Southern Illinois University System
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April 3, 2026

Members of the Board Academic Matters Committee

Ed Hightower, Chair
Hannah Connolly
Sara Salger
Toni Williams

Dear Committee Members:

The Academic Matters Committee will meet on Thursday, April 16, 2026, at 9:00 a.m. in Ballroom B of the Student Center on the Southern Illinois University Carbondale campus with YouTube option.

The agenda, Centers and Institutes Report and minutes from the February 5, 2026 meeting can be viewed through the Board portal system.

I look forward to seeing you at the meeting.

Sincerely,

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

GVG/jl

Attachments

c: Mo Abuzaneh
Deb Barnett
Ed Curtis
J. Phil Gilbert
John Simmons
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, April 16, 2026
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 February 5, 2026

3. Presentation: 2026 SIU System Distinguished Student Service Awards

4. Information Report: *FY2025 Centers and Institutes Report*

5. Other Business

6. Adjournment

BOARD OF TRUSTEES
SOUTHERN ILLINOIS UNIVERSITY

Minutes of the Academic Matters Committee Meeting
Thursday, February 5, 2026
9:00 a.m.

Legacy Room – Room #2038
Morris University Center (2nd Floor)
Southern Illinois University Edwardsville
Edwardsville, Illinois,
live stream video at siusystem.edu via YouTube

The Academic Matters Committee met at 9:05 a.m. on Thursday, February 5, 2026, in person and via YouTube. Present were: Toni Williams (chair pro-tem), Hannah Connolly, Ed Hightower, and Sara Salger. Other Board members present were: Mo Abuzaneh, Ed Curtis, John Simmons, and Roger Tedrick. Absent: Phil Gilbert. Executive Officers present were: President Dan Mahony, Vice President Justin Oates; Vice President Sheila Caldwell; Chancellor Austin Lane, SIUC; Chancellor James Minor, SIUE; and Dean and Provost Jerry Kruse, SIU School of Medicine.

Announcements

Vice President Gupchup informed the Board of Trustees that he had four announcements.

The SIU System has signed an agreement with the National Association for Higher Education Systems (NASH) Google Community of Practice to receive 500 free licenses per year, for two years, for each university to make Google Career Certificates and AI Essentials credentials available to users. Each campus will come up with a plan to utilize these licenses in a meaningful way. This might include embedding materials in courses, or co-curricular options for students, faculty, staff, and the community. This is a tremendous opportunity that aligns with several other academic innovation projects we are doing across the system. Campus leads for SIUE and SIUC are Tyann Cherry and Julie Dunston, respectively.

The System AI Committee, chaired by Mario Hayek and Craig Engstrom, are refining an implementation plan. The plan will be discussed at the April 2026 Board of Trustees meeting.

The Interim Director of the Institute for Rural Health, Jeff Franklin, retired last month and Dr. Gupchup thanked him for his services. With the help of Kelly Sager Consulting, a Roadmap for the Institute has been developed. The search for a new Director is underway. The new Director will present the Roadmap to the Board at a future meeting.

Hilla Medalia, a former student of SIUE's Associate Provost Dr. Elza Ibroscheva, from when she taught at SIUC, has been nominated for an Oscar. Hilla Medalia is an

acclaimed Israeli documentary filmmaker and producer, recognized with a 2026 Academy Award nomination for Best Documentary Short, "Children No More: Were and Are Gone". The film focuses on Israeli activists holding silent vigils for children killed in Gaza. She is a Peabody Award winner and four-time Emmy nominee.

Approval of Minutes of the Meeting December 4, 2025
Motion was made by Trustee Williams to approve the minutes of the December 4, 2025, meeting. Trustee Connolly made the motion. The motion was duly seconded by Trustee Salger. Madam Secretary called roll call with Hightower, Connolly, Salger, and Williams passing the motion.

Information Report: *Athletic Report*
Vice President Gupchup introduced athletic directors Andrew Gavin (SIUE) and Tim Leonard (SIUC) who shared highlights from their respective campus reports and addressed questions.

Recommendation for Honorary Degree Award (Board Agenda Item J)
Chancellor Austin A. Lane presented the recommendation for Honorary Degree for Southern Illinois University Carbondale.

Recommendation for Honorary Degree, SIUC
[Bartmes] (Board Agenda Item J)

Trustee Williams asked if there was a motion for approval of committee item J. Trustee Salger made the motion. The motion was duly seconded by Trustee Connolly. Madam Secretary called roll call with Hightower, Connolly, Salger, and Williams passing the motion.

Other Business
Having no other business, the Committee adjourned at 9:45 a.m.

Adjournment

GVG/jl

Southern Illinois University
CARBONDALE

SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

CENTERS & INSTITUTES

FY2025 ANNUAL REPORTING

Submitted by:

The SIU System

Office of Academic Innovation,

Planning & Partnerships

to the

SIU Board of Trustees

April 2026

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INTRODUCTION

In keeping with University Guidelines, the following reports from centers and institutes at Southern Illinois University's three campuses for FY2025 are provided for the SIU Board of Trustees. It is the eleventh annual report on centers and institutes that have been approved by the Illinois Board of Higher Education (IBHE) and/or established by Illinois state statute. These reports will permit better administrative oversight of valuable components of the university system, as reflected in Section 2.4 Academic Affairs: Center and Institutes (http://siusystem.edu/about/section24.shtml).

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

Initially this report was to cover only those centers and institutes that were IBHE-approved and/or Illinois State Statute-established. Because of their importance, other center-like units were asked to report, such as SIUC's Paul Simon Public Policy Institute and SIUE's Illinois Metro East Small Business Development Center and University Museum. Other centers, institutes, and units are included in this report, while still others may be considered in the future. Each campus will be assessing the criteria for this report as we move forward.

Gireesh Gupchup
Vice President for Academic Innovation, Planning and Partnerships

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2024 – June 30, 2025

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

1. Reporting Institution: Southern Illinois University Carbondale

2. Center/Institute: Advanced Energy Institute

3. Date: February 4, 2026

4. Director: Ken B. Anderson

   4.1 Telephone: 618-536-5521

   4.2 E-mail: kanderson@siu.edu

5. Year Established: 1974

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: Office of Vice Chancellor for Research and Graduate Dean

8. Type

Type	Activity (Check all that apply)
Instructional	
Research	X
Public Service	X

9. Overview

9.1 Description

AEI is the hub for SIU advanced energy research, collaboration, education and facilities. The center currently focuses on the following activities:

1) RESEARCH: maximizing proposal development and project implementation support to faculty and students across campus.
2) COLLABORATION: serving as a resource for the campus community and a bridge to government, industry, and other academic and research institutions, especially Illinois based organizations.
3) FACILITIES: Support and maintain specialized facilities; and
4) OUTREACH: facilitating the improvement of the public's understanding of energy, including special focus on regional energy and energy-related environmental topics.

9.2 Mission

Advanced Energy Institute is responsible for coordinating and facilitating energy-related research and scholarship across all aspects of the SIU Carbondale campus, including promoting externally funded energy-related research, development, and deployment (RD&D) activities and assisting in development of energy related academic programs.

9.3 Objectives

1) Expand advanced energy education and RD&D activities across campus.

2) Facilitate the development of an advanced energy workforce, with special focus on the changing energy production and utilization patterns of the State of Illinois, especially southern Illinois.

3) Support research to increase the return on investments in advanced energy.

4) Establish Illinois Energy Development Park as the regional test bed for advanced energy technologies.

10. Advisory Board

10.1 External Advisory Board - Membership

- John S. Mead, AEI Director Emeritus
- Kevin O'Brien, Director, Illinois Sustainable Technology Center, Illinois State Water Survey
- Thomas A. Sarkus, Division Director, Major Projects Division, National Energy

Technology Laboratory, U.S. Department of Energy

- Don Stevenson, Vice President and Managing Director, Energy Supply & Conversion, Gas Technology Institute
- John Thompson, Director, Technology and Markets, Clean Air Task Force
- Note: Norm Peterson, Director, Government Relations, Argonne National Laboratory; served as an advisory board member until passing in September 2024. For FY26 forward, Mr Peterson board seat will be filled by Dr Claus Daniel, Associate Laboratory Director, Argonne National Laboratory

10.2 Number of Meetings

In This Reporting Period	1

11. Annual Performance

11.1 Performance Measures*

Measure		Target for Year	Results in Year
1.	Faculty Seed Grants awarded	Up to 5	5*
2.	Graduate Assistant positions *(not included in total--6 Student Workers)*	1-2	10*
3.	New Course Development contracts awarded	2-3	0*
3.	Undergraduate Scholarships awarded	Up to 4	0
4.	Student research grants awarded	Up to 5	0
5.	Community outreach events	2	3
6.	Visiting researchers	0	0
7.	Publications	Up to 5	1

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

11.2 Major Accomplishments (In This Year)

- Briefing at the Dunn Richmond Center for Agrivoltaics European Tour 10/7-20/2023.
- SI briefing at the Technology Innovation Expo held at the Dunn Richmond Center; OVCR required all SIU research centers to participate
- Presentation of the SI Spear Project at SouthernTECH 2025
- Hosted two meetings of the Advanced Energy Resource Board to brief State legislators on the status of the SI Spear Project
- Briefed Technical Advisory Board on AEI activities, especially the status of the SI Spear Project
- Submitted ~$40M concept paper to DOE Energy improvements in rural and remote areas program

- Note: After submission of this concept paper, DOE subsequently canceled this program and essentially closed the office responsible for its oversight.

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

- AEI established and maintained programs as per the Energy Boost Grant proposal, and faculty, staff, students, and community members benefit from these programs as is evidenced by the scholarships, grants, and support of graduate assistantships.
- AEI continues to be an active participant in the DOE supported Jackson County Communities Local Energy Action Program (C-LEAP)
- AEI continues to work closely with SIU professional staff from Facilities and Energy Management (FEM) to assist in development of energy-related facilities development projects, including SI Spear.

11.4 Evidence of Support for Center/Institute Objectives

- The program supports the Energy Boost Undergraduate scholarships for the continuing Forestry and Horticulture student recipient.
- Plans to re-empower Southern Illinois published in the state Journal-Register in Springfield
- AEI continued to be sensitive to faculty research objectives by offering matching funds for external grant proposals related to projects supported by AEI seed grants.
- Submission of Department of Energy concept paper for the SI-Spear project; spending requests for efforts toward revitalizing the Illinois Energy Development Park (IEDP) project, entitled *Re-energizing the Illinois Energy Development Park*
- AEI continued efforts toward revitalization of the Carterville IEDP site to ensure optimal function and safety for future research activities. As in the previous fiscal years, there continues to be no water supply to the site.
- AEI continues to foster coordination and maintenance efforts with SIU Facilities and Energy Management.

11.5 Evidence of Organizational Effectiveness

Over the course of the reporting period, AEI:

- Maintained existing grants and scholarships, supported undergraduates and graduate assistants.
- Continued to facilitate new faculty-based energy research programs to meet newly

identified needs.

- Continued development of plans for redevelopment of the Carterville campus as an agrivoltaics and ecovoltaics RD&D facility.

12. Institutional Assessment

12.1	Date of Last Review	August 2025
12.2	Decision at Last Review	X Center/Institute in Good Standing ____ Center/Institute Flagged for Priority Review ____ Center/Institute Suspended
12.3	Explanation	The Center is currently complying with the IBHE reporting requirements for the 2018-2025 Program Review.

RESOURCES: (Advanced Energy Institute)

Financial Resources	**FY2025**	**FY2024**	**FY2023**	**FY2022**	**FY2021**
Revenues:					
State Appropriations	134,270	132,954	123,357	126,150	117,741
Income Funds	141,403	137,505	150,352	161,666	160,722
Grants*	1,488,690	1,907,975	2,177,389	2,357,150	2,709,863
Total Revenues	1,764,363	2,178,143	2,451,09	2,644,965	2,988,325
Salaries: Staff/Faculty	233,543	260,655	220,663	207,627	200,978
Graduate Assistant Support	48,844	74,723	30,786	71,009	16,472
Student Worker Support *(Sources: State and FWS Matching)*	22,640	15,744	11,645	6,931	2,774
Travel	7,045	60,559	2,081	6,123	0
Commodities	14,241	26,212	15,365	26,384	5,063
Equipment	9,328	1,585	30,635	2,668	189
Contractual Services	24,983	47,695	25,474	27,189	21,691
Automotive	705	2,066	521	1,299	0
Student Research Awards and Scholarships		29,254	15,000	40,000	30,000
Telecommunication Services	1,875	2,197	1,935	2,105	8,962
Fringe Benefits	47,366	48,917	55,498	51,091	43,000
Facilities and Administrative Costs	28,429	39,366	29,317	30,183	19,040
Total Expenditures	439,000	608,974	438,920	472,609	348,169
Revenue Minus Expenditures	1,297,687	1,569,460	2,012,17	2,611,099	2,640,15

Staffing *(Full Time Equivalent)*	**FY2025**	**FY2024**	**FY2023**	**FY2022**	**FY2021**
Faculty	.25	.25	.25	.25	.25
Staff	2.25	2.25	2.25	2.25	2.25
Total Staffing	2.50	2.50	2.50	2.50	2.50

*Note: The way the university reports this line shows the annual balance of grant funds for expenditure over a multi-year period.

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: CY25

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

1. Reporting Institution: SIU Carbondale

2. Center/Institute: Cannabis Science Center

3. Date: February 27, 2026

4. Director: Gary R Kinsel

   4.1 Telephone: (618) 694-2572

   4.2 E-mail: grkinsel@siu.edu

5. Year Established: 2021

6. Illinois State Statute (if pertinent): (N/A)

7. Reporting Unit: Office of Vice Chancellor for Research

8. Type

Type	Activity (check all that apply)
Instructional	x
Research	x
Public Service	x

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

9. Overview

9.1 Description

The Southern Illinois Cannabis Science Center (SICSC)is the hub for SIU cannabis/hemp research, collaboration, education, and facilities development. The center currently focuses on the following activities:

- Hosting an annual symposium on hemp/cannabis.
- Co-Sponsoring an annual "Hemp, Hops & Shrooms" cultural and educational festival with the city of Carbondale.
- Engaging in community outreach to local farmers, processors and retail outlets.
- Seeking, curating and disseminating funding opportunities for the SICSC and center affiliated faculty.
- Researching agricultural best practices for all varieties of hemp—fiber, seed and flower crops.
- Support of state of Illinois and other non-profit efforts to expand economic opportunities for hemp agriculture throughout southern Illinois.

9.2 Mission

To foster collaborations among various academic disciplines and industries to advance our knowledge and understanding of how best to utilize hemp/cannabis for the benefit of humankind and the environment.

9.3 Objectives

1. To formally establish a collaborative network for hemp and cannabis research.
2. To establish specific projects with defined goals.
3. To identify funding streams to support these projects.
4. To serve as a clearinghouse for hemp and cannabis related information.
5. To host symposia and outreach activities.
6. To bring into working groups individuals with common interests in hemp / cannabis: Agricultural; Analytical; Biomedical, and Community.
7. To bring together Healthcare, Educational and Commercial interests to advance the impact of hemp / cannabis research on economic development in the southern Illinois region.

10. Advisory Board

10.1 Advisory Board - Membership

Kyle Baker, EcoBuds; CEO and founder
Curt Jones, 40 Below Joe; CEO and founder
Mark Peysakhovich, MBM Advantage; CEO and founder
Lynn Anderson Lindberg, Director, Office of Innovation and Economic Development

10.2 Number of Meetings (In This Year) Board is currently being reconstituted for 2026

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	Grants	3	2
2.	Publications	5	7
3.	Presentations	10	17
4.	Community outreach events	2	6
5.	Undergraduate Scholarships	1	2

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

11.2 Major Accomplishments (In This Year)

Below is a list of the major accomplishments of the SICSC in CY2025. It should be emphasized that this listing is focused on the accomplishments of the Center itself and there are numerous impactful accomplishments by the individual faculty members of the Center, including funding for basic research, establishment of international agreements, engagement with industrial partners, etc., that are not reflected in this listing. In many cases these accomplishments are leveraged by the existence of the SICSC and relationships that are established through the participation of the faculty member in the Center.

- The SICSC organized the first on-campus Hemp / Cannabis Spring Forum (5/2/25). Seven faculty made short presentations on their current hemp-related research projects and an open discussion was held on the future of hemp-related research at SIU (see attached). Four graduate students also made poster presentations on hemp research at SIU.
- The SICSC organized the 6th Annual SIU Hemp / Cannabis Symposium "Cannabis Science: Advancing Academic and Industry Collaboration" (9/19/25) bringing together academic researchers, students, industrial investors and state government representatives to discuss the future of the hemp / cannabis industry in southern Illinois (see attached). The Symposium included 9 oral presentations from nationally recognized speakers who traveled to Carbondale from across the US including a presentation by David Lakeman, Cannabis Division Manager from the Illinois Department of Agriculture. There were also numerous SIUC student poster presentations and exhibits from various regional businesses. All total, the symposium was attended by over 100 individuals.
- Faculty and staff from the SICSC supported and actively participated in the 4th Annual City of Carbondale "Hemp, Hops & Shrooms Festival" (9/20/25) providing both hemp related demonstrations and a series of educational presentations.

- Several of the faculty affiliated with the SICSC had graduate students complete MS degrees on topics associated with Hemp / Cannabis including Shiksha Sharma (MS, Plant Biology, Advisor Jose Leme Filho) and Rita Bhandari (MS, Crop, Soil and Environmental Management, Advisory Jose Leme Filho).
- The Cannabis Science and Production Specialization in the School of Horticulture Bachelor of Science degree program, a minor in Cannabis Production Systems, and an Undergraduate Certificate in Cannabis Production Systems continued to be offered in AY26. Courses that were taught included: HORT 450 – Controlled Environment Agriculture; HORT 481 – Cannabis Production; HORT 482 – Cannabis Practicum; HORT 484 – Cannabis Supply Chain.
- The SIU Mass Spectrometry Core analyzed over 250 hemp samples in furtherance of research being conducted by various faculty at SIU.

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

The SICSC clearly addresses 2 of the 4 goals of the Illinois Public Agenda (https://www.ibhe.org/assets/files/070109_PublicAgenda.pdf), namely Goal 3: Address Workforce Needs and Goal 4: Enhance Economic Growth. Cannabis / Hemp has the potential to emerge as a major cash crop for the southern Illinois region – either from the perspective of hemp fiber production or from the perspective of hemp seed production. Both crop-related products have huge, and expanding, market potential. Hemp fiber is used in a broad swath of products, from building materials to composite plastics, from paper to cloth production, and from biomass to animal feed. Similarly, the food resource potential of many hemp seed has only recently begun to be studied and early studies show enormous potential for the use of this resource for both animal and human consumption. At present, hemp seed for animal consumptions has only been approved for laying hens but approval efforts are underway to include beef cattle. If approved, the market potential of this aspect of hemp cultivation is only just beginning to be realized.

The SICSC is contributing directly, through research and education, to the **training of a workforce** capable of growing, harvesting, testing, and processing the hemp / cannabis plant. Faculty working in the SICSC have mentored several dozen undergraduate and graduate students in hemp agronomy, hemp analysis, and hemp-related biomedical research. Furthermore, numerous Horticulture majors are working towards the specialization in Hemp agronomy as part of their academic training. This workforce is needed as the growth of hemp / cannabis, both in Controlled Environment Agricultural facilities and in open fields, has expanded dramatically since the federal legalization of hemp (2018) and the relatively recent state legalization of adult-use cannabis (2020). The **enhancement of economic growth** for the state of Illinois is also easily supported through recent economic analyses of the market for hemp / cannabis in Illinois which shows that total sales of adult-use cannabis in FY25 exceeded $1.5B and contributed >$470M to the tax-base of the state (https://cannabis.illinois.gov/content/dam/soi/en/web/cannabis/documents/media/reports-and-public-presentations/Compiled-Cannabis-Annual-Report-2025.pdf). It is also estimated that 30,000 jobs in the state of Illinois are directly supported by the industry. With proper development, the market for Illinois hemp is likely even larger and more sustainable.

