). While these data points highlight glaring inequities in student outcomes and some recent improvements, SIUE is well-positioned to close these advancement gaps by scaling successful practices. One example of SIUE's commitment to supporting historically underrepresented students, particularly African American students, is through the Black Scholar Experience, a program providing cultural and educational enrichment as well as holistic support services to first-year Black students. In FY24, SIUE enrolled 281 students in the program, 83% of whom are Illinois residents and 73 % are recipients of Pell.

Strategy 3: Implement equitable talent management to increase and retain faculty, staff, administrators, and trustees of color

Southern Illinois University Edwardsville (SIUE) is committed to recruiting, retaining, and supporting the advancement of the most diverse faculty among Illinois public higher education institutions. In 2023, SIUE launched the Chancellor's Postdoctoral Fellowship Program. The program is designed to attract teacher-scholars who will enhance the breadth, depth and quality of our academic programs, support the retention and graduation of SIUE's diverse student population, advance inclusive excellence and prepare students to be change makers in their communities, workplaces, and all arenas of civic life.

Postdoctoral Fellows are appointed for a period of two years. Fellows teach three (3) courses or an equivalent each year aligned with their field of study and also have dedicated time for research and creative activities. To support belonging and facilitate connectedness with the broader SIUE community, the postdoctoral experience also includes structured mentorship, relationship building and professional development opportunities. Where possible, we hope to transition postdoctoral fellows to tenure-track positions after two years.

Strategy 4: Attract working adults through outreach and support specifically for them

SIUE continues to address the needs of adults with some college but no degree, as well as place-bound and incoming students seeking fully online studies. Located in a metropolitan statistical area with almost 600,000 adults who have some college education but no degree, the University recognizes the opportunity to support degree completion and serve individuals' goals of upward mobility. Six fully online undergraduate programs are available and there has been an 8% increase in headcount within these programs compared to fall semester 2023. Guided by labor market data, SIUE has strengthened its online degree completion portfolio and support systems for adult learners. SIUE is also deeply involved in workforce development and creating industry-aligned digital micro-credentials.

Online Student Services is increasing staffing and marketing to attract, admit, and retain adult students. As of Fall 2024, 350 individuals are enrolled as fully online students, generating 7,776 credit hours.

These options help bring back stop-out students and reach new ones. Additionally, accelerated fully online graduate programs and post-baccalaureate certificates enable working adults to earn credentials while balancing work and family responsibilities.

Reimagined positions allow SIUE to explore, market, and provide targeted resources to adult students through streamlined Credit for Prior Learning (CPL) opportunities and Alternative Digital Credentials (ADCs). New web content is designed to drive prospective students to explore SIUE's array of CPL opportunities. New staff will continue working with academic units and content experts to expand competency-based micro-credentials, including technical, industry-aligned credentials and 21st-century skills that cater to a broad audience seeking to upskill.

Strategy 6: Expand equitable access, support, and success in rigorous and strategic early college coursework

The SIUE Summer Success Program is a 5-week program for a cohort of first year undergraduate students who are first generation, Pell eligible, or a student with a disability. The program is designed to assist students with their academic transition to college. In Summer 2024, SIUE expanded this program from 25 to 56 students, with the theme of "Be Focused, Be Responsible, Be Achievers." Participating undergraduate students came from Illinois, Indiana, Missouri, and Texas. Students had the opportunity to earn up to 7 credit hours without incurring tuition, fees, or housing costs. The courses align with general education requirements and/or position students for success in Biology and Math. Over 90% received a GPA of 2.5 or higher, with 34 students earning a GPA of 3.5 or higher, and 23 students receiving a GPA of 4.0. A highlight of the program was the Leadership and Mentorship Luncheon sponsored by the School of Business.

CODES (Community-Oriented Digital Engagement Scholars) program is a competitive general education program for incoming first-year students who are Pell-eligible, first-generation, or historically underrepresented in their majors. CODE Scholars take their education beyond the walls of the classroom and into the communities of metro-east Illinois and St. Louis. Scholars work alongside community partners to research the local manifestation of a global problem and share their work publicly. The size of the cohort increased from 21 students in Fall 2022 to 25 students in the Fall 2023. For Fall 2025, the University will leverage the Mellon funding to expand CODES and help attract new students to the University.

An illustrative example of this innovative curriculum comes from one of the CODES student cohorts, which is studying equitable water infrastructures. CODE Scholars are working with the Jackie Joyner Kersee Food, Agriculture, and Nutrition Innovation Center (JK-FAN) and Heartlands Conservancy in the Southern American Bottom, a collection of watersheds that together form the flood plain for the Mississippi River. These watersheds are pivotal to the health of several under-resourced towns including East St. Louis, Alorton, Washington Park, Fairmont City, Centreville, and Brooklyn, IL. CODE Scholars are working with Heartlands to imagine a more sustainable approach to water infrastructure. This approach gives black and brown communities control over decision-making in the management of

their water systems and provides equitable access to safe drinking water, wastewater management, and flood mitigation.

The University continues its dynamic campaign focused on improving pedagogy and student support to improve pass rates, since earning a D, F or W in the first semester remains one of the strongest predictors of attrition. Addressing high DFW rates is urgent and a necessary step toward eliminating equity gaps. In academic year 2024, SIUE continued our partnership with the Association of College and University Educators (ACUE) to support SIUE faculty and staff engage in stackable courses that provide micro-credentials and, more importantly, a range of tools to facilitate the implementation of evidence-based interventions to improve academic progress, decrease DFW rates, and increase students' sense of belonging. A total of nine cohorts of faculty and staff were enrolled in the Fostering a Culture of Belonging and Cultivating an Inclusive and Supportive Learning Environment courses. Three of these cohorts were supported with concurrent learning communities hosted online alongside the course. In total, 122 unique course takers have completed 138 courses to earn credentials. From these cohorts, representatives from all schools/colleges and many staff units including housing, advising/student success, and athletics have earned ACUE credentials. Likewise, the leadership of Academic Affairs has worked extensively with Faculty Senate through the Excellence in Undergraduate Education program as well as the deans to ensure that there is appropriate support in place for course redesign, professional development and supplemental support that can be embedded into designated courses to improve outcomes and help close equity gaps.



Goal 2: Sustainability

As a reflection of our commitment to careful stewardship and the public good, 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.

By integrating our six advancement programs – from annual giving to planned giving – SIUE increased interest, involvement and investment in the University and its priorities. For the fiscal year ending June 30, 2024, private giving to SIUE soared to over \$12,700,000, the highest level in our 67-year history. The SIUE Foundation endowment grew to over \$40,200,000 (doubling in just nine years), with 245 active endowments of \$25,000+. With nearly 1,500 donors of \$10,000+ in lifetime giving; 5,500+ loyal donors giving in 10 years+ and nearly 500 donors giving for 30 years or longer, meaningful stewardship became a key focus. Major gifts are being secured at a much higher level and rate as SIUE fundraisers personally engage 1,000+ alumni and friends.

Signature events were hosted to engage all alumni [Homecoming & Family Weekend, Alumni Weekend, Section and Affinity Group gatherings (9), socials and mentor mixers], major donors and influencers (“An Evening with the Chancellor,” Chancellor’s Circle, Meridian Society, Legacy Society and regional gatherings) and key audiences (“Always a Cougar” for new graduates, Golden Graduation for 50+-year reunion celebrants). Capacity/likelihood research was performed to propel a multi-year fundraising effort and new/renewed opportunities to inform and involve alumni and friends were created.

Strategy 1: Invest in public higher education through an equitable, stable, and sufficient funding system

In Fall 23, SIUE offered a total of \$139,665 in SIUE Commitment funding to cover the gap between students’ gift aid (MAP, Pell and SIUE Merit) and tuition and mandatory fee costs. This is a decline from the previous year even with an increase in the family AGI from \$63,375 to \$113,575. This is partly due to the university offering SIUE Opportunity Award to newly admitted first-year students who had an EFC less than \$12,000. These awards were \$2,500 which reduced the SIUE Commitment awarded. The SIUE commitment is funded through strategic use of our required institutional match for AIM High funding. All totaled, 145 new students received \$494,050 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. This scholarship is designed to support enrollment of students who are underrepresented in their anticipated field of study. 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 2023 SIUE offered more than 5.5 million dollars in first-year Johnetta Haley Scholarships to 2,790 qualified first-year students (FYS) and transfers. Three hundred and eight-five FYS and new transfers enrolled and accepted the award.

Strategy 2: Allow MAP grants to be used for year-round study

SIUE students benefit from MAP and AIM High investments, and the institution is committed to leveraging those to keep the dream of college real and affordable for Illinois students. In FY24, 550 students received the federal Pell grant in the summer. Having a year-round Pell grant available to the students increases their access to courses needed for progression and completion, which aligns with the University goals of access and success, making this year-round option an important one for our students, while increasing affordability.

Strategy 5: Expand joint purchasing among institutions

SIUE has shared SIU System contracts for Microsoft, Ellucian, Mathematica, Argos, Formfusion, Toad, and NeoEd. Working with a state-wide consortium the University also has a shared purchasing and procurement agreement with Dell and Adobe which is also shared with SIUC and SOM. SIUE, SIUC, and SOM are also working collaboratively with the other state public institutions within that consortium on several initiatives including contributing to focused cross university working groups such as information

security, artificial intelligence, and bandwidth agreements, but also on exploring other shared opportunities statewide.