The SICSC also addresses all 6 of the SIU Board of Trustees and SIU System Strategic Goals (https://siusystem.edu/about/strategic-plan/feedback.shtml) and all 5 pillars of the SIU Carbondale Strategic Plan (https://imagine2030.siu.edu/). In terms of SIU System Goal 1: Academic Innovation and Student Success (SIUC Pillar 1 - Student Success & Engagement), the SICSC has been instrumental in the creation of new academic degree programs and certificates which prepare students for jobs in the emerging hemp / cannabis market. In terms of Goal 2: SIU System Anti-Racism, Diversity, Equity and Inclusion (SIUC Pillar 2 - Diversity, Equity & Inclusion), the SICSC actively recruits minority students to enroll in the newly established degree and certificate programs associated with hemp / cannabis agronomy and has successfully established scholarship support for a minority student through engagement with a local physician. In terms of SIU System Goal 3: Community Impact (SIUC Pillar 3 – Branding & Partnerships), the SICSC promotes and supports the city of Carbondale (Hemps, Hops, and Shrooms Festival) and numerous private sector businesses through direct engagement and through the annual SIU Hemp / Cannabis Symposium. The SICSC has worked to create public-private partnerships that can form the foundation for future economic development. In terms of SIU System Goal 4: Research, Creative Activity and Partnerships (SIUC Pillar 4 – Research & Innovation), basic research on Hemp agronomy, Hemp genetics, medicinal properties of cannabinoids, indoor cultivation, and consumer product analysis is all being pursued by research active faculty at SIU Carbondale. These activities lead to external funding for the university and enrichment of the educational experience for our students, both graduate and undergraduate. In terms of SIU System Goal 5: Faculty and Staff, the scholarly work driven by the research conducted in the SICSC provides the enriched research environment that allows SIU Carbondale to recruit new research active faculty to the campus. In terms of SIU System Goal 6: Infrastructure, the SICSC brings in research and overhead dollars which allow for investments in the teaching and research infrastructure of the institution. The SICSC is actively seeking public-private partnership opportunities to further augment these infrastructure improvements. Finally, in terms of the SIUC Pillar 5 – Sustainability, research has shown that hemp / cannabis can be used as a rotation crop, thereby supporting the sustainability of row-crop agriculture, can be used for production of environmentally friendly fiber to replace petrochemical based polymers, can be used in the construction of environmentally sustainable housing, and can be converted into biomass for potential use in the production of alternative energy and animal feed. Development of Hemp / cannabis as a resource clearly aligns with the sustainability mission of the SIU Carbondale campus.

11.4 Evidence of Support for Center/Institute Objectives

The primary evidence of support for the objectives of the Southern Illinois Cannabis Science Center lies in the very large number of engagements Center members have had with state government, public and private entities over CY2025. From these interactions it is clear that the mission of the Center is being accomplished and the Center is filling an important role in providing service to these groups. Evidence of this role is indicated by the activities listed below.

- Faculty members of the SICSC made presentations at the Illinois Dept of Agriculture “Hemp Summit” held on 3/27/25 in Springfield, IL. The invitation to make these presentations reflects the recognition by the state of the importance of the research being done at SIU.
- The SICSC was selected by the Illinois Dept of Agriculture to host the METRC training for the southern Illinois region (4/21/25). The METRC system is the new state-adopted system for tracking hemp / cannabis products from seed to consumer.

- The Director of the SICSC met with staff members from the Illinois Department of Agriculture and gave them a tour of the IDCEO funded BioLaunch facility (1/31/25) and discussed the potential of these facilities to support hemp production in southern Illinois.
- Faculty members of the SICSC met with mumerous private businesses engaged with members of the SICSC throughout the year to discuss research opportunities, employee needs, internship opportunities, future opportunities for collaboration, etc. These companies include Elevated Standards, NuERA Cannabis, etc.
- Faculty members of the SICSC set up a recruiting table at the Du Quoin State Fair (8/30/25) and displayed a variety of the consumer products which can be produced from hemp / cannabis. During this event the faculty and students at the table met with over a hundred visitors to the fair.

11.5 Evidence of Organizational Effectiveness

The SICSC continues to engage with regional and national businesses in the hemp / cannabis industry, engages with and supports the city of Carbondale during its Hemp, Hops and Shrooms festival and continues to organize and deliver a high-quality Hemp / Cannabis symposium that attracts state government representatives, industry, and academic researchers to the SIUC campus. The SICSC is also actively engaged in expanding the educational opportunities for students who wish to study hemp agronomy and horticulture, controlled environment agriculture, hemp and consumer product testing, etc. These efforts are currently reflected in new and ongoing degree and certification options for students at SIU Carbondale.

12. Institutional Assessment

12.1 Date of Last Review: Initiation of center in 2022

12.2 Decision at Last Review:

X Center/Institute in Good Standing
_____ Center/Institute Flagged for Priority Review
_____ Center/Institute Suspended

12.3 Explanation: (new Center founded June 2021, this is the 3rd report)

RESOURCES: (Cannabis Science Center)

Financial Resources	FY2025	FY2024	FY2023	FY2022	
Revenues					
State Appropriations	0.00	0.00	0.00	0.00	
Income Fund	0.00	0.00	0.00	0.00	
Grants & Contracts	1700.00	0.00	0.00	0.00	
xxx					
xxx					
xxx					
Total Revenues	1700.00	0.00	0.00	0.00	
Expenditures*					
Conference participation	170.00				
St Louis Agribusiness Club	60.00				
xxx					
xxx					
xxx					
xxx					
Total Expenditures	230.00	0.00	0.00	0.00	
Revenue Minus Expenditures	1470.00	0.00	0.00	0.00	

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

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	
Faculty	0	0	0	0	
Staff	0	0	0	0	
*Total Staffing	0	0	0	0	

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2024 – June 30, 2025

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

1. Reporting Institution: SIU Carbondale

2. Center/Institute: Center for Archaeological Investigations

3. Date: 02/18/2026

4. Director: Dr. Ryan Campbell

   4.1 Telephone: 618-453-5033

   4.2 E-mail: rcampb@siu.edu

5. Year Established: 1978

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: College of Liberal Arts

8. Type

Type	Activity (check all that apply)
Instructional	X
Research	X
Public Service	X

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

9. Overview

9.1 Description

The Center for Archaeological Investigations (CAI), founded in 1978, is a research unit within the College of Liberal Arts at Southern Illinois University Carbondale. Although administratively distinct, the CAI maintains a longstanding and close relationship with the Department of Anthropology. The CAI Director holds a faculty appointment in Anthropology and teaches courses in cultural resource management (CRM) and applied archaeology, ensuring direct integration of research, compliance work, and student training.

The CAI conducts externally funded archaeological research, cultural resource management, and collections curation for state, federal, and private clients throughout Illinois and the broader Midwest. Current staffing includes state-supported administrative leadership, one partially state-funded research position, and multiple grant-funded research staff and temporary archaeological technicians. The majority of the CAI's operational budget is generated through competitive grants and contracts.

All CAI personnel are engaged in external grant acquisition, field and laboratory research, compliance with state and federal preservation laws, stewardship of archaeological collections, and hands-on training of undergraduate and graduate students. The Center curates significant archaeological collections and plays an important role in heritage preservation, public outreach, and workforce development in applied archaeology.

9.2 Mission

The mission of the Center for Archaeological Investigations (CAI) is organized around five integrated areas of impact:

1. Student Education and Workforce Development
The CAI operates a robust, externally funded archaeological research and cultural resource management (CRM) program that provides experiential learning, employment, and professional training opportunities for students at Southern Illinois University Carbondale. Through competitive grants and contracts, the Center supports graduate assistants, undergraduate student workers, and temporary applied research positions engaged in fieldwork, laboratory analysis, collections management, GIS, and technical reporting. These opportunities prepare students for careers in CRM, public archaeology, museum curation, and heritage management.

2. Curation and Collections Stewardship
The CAI maintains a nationally recognized archaeological curation facility that houses approximately 9,100 standard archival boxes of artifacts and non-cultural materials and more than 850 linear feet of associated documentation. Collections derive primarily from archaeological sites in the Midwestern and Southwestern United States, with additional holdings from Micronesia. The Center curates federally owned and administered collections in compliance with 36 CFR Part 79 and fulfills its responsibilities under the Native American Graves Protection and Repatriation Act (NAGPRA). The facility also serves as a training laboratory for students in professional archaeological curation and collections management.

3. Applied Archaeological Research (CRM)
The CAI conducts archaeological investigations within a cultural resource management framework for federal, state, and private clients. This applied research supports compliance with historic preservation legislation while contributing to broader archaeological knowledge. Between 2016 and 2023, the Center secured more than $3.5 million in external funding, demonstrating sustained competitiveness and regional impact.

4. Scholarly Dissemination
The CAI is committed to publishing and presenting the results of its research in peer-reviewed journals, technical reports, and professional conferences. Through dissemination of findings, the Center contributes to regional, national, and international archaeological scholarship while integrating research outcomes into student training.

5. Public Outreach and Service
The CAI actively engages with communities throughout Illinois and the broader Midwest through public lectures, educational programming, site tours, and service on preservation boards and professional organizations. The CAI leadership has played a prominent role in statewide heritage initiatives, including service within the Illinois Archaeological Survey, strengthening partnerships between the university, state agencies, and the public.

9.3 Objectives

The Center for Archaeological Investigations (CAI) is focused on expanding externally funded research, strengthening student workforce development, advancing NAGPRA compliance leadership, and increasing statewide and national impact through applied archaeology.

1. Expand and Diversify External Funding
Between 2016 and 2023, CAI secured more than $3.5 million in external grants and contracts. The Center's primary objective is to increase annual external funding to sustain research staff, grow student employment, and maintain operational stability in an environment of limited state support. The CAI continues to broaden its federal and state partnerships, including ongoing work with U.S. Forest Service units and other public agencies, while expanding opportunities beyond Illinois to increase competitiveness and institutional visibility.

2. Increase Student Employment and Workforce Training
The CAI's externally funded projects directly support undergraduate and graduate education through applied, paid positions in fieldwork, laboratory analysis, GIS, collections management, and technical reporting. In the past academic year, the Center supported multiple graduate assistants, undergraduate student workers, and temporary archaeological technicians through grant-funded projects. The objective is to increase the number of funded student positions annually and expand experiential training pathways aligned with professional careers in cultural resource management (CRM), public agencies, and museums.

3. Strengthen NAGPRA Compliance and Tribal Engagement
The CAI curates approximately 9,100 archival boxes of artifacts and more than 850 linear feet of associated documentation, including collections subject to the Native American Graves Protection and Repatriation Act (NAGPRA). A key objective is to expand proactive consultation, documentation, and repatriation efforts in partnership with Tribal Nations, ensuring full compliance with federal law while modeling ethical stewardship. Recent administrative

restructuring, including the addition of a dedicated NAGPRA Program Director, enhances institutional capacity to manage compliance obligations, facilitate repatriation, and support collaborative research and educational initiatives with Indigenous communities.

4. Maintain Regulatory and Research Excellence
The CAI conducts Phase I–III archaeological investigations that support compliance with federal and state preservation laws while contributing to scholarly knowledge. Objectives include increasing the number of peer-reviewed publications and conference presentations derived from applied projects, integrating advanced methods such as remote sensing and GIS analysis, and strengthening the CAI's visibility in regional and national heritage preservation networks.

5. Enhance Economic and Institutional Impact
As a largely soft-money research unit, the CAI generates external revenue that supports professional staff positions, student wages, and indirect cost recovery to the University. The Center's objective is to grow its annual contract and grant portfolio to ensure long-term sustainability, stabilize research staffing, and contribute to the broader research enterprise at Southern Illinois University Carbondale.

10. Advisory Board

10.1 Advisory Board - Membership

The CAI advisory board is currently inactive due to recent retirements and transitions among long-serving members. The Center is in the process of reconstituting the advisory board with new appointments that reflect current research priorities, stakeholder representation, and strategic partnerships. Reestablishing an active advisory board is a near-term objective and is intended to strengthen external engagement, provide strategic guidance, and enhance institutional accountability moving forward.

10.2 Number of Meetings (In This Year) N/A

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	External grants	8	6
2.	Intellectual & Professional Contributions	10	12
4.	UG student support	2	2
5.	Graduate student support	2	2

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

11.2 Major Accomplishments (In This Year)

During FY25 (July 1, 2024 – June 30, 2025), the Center for Archaeological Investigations (CAI) demonstrated continued financial stability, strong research productivity, expanded student workforce development, and significant progress in compliance and repatriation efforts. As a predominantly externally funded research unit within Southern Illinois University Carbondale, the CAI continues to leverage modest state support to generate substantial grant activity and applied research outcomes.

Financial Performance and Sponsored Research

In FY25, the CAI secured $298,184 in new external grants and contracts and maintained an active annual grant portfolio of $729,193. Total revenues for the fiscal year were $627,595, with total expenditures of $281,593, resulting in a positive year-end balance of $346,002. With state appropriations of $101,598, the Center's operational model continues to demonstrate a strong return on institutional investment through sustained external funding.

Research and Professional Contributions

The CAI exceeded its annual performance targets for scholarly and professional output (12/10 intellectual contributions achieved). Faculty and staff completed multiple Phase I archaeological inventories and compliance-driven research projects across Illinois and neighboring states, fulfilled federal grant deliverables, and presented research at state and national professional conferences. Leadership roles within the Illinois Archaeological Survey and other preservation organizations further strengthened the CAI's statewide and national visibility.

Student Workforce Development

Experiential learning remains central to the CAI's mission. In FY25, the Center:

- Supported 2 undergraduate students and 2 graduate students in paid research positions (meeting annual targets)
- Hosted 8 additional interns in the curation repository for academic credit
- Provided hands-on training in field archaeology, GIS, collections management, compliance documentation, and technical reporting

These applied research opportunities prepare students for careers in cultural resource management (CRM), public agencies, museums, and heritage organizations.

Major Repatriation Milestone

FY25 marked the **la**rgest repatriation effort in CAI history. As part of the Black Mesa Archaeological Project, materials from more than 2,000 curation boxes were transferred to Arizona under the direction of the Navajo Nation and Hopi Tribe. This complex, large-scale effort required extensive documentation, coordination, and physical preparation, with meaningful student involvement in the process. The project represents a major milestone in ethical stewardship, tribal collaboration, and compliance leadership.

Strengthened NAGPRA Infrastructure

At the start of FY25, CAI welcomed a dedicated NAGPRA Program Director, significantly strengthening institutional capacity for consultation, documentation, and compliance. During the fiscal year, substantial progress was made in organizing legacy collections, advancing repatriation initiatives, and coordinating with agency and Tribal partners. These efforts position the University for sustained compliance and proactive engagement moving forward.

Leadership Transition and Strategic Direction
FY25 concluded with the retirement of long-time CAI Director Dr. Mark Wagner, whose leadership shaped the Center's growth and national reputation. The leadership transition provides an opportunity to build on the CAI's strong financial foundation, expand external partnerships, enhance interdisciplinary collaboration, and continue strengthening student workforce pathways and compliance excellence.

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

In FY25, the CAI continued to advance the goals outlined in the SIU academic strategic plan by integrating research, experiential learning, community engagement, and ethical stewardship into its operational model at Southern Illinois University Carbondale.

Student Success and Experiential Learning
Consistent with institutional priorities focused on student achievement, workforce readiness, and applied learning, the CAI provided structured, grant-funded experiential opportunities for undergraduate and graduate students. In FY25, the CAI supported 2 undergraduate students and 2 graduate students in paid research positions and hosted 8 additional student interns in its curation repository. Students gained hands-on training in archaeological field methods, GIS analysis, collections management, compliance documentation, and technical reporting. These applied experiences directly support career preparation in cultural resource management, public agencies, museums, and heritage institutions, advancing the University's commitment to career-aligned education.
Mentorship remains central to the CAI's model. Faculty and professional staff mentor graduate assistants, who in turn support undergraduate researchers, fostering multi-level academic mentoring aligned with SIU's commitment to high-impact practices and student engagement.

Research Excellence and External Partnerships
The CAI's externally funded research program supports the University's goal of strengthening research productivity and regional impact. In FY25, the CAI generated $298,184 in new external funding and maintained an active grant portfolio exceeding $729,000. Partnerships with federal, state, and private entities support infrastructure development, environmental stewardship, and heritage preservation across Illinois and neighboring states. These projects contribute directly to public land management, infrastructure compliance, and preservation of Illinois cultural resources.

Diversity, Equity, Inclusion, and Ethical Stewardship
The CAI's NAGPRA initiatives directly support institutional priorities related to ethical responsibility, inclusive engagement, and collaboration with Indigenous communities. In FY25,

the CAI completed the largest repatriation effort in its history, transferring materials from more than 2,000 curation boxes to Arizona under the direction of the Navajo Nation and Hopi Tribe. The hiring of a dedicated NAGPRA Program Director strengthened institutional compliance infrastructure and advanced consultation and repatriation initiatives. These efforts align with University-wide commitments to responsible stewardship, transparency, and meaningful engagement with Tribal Nations.

Community Engagement and Public Impact
The CAI provided outreach programming for regional high school students, participated in campus recruitment events, and maintained leadership roles within professional archaeological organizations. Through public presentations, service activities, and collaboration with state and federal agencies, the CAI enhances SIU's visibility and reputation throughout Illinois and the broader Midwest.

11.4 Evidence of Support for Center/Institute Objectives

In FY25, the CAI demonstrated measurable progress toward its core objectives of expanding external funding, increasing student workforce development, strengthening NAGPRA compliance, and advancing applied archaeological research.

Expansion of External Grant Program:
The CAI secured 6 new external grants and contracts in FY25, generating $298,184 in new funding and maintaining an active annual grant portfolio of $729,193. While slightly below the annual target of 8 new awards, the Center sustained a strong funding base and closed the fiscal year with a positive balance of $346,002. This external funding directly supports research personnel, student employment, and operational stability.

Student Experiential Learning and Workforce Preparation:
The CAI met its annual student support targets, employing 2 undergraduate students and 2 graduate students in paid research positions. In addition, 8 student interns worked in the CAI curation repository for academic credit, gaining hands-on experience in collections documentation, compliance procedures, and research support. These applied opportunities directly fulfill the Center's objective of preparing students for professional careers in cultural resource management, public agencies, and museums.

NAGPRA Compliance and Ethical Stewardship:
A central objective of the CAI is responsible collections stewardship and compliance with federal regulations. In FY25, the CAI completed the largest repatriation effort in its history as part of the Black Mesa Archaeological Project, transferring materials from more than 2,000 curation boxes to Arizona under the direction of the Navajo Nation and Hopi Tribe. The hiring of a dedicated NAGPRA Program Director further strengthened institutional infrastructure for consultation, documentation, and repatriation initiatives.

Research Productivity and Dissemination:
The CAI exceeded its target of 10 intellectual and professional contributions, including technical reports, compliance documentation, and conference presentations at state and national meetings. These efforts demonstrate continued fulfillment of the Center's objective to conduct

applied research within a cultural resource management framework and disseminate findings to professional and public audiences.
Collectively, these outcomes demonstrate that the CAI not only met but significantly advanced its stated objectives in FY25, reinforcing its role as a financially sustainable, student-centered, and compliance-focused research unit.

11.5 Evidence of Organizational Effectiveness

In FY25, the CAI demonstrated organizational effectiveness through financial stability, achievement of performance targets, operational execution of complex compliance initiatives, and successful leadership transition.

The CAI generated $298,184 in new external funding and maintained an active annual grant portfolio of $729,193, while operating with a positive fiscal balance of $346,002. With state appropriations representing a minority of total operational revenue, the CAI continues to function as a largely self-sustaining research unit, effectively leveraging institutional support into competitive external funding.

The CAI met its established annual performance benchmarks, including 12 intellectual and professional contributions and full achievement of student workforce development targets (2 undergraduate and 2 graduate students supported). The addition of 8 student interns further expanded experiential training capacity without increasing structural costs, demonstrating efficient program growth.

Operationally, the CAI successfully executed the largest repatriation effort in its history, transferring materials from more than 2,000 curation boxes under tribal direction as part of the Black Mesa Archaeological Project. This complex initiative required coordinated documentation, logistical planning, student engagement, and compliance oversight, reflecting strong administrative organization and project management capacity.

The hiring of a dedicated NAGPRA Program Director strengthened compliance infrastructure and positioned the CAI for sustained progress in consultation and repatriation initiatives. The Center also maintained continuity of operations during a significant leadership transition following the retirement of its long-time Director, ensuring uninterrupted research productivity and fiscal oversight.

Collectively, these outcomes demonstrate that the CAI operates with sound fiscal management, clear performance metrics, effective staffing structure, and the capacity to execute large-scale, compliance-driven research initiatives while advancing student training and external partnerships.

12. Institutional Assessment

12.1 Date of Last Review 2015

12.2 Decision at Last Review

x Center/Institute in Good Standing
_____ Center/Institute Flagged for Priority Review
_____ Center/Institute Suspended

12.3 Explanation

The CAI initiated its most recent program review process in 2022, when then-Director Dr. Mark Wagner submitted a comprehensive Self-Study to the Associate Provost for Academic Programs. External reviewers were not subsequently secured, and the review process was not completed. Reviving and completing the formal program review will be a priority of the incoming Interim Director in FY26. This process will provide an opportunity to reassess the CAI's mission, funding model, staffing structure, compliance responsibilities, and alignment with institutional strategic priorities, ensuring continued effectiveness and long-term sustainability.

RESOURCES: (Center for Archaeological Investigations)

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Revenues					
State Appropriations	$ 101,598.00	$ 101,598.00	$ 107,080.00	$ 98,895.00	$ 120,642.00
Starting Grant Balance	$ 329,411.00	$ 276,511.00	$ 230,977.00	$ 631,577.00	$ 235,195.00
New Grants & Contracts	$ 298,184.00	$ 329,411.00	$ 276,511.00	$ 230,977.00	$ 631,577.00
Annual Grant Total	$ 729,193.00	$ 707,520.00	$ 614,568.00	$ 961,449.00	$ 987,414.00
Total Revenues	$ 627,595.00	$ 605,922.00	$ 507,488.00	$ 862,554.00	$ 866,772.00
Expenditures*					
Grant Funded Salaries	$ 123,812.00	$ 146,761.00	$ 299,532.07	$ 226,081.97	$ 199,724.36
Grant Funded OTS	$ 24,391.00	$ 43,929.00	$ 59,157.58	$ 40,376.00	$ 39,346.78
State Funded Salaries	$ 126,603.00	$ 102,066.00	$ 99,600.00	$ 93,876.00	$ 115,621.96
State Funded OTS	$ 6,787.00	$ 5,180.47	$ 5,029.59	$ 5,019.00	$ 6,220.00
Total Expenditures	$ 281,593.00	$ 297,936.47	$ 463,319.24	$ 365,352.97	$ 360,913.10
Revenue Minus Expenditures	$ 346,002.00	$ 307,985.53	$ 44,168.76	$ 497,201.03	$ 505,858.90

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	FY2021	FY2020
Faculty	0	0	0	0	0	0
Staff (State Supported)	2.5	1.5	1	1.5	1.5	2
Staff (Grant Supported)	2.5	3.5	2.5	3	3	3
Extra Help/Temp (Grant Supported)	11	6	4	4	3	3
Total Staffing	16	11	7.5	8.5	7.5	8

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2024 – June 30, 2025

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

1.	Reporting Institution		Southern Illinois University Carbondale
2.	Center/Institute		Center for Autism Spectrum Disorders (CASD)
3.	Date		February 20, 2026
4.	Director		Denise Croft
	4.1	Telephone	618-453-7130
	4.2	E-mail	Denisecroft@siu.edu

5.	Year Established	*2021
6.	Illinois State Statute (if pertinent)	IL Public Act 93-0395
7.	Reporting Unit	School of Psychological and Behavioral Sciences

8. Type	Activity (check all that apply)
Instructional	X
Research	X
Public Service	X

*Note: CASD became an IBHE-approved center in 2021 (start of FY2022)

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

9. Overview

9.1 Description

The CASD provides teaching/student-training, community service, and research opportunities in the field of autism spectrum disorders (ASD).

- Teaching: We train graduate and undergraduate students in the area of service delivery across disciplines within the College of Health and Human Services (current disciplines include speech-language pathology (SLP) from the Communication Disorders and Sciences program, applied behavior analysis (ABA) from the Behavior Analysis and Therapy program, and clinical psychology (CP) from the Clinical Psychology program. We are in the process of expanding our teaching and service delivery, as described below.
- Research: We conduct research on our services. This includes student-led projects (e.g. theses), conference presentations, and publications. It also includes grant activity. We also conduct research on our supervisory/supervisee skills.
- Community Service: We provide a multitude of services to children with ASD and their families, which include screening and diagnostic evaluations, speech-language therapy, applied behavior analysis therapy, parent trainings, school trainings, and consultations.

9.2 Mission

Mission Statement:

The Center for Autism Spectrum Disorders (CASD) is an interprofessional training and research center that provides high-quality services and leadership in the Southern Illinois region for individuals with autism spectrum disorder and their families. Our center focuses on Community Service, Student Training, and Research.

9.3 Objectives

- Provide exemplary training in empirically supported treatments and best professional practices to our student trainees
- Provide high-quality assessment and intervention to individuals with ASD and their families
- Provide needed consultation to our region to teachers, social workers, speech-language pathologists, administrators, school-psychologists, paraprofessionals, and parents/families
- Help inform state and local initiatives related to ASD
- Conduct research that spurs the field in the form of conference presentations and publications; provide research opportunities for our trainees (e.g. theses)
- Attain funding
- Meet deliverables outlined by our grants

- Began inter-professional practice (IPP), an empirically supported approach to treatment, and compare it to standard care (each discipline working separately) via research and assessment practices.

10. Advisory Board

10.1 Advisory Board - Membership
(provide the name and list the membership of the center/institute advisory board. If multiple boards are used, list each.)

CASD Advisory Board

New Advisory Board Established 1/22:

* Dr. Lina Slim - SLP/BCBA, International IPP presenter
* Rebecca Trammel - SLP, founder of CASD w/ Dr. Cuvo
* Dr. Rocio Rosales - BCBA, UMass faculty
* Stephanie Brown - director of autism society and parent
* Anna Little, MD - Shawnee Health, medical
* Dr. Kelli Whittington. - director of new nursing program at SIUC

10.2 Number of Meetings (In This Year) 1 - Met individually with members to determine who was interested in continuing to serve.

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	Students trained in ASD screening, assessment, and treatment in our clinic	N/A	45
2.	Graduate Assistant Positions	N/A	6
3.	Screening & diagnostic evaluations for children with ASD (measured in number conducted)	100 screenings & 50 diagnostics = Total of 150	100 screenings & 50 diagnostic evaluations = Total of 150
4.	Therapy hours provided for children with ASD and/or their parents	1265hours	1290.25 hours
5.	Consultations with parents/families of	100 hours	100 hours

	children with ASD (measured in number of hours		
6.	Trainings provided to our clinicians at our clinic, school districts & personnel, and families	50	50
	Attain extramural grants (measured in number attained)	N/A	1
	Raise money via donations	N/A	$ 1,525
	Present our work at conferences (measured in number of presentations)	N/A	4
	Publish findings	N/A	3 Publications and 3 additional submissions

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

11.2 Major Accomplishments (In This Year)

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

- Awarded State (TAP) grant to continue services at the CASD ($362,500) and received excellent rating from TAP grant
- Contracted with medical physician to provide medical diagnosis for diagnostic deliverable
- Continued increase in CDS and BAT students placed at CASD for clinical training practicum experiences
- Continuation of inter-professional practice (IPP) meetings between BAT and CDS students, supervisors, faculty which was started because of grant funding in FY 22 ($13,160).
- Faculty associated with the CASD were awarded the Foundation Award/Grant
-

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

(briefly provide any evidence of the center/institute's support for statewide, SIU system, or campus priorities in this year)

IPA Goal 1. *EDUCATIONAL ATTAINMENT. – Increase educational attainment to match the best-performing states*

According to the Center for Disease Control, the prevalence of ASD in the U.S. is 1 in 36 children (CDC, 2023). Thus, for students in the Communication Disorders and Sciences (CDS, trains students in speech-language pathology (SLP)), Behavior Analysis and Therapy (BAT, trains students in applied behavior analysis (ABA)), and Clinical Psychology (CP, trains students in CP) programs receive cutting-edge education, training in how to treat/serve individuals with ASD, as they likely will be working with individuals with ASD in their future careers. All three programs have graduate students who volunteer, take practicum classes, and/or have paid assistantships at the CASD. Undergraduate students in the BAT and CDS programs are also involved in serving as volunteers and increasing their training through practicum courses. In fall 2024, the Occupational Therapy Doctoral Program began their pediatric practicum rotation at the CASD, which has grown. Coordination with other programs at SIUC have allowed students to observe and volunteer including students from the School of Medicine, Recreational Therapy Program, Education Program, Dental Hygiene Program, and Nursing Program.

IP Goal 2. *COLLEGE AFFORDABILITY. – Ensure college affordability for students, families, and taxpayers*.

ASD is one of the most common, serious developmental disabilities affecting children in the USA (CDC, 2022). Effective treatment for ASD is extensive, multifaceted, individualized, and, as a result, costly (Sharpe & Baker, 2007). This cost of raising and treating a child with ASD often places a substantial financial strain on the families. On average, the *annual* cost is over 100k **per child** age 5 and under, and over $85k for children ages 6-17 (Candon et al., 2019). Thus, children with ASD have a high utilization of health care services, even when compared to children with other types of developmental delays (Croen et al., 2006; Mandell et al., 2006). Moreover, many schools do not provide ABA or clinical psychology services, and SLP services are limited. Thus, financing services for children with ASD is a growing concern among families, private and public insurers, and policymakers at the state and federal levels (Council for Affordable Health Insurance, 2009). The CASD provides individualized, multi-disciplinary assessment and therapy services to children/adolescents with ASD and their families who live in the rural communities of Southern Illinois and do not have private insurance. Families receive these services at no cost to them, as the services are covered by IL's TAP grant. This much needed assistance is quite impactful to IL families. It also is impactful for IL taxpayers in general, as the better these families and children function, the fewer services they will require in the future, and the more they can focus on employment and other needs of the State. Having less future burden on our State's resources, and more parents working and paying taxes, frees more State resources for higher education. Additionally, the CASD funded 6 graduate assistantships for current students enrolled in the CDS and BAT programs, providing access to high quality programs, work and training experiences, while covering their tuition.

IPA Goal 3. *HIGH QUALITY CREDENTIALS TO MEET ECONOMIC DEMAND. – Increase the number of high-quality post-secondary credentials to meet the demands of the economy and an increasingly global society.*

Having well-trained students who are able to work with individuals with ASD helps our State. The CASD has increased the quality of trainings for students. This increase helps serve more future families and provides more high-quality trained individuals to enter the workforce. Families who have children with ASD can stay in the Southern Illinois region to receive care instead of having to drive long distances to

other areas or States to receive it. By improving family functioning and the functioning of the individual with ASD, they are better able to function in their communities (pursue or sustain employment, utilize less public aid for healthcare, etc.). As noted under Goal 1, the CASD is strategically working towards expanding the number of programs involved with the Center. This will allow clients to receive an even wider array of services and more SIUC students to receive outstanding inter-disciplinary training. This better prepares our students for employment/practice in different employment sectors within Illinois and beyond.

11.4 Evidence of Support for Center/Institute Objectives

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

- Provide exemplary training in empirically supported assessment and treatment and best professional practices to our student trainees
    - Trained 45 students in such techniques/practices
    - Provided 800 supervision hours of these students' work
- Provide high-quality assessment and intervention to individuals with ASD and their families
    - Conducted 100 screenings for ASD to determine if further assessment is warranted
    - Conducted 50 diagnostic evaluations at CASD
    - Provided 1290.25 individual therapy hours for clients
        - In terms of quality, nearly all therapy clients were rated by their therapists and their supervisors as having made significant progress, maintained progress, or were substantially improved over the course of their treatment (as opposed to no progress).
- Provide needed consultation in our region to teachers, other professionals and paraprofessionals, and parents/families
    - Provided 100 hours of consultations to clients and families in the Southern Illinois Region
    - Provided 50 trainings to professionals and paraprofessionals and their trainees. Additional professions represented included physician assistants, dental hygienists, physical therapy assistants, and early childhood workers.
        - For those who completed the satisfaction questionnaires, all rated that they were Satisfied with the training provided (this was the highest ranking possible).
- Help inform State and local initiatives related to ASD
    - Provided feedback to TAP (our main funding source) regarding needs in the Southern IL area
    - Went to Springfield, IL to advocate for autism funding
- Conduct research that spurs the field in the form of conference presentations and publications; provide research opportunities for our trainees (e.g., theses)
    - 4 conference presentations
    - 5 Master's Thesis presentation completed (with numerous in progress)
- Research, Publications/Grants:

- Manuscript based on work completed at the CASD by Shawler, Boyer, Wright, and Croft was published online: https://www.tandfonline.com/doi/full/10.1080/07434618.2025.2519409
- Lesley Shawler, Karli Wright, Grace Lafo, Valerie Boyer, and Denise Croft submitted a manuscript titled, "How to select AAC: Further evidence from children with complex communication needs", based on their research at the CASD to the peer-reviewed journal, *Augmentative and Alternative Communication*, on 11/12/24.
- Manish Goyal, Laurent Orozco-Barrios, and Lesley Shawler submitted a manuscript titled, "To decrease, but not eliminate: Assessment and intervention of a socially significant behavior" to the peer-reviewed journal, *Clinical Case Studie*s, on 12/22/24, based on a previous clinical case at the CASD.
- Alexis Petrilla (former CASD alumnus) had her thesis which was completed at the CASD accepted for publication, titled A parent-implemented multiple schedule to decrease challenging behavior to the *Education and Treatment of Children* journal.
- Alyssa Coha (former CASD alumnus) had her thesis which was partially completed at the CASD accepted for publication, titled Manipulation of exercise intensity on stereotypy and academic engagement of children with ASD at the *Journal of Behavioral Education* journal
- Shawler and Boyer won a foundation award to compare teaching procedures to teach graduate students to perform AAC assessment and preference assessments for 2025-2026
- Manuscript based on work completed at the CASD by Shawler, Boyer, Wright, and Croft was published online: https://www.tandfonline.com/doi/full/10.1080/07434618.2025.2519409
- Manuscript completed by graduate students and Dr. Shawler teaching children to travel to their speech-generating device was submitted to the *Journal of Applied Behavior Analysis*
- Manuscript completed by graduate students and Dr. Shawler exploring procedures that may promote recombinative generalization in children submitted to the *Journal of Applied Behavior Analysis.*
- Shawler, Croft, Boyer submitted an NIH R21 early career grant on teaching graduate students to incorporate child and caregiver preference into AAC assessment
- Shawler won the Empowering Futures award through the College of Health and Human Sciences to mentor a female student on research

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

Over the course of FY2025, the CASD met its mission in terms of Community Service, Student Training, and Research. We provided numerous assessment and therapy hours to children with ASD and their parents/families despite the pandemic. We provided 50 training sessions to professionals/paraprofessionals and their trainees to enhance their knowledge of ASD and how to more effectively work with children with ASD and their parents. We directly trained 45 students in service delivery so that they can perform a much-needed service for our State and beyond post-graduation (help children with ASD and their families). As part of this, we funded 6 students via graduate assistantships. We also delivered 4 conference presentations despite the pandemic and staff losses, sharing our research findings at the State and National levels. We had publications and additional submissions, as well as an NIH R21 grant submission. Our mission directly aligns with SIUC's goals of education, research, and community service, helping SIUC to meet its mission/strategic plan as well. Moreover, we helped SIUC meet three IPA goals, as detailed above.

12. Institutional Assessment

12.1	Date of Last Review	(list the year of the last program review) N/A (we became an IBHE-approved center in FY2022)
12.2	Decision at Last Review:	
		X Center/Institute in Good Standing
		Center/Institute Flagged for Priority Review
		Center/Institute Suspended
12.3	Explanation	Not Applicable

RESOURCES: Center for Autism Spectrum Disorders (CASD)

Financial Resources	**FY22**	**FY23**	FY24	FY25
Revenues				
State Appropriations				
Grants & Contracts *grant through TAP of IL	*185,502	362,500	362,500	362,500
Fundraising	0	$1,000	$9,800	$1,525
Total Revenues	185,502			
Expenditures*				
Salaries & Wages	82,478	161,442.538	146841.58	180,403.65
Fringe Benefits	21,276	43,545.57	51,573.28	47,668.93
Equipment	0	0	0	
Travel	112.00	0	0	
Supplies	5,130	10,984.65	2,698.38	1,954.52
Contractual & Subawards	1,000	58,365	68,500	40,000
Consultants (Prof. Services)	28,500	36,000	30,000	30,000
Training & Education	2,950	2,645	1,750	1,540
Other or Misc. Costs	82,478	~~0~~	0	
Indirect Costs	43,896.95	31,103.50 (was 10%)	60,322.40(20%)	60,416.67 (20%)
Telecommunications	340.33	311.84	298.66	515.83
Total Expenditures	178,463.77	344.398.09	361,944.30	362,499.60
Revenue Minus Expenditures (Fundraising only)	7,036.23	$9,800	$9,800	$1,525

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

**the CASD became an IBHE-recognized center with permanent status in July, 2021

Staffing (Full Time Equivalent)	**FY2023**	**FY 2024**	**FY 2025**
Faculty Employee (E)	E 25% E 25% E 20% E 15% E 25%	E 25% E 75% E 25%	E 25% E 75%

Staff Contractor (C) Graduate Assistants (GA)	C 75% C per diem C per diem 6 GAs at 25%	6 GAs at 50% C per diem C per diem C per diem	6 GAs at 50% C per diem C per diem C per diem
Total Staffing	6 Faculty Employees 3 Staff Contractors 6 Staff Graduate Assistants	3 Faculty Employees 3 Contractors 6 Graduate Assistants	2 Faculty Employees 3 Contractors 6 Graduate Assistants

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2024 – June 30, 2025

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

1. Reporting Institution: Southern Illinois University Carbondale

2. Center/Institute: Center for Embedded Systems

3. Date: 3/4/2026

4. Director: Spyros Tragoudas

   4.1 Telephone: 618 4537027

   4.2 E-mail: spyros@siu.edu

5. Year Established: 2022 (May 25, 2022)

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: School of Electrical, Computer, and Biomedical Engineering

8. Type

Type	Activity (check all that apply)
Instructional	
Research	X
Public Service	

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

9. Overview

9.1 Description

A research center in the area of embedded systems that is exclusively funded by the participating industries' membership fees. The State and the University do not provide any financial support to the center. The center charges a 10% indirect cost of the received membership fees. The membership fee is $60,000 annually, but small companies pay a reduced annual membership fee of $30,000.

9.2 Mission

Engage SIUC faculty and students in industry-relevant, multi-disciplinary research toward the design of embedded systems.

9.3 Objectives

1. To conduct industry-relevant, multi-disciplinary research toward the design of embedded systems;
2. To develop clear and well-defined mechanisms to transfer the research results to industry;
3. To provide the Nation with a cadre of scientists and engineers, whose knowledge base and practical training covers a broad range of topics in embedded systems technology, including (and not limited to) networked and distributed systems, software design and verification, compiler technology, System-on-Chip and processor architectures, power/energy/thermal aware design, digital circuit design and optimization, VLSI CAD algorithms, digital/analog circuit design and test, novel devices and semiconductor materials and fabrication; and
4. Study the cross-disciplinary nature of embedded systems research that transcends traditional Computer Science and Electrical Engineering boundaries and draws in application domains from Mechanical, Industrial, Civil, Environmental, and other Engineering and Science principles

10. Advisory Board

10.1 Advisory Board - Membership

Michael Krenz, Collins Aerospace, IL
Kiri Nagesh Gowda, Advanced Micro Devices (AMD), CA
Jason Wibbenmeyer, Ameren, MO

10.2 Number of Meetings (In This Year) None in person. Recommendations to start projects were communicated to the Director via teleconferences.

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	Member companies	2	0
2.	Extramural funding generated from membership fees	$120,000	$0
3.	Number of projects	2	2
4.	Number of faculty in projects	2	1
5.	Number of participating PhD students	3	1 PhD and 2 MS students (supported in part)
6.	Number of graduated students	0	0
7.	Number of placed students	0	0
8.	Number of publications	2	2

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

11.2 Major Accomplishments (In This Year)

- CES projects that were funded using the membership fees of AMD and Ameren were completed during this fiscal year.
- Three graduate students participated in the center's projects: Of those, two were MS students
- Ameren is on a hiatus. However, there is ongoing discussion about their rejoining the center.
- Advanced Micro Devices (AMD) joined NSF IDEAS IUCRC and funds SIUC through that center since SIUC is one of the three participating universities.
- Collins Aerospace won't continue as a member due to restructuring.