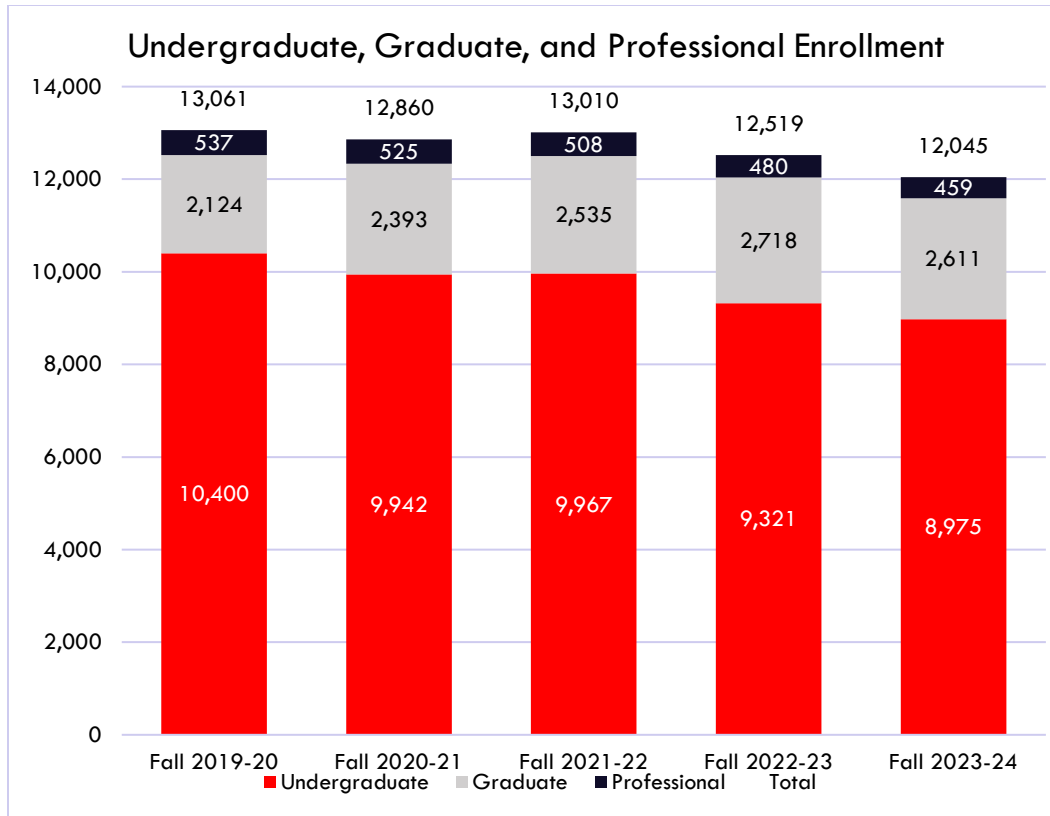
Similarly, AIS is a shared SIU system. A system-wide committee is currently examining a shared system replacement for AIS that would include a shared contract, shared system and processes. In conjunction with this effort, the CIOs are working with the statewide consortium to explore if a statewide partnership would provide a broader scale of partnership, savings, consistency, and sharing.



Goal 3: Growth

Southern Illinois University Edwardsville's fall 2023 enrollment was down overall but was marked by new records that provide important momentum for the future. As mentioned earlier, SIUE has enrolled new pre-collegiate students through dual credit and dual enrollment. The student body for fall 2023-24 included 12,045 students, who come from 45 U.S. states and 65 countries. There was continued growth in the representation of international students at SIUE as they now comprise over one-fifth of graduate students (21.5%) and 7.3% of all students at SIUE. Also, there has been growth in the academic qualifications of new freshmen in 2023-24, as nearly one-third arrived at SIUE with a high school GPA of 4.0 and nearly one-half had a high school GPA of 3.75 or higher. This was significantly higher than previous years.

In line with the University's commitment to inclusive excellent, a record 5.8% of all students and 6.4% of all undergraduates identified as Latinx, 13.1% of all students and 14.7% of undergraduates identified as African American, and 2.7% of all students and 2.6% of undergraduates identified as Asian.



Source: SIUE Factbook 2023-24

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.

Strategy 1: Leverage the Illinois Innovation Network (IIN) to strengthen regional focus, while connecting the state

SIUE is actively engaged with the Illinois Innovation Network, leveraging IIN and its resources in support of both regional and statewide initiatives. Denise Cobb, the Provost and Vice Chancellor for Academic Affairs, serves as Vice Chair on the Executive Council of the Illinois Innovation Network. Center for Predictive Analytics (C-PAN) Research Faculty Courtney Breckenridge serves as Co-Chair of the Education and Workforce Development Committee, with several members of the SIUE team also serving on working groups for the IIN Council.

The planned Center for Sustainable Communities and Entrepreneurship (CSCE) renovation project will be completed in Summer 2025 and planning is underway. SIUE has partnered in multiple regional and statewide initiatives aligned with Illinois’ workforce and economic development priorities. The IIN has awarded multiple seed grants to SIUE faculty and staff, with research and community impact projects ranging from water quality to robotics and machine learning to analytical chemistry to grant

development workshops to build capacity in low-income communities. SIUE faculty and staff have also served as principal investigator or partner on multiple collaborative grant opportunities to advance programs and services for historically underserved populations and to attract or expand target industry sectors.

SIUE staff alongside University of Illinois System and IIN leadership developed the Workforce Education Exchange framework (WEX) to invest in the development and expansion of education and training pathways aligned with the local job market.

PROWD

In Fall 2022, the Illinois Dept. of Commerce and Economic Opportunity was awarded a \$10M cooperative agreement with the U.S. Dept. of Labor and Bureau of Prisons under the Partners for Opportunities in Workforce Development (PROWD) program, previously known as the First Step Act. SIUE, in partnership with the Illinois Innovation Network (IIN), was awarded \$7.5M to support DCEO and statewide partners. The PROWD project is designed to reduce recidivism rates through training, employment, and supportive services to individuals incarcerated in federal, minimum-security prisons, during their transition to Returning Residential Centers, and upon release to the community. SIUE is contributing by developing term goals, service coordination, and capacity building to ensure services are sustainable beyond the life of the grant. Since 2023, SIUE instructors and returning resident advocates have served nearly 200 participants with direct education and training services. By 2026, the number of participants is anticipated to grow to 750 across all stages of incarceration and community release.

Gateway Apprenticeship Hub

SIUE continues to be a key education and training provider on a \$5.8M U.S. Dept. of Labor Apprenticeship Building America grant awarded to Madison County Employment and Training Dept. to form the Gateway Apprenticeship Hub. The Gateway Apprenticeship Hub consists of six local workforce investment areas across the bistate region and aims to create 750 new registered apprenticeship placements in in-demand occupations within the healthcare, bioscience, and education industries. At SIUE, faculty and staff develop and implement pre-apprenticeship training programs for chemical and lab technicians, as well as providing apprenticeship pathways with local school districts for undergraduates pursuing a degree in education. Employer partners such as MilliporeSigma, Thermo-Fisher Scientific, Pfizer, Tyson, BJC, SSM, and HSHS have been strong collaborators on the Gateway Hub project, creating new Registered Apprenticeship Programs and emphasizing their commitment to hiring a diverse, inclusive workforce. The first “Youth Apprenticeship” positions have also been created at SIUE, creating a bridge from pre-apprenticeship training for TRIO UpwardBound students to undergraduate enrollment. Three pre-apprentices were hired as Youth Apprentices in 2024, combining the first two years of general education studies with applied work experience as laboratory technicians in university laboratories and research centers.

Strategy 2: Align the state’s economic development and higher education strategies, ensuring both address historic inequities

Our expert faculty and research and public service centers 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 needs of the state.

- SIUE's partnership with Scott Air Force Base’s Elevate hub offers students real-world project opportunities.
- The NCERC secured BioMADE contracts for sustainable material research and biomanufacturing workforce training, providing hands-on experience for students, with total funding over \$1 million.
- GeoMARC expanded its IDNR mine subsidence program and completed multiple NGA mapping tasks, securing external funding for student assistantships and internships, with a third NGA Task Order recently awarded.
- C-PAN led opioid risk research with the School of Pharmacy, securing \$3.29 million for projects improving Illinois residents' lives. The USDA-funded ELIAS Fellows program ensured 100% placement in careers/graduate programs. C-PAN began offering robotics training to TRIO / Upward Bound students in East St. Louis in the last quarter of FY24. This is an initiative rooted in providing meritorious students from underserved backgrounds with opportunities to advance in their careers.
- The STEM Center, through various federally funded programs totaling \$1.3 million, creates pathways to STEM careers for underrepresented groups, providing authentic experiences and scholarships, and supports SIUE students with research opportunities and hands-on summer programming.

SIUE is collaborating with regional education, government, and community partners to address a critical shortage of forensic scientists, advance criminal justice research, and support reform through the new **Southwestern Illinois Justice and Workforce Development Campus** at the former Lindenwood-Belleville campus. This initiative is funded by a \$3.5 million appropriation from the State of Illinois’ fiscal year 2023 budget, including approximately \$3.2 million in support of SIUE’s activities in Belleville. This project builds on more than two years of planning between SIU Edwardsville, SIU Carbondale, SWIC, City of Belleville officials, Illinois State Police (ISP), community leaders, elected officials, and other stakeholders. SIUE’s efforts promote collaboration among partners and enhance capacity for developing professionals in criminal justice roles, addressing applied criminal justice research needs, expanding community engagement, and contributing to workforce development throughout the region and state. Additionally, SIUE is committed to supporting community justice and racial equity work in the region.

Specifically, SIUE has partnered with ISP leadership to develop academic programming that meets the State’s need for trained forensic scientists. The collaboration with the ISP Forensic Science Institute aims to address workforce challenges and establish research initiatives to tackle issues such as reducing the forensic evidence backlog, developing and validating new methods, and increasing efficiency. This

partnership resulted in the approval of a master’s degree in forensic sciences, which launched with its first cohort in Fall 2023. The program has admitted its first cohort, has hired a new director and faculty and has growing aspirations for FY25. SIUE also established the **Center for Crime Science and Violence Prevention**, which is already making significant strides. Since opening its doors in March 2024, the CCSVP has hired key personnel including Dr. Dennis Mares as Director, has submitted grants worth \$5.75M, and in FY24 was awarded \$1.1M in funding. These grants involved partners at SIUE (C-PAN), and regional communities (Alton, East St. Louis, Collinsville and St. Louis). The Center is actively engaged in outreach and collaboration with local and regional partners. As an example, the CCSVP has agreed to work with Alton, Collinsville and Fairview Heights to pilot Crime Analysis services for these communities and provide both law enforcement specific products as well as public transparency portals, enhancing information sharing and GIS learning opportunities in the Metro East. CCSVP also worked with vendor SirenGPS to provide for the evaluation of a school safety alert system (CCSVP received a state appropriation in FY25 to implement and evaluate the program).

Reflecting SIUE’s commitment to anti-racism, equity, diversity, and inclusion, the Center houses the **Institute for Community Justice and Racial Equity**. The Institute led the Freedom School and is working to expand programming and partnerships in the region. The Center is also expanding educational opportunities for regional residents, encouraging degree completion, and meeting workforce needs through innovative programming, such as alternative digital credentials and industry-aligned training.

SIUE plans to offer a combination of credit and non-credit opportunities to meet the needs of both degree-seeking students and those looking to upskill and advance in their careers. Another new partnership with the Illinois State Police (ISP) will allow credit for prior learning opportunities for cadets attending the ISP academy. For students pursuing undergraduate degrees in Criminal Justice or Liberal Studies, up to 15 credit hours will be accepted toward the degree. ISP cadets enrolled in other undergraduate majors may also benefit from this opportunity.

SIUE has also been integrally involved in the planning and development of The Wedge, a new innovation center in Alton IL, set to open in December 2024. Along with AltonWorks and other regional partners, SIUE has been involved in developing grant proposals and working on new initiatives to propel economic development and support equitable communities.

Support new and existing regional partnerships: SIUE continues to grow and expand partnerships with corporate partnerships, with particular success working with regional hospitals to upskill nurses and other healthcare professionals in attainment of both graduate and undergraduate degrees.

Corporate Partnership Students	Undergraduate	Graduate
Fall 2024 Unduplicated Headcount	144	81

Source: Office of Online Services and Educational Outreach

SIUE is continuing the pilot for a Corporate Affiliate program to allow us to work with local businesses and not-for-profit companies to offer incentives for employees who attend SIUE. Currently, SIUE has contracted with 17 corporate and affiliate partners.

Corporate Affiliate Students	Undergraduate	Graduate
Fall 2024 Unduplicated Headcount	12	1

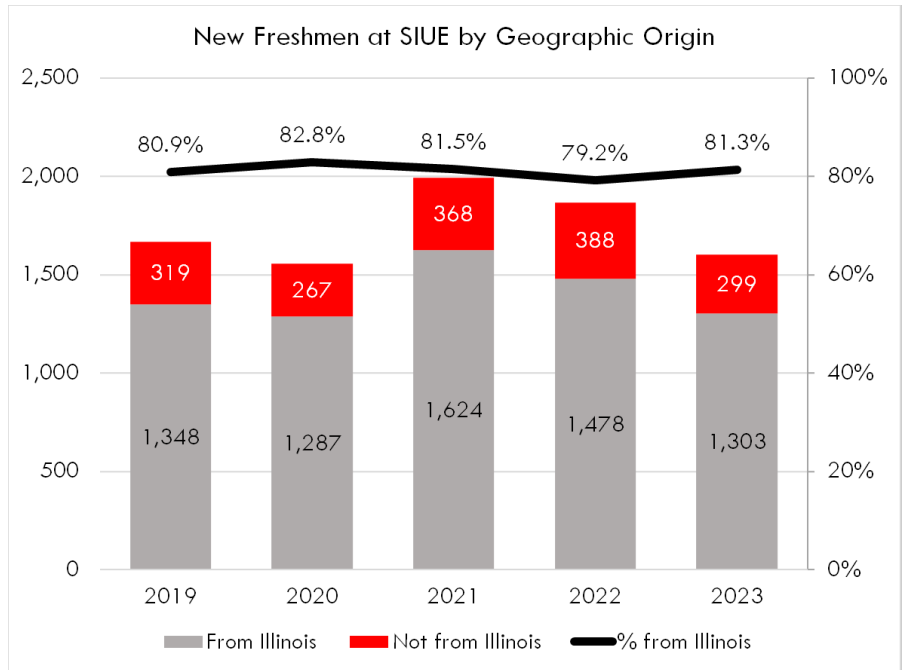
Source: Office of Online Services and Educational Outreach

SIUE also partnered with the Illinois Public Health Association to support learners who want to pursue careers as community health workers (CHW). The Department of Applied Health worked with Online Services and Educational Outreach to create an alternative digital credential to be awarded to individuals who complete IPHA’s CHW training. Students who enroll in selected programs at SIUE can receive additional funding from this grant to support their pursuit of a transcriptable degree. In addition, the Public Health faculty is working to create a path for the CHW training to be accepted as credit for prior learning at SIUE.

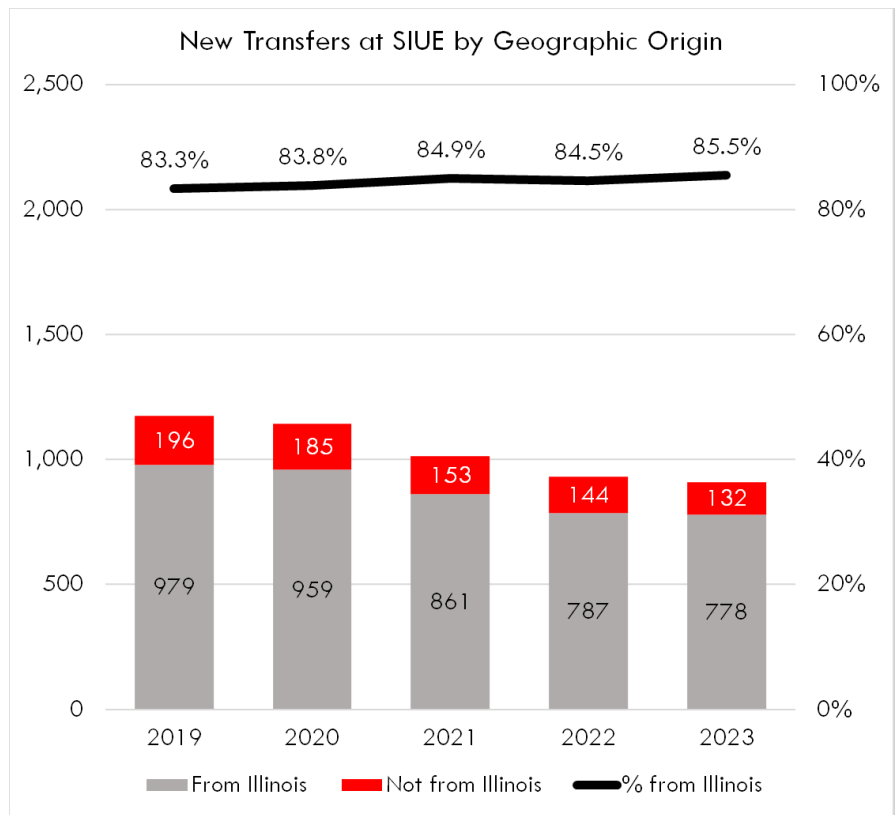
SIUE offers over 50 different alternative digital credentials and has issued a total of 882 credentials to current students and to community members who are upskilling or reskilling. In its second year, SIUE offered the Laboratory Technician credential to youth through a partnership with Venice, IL. Students received on-site training and stipends for expenses through this effort. Additional non-credit community outreach continues to expand into new areas of personal and professional development. Artisan 222 Bakery, Macoupin Art Collective, and Sunset Hills Golf Course partner with SIUE to deliver noncredit community-based programs and lifelong learning. To further engage the community, Online Services and Educational Outreach has collaborated with academic units to develop a Junior Cougars program allowing K-12 students access to our faculty and learning opportunities on campus during the fall and spring semesters. Courses such as Musical Theater Training Days, Computer Aided Design and Manufacturing, and a Family STEM challenge are examples of Junior Cougar programs.

Strategy 3: Encourage high school graduates to enroll in *our* higher education system and keep talent in Illinois

In Fall of academic year 2023-24, 81.3% of the 1,602 new first-time, full-time students and 85.5% of the 910 new transfer students were from Illinois. The proportion of new transfers from Illinois (85.5%) was at a recent high in fall of 2023, while SIUE experienced annual growth of 2.1 percentage points in the proportion of new freshmen from Illinois (79.2% in 2022 to 81.3% in 2023). Seven of the 1,303 new freshmen and 26 of the 778 new transfer students from Illinois benefited from the SIUE Commitment.



Source: SIUE Office of Institutional Research and Studies

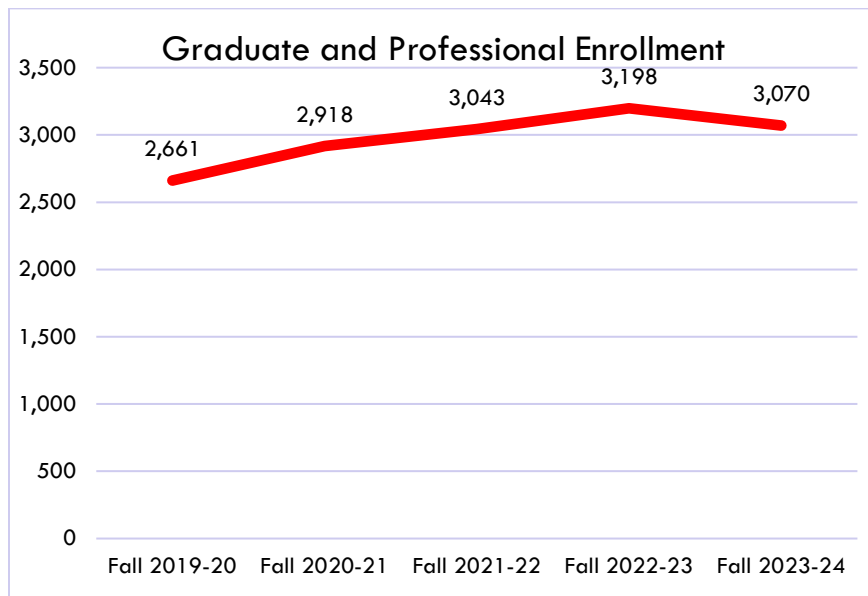


Source: SIUE Office of Institutional Research and Studies

Our extra Illinois efforts include but are not limited to –

- Admissions convened a counselor fly-in to bring high school counselors from the Chicago area to campus for a two-day visit to see the campus and the region. They meet faculty, staff and students and tour SIUE facilities and the Edwardsville and Glen Carbon area.
- In collaboration with high school guidance counselors, we offered 20 on-site admission programs at selected Illinois high schools. Teams of admission staff reviewed applications at the high schools and offered admission and scholarships “on-site and on the spot” to eligible students.
- Admissions managed the recruitment of students attending Hope Chicago network schools. This year saw an increase from one newly enrolled student in Fall 2023 to fifteen newly enrolled students in Fall 2024. Hope Chicago Scholars enrolled for Fall 2024 represent three of the five schools in the Hope Chicago network. Once enrolled, Admissions also oversaw the retention and support of enrolled Hope Chicago Scholars as outlined in the Hope Chicago/SIUE System MOU.
- Admissions hosted its first annual Admitted Student Day for all Summer 2024-Fall 2024 admitted first-year and transfer students in April 2024. Registration for this event filled quickly, highlighting the demand from students and families for admitted student programming. Ninety-eight students registered for the program with seventy-seven enrolling, an approximate 79% yield rate for this program.

Strategy 4: Expand higher education models of teaching and learning that provide opportunity for students to succeed in the work of the future

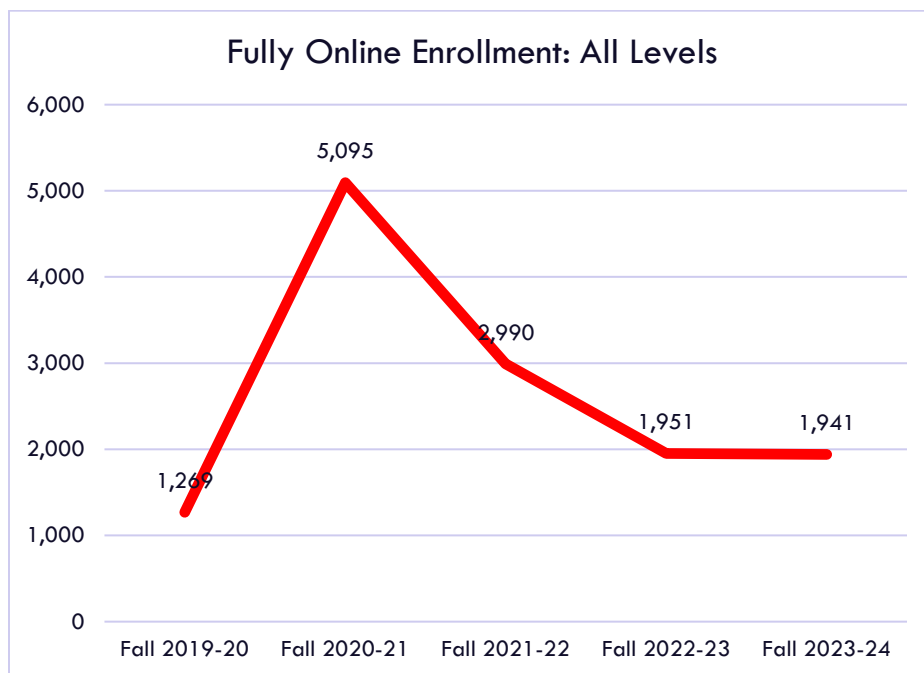


Source: SIUE Factbook 2023-24

SIUE continues to evaluate its portfolio of offerings to ensure that our offerings meet emerging needs for professionals and industries. At the graduate level, SIUE launched an interdisciplinary master’s program in forensic sciences. Faculty and administrators from SIUE in partnership with Illinois State Police leadership developed 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 instrument validation, and increased efficiency.