Publications:

1. H.B.M. Senarathna, S. Tragoudas, J. Wibbenmeyer, and N. Khdeer. Time Series Analysis Neural Networks for Detecting False Data Injection Attacks of Different Rates on Power Grid State Estimation, ACM Transactions on Privacy and Security, vol. 28, issue 3, pp. 36:1 – 36:19, August 2025. https://dl.acm.org/doi/10.1145/3723164
2. V. Pentsos, S. Tragoudas, J. Wibbenmeyer, and N. Khdeer, A Hybrid LSTM-Transformer Model for Power Load Forecasting, IEEE Transactions on Smart Grid (TSG), vol. 16, issue 3, pp. 2624 – 2643, May 2025. https://ieeexplore.ieee.org/document/10887006

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

CES has generated membership income and initiated projects that involved faculty and students as per the proposal.

11.4 Evidence of Support for Center/Institute Objectives

- Completed a project in embedded systems vision using deep learning, aligned with the priorities of AMD. It started on 8/16/2023 and ended on 8/15/2024.
- Continued a project in smart grid security using deep learning, aligned with the priorities of Ameren.

11.5 Evidence of Organizational Effectiveness

The center operates without any support from SIUC and the State.

12. Institutional Assessment

12.1 Date of Last Review: Last report was submitted on 3/12/2025

12.2 Decision at Last Review

_____ Center/Institute in Good Standing
_____ Center/Institute Flagged for Priority Review
_____ Center/Institute Suspended

12.3 Explanation

(Briefly provide any explanation necessary of the institutional assessment or plans for pending program review.)

RESOURCES: (Center/institute name)

Financial Resources	FY2023	FY2024	FY2025	FY2026	FY2027
Revenues					
State Appropriations	$0	$0	$0		
Income Fund	$120,000	$120,000	$0		
Grants & Contracts	N.A.	N.A.			
Total Revenues	$120,000	$120,000	$0		
Expenditures*					
Salaries	$19,950	$4,682.5	$29,599.9		
GA fees	$450		$547.5		
Indirect costs (correction)		$2,040			
Indirect costs		$281	$3,221.66		
Contractual/commodities		$142.66	$142.66		
xxx					
Total Expenditures	$20,400	$7,146.16	$33,511.72		
Revenue Minus Expenditures	$99,600	$112,853.84	($33,511.72)		

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

Staffing (Full-Time Equivalent)	FY2023	FY2024	FY2025	FY2026	FY2027
Faculty	2	2	1		
Staff	0	0	0		
Total Staffing	2	2	1		

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2024 – June 30, 2025

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

1. Reporting Institution: Carbondale

2. Center/Institute: Center for English as a Second Language (CESL)

3. Date: February 3, 2026

4. Director: William Hellriegel

   4.1 Telephone: 618-453-2265

   4.2 E-mail: william.hellriegel@siu.edu

5. Year Established: 1966

6. Illinois State Statute (if pertinent): NA

7. Reporting Unit: College of Liberal Arts

8. Type

Type	Activity (check all that apply)
Instructional	X
Research	
Public Service	

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

9. Overview

9.1 Description

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

9.2 Mission

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

9.3 Objectives

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

10. Advisory Board

10.1 Advisory Board - Membership

CESL Advisory Board. Current membership includes: William Hellriegel, CESL Director; Lilia Angel-Post, CESL Assistant Director; Kathryn Carpenter, CESL NTT

Instructor; Stacie Lawley, CESL NTT Instructor, Geoffrey Young, CESL NTT Instructor, and Colin Robinson, CESL NTT Instructor.

10.2 Number of Meetings (In This Year) 4

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	Budget: 1) Are CESL revenues in line with expenses?	To break even through a combination of ongoing lowered expenses combined with rising revenues.	We were not able to meet this goal. In fact, we reached a point of insolvency by the end of the 2025 fiscal year. By the end of the year, we were no longer able to cover our minimized expenses with our own income and reserve funds. Seeing that this situation was on the horizon, CESL administration worked with the College of Liberal Arts dean and with others to develop a plan for restructuring CESL, effective July 1, 2025.
2.	Recruitment: 1) Can CESL generate new customers and new revenues by means of enhanced collaborations with our existing partners combined with development of new partners, the emphasis being on institutional collaboration rather than individual student	To score one large new partner that would give us a repeating programming opportunity that would help resolve	Although we managed to attract a new teacher training program from Brazil and another from Ecuador,

Measure		Target for Year	Results in Year
	recruitment, the former being vastly more income-producing and efficient than the latter?	our budgetary situation as well as provide stability to our finances. This would need to provide at least $200,000 per year in additional revenue with an only slightly expanded level of staffing over the current 2 full-time admin staff, 4 FTE instructors, and 1 50% admin grad assistant.	along with ongoing activity from a number of Japanese universities and a large cohort of Fulbright scholars, primarily through the Institute of International Education, these provided only a small amount of net income each, and together were not adequate to meet this goal.
3.	Curriculum: Is the curriculum for our 8-week Intensive English Program (CESL's main program) still fully defined?	Review and revise, as necessary, any aspects of our 8-week Intensive English Program curriculum that have become unclear or outdated.	We continue to do well in this area. Even though we terminated our Commission on English Language Program Accreditation due to our inability to both pay for and staff the required work, having completed reaccreditation in the recent past, we remain confident that our curriculum is fully defined and also adequate for our purposes and for the times.
4.	Staffing: Is staffing appropriate and adequate for financial and other circumstances?	Maintain staffing level that is as inexpensive as possible but that still provides for the effective and efficient	We have definitely maintained as minimal a staff as possible while still retaining our ability to offer and execute the

Measure		Target for Year	Results in Year
		completion of all necessary tasks.	programs necessary to provide the income we need. Unfortunately, our income dropped to such a degree that even this level of income was not adequate to stop the ongoing deficit spending (spending from our reserve) that we have been engaged in.
5.	Relations with other SIU units: 1) Does CESL act as a good and responsible University citizen in terms of cost sharing, contribution of students to the University for degree programs, participation on committees as requested, and in other ways?	1) Be seen as, and be in fact, a positive contributor to SIU operations.	CESL continued to pay its own way, providing funding from its own sources for all its expenses. It also continued to contribute students to degree programs at SIU by helping those students attain the necessary level of English language proficiency, albeit, unfortunately, working with a much smaller number of students than in previous years, due to CESL receiving far fewer conditional admits to work with than in the past. CESL also pays an annual "tax" to the

Measure		Target for Year	Results in Year
			College of Liberal Arts to pay for the services that it receives from the University.

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

11.2 Major Accomplishments (In This Year)

CESL's major accomplishment this year was to win the support of the COLA Dean and other higher administration officials at SIUC to restructure CESL. This involved changing the ways that CESL instructors are paid, how funds for CESL's administrative operation are procured, and the primary focus of CESL's activity.

The restructuring plan included reducing the staffing paid for by the CESL budget from 2 full-time AP staff plus 4 full-time NTT staff to just the 2 AP staff, with the four instructors being paid by the School of Languages and Linguistics.

This would reduce the costs covered by CESL's budget to about $15,000/month. It was determined that CESL would generate adequate income to cover these costs ongoing.

Of the four instructors paid fully by CESL until mid-2025, two, Stacie Lawley and Kathryn Carpenter, would still teach full-time for CESL; one instructor, Geoffrey Young, would no longer teach in CESL; and one instructor, Colin Robinson, would work as needed in the School of Languages and Linguistics, including, potentially, in CESL.

CESL would continue to serve the students who are studying with us and who wish to study with us in the future, and we would still work to recruit new students and groups within the limit of the number of class sections we could staff per 8-week term. That number would be limited to only 2 or 3, as that is the number of full-time instructors we would be able to count on having available for any given term.

CESL will not employ any administrative graduate assistants or any teaching assistants.

Finally, CESL's chief focus for the foreseeable future would be to finish planning and then to help implement a pathway program for the entire university, whereby applicants to SIUC degree programs, at both the undergraduate and graduate levels, would be able to meet the University's English language proficiency requirement by completing CESL's curriculum, as necessary. By creating this structure, it is expected that SIUC would be able to market both CESL's services and SIUC degree programs as attractive packages, thus increasing SIUC's international enrollments.

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

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

11.4 Evidence of Support for Center/Institute Objectives

By employing a number teaching assistants, CESL has supported the CoLA Linguistics Department's efforts to give their graduate students teaching experience under the guidance of experienced CESL instructors. It has likewise also supported the Department of Curriculum and Instruction in SIU's School of Education. Going forward, it is anticipated that CESL will support SIUC in a major way by playing a key role in its recruitment and retention of new international students, as discussed above.

11.5 Evidence of Organizational Effectiveness

CESL graduates students fully prepared for success in SIUC undergraduate and graduate programs. This fact is evidenced by the success of students who have gone on to those programs from CESL. Also, in working with other tertiary institutions and governmental entities in bringing non-degree students to CESL and to SIUC for varying periods of time, CESL enhances the University's image and reputation, making it more likely that at least some of those students, or those who they tell about their positive experiences in CESL, will come back to pursue SIUC degrees. CESL also enhances the University's relationships and image with the foreign institutions with which CESL maintains long-standing and ongoing collaborations. These include The Saudi Arabian government, the Fulbright Program, the Institute of International Education, Amideast, Tokushima University (Japan), Reitaku University (Japan) and Soka University (Japan). CESL also works with universities and other organizations in Brazil, Colombia, and Ecuador.

12. Institutional Assessment

12.1 Date of Last Review January 14, 2020

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

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

_____

RESOURCES: (Center for English as a Second Language)

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Revenues					
State Appropriations					
Student Tuition and Fees	293,773	349,823	339,166	327,555	270,020
Grants & Contracts		1,170	15,898		
Investment Income	3,722	7,094	6,087	6,500	10,000
Miscellaneous	32,836	33,513	3,780		
Total Revenues	330,331	391,600	364,931	334,055	280,020
Expenditures*					
Salaries and Wages	361,684	490,135	443,118	412,258	385,815
Insurance Contributions	7,272	9,522	9,394	11,000	9,000
Travel	1,020	7,071	10,864	15,000	19,000
Equipment			948	3,000	3,000
Commodities	5,548	18,821	6,241	2,230	23,412
Contractual Services	8,345	3,789	19,499	16,875	30,605
Other	42,726	20,854	16,172	84,000	51,500
Total Expenditures	426,595	550,192	506,236	544,363	522,332
Revenue Minus Expenditures	(96,264)	(158,592)	(141,305)	(210,308)	(242,312)

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

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	FY2021
Faculty	4	5	5	5	4
Staff	2	3	3	3	3
Total Staffing	6	8	8	8	7

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2024 – June 30, 2025

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

1. Reporting Institution: Southern Illinois University Carbondale

2. Center/Institute: Center for Fisheries, Aquaculture, and Aquatic Sciences

3. Date: February 24, 2026

4. Director: James Garvey

   4.1 Telephone: 618-536-7761

   4.2 E-mail: jgarvey@siu.edu

5. Year Established: 1950

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: Vice Chancellor for Research

8. Type

Type	Activity (check all that apply)
Instructional	X
Research	X
Public Service	X

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

9. Overview

9.1 Description

SIUC's Center for Fisheries, Aquaculture, and Aquatic Sciences (CFAAS; previously Fisheries and Illinois Aquaculture Center), the oldest research center on the SIUC campus, was created as the Cooperative Fisheries Research Laboratory under SIUC President Delyte Morris 1950 and led by the first Director, Dr. William Lewis until 1983. The Center comprises research facilities shared across colleges and departments including a 100-acre, 90-pond outdoor aquaculture facility near Touch of Nature, a 12-acre research lake, and the Aquatic Research Laboratory and Saluki Aquarium at the Gower Translational Research Building as well as computer and instrument laboratories, and research vessels. Current CFAAS faculty have split appointments with undergraduate- and graduate-level teaching and mentoring responsibilities in the School of Biological Sciences, College of Agricultural, Physical, and Life Sciences and research appointments in the Vice Chancellor for Research's office. Courses include Fisheries Management, Aquaculture, Limnology, Marine Biology, Aquarium Science, Aquatic Toxicology, and Fish Genetics. Center faculty work closely with stakeholders within government agencies to provide meaningful science-based information for decision-making about aquatic resource management and conservation.

9.2 Mission

The mission of the Center for Fisheries, Aquaculture and Aquatic Sciences is to perform high quality research leading to peer reviewed research and train graduate and undergraduate students in fisheries, aquaculture, aquatic toxicology, aquatic ecology, and fish conservation genetics in a research-intensive environment. We strive to maintain a critical mass of complementary faculty and shared resources that enhance the individual faculty member's ability to acquire external funding and contribute to teaching within and beyond the classroom. We also provide outreach to Illinois' commercial aquaculture industry supporting > $5 million of fish sales annually.

9.3 Objectives

- Perform high-quality research funded with external grants.
- Publish research in high quality peer-reviewed journals.
- Train M.S. and Ph.D. graduate students. Student career success is <u>highest priority</u>.
- Provide funded research opportunities for undergraduate students.
- Teach graduate and undergraduate courses in fisheries, aquaculture, aquatic toxicology, genetics, water science, and related fields.
- Maintain sufficient shared resources (boats, fish tanks, instrumentation etc.) to foster collaboration among faculty within the Center and across schools and colleges to make individual faculty members more productive.
- Conduct outreach to local schools and public about aquatic science.
- Provide service to Illinois' aquaculture industry.

10. Advisory Board

10.1 Advisory Board - Membership

The Saluki Aquarium advisory board, which is intended to showcase the research and teaching of the Center for Fisheries, Aquaculture, and Aquatic Sciences, is advised by Dr. Mike Lydy, Dr. Ed Heist, Dr. Greg Whitledge, Dr. Charlotte Narr, and Dr. Jon Remo

10.2 Number of Meetings (In This Year) 1

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	External Grant Funding	$1,000,000	$ 4,100,312
2.	Peer-Reviewed Publications	15	17
3.	Graduate Students Enrolled	15	16
4.	Graduate Students Finishing Degrees	5	5
5.	Undergraduate Research Projects Supervised	5	13

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

11.2 Major Accomplishments (In This Year)

- External funding increased this year, leading to 17 publications in the peer-reviewed literature.
- SIU faculty oversaw the Student Subunit of the American Fisheries Society and the Saluki Reefers RSOs – both very active student groups
- Several CFAAS students received state and national awards for their research
- Working with local fish farm companies to bring infrastructure and training opportunities in aquaculture to southern Illinois, supporting industry income of $5.5 M in Illinois in 2025
- Dr. Mike Lydy served on the Editorial Board of Environmental Pollution
- Dr. Mike Lydy was an Illinois Water Resources Center Fellow
- Dr. Ed Heist appeared in March 2025 edition of “Missouri Conservationist” regarding Missouri’s wild rainbow trout populations including genetic study.
- Dr. Ed Heist consulted with Gateway (St Louis) chapter of Trout Unlimited regarding trout conservation in Missouri.
- Dr. Ed Heist served as member newly formed US Fish and Wildlife Service Pallid Sturgeon Conservation Team Genetics Workgroup and Propagation Workgroup.
- Dr. Ed Heist received regional media coverage (print, radio, TV) for documentation of Pallid Sturgeon in Des Moines River, well beyond published range of the species.

- Dr. Greg Whitledge served on the Fish Endangered Species Technical Advisory Committee, Illinois Endangered Species Protection Board
- Dr. Greg Whitledge's student Cameron Haeffner (MSs) received the Best Student Poster Award at the IL Chapter AFS annual meeting
- Dr. Greg Whitledge served as Chair, Search committee for School of Biological Sciences cluster hire faculty positions
- Dr. Jim Garvey served as Special Editor of the Rivers and Floodplains section of Frontiers in Freshwater Science
- Dr. Jim Garvey served on the Board of Directors of the North Central Regional Aquaculture Center (USDA)
- Dr. Jim Garvey served as science adviser for various outreach activities revolving around the Gower Saluki Aquarium facility
- Dr. Jim Garvey served as a member of the Illinois Invasive Species Council for IDNR
- Dr. Jim Garvey served as a member of the Monitoring and Response Workgroup – Illinois River Interbasin Partnership, Bigheaded Carp Control (telemetry and hydroacoustics sub workgroups)
- Koaw Zacek, PhD student co-advised by Dr. Whitledge and Dr. Garvey received the Larimore Research Award from the Illinois Chapter of the American Fisheries Society
- All faculty and students served on multiple professional society committees

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

Consistent with the SIU Imagine 2030 Strategic Plan for SIUC "developing research and innovation", CFAAS has maintained very high research productivity through competitive external grants, peer-reviewed publications, and graduate training at the MS and Ph.D. level. The Center is integral in outreach and consultation to natural resources agencies and stakeholders throughout the region, benefitting fish conservation. CFAAS reaches out to Illinois' aquaculture industry, which ranges from small farm-pond operations to larger commercial facilities through industry brokerage and fish-health screening that make the industry more profitable. Most CFAAS students become employed with private industry, academia, Native American nations, or government agencies throughout the US and beyond.

11.4 Evidence of Support for Center/Institute Objectives

- Obtained more than $4.1 M in funding
- 17 peer-reviewed publications
- 16 graduate students enrolled
- 13 undergraduates engaged in funded research
- Provide useful research for the management and conservation of aquatic resources at the state and federal levels.
- Outreach to K-12 students in the region supports recruitment to SIU
- Teach graduate and undergraduate courses in fisheries, aquaculture, genetics, aquatic toxicology and related fields.
- CFAAS faculty continue to teach and mentor more than contractual teaching loads

- Provide service to Illinois' aquaculture industry generating more than $5M in aquaculture economic sales and monitoring for diseases

11.5 Evidence of Organizational Effectiveness

The CFAAS continues to effectively exceed its mission goals annually. Despite the loss of our aquaculture faculty member in 2023, the remaining four faculty are productive bringing substantial grant funding per FTE and generating about 5 publications per faculty member. External funding levels are stable. A greater proportion of external funding in 2025 was for permanent, durable equipment (e.g., vehicles, boats, and analytical equipment) for the Center and SIUC. The Center includes other faculty in research and teaching at SIU and beyond, including the STEM Educational Center, the Center for Advanced Energy, the School of Engineering, and the School of Geography and Environmental Resources.