At the undergraduate level, the University also developed and received IBHE approval to offer the program in Cybersecurity Engineering, which will offer distinction in the market and fill a critical shortage of expert labor in the region and the nation at large. Although SIUE offers a cybersecurity specialization in the School of Business, and its enrollment is quite strong, the program does not address the need for a program that addresses hardware and physical systems in the field. With collaboration from the School of Engineering and the College of Arts and Sciences alongside tremendous support from professionals in the field, the university launched a new Land Surveying and Geomatics program in Fall 23. With a tremendous shortage and expected retirements, this degree program helps meet significant needs.



Source: SIUE Factbook Annex 2023-2024

Online enrollment: 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. Current students and new markets demand online experiences in post baccalaureate learning and SIUE will continue to invest in and support faculty and

students who engage in online learning while ensuring that outcomes reflect SIUE's commitment to excellence, regardless of modality or location.

SIUE has also 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.

Strategy 5: Enhance access to educator preparation programs

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 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 the State, SIUE, and the System.

- In fall 2022, 21 students enrolled in the Early Childhood Education On-Site Program.
- In academic year 2023-24, 72 students qualified for the Consortium scholarship and 71 received the ECACE scholarship, more than doubling the number of recipients from the prior year.
- Within the on-campus and EChOS programs, 95% of the students are incumbent workers.

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 since FY22:

- 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
- The Master of Arts in Teaching (MAT) – Special Education

Since the October 2021 launch, enrollment has been brisk. For AY23-24, the online programs enrolled 322 graduate students and continues to attract applicants.

In response to the regional and national shortage of teachers, SEHNB has an approved Apprenticeship Program with the US Department of Labor. Beginning in fall 2024, approximately 8 teacher apprentices will be placed in a local elementary school and will benefit from increasing wages, continued training within their programs at SIUE as well as mentorship in on-the-job training experiences. The apprentices will earn a journeyman credential from the Department of Labor at the end of the experience. Additionally, SEHNB has developed a special hybrid graduate program designed to upscale local

Elementary Ed and Secondary Education (English Language Arts, History, Social Studies, Biology, Chemistry) paraprofessionals to an Illinois Professional Educator License (PEL).

The Master of Arts in Teaching (MAT) – Alternative Pathways: To tap into the traditional four-year pipeline, we now offer a full day Future Teachers Conference for area high school students engaged in a Career Technical program in education. The event is in its third year. In 2022, approximately 100 students attended. In 2023, approximately 200 students attended. Of those, at least 56 applied to attend SIUE in a teacher education program and 40% of applicants attended. During the event, SIUE surprised students with the opportunity to secure a scholarship to pursue their dreams of being teachers at our university. The Future Teacher Conference will host 300 students in 2024 from additional counties in the Metro East.

Strategy 6: Strengthen the statewide, coordinated transfer system to ensure students have seamless paths to build on previous academic learning and earn postsecondary credentials

In Fall 2023, 159 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 1,496 students to consider this opportunity. To date, 13 students have earned their associate degree credential because of this initiative. In addition to new student targeted outreach each year, we promote this opportunity through the transfer resource website and advising outreach.

Through continued collaboration with community college partners, we have developed and maintained 133 program transfer agreements, (pathways), with 22 community colleges, and 1 four-year university. These agreements serve to assist students with planning when specific major intentions are identified while at the community college or university. Additionally, we maintain extensive course articulation information for all community colleges in the state to assist all transfer students in planning. Given SIUE's investments in online degree completion options, there are additional opportunities to strengthen SIUE's relationships with community college partners to offer high quality and affordable options for students who cannot relocate or who need the flexibility of an online completion path.

Transfer Center staff are 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. Staff members are involved with the National Association of Higher Education Systems (NASH). The group identifies potential solutions and creates action plans to the barriers SIUE faces with regards to transfer enrollment.

Transfer Center staff serve on the IAI Panels, GECC Social Behavioral Sciences Panel, and the GECC Communications/English Panel. Panel members are required to participate in the review and voting of submitted syllabi by Illinois community colleges and four-year institutions. In addition, staff members serve on the Board appointed Steering Panel. The panel's role is to advise the State Higher Education Agencies and IAI Staff on issues related to IAI policy while serving as a forum for discussion of issues

related to the Illinois Articulation Initiative. This group provides advice to IBHE and ICCB on emergent issues related to the Initiative and any issues or concerns raised by the coordinating boards and IAI panels.

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 (AACSB), SIUE partners with Changshu Institute of Technology (CIT) to implement an undergraduate dual degree in robotics and mechatronics. Other pathway agreements with China are with Guangdong Business & Technology University and Northeast Normal University. 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 institutions in India, Chitkara University and Vidyalankar School of Information Technology to provide an articulated transfer partnership program, where SIUE awards the bachelor’s degree. Lastly, SIUE has developed a pathway agreement with Hochschule Mainz (University of Applied Sciences) in Germany.

SIUE Licensure Exam Rates: SIUE is proud to offer excellent professional programs with outstanding regional and national reputations. 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. All the SIUE School of Dental Medicine graduates passed the Integrated National Board exam in 2023, and 93.9% passed the Regional Clinical Licensing Examination. Also, SIUE School of Nursing graduates experienced a substantial over- increase in NCLEX pass rates from 79% in 2022 to 90% in 2023 and are now slightly above the national pass rate of 89%.

School of Dental Medicine (SDM)

Year	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
2023	NA	NA	NA	NA	100%	NA	93.9%
2022	NA	NA	NA	NA	98%	NA	94.0%
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%

School of Nursing NCLEX Examination

Year	SIUE pass rate	National pass rate
2023	90%	89%
2022	79%	82%
2021	85%	82%
2020	92%	87%
2019	94%	88%

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

	NA	FNP	FNP-ANCC	FNP-AANPCB
Year	SIUE % Score			
2023	100%		100%	94.4%
2022	100%		100%	89.5%
2021	96%		100%	100%
2020	79%		100%	100%

School of Pharmacy (SOP)

North American Pharmacist Licensure Examination		
Year	SOP Pass Rate	National Pass Rate
2023	83%	81%
2022	88%	80%
2021	91%	84%
2020	94.87%	88.43%
2019	95.83%	88.34%

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 for the previous 10 years. 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 2023 first-attempt NAPLEX pass rate is 83%, compared to 81% nationally.



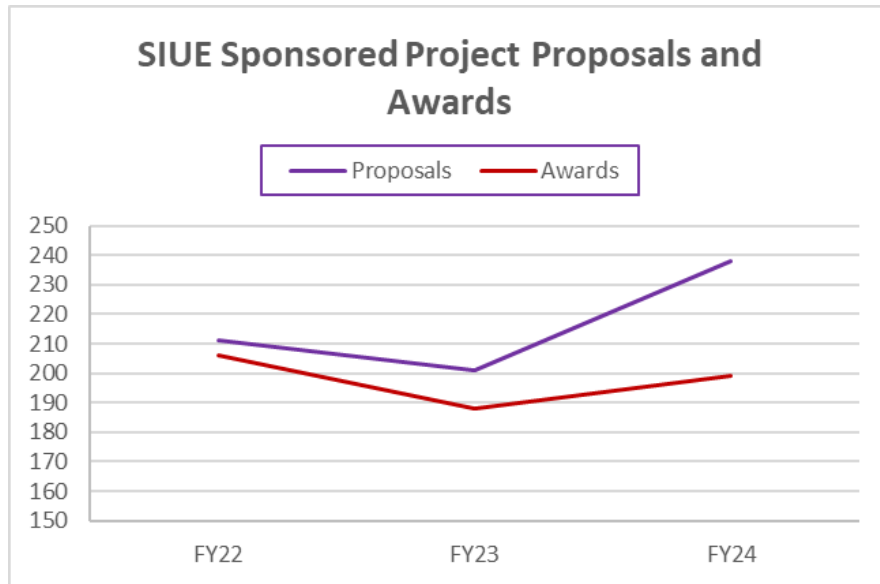
Points of Pride

Research and Creative Activities:

SIUE ranks first for research expenditures among Carnegie Doctoral/Professional Universities, according to the FY22 National Science Foundation Higher Education Research and Development (HERD) Survey. 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 247th in its 2024 National University Rankings.

In FY24, faculty and staff oversaw \$39.2 million in grants and contracts expenditures 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 newly awarded grants and submitted proposals both increased from FY23.



Source: SIUE Office of Research and Sponsored Projects

The list below provides some highlights and notable grant awards received by SIUE in FY24:

- Sharon Locke, Professor in Environmental Science, Director of the STEM Center, received \$1,320,000 from the National Institutes of Health, with Michael Olson, Professor in the SIU School of Medicine and Christopher Smyre, Assistant Professor in the SIU School of Medicine.
- Erin Vigneau-Dimick, Executive Curator at the University Museum, received \$175,000 from the Institute for Museum and Library Services.
- Kenneth Witt, Professor in the School of Pharmacy, received \$575,000 from the National Institutes of Health, with Mike Crider, Professor and Associate Dean for Research in the School of Pharmacy.
- Rony Die, Associate Vice Chancellor for Student Affairs and Dean of Students, received \$137,000 from the Illinois Board of Higher Education, with Jessica Ulrich, Practicum Education Director and Instructor in the Department of Social Work.
- Myjal Garner, Assistant Professor in Nursing, received \$134,000 from the Illinois Board of Higher Education, with Jerrica Ampadu, Associate Professor in the School of Nursing, Amelia Pérez, Professor in the School of Nursing, Bernadette Sobczak, Assistant Professor in the School of Nursing, and Annie Imboden, Assistant Professor in the School of Nursing.

- Dennis Mares, Professor in Criminal Justice and Director of the Center for Crime Science and Violence Prevention, received \$100,000 from Alton Police Department, secured from the Department of Justice.

Affordability and Quality of Programs:

SIUE is among the top 500 colleges in the Wall Street Journal's "Pulse" rankings. This ranking is based on learning environment, years to pay off net price, degree completion rates, the likelihood of higher salaries post-graduation, and diversity.

SIUE earned a prestigious place among the best institutions for veterans, ranking 100th overall and 15th in the Midwest in the 2023 Best for Vets Colleges list. This recognition underscores the University's commitment to providing high-quality education and comprehensive support services tailored to military-connected students.

SIUE has been nationally-recognized as a 2024-2025 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. **Military Friendly[®] School:** Institutions earning this designation were evaluated using both public data sources and responses from a proprietary survey. More than 1,800 schools participated in the survey; SIUE is one of 282 to be selected for "Gold" award status for their leading practices, outcomes and effective programs. Methodology, criteria and weightings were determined by Viqtory with input from the Military Friendly[®] Advisory Council of independent leaders in the higher education and military recruitment community.

Southern Illinois University Edwardsville takes the lead in [BYU's latest accounting education case rankings](#). Three individual SIUE faculty members also rank in the top 10 of individual researchers publishing educational cases. SIUE's strong showing is a result of the department's focus on timely issues often revolving around new standards or new technology, keeping students prepared for the profession beyond course materials.

Two of SIUE's graduate school programs, MBA (master's in business administration) and Engineering were honored in [Money Magazine](#) for being top programs with the best value compared against schools around the nation. *Money* rated SIUE's MBA program at 4 stars with graduates having a 98 percent employment rate and an average early career salary of \$65,550. *Money* rated SIUE's Engineering program at 4.5 stars with graduates having a 100 percent employment rate and an average early career salary of \$74,580.

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.

Our institution stands at the threshold of remarkable opportunities for bold progress. SIUE's commitment to innovation, academic excellence, and community engagement serves as the cornerstone for a promising future. With strategic initiatives focused on fostering inclusive learning environments and expanding collaborative partnerships, SIUE is poised to exceed the evolving demands of higher education in the 21st century.

Our blueprint for the future encompasses a vision that is both aspirational and achievable. In this era of constant evolution, SIUE's commitment to adaptability and resilience paves the way for sustained growth and distinction. By leveraging technology, nurturing talent, and embracing diversity, SIUE is dedicated to cultivating a dynamic and forward-thinking community of scholars, students, and leaders.

School of Medicine

Summary 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

Strategy 1: Support the ongoing learning renewal of students and systemic implementation of evidence-informed student support practices

b. 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.

- c. **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 SIUSOM, 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 also volunteer at Springfield-based free clinics that support underserved populations in Springfield to include one that provides free back-to-school physical examinations.

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.

The SIU School of Medicine's Research Scholars Program provides additional opportunities for medical student research. This program facilitates recognition for medical students who are making a dedicated effort to perform research over their four years and allows them to graduate as an SIUSOM Research Scholar. These students are recognized with a certificate at graduation and this designation appears on both their residency application and Dean's letter.

d. 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 teaching, academic evaluation or promotion of student receiving those services. 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.

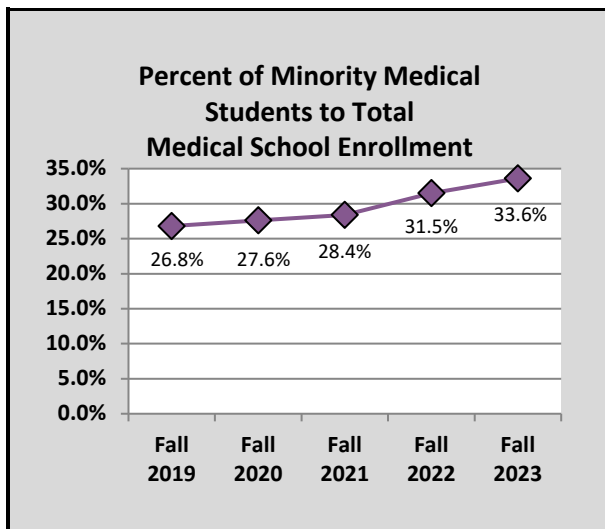
Wellness activities and educational events are held throughout each academic year. At year one orientation, students have a session on wellness including mental health issues, nutrition, recreation, and substance abuse. Approximately six to eight weeks after school starts, year one students attend a 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.

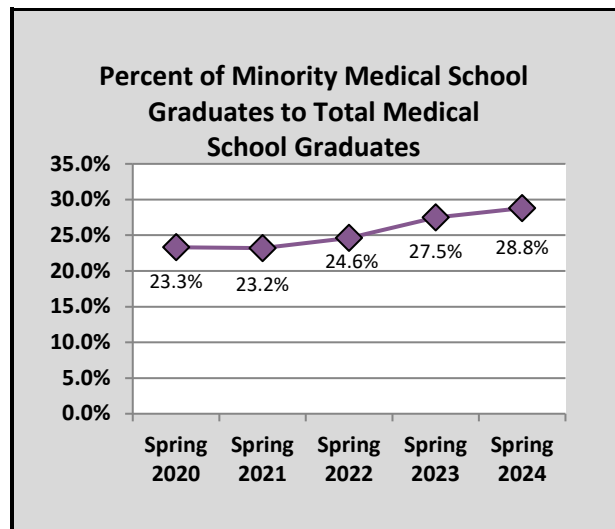
Student Assembly, an organization whose purpose is to provide a means for interclass communication and a vehicle to address student concerns and various aspects of medical education, has an elected wellness chair position for each class. Wellness chairs serve as wellness champions for their classmates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

Strategy 2: 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 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 nearly 30% for the most recent five-year period displayed below. Compared to other US medical schools, SIU’s medical school rated at the 87th percentile in percent of graduates who are from Black or African-American backgrounds (data for graduates from 2017-2022). 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 2024



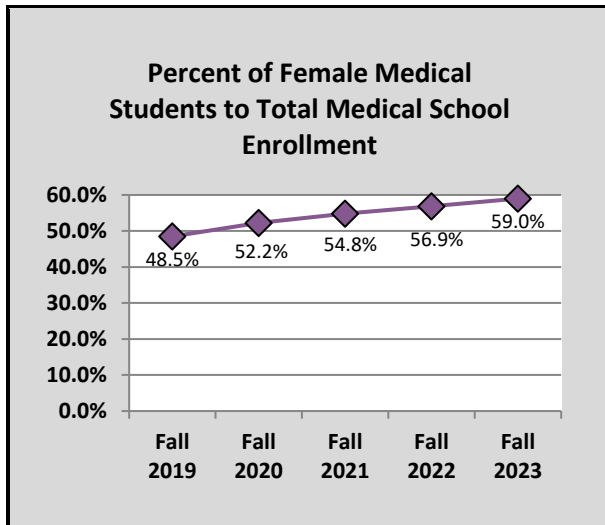
Source: SIU SOM Student Affairs, October 2024

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. Since 2020, applications from African-American or Black students have increased by over 7%, to include a 11% increase in applications from African-American or Black

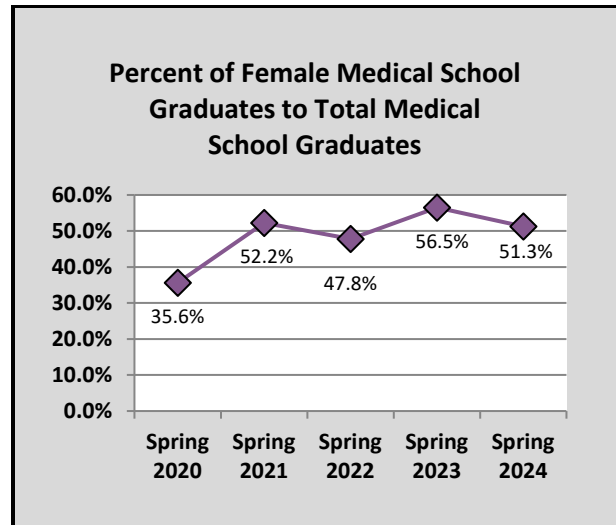
women. While the raw number of Black or African American students in U.S. Medical Schools has increased by over 26% since 2019, the total enrollment of Black or African American medical students at these schools in FY2024 was only at 8.5% of the entire student population. Competition among medical schools 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, 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 near the 50th 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 continues to increase and, over the most recent five-year period, enrollment for this group has averaged 54%. This is comparable to all US medical schools where women averaged 53% of the nation's medical school enrollment during this same time period. For SIU School of Medicine's Year 1 class beginning in fall 2023, nearly 60% were female medical students, compared to first-year female enrollment of 55% at all US medical schools in that same year. 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.



Source: SIUC Institutional Effectiveness, Planning, & Research, October 2024



Source: SIU SOM Student Affairs, October 2024

In 2024, SIU School of Medicine was ranked at the 78th percentile of all medical schools for the percentage of its faculty who are women. Since FY2019, the count of women faculty at the School of Medicine has increased from 150 to 196 (a 31% increase) and women make up 48% of the overall faculty ranks, up from 44% five-years earlier. Thirty-six of sixty Executive Leadership Positions at the school (60%) and nineteen of twenty-seven (70%) of the Chairs of school-wide faculty committees are filled by women. Of note in FY2024, four SIU School of Medicine faculty members were recognized as Annual Inspire Award winners by the American Medical Women’s Association (AMWA). Only sixty-five awards total were granted in this category. This reinforces and supports the school’s priority to encourage and develop female physicians for practice.

b. 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. While these initiatives require the involvement of many offices and individuals, the organization at the school most responsible for these efforts is the 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.

Beginning in 2015, Employee Engagement Surveys of all faculty and staff have been conducted every two years. Survey findings have touched on a number of topics to include the areas of rewards and recognition, professional development and growth, accountability, relationships with supervisors, change management and engagement, inclusivity, and equity/diversity/inclusivity bias. 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.

Annually, fourth-year medical students at SIU School of Medicine complete the Association of American Medical Colleges (AAMC) Graduation Questionnaire (GQ). This survey is completed by medical students throughout the US and Canada and is intended to identify and address issues critical to the future of medical education and well-being of medical students. Issues addressed include: students’ satisfaction with their educational programs’ ability to prepare them for residency; students’ career and specialty plans; the costs of medical education; and students’ experiences in the learning environment. The tables below summarize some of SIU medical student’s responses to the most recent (2024) GQ. The column on the right identifies how SIU School of Medicine rates compared to other US and Canadian medical programs. The AAMC GQ is just one means of collecting feedback from students, however, the results from this survey allows for a comparison of SIU’s programs with other medical schools and identifies those areas where improvements can be made to the medical education program.