12. Institutional Assessment

12.1 Date of Last Review 2018

12.2 Decision at Last Review

X Center/Institute in Good Standing
_____ Center/Institute Flagged for Priority Review
_____ Center/Institute Suspended

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

RESOURCES: Center for Fisheries, Aquaculture, and Aquatic Sciences

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Revenues:					
State Appropriations	603,303.99	585,626.43	602,342.95	589,367.30	624,315.44
Local Accounts	288,452.21	311,580.42	310,122.42	225,613.74	240,726.68
Grants & Contracts	4,100,312.17	2,163,338.01	2,103,899.89	3,555,184.88	1,728,382.86
Total Revenues	4,992,068.37	3,060,544.86	3,016,365.26	4,370,165.92	2,593,424.98
Expenditures:					
Salaries	1,642,444.51	1,628,896.99	1,585,196.83	1,622,411.67	1,366,664.98
Wages	38,340.22	40,152.88	27,599.01	20,172.47	28,034.49
Travel	112,042.95	104,592.44	89,877.16	83,777.73	52,951.44
Equipment	105,770.69	97,925.22	42,155.70	216,564.66	262,523.90
Commodities	264,308.64	577,737.70	454,775.08	507,957.26	256,673.65
Contractual Services	254,202.43	218,326.24	1,017,068.18	1,315,935.31	786,173.68
Op/Auto	45,220.52	18,946.89	56,587.39	69,368.86	51,668.88
Telephone	5,459.98	6,508.85	4,676.97	5,719.58	4,000.90
Fringe Benefits	296,847.56	282,518.88	244,402.09	228,935.51	152,743.18
Indirect	208,885.19	307,434.50	356,802.42	305,445.38	209,106.32
Other	26,817.96	48,704.72	40,188.68	90,180.68	108,660.76
Total Expenditures	3,000,340.65	3,331,745.31	3,919,329.51	4,466,469.11	3,279,202.18
Revenue Minus Expenditures	1,991,727.72	(271,200.45)	(902,964.25)	(96,303.19)	(685,777.20)

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

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	FY2021
Faculty	4	5	5	5	5
Staff	45	30	27.5	28.5	31.5
Students	13.5	14	9	6	11
Graduate Assistants	6	11	13.75	13	11
Total Staffing	68.5	60	55.25	52.5	58.5

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1,2024– June 30, 2025

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

1. Reporting Institution: Southern Illinois University School of Medicine

2. Center/Institute: Center for Rural Health and Social Service Development

3. Date: March 6, 2026

4. Director: Katharine Juul

   4.1 Telephone: 618.453.4283

   4.2 E-mail: kjuul31@siumed.edu

5. Year Established: Academic Year 1991

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: SIU SOM, Office of the Executive Associate Dean

8. Type

Type	Activity
Instructional	X
Research	X
Public Service	X

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

9. Overview

9.1 Description

Through a highly successful track record of both external funding and impact of projects, the Center for Rural Health and Social Service Development (CRHSSD) continues to position itself as a link between SIU School of Medicine resources and the central and southern Illinois region. The CRHSSD has a historical record of creating stable and sustained networks, programs, policies, and systems that demonstrate improvements in health outcomes and economic impact. As a result, the CRHSSD is able to launch new initiatives quickly, scale rapidly, and function with stability and sustainability. The CRHSSD's highly developed operational framework, successful grant management experience, and rural expertise, provides a structural framework that is beneficial for the SIU System, the SIU School of Medicine, and the communities served.

9.2 Mission

The CRHSSD's mission is to strengthen rural health infrastructure and to promote opportunities for enhancing health primarily in rural communities. Primary activities of the CRHSSD are grant and project development; research and evaluation; training and workforce development; and community engagement and outreach.

The CRHSSD is committed to the understanding of the Social Determinants of Health and resulting barriers and vulnerabilities that impact rural communities. The CRHSSD is built on a foundation of 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.

9.3 Objectives

To accomplish the goal of being a resource center addressing health and social service issues that impact the lives and productivity of the citizens with in the SIU School of Medicine's 88 Illinois county service region, the Center for Rural Health and Social Service Development provides leadership for health and social services development to Southern Illinois University, the southern and southeastern Illinois region, and the state of Illinois.

Primary objectives of the CRHSSD include:

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

5. Contribute to the development of a well-prepared professional health/social service workforce for the southern Illinois region. Coordinate and conduct continuing education activities for the regional health and social service workforce.
6. Develop and enhance an effective network of community health and social service agencies for the southern and southeastern Illinois region. Act as a collaborative partner for regional development projects.

10. Advisory Board

10.1 Advisory Board - Membership

University volunteers guide the Center for Rural Health and Social Service Development and acts in a consultative capacity on projects, activities, and overall direction. The board meets once per calendar quarter to stay acquainted with and up-to-date on all CRHSSD projects and plans, in addition to providing valuable input and leadership into development, research, service and training functions. Currently, due to many retirements and switching of careers, the Advisory Board is being reinvented with new internal and external members. There is going to be a collaboration/merger of the CRHSSD Advisory Board and the SIU System Institute for Rural Health Implementation Team.

10.2 Number of Meetings (In This Year) The full group did not meet during this time. However, the Director and staff had individual meetings with Council Chair and various Council members.

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	External Funding Generated	$1,000,000	2,517,417
2.	Grant Applications (New/Non-Compete Cont.)	6	10
3.	Publications and Presentations	5 Trainings/Presentations	210 Trainings/Presentations
4.	Continuing Education Programs	10	26
5.	Community Collaborations	25	118
6.	University Collaborations/Councils & Advisory Boards	8	42

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

11.2 Major Accomplishments (FY25)

Program Title: Rural Health SUD Leadership Center

Program Overview:
The CRHSSD serves as one of five Substance Use Disorder Leadership Centers in Illinois and specializes in rural health.

FY25 Accomplishments:

- **Network Development:** In FY25 RHLC staff attended and/or facilitated coalition meetings, workgroups, SUD-related trainings, and meetings with stakeholders.

  Coalition Involvement
  SIU RHLC staff represented the SIU RHLC on SUD/opioid coalitions, Illinois Recovery Oriented System of Care (ROSC) Councils, RCORPs, and in Illinois Association of Problem-Solving Courts meetings.

  Southern Illinois Opioid Response Advisory Council
  SIU RHLC staff co-facilitated the Southern Illinois Opioid Response Advisory Council with Centerstone.

  Facilitation of the IL Harm Reduction Learning Collaborative
  In FY25 SIU RHLC staff will continue facilitation of the IL Mobile MAR Learning Collaborative.

  Webinars/Guest Speaker Engagements
  Leadership Center staff provided webinars, ECHO presentations, and attend events as invited speakers upon request.

- **ECHO:** SIU School of Medicine serves as a "hub" site for Project ECHO® (Extension for Community Healthcare Outcomes). In FY25 the RHLC staff continued offering the Opioid ECHO for Community Health Workers. SIU created an additional ECHO series, Substance Use Disorder Resilient and Responsive Communities.

  Opioid ECHO for CHWs Series Topics:
  1. Harm Reduction
  2. What is OUD
  3. Myths about OUD
  4. OUD and COVID
  5. OUD and Pregnancy
  6. Virtual OUD Treatment

  Substance Use Disorder Resilient and Responsive Communities ECHO Series Topics:
  1. Recovery Oriented Systems of Care and Community Involvement
  2. Recovery-Focused Community Organizations: History and Roles
  3. Resilience-Building for People with History of ACE's
  4. Role of Nutrition in Early and Long-term SUD Recovery
  5. Resilient Communities are Responsive Communities: Prevention and Preparedness for Opioid Overdose

6. Recovery Support Groups: Introduction to 12 Step Programs
7. Celebrate Recovery
8. Refuge Recovery
9. Building Resilience in the Family
10. Physical Health and Wellbeing: The Body Supports the Mind
11. Recovery and the Workplace

- **Mobile Health Unit:** The SIU Leadership Center has partnered with The Community Action Place (TCAP) for this project, and used a TCAP vehicle for outreach activities. The Mobile Health Unit program included the following:

  Connection to Harm Reduction: The SIU MHU program utilized IDHS/SUPR DOPP to train organizations and community members in opioid overdose recognition, response and reversal during the first year of operation. MMHU program staff trained participants in the use of fentanyl testing strips and distributed testing strips to help participants avoid overdose. SIU also provided linkage to TCAP, which is southern Illinois' primary harm reduction agency.

  Connection to Treatment and Recovery Support: SIU ensured patients had access to the full spectrum of treatment and recovery support services available to them. Referrals and warm hand-offs were offered for regional providers and MHU staff will connect people seeking recovery assistance with alcohol or opioid use to the Illinois Helpline (MAR NOW).

  Social Determinants of Health Assessment: SDOH screening tools were administered by SIU staff to assess client needs. Clients were provided with resources based on their identified needs.

- **Drug Court Support:** In FY25, Subawards of $10,000 each were offered to four rural Illinois counties desiring to develop drug court community support programs for their county. Stipend recipients were be required to submit an implementation plan including the names of those who will be on the planning committee, as well as a timeline for 501(c)3 incorporation within the year. In addition, two awards of $7500 each were offered to two rural counties to do EITHER of the following: Develop new rural drug court within their county OR have implemented a rural drug court within the past 3 years and were seeking assistance for sustainability funding.

- **Rural LGBTQ+ Community Outreach:** Research shows that LGBTQ+ community members have higher rates of substance use disorder (SUD). LGBTQ+ people live in rural areas at the same as rate of LGBTQ+ people living across the nation demonstrating a need for specialized SUD services tailored to LGBTQ+ populations and harm reduction focused on associated risk behaviors. In the first year of expanding DEI initiatives in rural areas, Rural Health SUD Leadership Center partnered with community organizations in southern Illinois to provide SUD education, connect community members to recovery and harm reduction services identified as LGBTQ+ friendly, and work with community agencies to develop harm reduction curriculum and community education classes using a train the trainer model.

- **SUD Outreach to Spanish-Speaking Population:** The SIU Leadership Center harm reduction activities were expanded to the Latine population. Activities included opioid overdose training and Narcan distribution in Spanish and connection to MAR NOW. Harm reduction and opioid education material that was not available in Spanish will be translated by SIU and Prevention First Leadership Center staff.

Program Title: Rural Opioid Prescriber Training Program

Program Overview:
Through the Rural Opioid Prescriber Training Program, trainings are developed for providers who prescribe opioids, and CMEs are provided through SIU School of Medicine.

FY25 Accomplishments:
Staff assisted with coordination and recruitment for the SIU School of Medicine Opioid ECHO (Extension for Community Healthcare Outcomes) for rural healthcare providers. The ECHO program includes a series of one-hour training sessions comprised of a patient story and didactic presentation related to opioid prescribing.

The ECHO topics presented in FY25 were as follows:
- Opioid Treatment Medication Essentials
- Complications of Opioid Medications
- Neurobiology of Addictions
- Psychiatric Comorbidity Relevant to Opioid Addiction and Treatment
- Pain Management and Alternatives to Opioids
- Management Strategies for the Relapsing or Aggressive Patient
- Compassionate Opioid Tapering
- Foods and Nutrition Related to Opioids

Program Title: Farm Family Resource Initiative

Program Overview:
The Southern Illinois University School of Medicine Center for Rural Health and Social Service Development (CRHSSD) is leading the effort to build a network of support and resources for Illinois farm families. The purpose of the initiative is to provide a range of resources including a helpline to assist with farmer and farm-related issues that include mental and physical health needs. Additionally, the initiative offers ongoing outreach, education and training to rural clients and partners working to improve the health and safety of farm families.

In 2021, the Illinois General Assembly and the Illinois Department of Agriculture expanded this support statewide. The Farm Family Resource Initiative (FFRI) has grown exponentially in the past year, to include a 24/7 helpline to aid farmers with work-related issues, and outreach, education and training for rural clients and partners, as it strives to improve the mental and physical health and safety of our farm families.

FY25 Accomplishments:
- The FFRI developed and put into operation a text line 1-833-FARMSOS and an email line FarmFamilyResourceHelpline@mhsil.com. During FY25 the helpline has received 71 calls/text/emails by farm families seeking services.

- Farm families are able to request and receive up to 6 Telehealth sessions with a SOM mental health professional. During FY25, there have been 15 Telehealth sessions and 32 Telehealth clients.
- The FFRI grief support group had 36 participants.
- 312 visits to website (www.siumed.org/farm) resources page
- 15,089 website views
- Playlist on the SIU Medicine YouTube channel had 239 views
- Over 18,483 promotional items such as wallet cards, pamphlets, flyers, table tents, tote bags, tractor stress relievers, fans, and much more were distributed to various partners, organizations, insurance providers, Illinois Farm Bureau, and state and county fairs.
- 15 presentations to agriculture professionals, leaders and members of the community with over 400 people reached.
- FY2025 Marketing Summary
    - Print Advertising -Total Ads Placed: 44; Estimated Print Reach: 1,433,608 readers/subscribers
    - Social Media - Impressions: 296,439; Reach: 94,667; Clicks: 1,448
    - Digital Advertising - Total Impressions: 440,468; Total Reach: 109,000+; Total Clicks: 2,208
    - Email Marketing - Total Audience: 91,274 recipients; Total Opens: 14,516; Total Clicks: 2,142
    - Additional Email Distribution - 5,425 additional recipients/impressions
    - Total Website Views: 15,089
    - Podcast Page Visits: 191 Earned Media
    - News Articles Published: 3
    - Newsletter/Article Reach: 99,480 subscribers/impressions
    - Content Marketing: Blogs Published: 3
- IL Corn collaboration: In partnership with Illinois Corn (ilcorn.org), FFRI launched a video campaign promoted across social media platforms, supported by paid digital ads, and featured in the weekly e-newsletter (reaching approximately 2,700 subscribers).
- NAMI collaboration: FFRI collaborated with the National Alliance on Mental Illness (NAMI) to create and distribute a joint resource guide handout. This partnership provided farm families with accessible mental health information, support resources, and referral contacts. Featuring 20+ crisis and support resources, the guide expands awareness and offers practical tools to support farm families' mental health and wellness statewide.
- FFA mini grant program: In partnership with the Illinois Foundation FFA, FFRI launched the Bend Don't Break Grant program to support FFA chapters across Illinois in raising mental health awareness and promoting wellness. In Fall 2024, the program received 19 applications requesting a total of $17,795. After careful review, 17 programs were selected for funding, with each receiving up to $1,000. These youth-led projects made a difference by fostering resilience, encouraging conversations about mental health, and strengthening agricultural communities across the state.
- Mental Health First Aid Trainings: In partnership with the Behavioral Health Workforce Center, FFRI hosted 4 trainings between November 2024 and April 2025 in Mahomet, Springfield, Effingham, and Canton, IL. A total of 22 participants were trained, including ag teachers, ag media, pork producers, rural police, and EMS professionals.
- Rural Mental Health Summit: Held in Bloomington, IL, the Rural Mental Health Summit brought together 59 participants to focus on supporting frontline workers serving farm families. Eligible participants earned 3 CEU credits for attending.

Program Title: MAR Now

Program Overview:

Family Guidance Centers, Inc. (FGC), the Illinois Department of Human Services, Division of Substance Use Prevention and Recovery (SUPR) and the Illinois Helpline for Opioids and Other Substances (HelpLine), developed MAR NOW to connect individuals with Opioid Use Disorder (OUD) and Alcohol Use Disorder (AUD) to medication-assisted recovery (MAR). Callers to the HelpLine have the opportunity for same day or next day medication access. FGC serve as the model's "hub," receiving calls from the HelpLine, providing interim coverage on medications for the treatment of opioid use disorder and connecting callers with OUD or AUD to a "spoke" site for ongoing care. The CRHSSD serves as a spoke site where staff connect callers referred by FGC case managers to providers who are willing to treat a person with OUD or AUD. The following counties are served by CRHSSD staff: Adams, Alexander, Bond, Brown, Calhoun, Cass, Christian, Clinton, Fayette, Franklin, Fulton, Greene, Hancock, Henderson, Jackson, Jefferson, Jersey, Johnson, Macoupin, Madison, Marion, Mason, McDonough, Menard, Monroe, Montgomery, Morgan, Perry, Pike, Pulaski, Randolph, Sangamon, Schuyler, Scott, St. Clair, Union, Warren, Washington, and Williamson.

FY25 Accomplishments:

The CRHSSD staff placed 97 callers with OUD or AUD into ongoing care throughout Illinois.

Program Title: Certified Recovery Support Specialist Training Program

Program Overview:

SIU School of Medicine received funding for the HRSA Behavioral Health Workforce Education and Training (BHWET) Paraprofessional Program to develop a Certified Recovery Support Specialist training and apprenticeship program. Students are trained in a 144-hour curriculum and then placed into 2,000-hour apprenticeships at apprenticeship sites approved by the US Dept. of Labor. The purpose of the CRSS programs was to develop and expand community-based experiential training such as field placements and internships to increase the supply of students preparing to become peer support specialists and other behavioral health-related paraprofessionals while also improving distribution of a quality behavioral health workforce. A special focus is placed on the knowledge and understanding of the specific concerns of children, adolescents, and transitional-aged youth in high need and high demand areas at risk for behavioral health disorders.

The program emphasizes establishing relationships with community-based partners (e.g., emergency departments, faith-based organizations, first responders, judicial systems, health centers, social services, community policing organizations, recovery community organizations or other peer-based recovery support organizations), to increase access to behavioral health services to populations across the lifespan. The program will expand and improve access to quality treatment and foster an integrated approach to address behavioral health prevention, treatment, and recovery services, including but not limited to Opioid Use Disorder (OUD) and other substance use disorder (SUD), in high need and high demand areas. The program also emphasizes developmental opportunities and educational support in interdisciplinary collaboration by utilizing team-based care in integrated, interprofessional behavioral health and primary care settings and recruiting a workforce interested in serving high need and high demand areas.

FY25 Accomplishments:

- A CRHSSD instructional designer completed the curriculum, which consists of 128 hours in 32 four-hour classes.
- # Students who completed the coursework: 20
- # Students who entered apprenticeships: 7
- # Apprenticeship sites registered: 20

Program Title: Delta States Network Development Grant – CATCH onto Health Consortium

Program Overview:

A school-based initiative serving the Illinois Delta Region. The population served with Delta States funds are children prekindergarten–12th grade in the Illinois Delta Region. Illinois Delta Region youth face worsened health outcomes due to poverty, infant mortality, low birth weight, and teen pregnancy than those in other parts of the state. They exhibit high rates of sadness, hopelessness, and bullying. Physical inactivity, poor eating habits, and obesity are also high among Illinois Delta Region youth. Furthermore, Illinois Delta Region adults exhibit higher rates of obesity, diabetes, smoking, and physical inactivity than their counterparts. Working with Illinois Delta youth can help break this multigenerational cycle.

The Illinois CATCH on to Health Consortium (ICHC) established and maintains itself as an active and functional consortium, despite the COVID-19 pandemic. The consortium was able to quickly adapt to the virtual world, be flexible, and meet schools where they were. ICHC implemented the CATCH curriculum, including vaping-prevention program CATCH My Breath. Furthermore, through the application of CDC's WSCC model, ICHC piloted implementation of Illinois social-emotional learning standards into pre-K–12th grade in its schools. The consortium also conducted Hidden in Plain Sight demonstrations in several settings such as teacher institute days, parent education nights, and community events. Also, in line with the WSCC model, ICHC implemented Mental Health First Aid to school administration, teachers, and staff, as well as community partners such as Boys and Girls Club. Overall, within this grant period, ICHC has worked on the goal of reducing the prevalence of chronic disease among school-age children in the Illinois Delta Region.

ICHC is at an advantage to promote and educate various community partners, schools, and early childhood education sites. Training and professional development provided will have a lasting impact on the community and schools served. Through a policy, systems, and environment focus, it encouraged schools to look at wellness as a whole and as a cultural/environmental change to ensure behavior changes are made for a lifetime. Furthermore, the resources provided through the funding period sustain themselves through future use. The COVID-19 pandemic also expanded reach and access with the use of virtual technology. It allowed for work with other agencies, as both a resource and partnership, resulting in diverse relationships. Last, the goals of ICHC have been replicated on a larger community-based scale, taken on by local community coalitions as well as the Healthy Southern Illinois Delta Network as a whole, therefore, positioning the efforts and programming for greater sustainability and impact.

FY25 Accomplishments:

Secured new 3-year funding (~$850,000/year) from August 1, 2023 - July 31, 2026

Program Title: Drug Overdose Prevention Program (DOPP)

Program Overview:
Narcan training provided to area southern Illinois communities

FY25 Accomplishments:
Forty-five trainings in various community and professional sectors including churches, schools, probation/judicial offices, and social service organizations.

Program Title: Drug Endangered Children (DEC), Family Human Trafficking Training, and Handle with Care

Program Overview:
A community awareness training about the dangers that children face when they live in a home where drugs are being misused. Dangers involve prenatal, post-natal, short term and long-term issues. In addition, an introduction to the intersection of drug endangered children and familial human trafficking is introduced and discussed. DEC trainings are designed to teach communities how to develop a coordinated response for assistance utilizing "a multidisciplinary strategy", with the goal of changing "the trajectory of a drug endangered child's life through recognition of a common vision, ongoing collaboration between disciplines, and ongoing change in practices and policies, all of which increases the likelihood of better outcomes for drug endangered children". Trainings are provided by Liesl Wingert. The overall goal is to create active DEC alliances that involve multidisciplinary involvement in each Illinois county.
In addition, CRHSSD offered technical assistance for the development and implementation of Handle with Care (HWC) programs. The HWC model fosters collaboration among law enforcement, educational institutions, and mental health providers to support children who have been exposed to traumatic events. The goal is to enhance communication across systems and provide trauma-informed interventions within school settings, thereby improving student outcomes related to learning, behavior, and emotional well-being.