Rate how often the following behaviors/ attitudes are demonstrated by your faculty	
	SIU STANDING
Being respectful of your patient’s dignity and autonomy	99 th %tile
Actively listened and showed respect to patients	99 th %tile
Resolved conflicts in ways that respect the dignity of all	92 nd %tile
Used professional non-derogatory language	91 st %tile
Provided me direction and constructive feedback	91 st %tile
Advocates appropriately on behalf of patients	91 st %tile

Rating of general educational factors: “good or excellent” or “agree/strongly agree”	
	SIU STANDING
Communication skills needed for patients and professionals	99 th %tile+
Understand needed ethical and professional values	99 th %tile+
SIU SOM fosters my development as a person	93 rd %tile
Accommodations made available	99 th %tile+
Student Mental Health Services	93 rd %tile
Programs promote stress management and overall well-being	91 st %tile
Overall satisfaction with medical education	85 th %tile

c. 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 employs 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. Notable activities in FY2024 included the Seventh Annual Women in Medicine and Science Professional Development Conference in May, 2024, which was hosted by AWIMS. Around 100 students, staff, faculty, and senior officials participated in a day of activities, networking, and self-care. Notable activities included a session on nutrition and wellness, a networking lunch, and a keynote address that highlighted the roles of mentorship, allyship, and sponsorship in building and sustaining successful careers for women in medicine and science.

Another example of SIU School of Medicine's support to community partners is its Center for Equity in Professional Development. First established in 2022, and supported in part by \$2 million in new federal funding, this Center brings together employers and industry leaders in central Illinois for purposes of planning, developing, coordinating and implementing new education and training for learners in the region. The goal is to develop and reinforce more equitable and diverse professional development pipelines. The Center focuses on research related to equity and diversity in the workplace and identifies 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.

Strategy 3: 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.

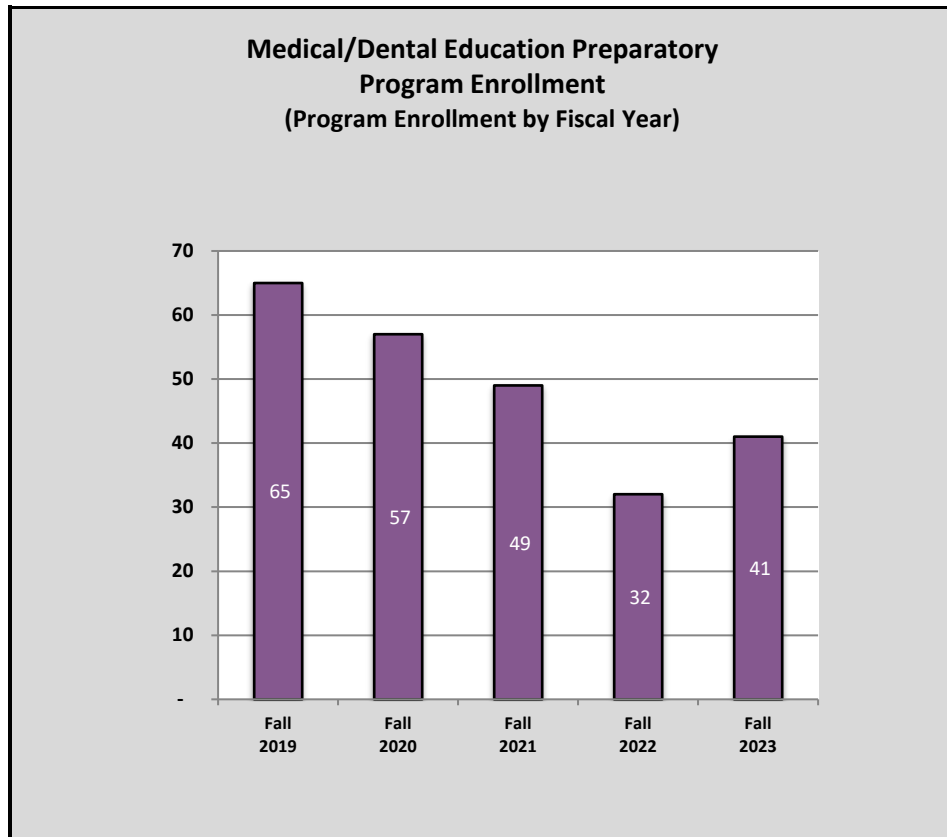
Other School of Medicine initiatives that support an equitable work environment include Equity Ambassadors, the Equity Support Team, and the Antiracism Task Force. Equity Ambassadors are individuals from various departments who regularly collaborate on issues affecting equity in the workplace and who 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.

Strategy 6: 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 2023 - 2024, eleven MEDPREP Graduates enrolled in at SIU School of Medicine.

Since the program’s founding, 1,731 students have participated in MEDPREP. In the most recent five-year period, the program had an 89% completion rate and 80% 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 2024



Goal 2: Sustainability

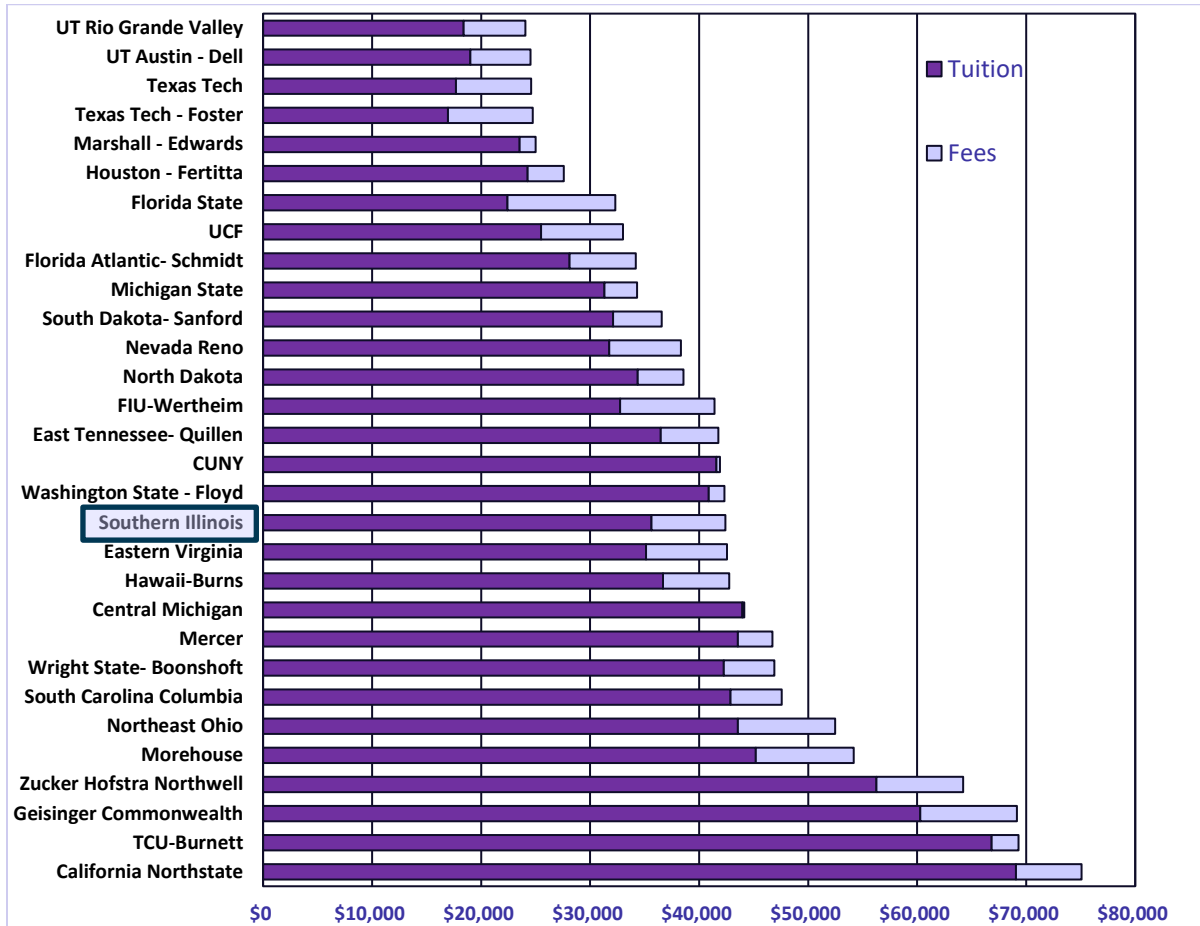
Strategy 1: Invest in public higher education through an equitable, stable, and sufficient funding system.

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

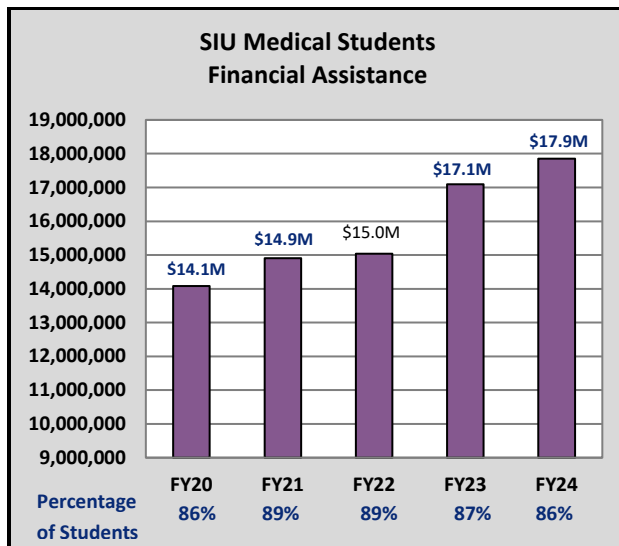
medical school scholarships, and provide other services and benefits of value to medical students, resident physicians and fellows, physician assistant students, and graduate science students.

**AY2023/2024 FIRST YEAR MEDICAL STUDENT TUITION AND FEES
(IN-STATE)
COMMUNITY-BASED MEDICAL SCHOOLS**

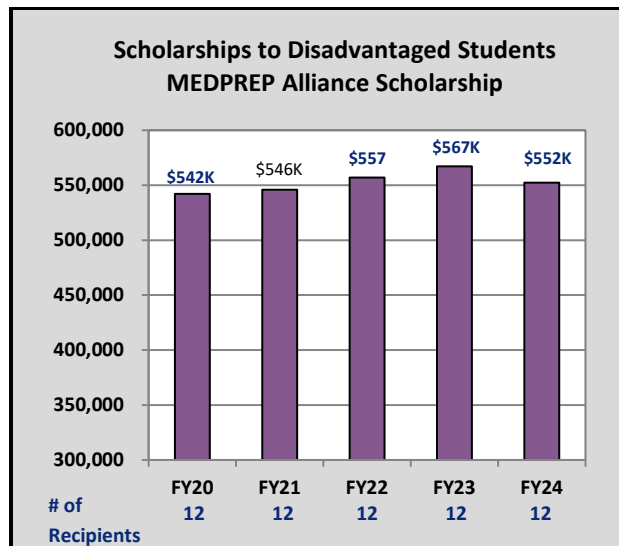


Source: Association of American Medical Colleges, January 2024

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 5.3% of the school’s FY2024 operating budget (excluding SIU Medicine funds).