FY25 Accomplishments:
- Forty-eight DEC, Family Human Trafficking, and Handle with Care presentations were delivered state-wide.
- The 2nd annual Illinois DEC Alliance conference was held in September 2024: 200 people in attendance.
- Body Safety for Children is a simple, direct program for children K-8th grade on body safety/good touch-bad touch. A presentation was provided at a school for K-8th grades: 146 children and 7 staff participated.
- For Red Ribbon Week, a brief, age-appropriate overview of the danger of illegal drug use for children in grades K-12 was provided at a private school presentation for K-12th grades: 82 children and 6 staff participated.

Opioid Training and Technical Assistance Center (OTTAC)

Program Overview:
The subaward, which is held by Prevention First, is used to increase access to comprehensive and culturally humble behavioral health services through provision of training and technical assistance (TTA) to individuals and organizations. The program facilitates growth in the number of certified/licensed behavioral health professionals through administration of professional workforce development opportunities, including clinical supervision of individuals seeking

licensure or certification, as well as internships, fellowships, and other paid training experiences. The primary focus is on communities disproportionately impacted by opioid overdoses and multigenerational harms associated with structural racism and health inequities. The CRHSSD received a subaward from Prevention First to 1) assist with statewide TTA and 2) develop the Peer Specialist Training Program (PTSP).

FY25 Accomplishments:

- CRHSSD staff worked with OTTAC partners to develop or assist with the development of online asynchronous trainings; instructor-led training and/or virtual instructor-led training sessions, including workshops, webinars, or hybrid sessions; and learning collaboratives/communities.
- FY25 was used to pilot the PSTP. Through the PSTP, employees of organizations that provide peer support services receive the training required to become Certified Recovery Support Specialists and Certified Peer Recovery Specialists. The PSTP addresses the need of organizations providing peer support services to ensure staff are peer certified in order to receive funding. Seven students completed the PSTP.

Program Title: CRHSSD Staff serving on various State and Regional Boards of Directors and Advisory Councils

FY25 Highlights/Accomplishments:

- Advisory Board Member, National Drug Endangered Children's Alliance
- Advocates for Nicotine-Free Youth
- Arrowleaf
- Birth to Five Action Council
- Bluebird Project Advisory Board
- Carbondale Interfaith Council
- Carbondale Public Library Board of Trustees
- Community Benefits Advisory Council, Southern Illinois Healthcare
- Dean's Advisory Council, SIUC College of Health and Human Sciences
- Governance Team, Centerstone, Illinois Children's Healthcare Foundation Initiative
- Healthy Southern Illinois Delta Network Leadership Team
- IDPH Ambassador for Southern Illinois (May 2025)
- Illinois Alliance for Drug Endangered Children
- Illinois Association of Problem-Solving Courts
- Illinois Opioid Remediation Advisory Board Medical and Research Working Group
- Illinois Rural Health Association Board of Directors
- Jackson County Healthy Communities Coalition
- MPH Advisory Council, SIUC College of Health and Human Sciences
- National Alliance for Drug-Endangered Children
- Oak Park Community Mental Health Board
- Prevail Illinois
- PROWD Grant, SIU Core Team
- Rainbow Café
- Recovery Oriented Systems of Care (ROSC) Alexander/Pulaski
- Richland County 708 Mental Health Committee
- Richland County Addiction Prevention Coalition
- Richland County Community Assistance for Recovery Education and Support
- ROSC Union County

- SIU Drug Free Schools
- SIU LGBTQ+ Constituency
- SIUC Paulette Curkin Pride Center
- Southeastern Illinois Substance Use Prevention, Recovery, & Treatment Council
- Southern Illinois Culture and Arts in Bilingual Education
- Southern Illinois Drug Awareness Conference
- Southern Illinois Immigrant Rights Project
- Southern Illinois Overdose Review Board
- Southern Illinois Resource and Advocacy Center
- Southern Illinois Tobacco Prevention Partnership
- Statewide Citizen's Committee on Abuse and Neglect
- Universal Newborn Support System/Illinois Family Connect
- Take Action Today
- Wabash Ministerial and Guidance Board

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

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

11.4 Evidence of Support for Center/Institute Objectives

In FY25, the Center for Rural Health and Social Service Development advanced its center objectives as outlined in 9.3 above. The center's numerous, diversified community projects support its primary objective for development of the regional health and social services infrastructure. The CRHSSD had over 100 active community partnerships in the past year and received over $2.5 million in extramural funding, filtering a large percentage back into the southern and southeastern Illinois region. This positively impacted the region's economy and its health/social services infrastructure; this is evidence of support for the center's community collaboration, research, and funding enhancement objectives. In support of its educational and workforce development objective, the CRHSSD contributes to the educational mission of the university and the medical school by providing learning experiences for student interns and graduate assistants. Students are assigned project responsibilities of substance that provide hands-on research and/or service experience while benefiting the communities in which the projects are implemented.

11.5 Evidence of Organizational Effectiveness

The Center for Rural Health and Social Service Development is effective as an organization. The center's mission and activities support the priorities of the State of Illinois, Southern Illinois University, and SIU School of Medicine as well as meet the expectations of its community partners and funding agencies. The CRHSSD has extensive partnerships and collaborations with health and social service agencies in the southern Illinois region. It has been successful in attracting external grant funding. The center's most recent program review in 2019 found that the CRHSSD was active and respected in the region, that it had formed effective collaborations with regional groups, and that it was a strong voice for rural, southern Illinois. The CRHSSD is well situated for future success.

12. Institutional Assessment

12.1 Date of Last Review 2019

12.2 Decision at Last Review

X Center/Institute in Good Standing
____ Center/Institute Flagged for Priority Review
____ Center/Institute Suspended

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

N/A

RESOURCES: Center for Rural Health and Social Services Development

Financial Resources	**FY2025**	**FY2024**	**FY2023**	**FY2022**	**FY2021**
Revenues					
State Appropriations	415,171	383,795	367,499	356,718	295,443
External Grants/Sub-Awards	2,517,417	3,327,437	2,737.085	2,809,849	2,228,938
Contractual/Income	0	0	77,188	88,000	137,132
Rural Health Initiative	0	0	0	120,000	135,501
Indirect/Overhead Return	69,815	72,996	155,049	52,000	97,575
Total Revenues	3,002,403	$3,784,228	$3,336,821	$3,326,567	$2,894,589
Expenditures*					
Salaries	923,701	846,465	590,690	543,358	384,122
Wages		2,908	8,734	2,063	
Fringe Benefits	261,132	221,540	168,718	104,287	14,850
Travel	18,071	12,914	13,649	10,909	1,386

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Equipment	1,025	(700)	16,935	723	3,646
Commodities	50,278	204,787	93,373	33,625	31,663
Community/University Program Grants	0	0	159,000	465,000	100,251
Contractual – Other	1,447,504	1,290,923	629,196	35,640	324,000
Indirect to University	258,427	317,256	412,866	96,364	170,366
Total Expenditures	2,960,139	$2,896,093	$2,093,162	$1,291,969	$918,636
Revenue Minus Expenditures	42,264	$888,135	$1,243,659	$2,034,598	$1,975,953

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

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	FY2021
Faculty	0.00	0.00	0.00	0.00	0.00
Staff	16	18	13.00	12.00	11.00
Student Worker	0	1	1.00	1.00	0.00
Extra Help	0	0	2.00	2.00	1.00
Graduate Assistants	5	5	3.00	2.00	3.00
Practicum/Intern Students	0	1	1.00	0.00	2.00
Total Staffing	21	25	20.00	17.00	16.00

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, [YEAR] – June 30, [YEAR]
(IBHE Approved and/or Illinois State Statute Established Only) *

1. Reporting Institution	Southern Illinois University Carbondale		
2. Center/Institute	Center for Virtual Expression		
3. Date	April 2, 2026		
4. Director	Tobias Merriman		
4.1 Telephone	+1 6184531271		
4.2 E-mail	tobias@siu.edu		
5. Year Established	2024	**6. Illinois State Statute**	N/A
7. Reporting Unit	College of Liberal Arts		
8. Type / Activity (check all that apply)	[X] Instructional [X] Research [X] Public Service		

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

9. Overview

9.1 Description

The Center for Virtual Expression (CVeX) at Southern Illinois University Carbondale is an interdisciplinary research and technology hub dedicated to supporting AI, virtual reality (VR), digital humanities, and digital narrative initiatives. CVeX collaborates with faculty, students, and departments to modernize curricula, integrate emerging technologies into research, and provide resources for exploring the impact of AI and immersive media. Active collaborations span multiple colleges and departments, including the Physics Department, Computing Technology, and the SIU School of Medicine in Springfield.

9.2 Mission

The Center for Virtual Expression (CVeX) at Southern Illinois University Carbondale is dedicated to advancing research, innovation, and curriculum modernization through AI, virtual reality (VR), and digital media. Our mission is to support faculty, students, and departments in integrating emerging technologies into education, research, and creative expression — with a particular emphasis on preparing the university's curriculum for an era in which AI is ubiquitous.

9.3 Objectives

1) Upgrade the Firmware in the brains of our faculty, modernizing their curriculum to incorporate emergent technologies where they deem appropriate. We don't just defend against AI — we help our faculty incorporate and teach it ethically and effectively.

2) Provide students with access to cutting-edge technology for both educational and recreational exploration, ensuring they gain hands-on experience with AI, VR, and digital media.

3) Establish and maintain strong connections between SIUC and regional K-12 schools to collaboratively modernize curricula, introduce immersive learning experiences, and enhance recruitment efforts.

4) Support interdisciplinary research and innovation by fostering collaborations across departments — including the Physics Department, Computing Technology, and the SIU School of Medicine in Springfield — and providing technical infrastructure for AI and VR-driven projects.

5) Expand community engagement initiatives through summer camps, faculty workshops, and the CVeX residential learning experience to create a hub for digital exploration and collaboration.

10. Advisory Board

10.1 Advisory Board — Membership

CVeX does not currently maintain a formal advisory board. The Director reports directly to the Dean of the College of Liberal Arts. The advisory board that supported the center's founding phase — including the Director search — has concluded its work. Future advisory structure will be determined in consultation with college leadership.

10.2 Number of Meetings (This Year)	N/A — no advisory board in current reporting period

11. Annual Performance

11.1 Performance Measures

Measure	Target for Year	Results in Year
Faculty trained in AI, VR, or digital tools and curricula	20	20
Departments integrating AI or VR into curriculum	5	3
Student participation in AI/VR projects and programs	50	300
Collaborative research projects supported or initiated	4	2
K-12 school partnerships for outreach and recruitment	6	6
Conference presentations / public engagements	2	1 (Reimagining Classrooms 2025)

11.2 Major Accomplishments (This Year)

Appointment of Full-Time Director

- CVeX welcomed Dr. Holly Lewis as full-time Director, joining in mid-Fall 2025. Dr. Lewis is tenured faculty in Philosophy and brings a research-active profile to CVeX leadership.

Weekly Research Workshop Series

- Director Dr. Holly Lewis established a weekly Monday research workshop series open to faculty and students across all disciplines. The workshops provide structured, recurring engagement with AI and immersive technology research and build a sustained scholarly community around CVeX.

Speaker at "Reimagining Classrooms 2025" Conference

- Tobias Merriman, Assistant Director, was an invited speaker at the SIUC and John A. Logan College "Reimagining Classrooms 2025" Conference, presenting on the role of AI, VR, and immersive technology in shaping the future of education.

Research Grant Awards

- "Talk with a Climate Physicist: Using AI-Driven Avatars to Make Climate Experts Accessible for All" — Awarded by the American Physical Society (APS). Principal Investigators: Dr. Corinne Brevik (Geology) and Dr. Thushari Jayasekera (Physics). CVeX Co-Investigator: Tobias Merriman, Assistant Director. This grant pairs CVeX's AI avatar and immersive technology capabilities with SIUC physics faculty to make climate science expertise broadly accessible through interactive AI-driven experiences.
- "Saluki VR Developers Program" — Awarded by the Illinois State Board of Education (ISBE). Award No. 25-3999-AP-30-039-5400-51 (Account 226973). PI: Dr. Poopalasingam Sivakumar. CVeX Co-Investigator: Tobias Merriman. This grant funds CVeX's after-school Unreal Engine development program for middle school students, providing hands-on game and immersive experience development training and expanding CVeX's K-12 STEM outreach mission.

Continued Campus-Wide AI and Curriculum Engagement

- CVeX continued to serve as SIUC's primary faculty-facing resource for AI curriculum integration, supporting hundreds of faculty across multiple colleges including Education, School of Medicine (Springfield), Physics, Computing Technology, College of Media and Communication, English, Digital Humanities, and others.
- Thousands of students engaged through CVeX visits and Director/Assistant Director-led classroom workshops and demonstrations.

CVeX Summer Camps

- CVeX launched summer camp programming introducing K-12 students to AI, VR, and digital storytelling through hands-on immersive experiences, continuing and expanding the center's K-12 outreach mission.

CVeX Dorm Floor Initiative

- CVeX developed the Dorm Floor Initiative for Fall 2025 — a dedicated residential learning space and community for students interested in immersive digital education, deepening the center's integration into student life.

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

CVeX continues to align with SIUC's Imagine 2030 strategic plan and the SIU System Strategic Plan 2021-2026, directly advancing the following priorities:

- Student Success and Engagement: Hands-on AI and VR access for thousands of students annually; experiential learning through Philosophy in VR, summer camps, and the Dorm Floor Initiative prepares students for an AI-integrated professional landscape.

- Research and Innovation: Active collaboration on 2 funded research grants with Physics, SIU Medicine (Springfield), and Computing Technology.
- Community Partnerships and Outreach: Six active K-12 school partnerships; summer camp programming; conference presentations; regional AI literacy events position SIUC as a leader in technology-forward education.
- Curriculum Modernization and AI Readiness: Faculty across 7+ colleges supported in transitioning from reactive AI restriction to proactive, ethical integration — a priority that grows more urgent each academic year.

11.4 Evidence of Support for Center/Institute Objectives

CVeX is sought out by faculty across campus for curriculum consultation, grant co-authorship, and classroom visits. Active research collaborations continue with the SIUC Physics Department, Computing Technology, and the SIU School of Medicine in Springfield. The appointment of Dr. Holly Lewis as a research-active director marks a new phase of scholarly depth to complement the center's established breadth of faculty and student engagement.

11.5 Evidence of Organizational Effectiveness

The completion of the Director search — a primary focus of the previous year — has positioned CVeX for sustained growth. Facility utilization remains high, with walk-in traffic from students and faculty and multiple regularly scheduled courses meeting in CVeX space. Equipment inventory has been completed and all items are accounted for and operational.

12. Institutional Assessment

12.1 Date of Last Review	[Date]	
12.2 Decision at Last Review	[X] Center/Institute in Good Standing [ ] Center/Institute Flagged for Priority Review [ ] Center/Institute Suspended	
12.3 Explanation	*[Enter any explanation of institutional assessment or plans for pending review, if applicable.]*	

RESOURCES: Center for Virtual Expression (CVeX)

	FY2025	FY2024
Financial Resources		
Revenues		
State Appropriations		
CoLA Institutional Support (Director & Asst. Dir. Salaries)	~$67,100†	~$32,500
Grants & Contracts	10,400	

Donor & Foundation Support (VR Fund)	50,000*	50,000*
Total Revenues	[Amount]	
Expenditures		
Personnel — Asst. Director (Tobias Merriman)	65,000	32,500
Personnel — Student Worker(s) (15 hrs/wk @ IL min. wage)	4,700	4,700
VR & Classroom Equipment	10,400	
Facilities & Renovations		80,000
Software & Subscriptions	[Amount]	2,000
Other		
Total Expenditures	[Amount]	
Revenue Minus Expenditures	[Amount]	

* Donor money provided by the Foundation from the already-established Virtual Reality Fund.

† Partial year (Dr. Lewis joined mid-Fall 2025). FY2025 CoLA support reflects $55,000 Asst. Dir. salary + $12,100 Director partial year.

	FY2025	**FY2024**
Staffing (Full Time Equivalent)		
Faculty (Director)	0.25 (partial yr)	
Staff (Asst. Director)	1.0	0.5
Student Worker	0.37	0.37
Total Staffing	1.62	0.87

CERTIFICATION

I certify that the information reported herein is accurate and complete to the best of my knowledge.

Director Signature:	**Interim Dean Signature:**
_____	_____
Dr. Holly Lewis, Director, CVeX	*[Name], Interim Dean, College of Liberal Arts*

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2024 – June 30, 2025

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

1. Reporting Institution: Southern Illinois University Carbondale

2. Center/Institute: Center for Wildlife Sustainability Research

3. Date: February 20, 2026

4. Director: Mike Eichholz

   4.1 Telephone: 618-453-6951

   4.2 E-mail: eichholz@siu.edu

5. Year Established: 1950

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: Vice Chancellor for Research

8. Type

Type	Activity (check all that apply)
Instructional	X
Research	X
Public Service	X

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

9. Overview

9.1 Description

The CWSR consists of five full-time Faculty (2 positions are currently vacant) members who also have appointments ranging from 25% - 51% in the College of Agriculture, Life, and Physical Sciences (CALPS). Teaching and research focus on basic and applied wildlife ecology and natural resource management. Faculty members teach both graduate and undergraduate courses, and the lab generally has ~25 active MS and PhD students at any point in time. The CWSR shares 2 full time office staff and 3 student workers with the Fisheries unit. Resources include modern research labs, a centralized computer facility, field vehicles, and an off-campus annex with laboratory, office, and storage space.

9.2 Mission

The Mission of the Center for Sustainable Wildlife Research is to help create the collaborations required and to develop and communicate the information needed to allow for a growing human population to meet its needs without detrimentally influencing the wildlife that depend on natural resources.

9.3 Objectives

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

Key future objectives:

- Maintain a rate of 6 externally funded students/FTE for core faculty.
- Average at least 4 publications per year/FTE in journals that are ranked in the top 3 quartiles of journals in their field of expertise.
- Maintain or slightly increase the 3-year rolling average grant dollars/FTE of $464,686
- Increase the proportion of direct federal funding from 11% to 25%
- Pursue the hiring of at least 1 new Core Faculty member that increases our gender, ethnic or racial diversity
- Continue to support current programs and identify at least 1 new program that facilitates the removal of barriers that prevents a more diverse interest in students pursuing undergraduate and graduate degrees in Environmental Resources and Conservation fields.
- Provide more paid opportunities for undergraduates from under-represented ethnicities and races.

- Continue to identify emerging issues in wildlife management, ecology, and sustainability in order to determine research areas such that the CWSR will maintain its national and international recognition.
- Maintain and upgrade shared resources (vehicles and other major equipment) to foster productive collaborations among faculty members in the CWSR and other units
- Continue to develop and expand outreach and public education programs, such as the Graduate Research Assistants Supporting Science (Grass) program to address needs in southern Illinois beyond SIU.

10. Advisory Board

10.1 Advisory Board - Membership

The Director is currently working to develop an external advisory board

10.2 Number of Meetings (In This Year) N/A

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	External Grant Funding	$464,686/FTE	$1,161,296/FTE
2.	Peer-Reviewed Publications	4 publications/FTE	7.2/FTE
3.	Graduate Students Enrolled	6 students/FTE	7.2 students/FTE
4.	Graduate Students Finishing Degrees	5	6
5.	Undergraduate Research Projects Supervised	5	12

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

11.2 Major Accomplishments (In This Year)

Additional accomplishments include: Guillaume Bastille-Rousseau was awarded the SIUC Early Career Faculty Excellence Award

Celebrated our 75th Anniversary

A conservation unit of the Burning Star 5 State Fish and Wildlife Conservation area was named after our former Director Willard Klimstra

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

Consistent with the SIU Imagine 2030 Strategic Plan for SIUC “developing research and innovation”, the CWSR maintains a productive, high-quality research, training, and teaching

program. As outlined above, CWSR faculty members consistently receive external grant dollars, produce peer-reviewed publications, and produce undergraduate and graduate students that excel in the job market. Locally, the CWSR enhances the mission of "public service… guided by its location in a region of small communities, farms, and mines" through research projects and outreach programs that address local issues related to game management, outdoor recreation, wildlife diseases, nuisance wildlife species, and wildlife sustainability. The CWSR provides service at the state, regional, and national scale through the numerous committees in which the faculty serve including but not limited to the Illinois Invasive Species Council, the Illinois Habitat Fund Advisory Committee, The Bobwhite and Grassland Initiative Technical Committee, and The Wildlife Society College and University Education Working Group.

11.4 Evidence of Support for Center/Institute Objectives

The CWSR continues to meet or nearly meet its annual objectives of producing high quality research products, such as peer-reviewed publications and books, and graduating students that are competitive in their fields. These activities provide numerous opportunities for undergraduate and graduate students in the zoology and forestry programs within CALPS.

11.5 Evidence of Organizational Effectiveness

The CWSR is currently operating with 4 vacant faculty lines. Despite this limitation, the CWSR continues to capture federal funding and funding from the state for wildlife research management/conservation and serves as one of the major training programs for graduate students and undergraduate researchers at SIU. Under new leadership, the CWSR has developed a new strategic plan to expand its role and level of collaboration by engaging with experts outside the traditional field of wildlife ecology to help develop a more sustainable approach to managing wildlife populations.

12. Institutional Assessment

12.1 Date of Last Review: 2018

12.2 Decision at Last Review:

X Center/Institute in Good Standing
_____ Center/Institute Flagged for Priority Review
_____ Center/Institute Suspended

12.3 Explanation: The CWSR is currently up for review and has provided the APAP's office with a drafted and revised self-study

RESOURCES: Center for Wildlife Sustainability Research

FINANCIAL RESOURCES

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Revenues:					
State Appropriations	437,668.02	398,701.26	364,450.29	366,956.06	363,651.60
Local Accounts	123,694.82	125,160.81	124,531.98	81,132.80	72,479.24
Grants & Contracts	3,193,566.74	1,790,247.04	811,937.97	2,207,757.75	1,040,160.63
Total Revenues	3,754,929.58	2,314,109.11	1,300,920.24	2,655,846.61	1,476,291.47
Expenditures:					
Salaries	1,385,754.35	1,294,668.27	1,104,415.64	924,958.75	874,442.35
Wages	41,677.98	47,894.55	19,371.19	28,861.58	24,116.20
Travel	41,331.97	60,239.71	33,161.09	16,320.52	9,471.32
Equipment	16,121.19	47,132.37	46,279.94	32,832.27	2,791.00
Commodities	376,384.38	278,658.30	424,679.62	241,710.73	153,118.03
Contractual Services	121,719.85	146,324.80	69,225.24	56,638.31	58,627.86
Op/Auto	129,865.86	88,808.54	121,599.66	60,113.04	44,441.48
Telephone	117,983.79	88,198.26	78,463.09	29,477.29	24,058.25
Fringe Benefits	129,460.36	95,356.41	82,317.31	27,110.32	22,188.11
Indirect	327,044.75	306,508.08	273,284.87	173,430.04	153,936.60
Other	22,541.24	44,466.65	22,503.87	956,266.46	3,737.88
Total Expenditures	2,709,885.72	2,498,255.94	2,275,301.52	2,547,719.31	1,370,929.08
Revenue Minus Expenditures	1,045,043.86	(184,146.83)	(974,381.28)	108,127.30	105,362.39

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	FY2021
Faculty	2.75	3.5	3.5	3.5	3.5
Staff	79.5	77.5	68.5	46.5	39
Students	13	12	11	11	12
Graduate Assistants	10	11	11.75	10.5	10
Total Staffing	105.25	104	95	71.5	64.5

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1,2024– June 30, 2025

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

1. Reporting Institution: Southern Illinois University School of Medicine (SIUSoM)

2. Center/Institute: Dale and Deborah Smith Center for Alzheimer's Research & Treatment (Smith Alzheimer's Center)

3. Date: 3/5/2026

4. Director: Erin Hascup, PhD, Executive Director

   4.1 Telephone: 217-545-6988

   4.2 E-mail: ehascup@siumed.edu

5. Year Established: Academic Year 1987

6. Illinois State Statute (if pertinent): Public Act 90-0404

7. Reporting Unit: Southern Illinois University School of Medicine (SIUSoM)

8. Type

Type	Activity (check all that apply)
Instructional	X
Research	X
Public Service	X

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

9. Overview

9.1 Description

Established in 1987 as a Regional Alzheimer's Disease Assistance Center (RADAC) pursuant to Public Act 90-0404, the SIU School of Medicine Alzheimer's Center is now known as the Dale and Deborah Smith Center for Alzheimer's Research and Treatment (Smith Alzheimer's Center). The Smith Alzheimer's Center is administratively housed within the Department of Neurology and the Neuroscience Institute at Southern Illinois University School of Medicine (SIUSOM).

The Center's primary clinical component, the Memory and Aging Clinic, is located on the SIUSOM campus in Springfield, Illinois, at 751 N. Rutledge Street. The clinic provides diagnostic evaluation of memory and cognitive disorders, treatment planning, patient and caregiver education, counseling, and referral to community and clinical resources. Clinical trials research opportunities are available to eligible patients and caregivers.

The Smith Alzheimer's Center maintains a Memory and Aging Network (MAN) comprised of community-based healthcare facility partners throughout central and southern Illinois. The Network supports regional capacity for dementia care through training, education, and consultation, and facilitates coordination of services across the Center's service area.

The Center's bench and translational research laboratories, located at 801 N. Rutledge Street in Springfield, Illinois, conduct research focused on the identification of early biomarkers and the development of therapeutic strategies for Alzheimer's disease and related dementias. Research activities support the Smith Alzheimer's Center's long-term objective of improving diagnosis, treatment, and outcomes for individuals living with dementia.

Community education and outreach are conducted through initiatives collectively referred to as the Beyond the Medical Center programs. These activities provide education and resources for individuals with dementia, caregivers, healthcare professionals, and community members across central and southern Illinois.

Dr. Erin Hascup has served as Executive Director of the Smith Alzheimer's Center since 2020 and is responsible for oversight of clinical services, research activities, and community education and engagement. Smith Alzheimer's Center staff meet monthly to support communication and coordination across clinical, research, and outreach activities, with additional meetings conducted within programmatic areas as appropriate.

The Smith Alzheimer's Center serves Illinois Regions 1–5, comprising a 93-county service area that excludes Cook County and the surrounding collar counties (Regions 6–7). This service area represents more than 91 percent of Illinois' 102 counties.

The most current Alzheimer's disease prevalence estimates are reported by Dhana et al. (2023; PMID: 37458371). Within the Smith Alzheimer's Center's service area, approximately 11% of the population is affected by Alzheimer's disease, which is slightly higher than the national average, approximately 10.7 %. According to the Alzheimer's Association 2023 Alzheimer's disease Facts & Figures. The top ten counties with the highest number of Alzheimer's disease cases within the Smith Alzheimer's Center's service area, are listed below:

County	Number of Alzheimer's disease cases
St. Clair	5,500
Madison	5,200
McHenry	4,700
Sangamon	4,000
Peoria	3,700
Rock Island	3,300
Champaign	3,200
Tazewell	2,800
McLean	2,600
Macon	2,600

The incidence of dementia is higher in the Black American population. Data from the latest census indicates that within the Smith Alzheimer's Center service area, the ten counties with the largest percentage of black residents are:

County	Black Residents (%)
Alexander	32.0
Pulaski	31.0
St. Clair	30.6
Brown	18.8
Peoria	18.7
Macon	17.5
Jackson	15.2

Vermilion	14.0
Champaign	13.6
Sangamon	12.9

Out of these counties, Alexander, Pulaski, and Jackson are in southern Illinois. St. Clair is located in Metro East St. Louis. Brown, Peoria, Macon and Sangamon are all central Illinois. Vermilion and Champaign are in eastern Illinois. The counties in the Smith Alzheimer's Center service area with both the ten highest percentage of Alzheimer's disease cases and black population percentages are St. Clair, Sangamon, Peoria, Champaign and Macon.

9.2 Mission

The mission of the Smith Alzheimer's Center is to integrate patient care, education, and research to better understand the biological aspects of aging, cognition, and neurodegenerative disorders allowing us to design innovative personalized care that addresses both the underlying symptoms and the disease leading to improved patient, family, and community outcomes.

The Center operates a full-service Memory Clinic using a personalized, interdisciplinary care model. Clinical services are led by a dementia-trained cognitive neurologist and supported by three nurse practitioners specializing in Alzheimer's disease and related dementias, along with neuropsychologists, geriatricians, psychiatrists, social workers, counselors, gerontologists, and specialty-trained nurses. Faculty from Neurology, Psychiatry, Internal Medicine, and Family & Community Medicine collaborate on patient care. Clinical activities include comprehensive cognitive assessments, pharmacological and non-pharmacological treatments, counseling, caregiver support, and access to investigational therapies through clinical trials. Weekly Neurology Grand Rounds offer residents and attendings an opportunity for case discussions and education on a wide range of neurological conditions. Our Smith Alzheimer's Center clinical team meets regularly to collaborate on, learn about upcoming treatment changes, and discuss administrative issues. The Smith Alzheimer's Center also works with nurses and clinical researchers to offer a robust range of industry-sponsored clinical trials focused on dementia.

The Center maintains a robust, externally funded research program led by three internationally recognized neuroscientists. Bench and translational research efforts focus on identifying early biomarkers, understanding disease mechanisms, and testing pharmacological and non-pharmacological interventions using preclinical models of Alzheimer's disease. Emphasis is placed on personalized medicine and stage-specific intervention strategies.

Complementing clinical and research efforts, the Smith Alzheimer's Center provides comprehensive non-pharmacological services through its Beyond the Medical Center programs, offered at no cost to patients and caregivers. These evidence-based programs promote cognitive and physical health, social engagement, and caregiver support. Current offerings include:

a. Art Express - This program is evidence based and designed for persons experiencing memory loss or dementia. Activities include: exploring the arts and experiencing new things,

expressing yourself using a variety of materials, enjoying the benefits of social and cognitive stimulation and enjoying a no stress, easy environment.

b. Music and Memory - This program provides portable music players to individuals with a memory loss or dementia diagnosis, and includes the individual's favorite songs from their formative years. It is an evidence-based program which has shown to improve quality of life by providing therapeutic music and helps people reconnect with the world through music.

c. Dementia Caregiving 101 - This is an educational program for care partners of those suffering from dementia or memory loss. There are 8 sessions in the series with various dementia related topics. Each session is 2 hours long, once a week for 8 weeks. Participants can register for just one session if they want, or all 8 sessions. They can also choose to participate virtually or in person. The final session is designed specifically for care givers self-care and is titled "Who's Taking Care of You?"

d. Stepping Up - This is an evidence-based exercise program for patients with memory loss or dementia, as well as including their care partners. The goal is to improve flexibility, strength, endurance and balance. The program has been shown to reduce falls in adults. We currently offer 2 Stepping Up groups and plan on starting a virtual class this year, for our rural patients.

e. Minds in Motion - This is an evidence-based program, designed for persons experiencing memory loss or dementia. The goal is to improve or maintain mental, physical and emotional well-being. Activities include: brain games, creative activities, art, music, socialization, chair yoga, lunch. We now have 2 Springfield locations of Minds in Motion; one is on the west side and one is on the east side.

f. Early-Stage Memory Loss Support Group - This program is for persons with memory loss and their care partners and has both an educational and support aspect.

g. Monthly MIND Diet Cooking Classes - These are cooking classes with hands on cooking, along with nutritional education regarding the MIND Diet. This is offered to both patients and their caregivers. Participants leave with increased knowledge about brain healthy food, how to prepare the dishes, and recipe cards to be able to replicate their experience at home.

h. Building Moments Lego Program – Persons with a memory loss diagnosis and their caregivers attend and use the familiar building blocks to express creativity and engage the brain. Each class has a themed focus which participants work and then present their work to others in the group.

i. Sing by Heart - The Smith Alzheimer's Center is partnering with the Springfield Choral Society and Westminster Presbyterian Church to form a dementia choir for both dementia patients and their caregivers. There was an 8-week Fall session and an 8-week Spring session. Each session ended with family and friends visiting and watching the group sing.

9.3 Objectives

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

1. Comprehensive diagnosis and treatment facilities and services which have (i) professional medical staff who are specially trained in the treatment of dementia which may include: geriatric medicine, neurology, psychiatry and pharmacology, and the detection, diagnosis

and treatment of Alzheimer's disease and related disorders, (ii) sufficient support staff who are trained as caregivers to patients of Alzheimer's disease and related disorders, (iii) appropriate and adequate equipment necessary for diagnosis and treatment, (iv) for assuring access of patients to available services, (v) and such other support services, staff and equipment as may be required;

2. Consultation and referral services for patients and their families to ensure informed consent to treatment and to assist them in obtaining necessary assistance and support services through primary Alzheimer's providers and various private and public agencies that may otherwise be available to provide services under this Act;
3. Research programs and facilities to assist faculty and students in discovering the cause of and the diagnosis, cure and treatment for Alzheimer's disease and related disorders;
4. Training, consultation and continuing education for caregivers, including families of those who are affected by Alzheimer's disease and related disorders;
5. Centralized data collection, processing and storage that will serve as a clearinghouse of information to assist victims and families and Alzheimer's Disease Assistance Center Resources, and to facilitate research; and
6. Programs of scientific and medical research in relation to Alzheimer's disease and related disorders that are designed and conducted in a manner that may enable such centers to qualify for Federal financial participation in the cost of such programs.

10. Advisory Board

10.1 Advisory Board - Membership

The Smith Alzheimer's Center Administrative Advisory Board meets monthly and the FY25 members included:

- Erin Hascup, PhD, Executive Director Smith Alzheimer's Center, Associate Professor of Neurology
- Jayant Acharya, MD, Professor and Chair of Neurology, Co-Director of NSI at SIU Medicine
- Joel Milner, Business/Administrative Associate of the Smith Alzheimer's Center at SIU Medicine
- Marcella Bland, Administrative Director of the NSI at SIU Medicine

The Smith Alzheimer's Center Clinical Health, Analytical Neuroscience, and Community Engagement (CHANCE) Advisory Board consists of members of the Smith Alzheimer's Center with additional representation from the SIUSoM community including Center for Clinical Research, the Department of Neurology, Department of Neurology, the Office of Marketing and Communication, the Office of Development and Alumni Relations, and the Department of Public Health the in the School of Human and Behavioral Sciences at SIU. The Internal Advisory Board meets monthly. FY25 members included:

- Erin Hascup, PhD, Executive Director Smith Alzheimer's Center, Associate Professor of Neurology
- Tom Ala, MD, Emeritus Professor of Neurology and Smith Alzheimer's Center
- Jennifer Arnold, MD, Assistant Professor of Neurology, Smith Alzheimer's Center

- Amber Fifer, PharmD, ACRP-CP, Associate Professor of Neurology, Director of Clinical Research (Neurology), Associate Director of the Center for Clinical Research, Assistant Professor of Pharmacy at SIU-Edwardsville
- Kevin Hascup, PhD, Associate Professor of Neurology, Smith Alzheimer's Center
- Cindy Womack, DNP, FNP-BS, CNRN, Neurology, Smith Alzheimer's Center
- Andrea Perkins, FNP-BC, Neurology, Smith Alzheimer's Center and PDC
- Ann Jirmasek, MA, LPC, NCC, Clinical Gerontology Specialist, Neurology, Smith Alzheimer's Center
- Deborah Kuhns, Program Coordinator Smith Alzheimer's Center
- Aren Dow, Marketing Associate, Office of Marketing, Communications, and Engagement at SIU Medicine, Smith Alzheimer's Center
- Lindsey Teefey, Program Coordinator, Smith Alzheimer's Center
- Karen Lee, Program Coordinator, Smith Alzheimer's Center
- Casey Copeland, Development Officer, Smith Alzheimer's Center
- Cindy Stelte, Fiscal/Business Assistant, Smith Alzheimer's Center
- Deidra Frisbie, DNP, FNP-BC, Department of Neurology
- Stephanie Kohlrus,
- Andre Catalano, PharmD, Assistant Professor of Neurology, Smith Alzheimer's Center
- Aida Adlimoghaddam, PhD, Assistant Professor of Neurology, Smith Alzheimer's Center

The Smith Alzheimer's Center Caregiver Advisory Board consists of dementia patients and caregivers. The goal of this advisory board is to get direct feedback from caregivers about what is and isn't working, ideas for better utilization of resources, and community relations. Members include:

- Deborah Kuhns, Program Coordinator Smith Alzheimer's Center
- Roger Steinback, Springfield
- Nancy Seelbach, Springfield
- Mel Kuntemeier, Glenarm
- John Record, Springfield
- Amy Lyons, Springfield
- Marcie Blanchard, Springfield

The Smith Alzheimer's Center Event Planning Committee was implemented this year and consists of community members passionate about finding a treatment/cure for Alzheimer's disease and supporting people with Alzheimer's dementia and their care partners. The goal of this advisory board is to facilitate new ideas and planning of philanthropic events to support the mission of the Smith Alzheimer's Center. Members include:

- Casey Copeland, Development Officer, Smith Alzheimer's Center
- Joan Carnduff
- Stephanie Christofilakos
- Gabrielle Dinardo
- Megan Saxsma
- Kristy Sims

- Shelly Tulo

10.2 Number of Meetings (In This Year) Administrative Advisory Board (10); CHANCE Advisory Board (11); Caregiver Advisory Board (2); Event Planning Committee (4)

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	Evaluations of new patients (Springfield site)	N/A	547
2.	Evaluations of new patients (MAN)	N/A	12
3.	Follow-up patient visits (Springfield site)	N/A	1,962
4.	Follow-up patient visits (MAN)	N/A	220
5.	Educational programs (Springfield) – Number of Programs	N/A	86
6.	Clinical Trial Studies – Number of studies based on IRB approvals	N/A	5
7.	Educational programs and resources (including social media; Springfield) – Attendance	N/A	>150,000
8.	Research – Number of publications	N/A	12

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

11.2 Major Accomplishments (In This Year)

During FY25, the Smith Alzheimer's Center researchers were involved in 18 studies. Of these, 13 were investigator-initiated bench science and clinical studies supported by the Smith Alzheimer's Center, SIU School of Medicine, the Alzheimer's Association, and the National Institutes of Health. The remaining 5 studies were industry sponsored clinical trials. The Smith Alzheimer's Center team produced 12 peer-reviewed publications in well-respected journals and 10 scientific abstracts resulting in posters and oral presentations at regional, national, and international conferences and meetings. The research team consisted of 9 faculty/staff and 18 research members.

Notably the Smith Alzheimer's Center was featured in the documentary, "My Mama Joe; Hope and Help", which aired on PBS in Spring 2025. This documentary highlights the life of a black woman and her struggles with dementia while trying to destigmatize dementia in Black communities and provide education on the topic. Providing both a clinical and research perspective, the Smith Alzheimer's Center joined with dozens of other leaders across the nation to better inform the public about Alzheimer's. The documentary was shown three times in Springfield and we were able to provide a panel member for 2 of the showings and a resource table at each. "My Mama Jo" was shown nationally and by the end of 2025, it will have been shown in all 50 states.

The Smith Alzheimer's Center held its annual two-day Brain Aging conference with each day representing a unique track – healthcare professionals or community members. 193 people attended the community track in person with an additional 88 people joining virtually at the 14 remote viewing sites located throughout rural Illinois. We had 72 people attend the professional track in person (a virtual option was not offered). Each year interest builds from both medical professionals and the general community. One day was dedicated for health care professionals and the other day was focused on providing education and support for caregivers and others interested in knowing more about dementia. The FY25 keynote speaker was Dr. Joyce Balls-Berry from Washington University in St. Louis. She spoke on the topic "Health Disparities in Dementia"

In FY25, we attended quarterly meetings for Dementia Friendly Springfield where community partners come together to help bring awareness of the needs of the dementia population in Sangamon County, and how to collectively best address those needs.

The Smith Alzheimer's Center developed "Dementia Caregiving 101" which provides training to families and caregivers of those affected by dementia. The program is designed with eight weekly two-hour sessions. Seventeen topics were covered during each eight-week course. Participants could attend all eight sessions or only those that interest them, and all sessions were provided both in person or virtually. Each eight-week course culminated with a special session "Caring for the Caregiver?" aimed at self-care for the caregivers. During FY25, the eight-week Dementia Caregiving 101 series was offered at United Methodist Church of Chatham in the fall and the Lincoln Library in Springfield in the spring.