Source: SIU SOM Student Affairs, October 2024



Source: SIU SOM Student Affairs and Office of Management and Budget, October 2024

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, 87% 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 remained steady and averaged over \$553,000 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 FY2023 the mean educational debt (including premedical school debt) was \$252,806. Additionally, fifty-one percent of the 2023 graduating class incurred total educational debt in excess of \$250,000, a significant increase compared to 2019. (From 13 students in 2019 to 35 students in 2023.) 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.

Strategy 5: 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 seek approval from 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 and procurement staff
- 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 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

Strategy 2: 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 expanded to seventeen 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.

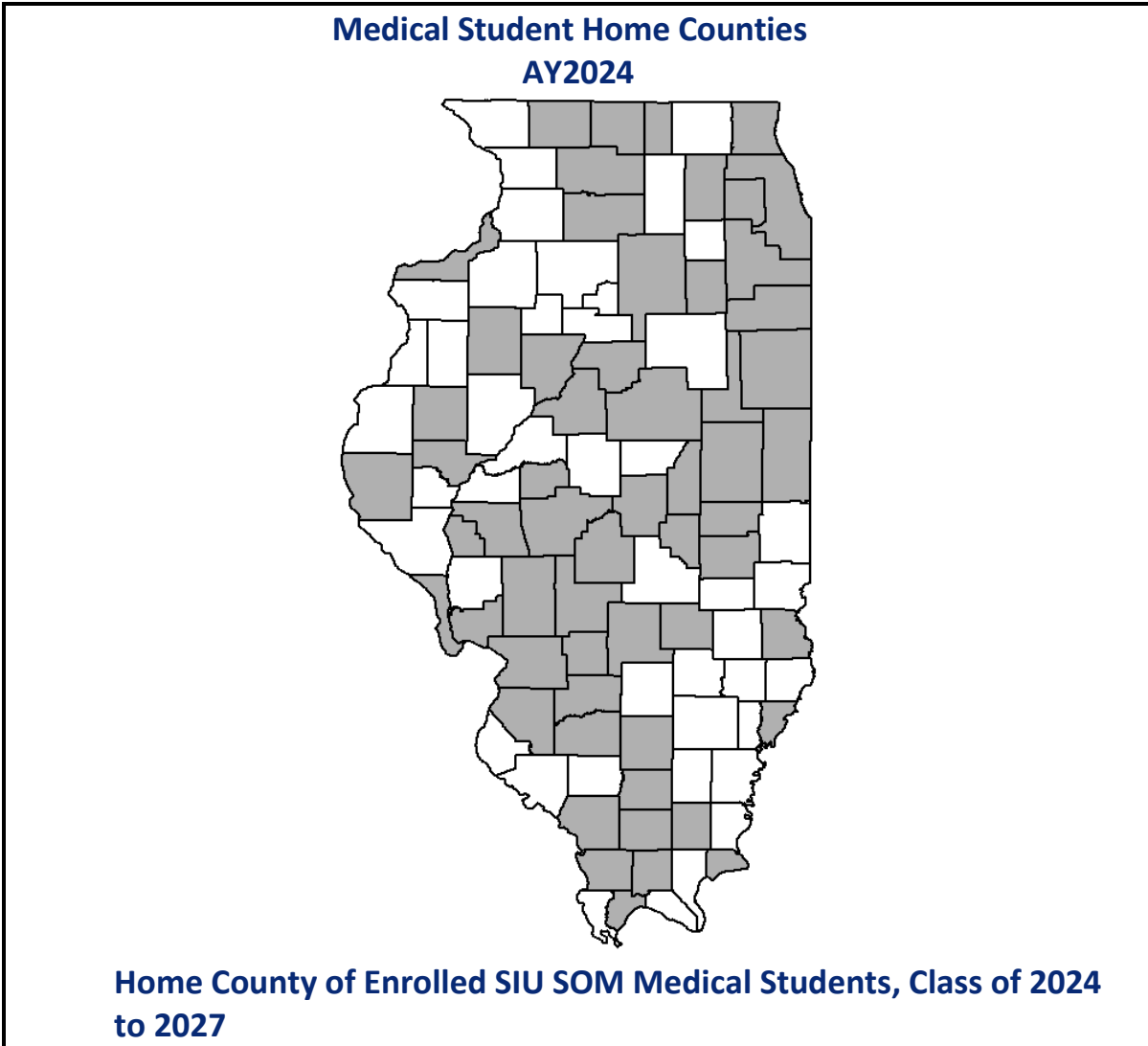
The FQHCs have collaborated with a number of subspecialty clinics to provide services on-site in their clinics. Services include Cardiology, Pulmonology, Psychiatry, Infectious Disease and consults from the Neuroscience Institute. In additions, the FQHCs also collaborate with a number of public health 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 three Mental Health Centers (Memorial Behavioral Health (Springfield), Transitions of Western Illinois (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; an Addiction Medicine fellowship in Springfield; a General Internal Medicine residency in Springfield; 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 and underserved 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 FY2024, medical students came from 58 of Illinois' 102 counties and of these students, 90% were from downstate Illinois and 32% came from rural counties. Exactly one-half (50%) of the class matriculating in academic year 2023/2024 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 86th percentile of all medical schools in terms of the percentage of its graduates practicing in rural areas, at the 71st percentile of graduates practicing in-state, at the 66th percentile of graduates practicing in underserved areas, and the 92nd percentile of percent of graduates practicing in primary care. (2024 AAMC Missions Management Tool, graduates from 2010 to 2014).



Source: Fall 2023 Enrollment Questionnaire, SIU SOM Student Affairs

Support new and existing regional partnerships

Behavioral Health Workforce Center (BHWC)

To address the significant shortage of mental health providers and services, the State of Illinois created a Behavioral Health Workforce Center (BHWC) and named SIU School of Medicine to serve as its primary administrative hub. Established by the Health Care and Human Services Reform Act of 2021, this initiative will expand both training and research in order to address the critically low staffing levels of behavioral health specialists in Illinois, particularly in rural and small urban communities. It is funded by the Division of Mental Health within the Illinois Department of Human Services and administered by the Illinois Board of Higher Education.

In conjunction with a secondary hub at the University of Illinois Chicago, SIU School of Medicine is working to establish the BHWC as a model for ongoing research and collaborative programs. These

efforts will facilitate and improve teamwork between state agencies, all state universities and community colleges, K-12 schools, mental health professionals, and behavioral health professional organizations.

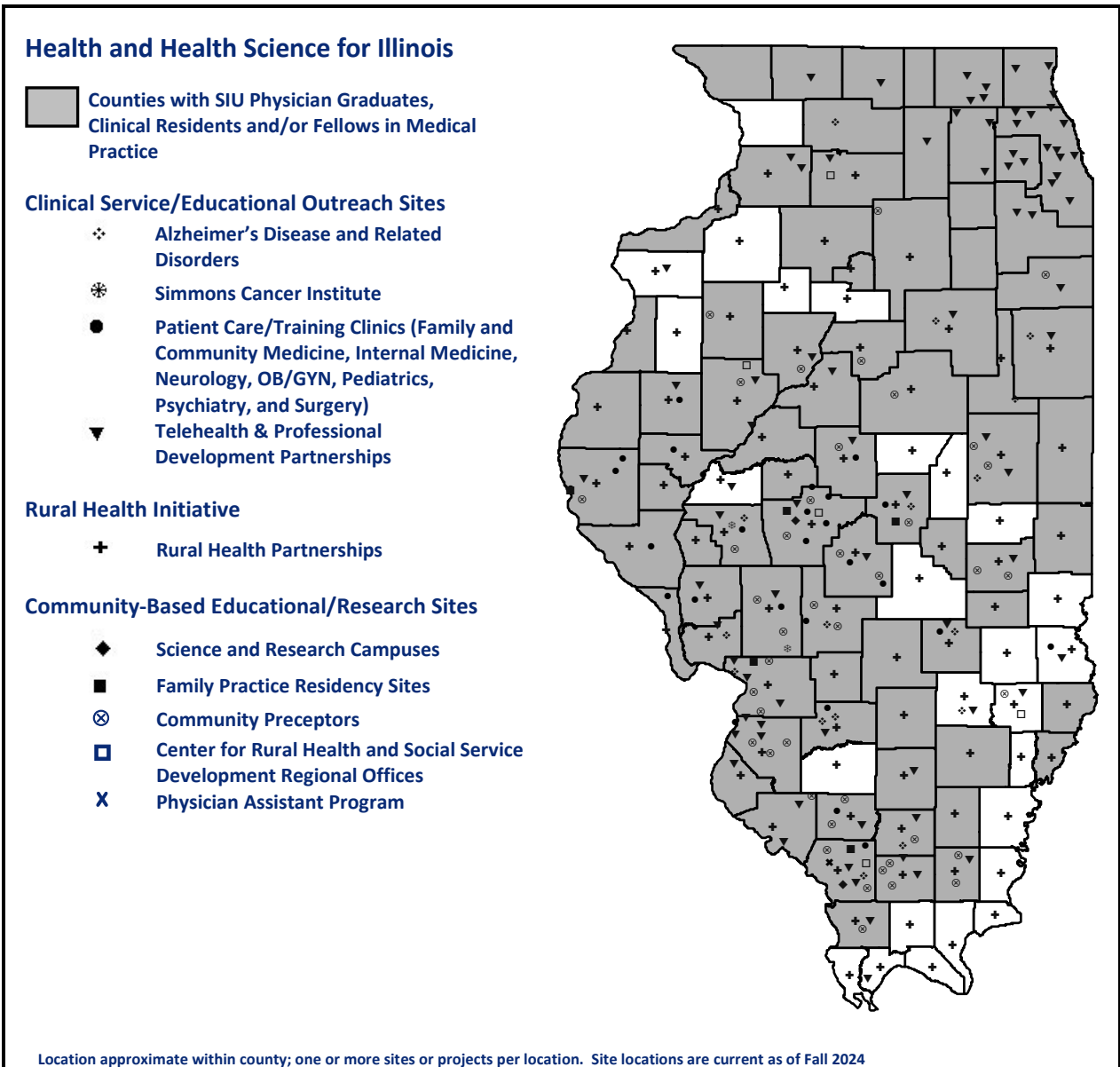
The BHWC will develop new training programs, training sites and continuing education programs in order to enhance training for psychiatrists, psychologists, counselors such as licensed clinical social workers (LCSW) and licensed clinical professional counselors (LCPC), and for the new and highly successful peer support positions such as certified recovery support specialist and certified peer recovery specialist. In addition, the BHWC will emphasize pathway programs to enhance diversity and telehealth technology to extend the reach of its programs to the most isolated areas.

In addressing its research role, the BHWC will collect and analyze data that will define the workforce, the demographics, and the gaps in training and placement. The information will be used for policy recommendations to state agencies and legislators.

The BHWC website, illinoisBHWC.org, houses a workforce dashboard that provides county-by-county statistics to demonstrate the current behavioral health workforce in Illinois and includes a job board to promote vacancies across the state of Illinois and connect interested candidates to current job openings.

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 76 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.



Strategy 3: Encourage high school graduates to enroll in *our* higher education system and keep talent in Illinois

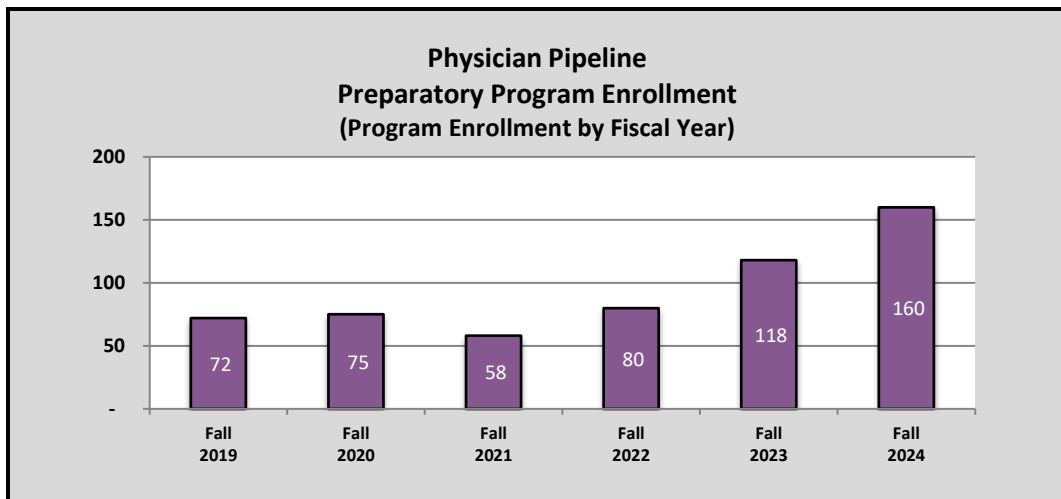
McNeese Scholars/ Physician Pipeline Preparatory Program (P⁴)

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. Except for a dip in enrollment in Fall 2021 due to the pandemic, interest in the program has steadily increased and in fall 2024 (FY2025), the program enrolled 160 students, the largest class in its history. 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 was a SIU School of Medicine alumnus ('86) and had 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 2024

Strategy 4: Expand higher education models of teaching and learning that provide opportunity for students to succeed in the work of the future

Umbrella Graduate Program

In FY2024, SIU School of Medicine implemented a new Umbrella Graduate Program. This is an interdepartmental program that allows graduate students to train and earn degrees in multiple departments. The program employs an initial common curriculum which provides students the opportunity to explore their career interests before deciding on an advisor's department and laboratory. This new program will serve the SOM Departments of Pharmacology, Medical Microbiology and Immunology, Population Science and Policy, and Biomedical Sciences Carbondale (which is composed of the former departments of physiology, biochemistry and microbiology, and anatomy and neuroscience in Carbondale). It also serves the SIU Carbondale Microbiology program, and expands upon the previous MBMB program. It is envisioned that over time this new program will increase graduate student enrollment and research output.

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).

The first class of Lincoln Scholars graduated five students from the SOM in FY2024 and of those, three accepted residency programs in downstate IL (Springfield, Quincy, and Carbondale). In June 2024, the fifth class of eight students enrolled in the School of Medicine's Lincoln Scholars Program (LSP), bringing the total current enrollment to its maximum level of thirty-two students total for all four academic years. With the program's full implementation, total baseline enrollment in the SIU medical program has increased to 320 students.

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.

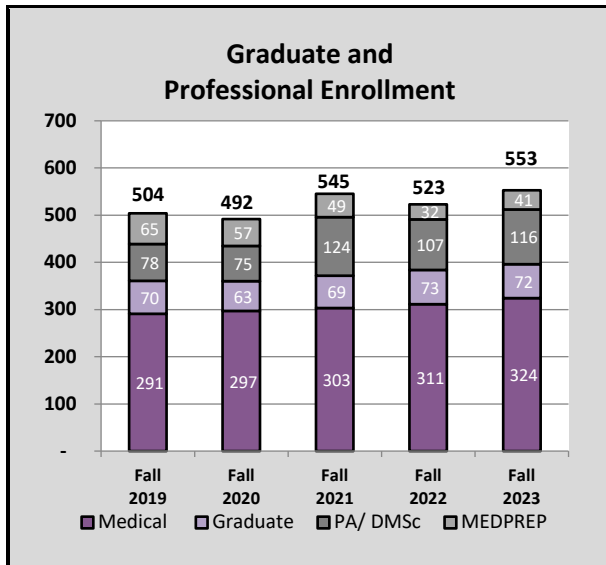
At the start of the program, students select one of the two offered Practicum tracks; either the Clinical Practicum Track or the Educational Practicum Track. The Clinical Practicum track provides intensive clinical exposure in a chosen clinical specialty to further the student's clinical practice. The 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 the program's inception in 2021 and through fall 2024, 166 PAs have enrolled in the program and 89 have graduated.

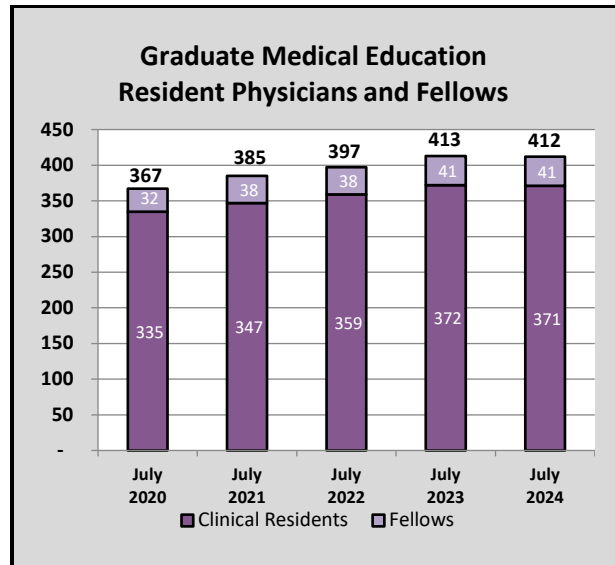


Points of Pride

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



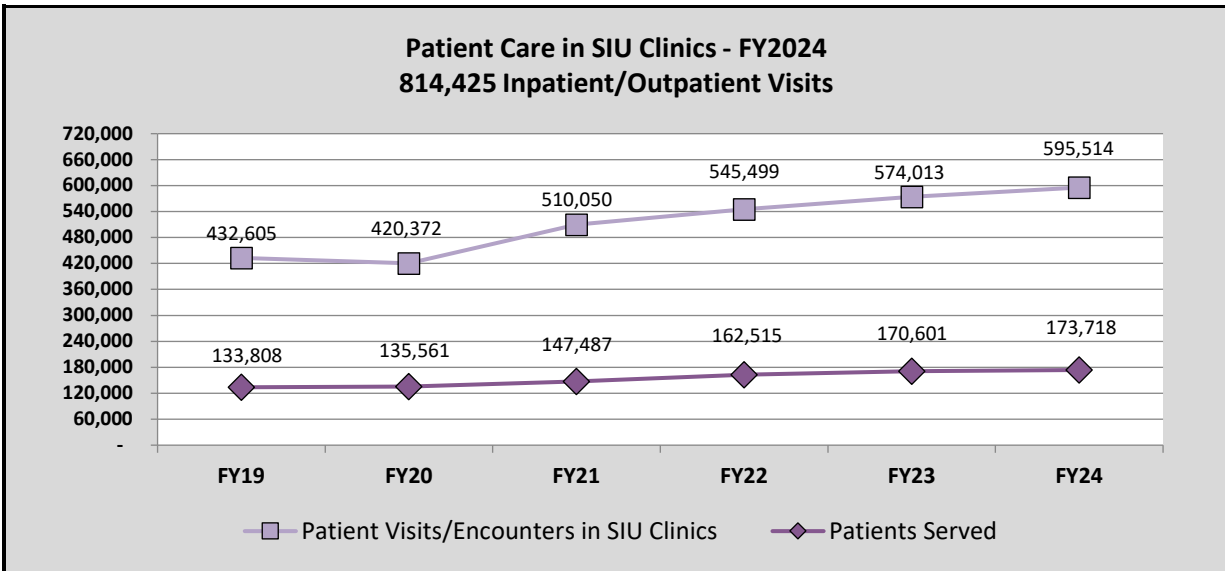
Source: SIU SOM Graduate Medical Education Program, Years Noted. ACGME-Accredited Programs Only

SIU SOM’s student enrollment has been stable over the past few years and is increasing. The Lincoln Scholars Program (LSP) has increased baseline medical school annual enrollment to 320 students in FY2024 and the Doctor of Medical Science for Physician Assistants program will increase PA annual enrollment to over 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. SIU School of Medicine, in cooperation with its affiliated teaching hospitals, provides GME in 21 residencies and 15 fellowships. These programs grew to over 410 positions in 2024; a nearly 25% increase in positions since 2018. In 2024, 125 new students enrolled in these residency and fellowship programs, to include 21 from SIU School of Medicine, representing 27% of SIU’s 2024 graduating class. These increases are vital to the School’s mission to provide healthcare to the region.

Since its founding in 1970, SIU School of Medicine has graduated over 3,200 medical students and over 3,200 physicians have also graduated from the school’s residency programs and fellowships. Graduation rates for SIU School of Medicine remain high and nearly all MD students at SIU graduate from medical school with most completing their studies in four years. Since 2020, 87% of MD students completed their degrees in four years and 97% graduated in six years. SIU MD graduates have been successful in obtaining highly competitive clinical residencies. Since 2006, over 1,250 graduates have entered 29 different specialties, nearly 60% of which are in the primary care fields of Family Medicine, Internal Medicine, Emergency Medicine, Pediatrics, and OB/GYN. Of all SIU Medical School alumni since the

school's founding, 2,358 are in practice of which 910 (39%) practice in Illinois and 777 (33%) practice in primary care.



Source: SIU Medicine, October 2024

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 FY2024, 315 full-time faculty physicians practiced at SIU Medicine; an increase of over 30% 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 173,718 patients during 595,514 visits/encounters in SIU clinics; a nearly 30% increase in patients served and 38% increase in visits conducted compared to FY2019. When both hospital (inpatient) and clinic (outpatient) services are included, SIU physicians provided over 814,000 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 FY2024, the School received over \$25.5 million in external grants and contracts for research, teaching, and public service; an over 66% increase in funding since FY2014. Over this same time period, the school has annually averaged 110 medical school faculty members with active grant funding. This past year, the School's faculty engaged in 547 clinical research studies in fields such as Alzheimer's disease, cancer of the breast and prostate, and noise- and drug-induced hearing loss.