The Beyond the Medical Center programs provided touchpoints and education for people with dementia, caregivers and families. Touchpoints consists of the total number of attendees, not necessarily unique individuals. The number of touchpoints broken out by person category and the specific Beyond the Medical Center program for FY25 is summarized below:

Program	Persons with Memory Loss	Caregivers	Volunteers/Students
Art Express	252	183	327
Minds in Motion West	112	119	76
Minds in Motion East	105	192	40
Stepping Up	364	364	22
Early-Stage Memory Loss	112	112	-
Dementia Caregiving 101	-	170	-
Lego Building Moments	129	129	3
MIND Diet Cooking	56	49	4
Sing by Heart	28	28	43
Total:	1,158	1,346	515

The Smith Alzheimer's Center also held Dementia Friends presentations at 7 different locations. Including SIUSOM, Williamsville Library, Lincoln Library, Chatham Library, NAACP, Salvation

Army and United Methodist Church in Chatham. The Local libraries have been excellent community partners for Dementia Caregiving 101 and Dementia Friends, as well as helping to promote the program in their respective communities.
The Smith Alzheimer's Center also attended multiple Health Fairs and Community Events:

- Memory Café with Millcreek Memory Care
- HAP Foundation Volunteer Project
- AARP Age Friendly Senior Event
- Illinois State Fair
- Culturefest
- Juneteenth Event
- Alzheimer's Association Walk
- Greater Apostolic Church Community Conversations
- St. John AME Baptist Church Community Conversations
- Pleasant Grove Baptist Church Community Conversations
- Zion Baptist Church Community Conversations
- Greater All Nations Tabernacle Monthly Senior Events
- Minority Health Fair
- Agelinc Resource Lunch

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

The Smith Alzheimer's Center advances key priorities of the State of Illinois, Southern Illinois University (SIU), and SIU School of Medicine (SIUSOM). Established by Public Act 90-0404 as a state-designated Regional Alzheimer's Disease Assistance Center, the Smith Alzheimer's Center has successfully fulfilled this role, as demonstrated by its continued designation by the State of Illinois. The Center also supports the Illinois Public Agenda by leveraging university-based education, research, and innovation to improve health outcomes and contribute to the state's and region's economy through enhanced patient care, community education, and research activity.

Smith Alzheimer's Center physicians and health professionals provide specialized care for individuals with Alzheimer's disease and related dementias through the Springfield Memory Clinic and extend their expertise statewide through professional consultation. The Center plays a critical role in workforce development by serving as a required clinical training site for residents in Neurology, Internal Medicine, Psychiatry, and Family & Community Medicine, as well as SIUSOM medical students and students in Physician Assistant and Nurse Practitioner programs. These activities directly support SIUSOM and SIU goals for patient care excellence and development of a dementia-capable healthcare workforce.

As an academic and research institution, the Smith Alzheimer's Center provides extensive educational and training opportunities across the learner continuum. Research faculty mentor medical students, residents, and undergraduate and graduate students, while also offering laboratory tours and demonstrations for K–12 and undergraduate students interested in science and healthcare careers. Faculty also engage in community education initiatives, including participation in national outreach events such as Brain Awareness Week, supporting long-term growth in dementia-informed care and public understanding of brain health.

Smith Alzheimer's Center researchers lead state, federal, and foundation-funded bench and translational research aimed at identifying pharmacological and non-pharmacological intervention strategies to improve dementia care. Research findings are disseminated through peer-reviewed publications, presentations at local, national, and international conferences, and invited lectures. Faculty also provide educational experiences for audiences ranging from high school students to policymakers, reinforcing the Center's role in advancing research, education, and public engagement.

The Center further advances SIU and SIUSOM priorities related to community outreach, public–private partnerships, and collaborative research. The Smith Alzheimer's Center actively participates in initiatives sponsored by the Alzheimer's Association, the Illinois Department of Public Health, the Illinois Cognitive Resources Network, and the Illinois Department on Aging. Collaborative efforts with other state-designated Regional Alzheimer's Disease Assistance Centers and SIU campuses have supported statewide grant initiatives, including a Community Living grant. Center leadership contributes to institutional strategic planning and faculty mentorship at both the SIUSOM and SIU System levels, supporting SIU Board of Trustees priorities for research, innovation, and community partnership.

In addition, the Smith Alzheimer's Center leads and participates as content experts in the Memory and Aging Extension for Community Healthcare Outcomes (ECHO) program. This initiative provides monthly, one-hour virtual education sessions following the ECHO model to expand access to dementia expertise and improve care for individuals with memory loss, particularly in underserved and rural communities.

11.4 Evidence of Support for Center/Institute Objectives

The Smith Alzheimer's Center directly advanced the objectives described in section 9.3 during FY25. As noted in section 11, patient care, consultation, and referral services were provided in over 2,500 new and return patient visits in the Smith Alzheimer's Center Springfield site and over 230 additional patient visits in the Smith Alzheimer's Center network sites. In addition, the Smith Alzheimer's Center provided consultations and training to our network and other providers through the ECHO platform. These activities support the patient care objectives (Objectives 1 and 2) above. Preclinical, clinical and population health research projects were advanced in FY25, and efforts to increase them continued in support of the research objectives (Objectives 3 and 6). Our educational programs and resources reached over 150,000 people with dementia, caregivers, community members, and health care providers in FY25, in support of Smith Alzheimer's Center community educational objective (Objective 4). The Smith Alzheimer's Center has also developed and maintains three databases of patient data which are used to facilitate research. This supports the centralized data collection objective (Objective 5). Collectively, these activities provide strong evidence that we met our objectives in FY25.

11.5 Evidence of Organizational Effectiveness

Evidence of organizational effectiveness has been demonstrated throughout the preceding sections. The Smith Alzheimer's Center is recognized as a leader in Alzheimer's disease and dementia care, education, and research within Illinois and continues to expand its reputation at the national and international levels. Faculty and staff regularly disseminate clinical, research, and community engagement outcomes through participation in regional, state, national, and international conferences and symposia.

The Center provides high-quality, comprehensive clinical care, including access to multiple industry-sponsored clinical trials that represent promising opportunities to improve patient outcomes. In parallel, the Smith Alzheimer's Center offers robust caregiver support services and maintains an internationally recognized bench and translational research program.

Through continued growth in clinical services, research activity, and community outreach, the Smith Alzheimer's Center effectively advances its mission and delivers meaningful benefits to individuals and families in Illinois and beyond. Collectively, these achievements demonstrate that the Center is meeting its organizational goals and objectives.

12. Institutional Assessment

12.1 Date of Last Review 2019-2020

12.2 Decision at Last Review

X Center/Institute in Good Standing
____ Center/Institute Flagged for Priority Review
____ Center/Institute Suspended

12.3 Explanation

N/A

RESOURCES: Smith Alzheimer's Center					
Financial Resources	**FY2025**	**FY2024**	**FY2023**	**FY2022**	**FY2021**
Revenues					
State Appropriations	$1,547,912.86	$1,518,000.00	$1,522,380.95	$1,518,000.00	$1,518,000.00
Income Fund					
Grants & Contracts	$542,846.12	$1,476,203.43	$1,513,889.11	$2,249,819.59	$1,677,304.36
Certification Fees/Sponsorships		$2,600.00			
Transfers In- Conference Fees/IDC					$414.66
Transfers In – SOM/Foundation		$6,750.47			
Transfers In-SOM	$336,416.73	$25,000.00			
Practice Plan				$62,074.20	$45,312.15
Total Revenues	**$2,427,175.71**	**$3,028,553.90**	**$3,036,270.61**	**$3,829,893.79**	**$3,241,031.17**
Expenditures					
Travel	$39,924.43	$10,581.01	$22,260.44	$3,430.58	$1,847.73
Equipment	$46,094.08	$295,104.29	$539,316.94	$23,637.99	$7,045.47
Commodities	$224,191.60	$248,022.23	$321,099.49	$407,984.18	$252,182.46
Contractual Services	$180,902.21	$275,338.84	$303,336.88	$513,881.44	$487,710.16
Telecom	$8,146.86	$7,653.43	$11,376.17	$5,720.18	$4,827.24
Rent					
Fringe Benefits	$91,404.97	$149,037.93	$153,101.57	$158,062.04	$171,909.92
Grants & Contracts Indirect Costs	$157,380.29	$306,785.97	$466,372.18	$566,995.97	$458,007.62
Transfers Out	$24,181.58	$80.00	$500	$135,646.28	
Salaries	$1,722,218.47	$1,393,517.39	$1,225,367.35	$1,208,523.40	$890,424.29
Total Expenditures	**$2,494,444.49**	**$2,686,121.09**	**$3,045,117.53**	**$3,023,882.06**	**$2,293,954.89**
Revenue Minus Expenditures	**($67,268.78)**	**$342,432.81**	**($8,847.47)**	**$806,011.73**	**$947,076.28**

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	FY2021
Faculty	4	4	4	5.29	4.29
Staff	16	16.8	18	12.69	12.24
Total Staffing	20	20.8	22	17.98	16.53

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1,2024 – June 30, 2055

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

1. Reporting Institution: Southern Illinois University Carbondale

2. Center/Institute: Fermentation Science Institute (FSI)

3. Date: 3/12/26

4. Director: Bethany Rader

   4.1 Telephone: 618-453-7821

   4.2 E-mail: Bethany.rader@siu.edu

5. Year Established: 2014 (approved by IBHE)

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: Dean (College of Agricultural, Life, and Physical Sciences) and Vice Chancellor for Research (dotted-line reporting)

8. Type

Type	Activity (check all that apply)
Instructional	x
Research	x
Public Service	x

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

9. Overview

9.1 Description

The Fermentation Science Institute (FSI) supports fermentation related activities through support and administration of the fermentation science *academic degree program*, the operation of the *FSI Service Laboratory*, support of the Illinois Food, Entrepreneurship, Research and Manufacturing (iFERM) Hub of the Illinois Innovation Network, support of fermentation related *research*, and *outreach* to fermentation related businesses and economic development.

9.2 Mission

The mission of the FSI is to support the students and faculty of Southern Illinois University Carbondale to advance knowledge in the associated areas of fermentation science and to transfer this knowledge through our educational programs, research activities and outreach to the region and fermentation related industries, which includes the production and analysis of alcoholic beverages, fermented foods and cheese, and industrial fermentation (energy, biomanufacturing, and pharmaceutical).

9.3 Objectives

Administer and Support the Degree Program in Fermentation Science and Other Educational Activities. The Director, faculty, and staff of the FSI will support and administer the Bachelor of Science degree in fermentation science, which is housed both physically and administratively within the FSI and seek opportunities to engage with other academic areas of campus.

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

Encourage and Support Research Efforts. The Director will continue to work with the campus community to encourage research in the general area of fermentation science and to identify and support research that builds synergies and opportunities for students, faculty and industry partners.

Manage and Expand FSI Service Laboratory. The Director, in coordination with staff, will oversee operations of the Service Laboratory and will expand its impact and effectiveness to the campus community and the businesses served by the laboratory by expanding its outreach base and to provide a revenue stream supporting the mission of the FSI.

Maintain and Expand Infrastructure. The director will oversee efforts to maintain current infrastructure supporting the educational, research and outreach mission of the FSI, as well as leading efforts and identifying opportunities to expand the capabilities of the FSI to further its mission.

Fundraising and Promotion. The Director will continue to work with the SIU Foundation to identify and work with prospective donors to enhance the effectiveness and impact of the programs, activities, and infrastructure of the FSI. Additionally, the Director will actively promote the FSI and its objectives on both regional and national levels.

Public Outreach and Engagement. The FSI will actively identify and support public outreach and engagement with the public for the purpose of supporting the objectives and mission of the FSI and SIU.

10. Advisory Board

10.1 Advisory Board - Membership

Professional Advisory Board (in progress)
Florian Kuplant – Brewmaster and Co-Owner, Urban Chestnut Brewing Company
Mark Yocum – Technical Director, North America, Anheuser Busch InBev
Paul Cobet – Annheuser Bush (retired)
Alastair Pringle – Board Examiner, Institute of Brewing and Distilling
Bradley Beam – Enology Specialist, Illinois Grape Growers and Vintner's Association
Eric Stamp – Corporate QA Manager, MillerCoors

10.2 Number of Meetings (In This Year) 0 (informal consultations)

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	Research Projects	-	2
2.	Testing & Services	-	$27,204.24
3.	Facility Tours/FSI Hosted Events	-	10
4.	Recruitment Events Attended	-	6
5.	Sponsored/Hosted Events	-	2

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

11.2 Major Accomplishments (In This Year)

Key targets/objectives and outcomes of the FSI include the following:

- Facilities and Infrastructure
    - Management of facilities that house the FSI in the McLafferty Annex on the Carbondale campus which include:
        - Administrative operations for the FSI
        - Teaching laboratories to support fermentation courses and the fermentation science degree program
        - Laboratories to support operation of the FSI Service Laboratory and the Core Facility for Ecological Analysis
        - Teaching classroom and tasting facility
        - Pilot brewery supporting teaching, research and outreach activities
        - ¼ ton Pilot Malting Facility
    - Coordinating design and construction planning for pilot facilities of the iFERM Hub.
- Programmatic
    - Administered the 4-year BS degree in fermentation science.
    - Develop educational affiliation partnership with industry for placement of student interns.
- Research
    - Support of research activities in fermentation science
        - Analytical support for fermentation related research by campus faculty and students in the FSI Service Lab.
        - Research and development support for fermentation and related industries
- Service and Outreach
    - Continued growth of the FSI Service Laboratory, which is a fee-for-service 3rd party testing facility specializing on analysis of alcoholic beverages
        - Renewed certifications from the Federal Tax and Trade Bureau for the analysis of beer, wine and spirits (one of only a few 3rd party testing facilities triply certified for beer, wine and spirits nationally)
        - Provides training and student work opportunities for students
        - Manages testing services of the Core Facility for Ecological Analysis
    - Support of regional fermentation industry and economic development
        - Supports and Collaborates with the Illinois Grape Growers and Vintners Association (IGGVA) and the Shawnee Hills Wine Association
        - Member and collaborator with the Illinois Craft Brewers Association and the Master Brewers Association of the Americas (MBAA)
        - Producing member of the Craft Maltsters Guild (Previous director is member of Technical Committee)
        - Outreach and professional consultation to fermentation businesses
        - Co-organized with Carbondale Mainstreet the 10th annual Carbondale Brewfest

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

Supporting the Illinois Public Agenda:
The development of and activities by the Institute support several aspects of the Illinois Public Agenda. The core mission of the Institute is squarely aligned with Goal 4 *of integration of*

educational, research & innovation assets. The degree program in fermentation science also supports Goal 1 of *Educational Attainment.* Based on the local, regional and national growth of the craft brewing sector, the planned programs and activities also contribute to Goal 3 of *High-Quality Credentials to meet Economic Demand.*

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

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

11.4 Evidence of Support for Center/Institute Objectives

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

General Promotion of FSI, degree program, and the iFERM Hub. Significant effort was placed on promoting the FSI and the degree program, as well as broader activities under the auspices of the iFERM Hub and Biolaunch. During FY2025, the FSI hosted activities or tours of the Gower Translational Research Center including the the iFERM Hub and the BioLaunch project for the campus community, local businesses, and civic groups.

Encourage and Support Research Efforts
The FSI serves a central role in bringing together fermentation related research projects on campus and with industry partners. Faculty from several departments and colleges are involved in various research projects and have developed grant proposals. These activities will accelerate significantly with completion of the iFERM Hub and the BioLaunch facilities.

Manage and Expand FSI Service Laboratory.
Efforts are ongoing to establish a network of clients. This expands the reach and impact of the FSI while also providing service for the industry. The activity provides revenue for the program and training grounds to further the educational opportunities of our students. The laboratory has maintained formal certification from the Tax and Trade Bureau of the U.S. Government for the analysis of beer, wine and spirits since 2016 years.

Pilot Facilities. Pilot facilities are either complete and in operation or are in various stages of planning and implementation. The Director was Principal Investigator (with the Vice Chancellor for Research and the Executive Director of the SIU Research Park serving as co-leads) on an infrastructure grant that was submitted to the Illinois Innovation Network (IIN), requesting $5.5M in funding to build out remaining infrastructure that will support facilities in the FSI, as well as other units as part of the *Illinois Food, Entrepreneurship, Research, and Marketing (iFERM) Hub*. The IIN committed to support Phase 1 of the project which is being implemented by the Capital Development Board and is in final construction planning stages. The current and pending facilities supported by the iFERM Hub are listed below.

Pilot Brewery. A ½ barrel brewery has been established and is operational. The system serves as a primary teaching and research tool for faculty and students in the fermentation science program, as well as research and collaborations with industry partners. As part of the iFERM Hub expansion, a 4-barrel brewery will be available to develop as a student-run campus brewery.

Pilot Distillery. The Director secured a commitment from Artisan Still Designs to donate a custom designed multi-column distillery. The value of this donation is on the order of $90,000. A grant from the Delta Regional Authority and the USDA for $40,000 has been awarded to assist in establishing the training distillery. This facility will differentiate the program and provide world-class training to our students, as well as outreach training and workshop opportunities. The equipment is onsite and will be put into operation as the necessary infrastructure is put in place.

Fermented Beverage Facility. As part of the pilot facilities equipment will be available for the production of fermented beverages, including wine, kombucha and other beverages. These new developments will allow the FSI to further strengthen synergies with the wine industry in the region.

Cheese and Fermented Dairy Facility. As part of the iFERM Hub expansion, facilities will be in place to produce a campus cheese program. This is an excellent opportunity for SIU and the fermentation science program, as well as supporting current and future dairy businesses in the region through R&D support and training.

Malting Facilities. The SIU Malting Facility, provided by a grant from the USDA Rural Development Program, has been installed is currently in operation. The malting facility serves as both a training hub and a demonstration site to support and spur economic development in value-added agriculture. In addition, we have launched a campus branded malt that is made by students and marketed to local brewers. Revenue returns support students and the program.

Faye Minor Magill Teaching Kitchen and Sensory Laboratory. The FSI continues to support efforts toward completion of the Fae Minor McGill Teaching Kitchen and Sensory Laboratory, which is based on the vision and bequest of the late Faye Minor Magill. The project will result in a commercial production kitchen and formal sensory laboratory that will be used by multiple departments for teaching, research and outreach activities. The infrastructure proposed in the *iFERM Hub* will support and allow completion of this resource.

Public Outreach and Engagement.

Carbondale Beer Festival. After being cancelled for two years during the pandemic, the Carbondale Beer Festival was relaunched in May of 2022 and again in May of 2023. The partnership has continued successfully with the 2025 festival.

Service and Catering Operations. The FSI provides service for campus organizations and units needing certified servers for alcoholic beverage service for approved events. These operations provide a service for the campus community while providing employment opportunities for students in fermentation science. It also provides a positive engagement between the public and students representing the program, often by them pouring beers they helped to develop.

11.5 Evidence of Organizational Effectiveness

The institute continues to benefit from knowledgeable and hard-working staff and faculty, and efficient operations were maintained due to the efforts of this strong and dedicated team.

Challenges remain in the realm of instructional capacity and administrative assistance for the fermentation science program. The instructional needs for courses needed to maintain adequate student progress have been managed by an instruction FTE of 1.4, which is only sustainable with a significant portion of the director's workload being diverted to instructional effort. Additional instructional capacity will be needed to allow necessary growth and stability in the degree program and to add necessary expertise to effectively leverage the new pilot facilities. Efforts to develop additional resources to improve the effectiveness and impact of the FSI are ongoing.

12. Institutional Assessment

12.1 Date of Last Review — Permanent Status for FSI Granted by IBHE 2019, Degree Program Reviewed in 2021 and in Good Standing

12.2 Decision at Last Review

- x Center/Institute in Good Standing
- ___ Center/Institute Flagged for Priority Review
- ___ Center/Institute Suspended

RESOURCES: (Fermentation Science Institute)

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Revenues					
State Appropriations	306,661.6	298,339.57	281,657.57	213,498.02	223,861.43
Service Lab & Activities	27,204.24	57,911.24*	68,962.77*	36,527.12*	32,997.00*
Overhead Recovery (expenditure)	0.00	0.00	(1,802.00) payback	0.00	250.00
Overhead Recovery (income)	0.00	***	***	28.37	75.94
Course Fees	1140.0	1,620	960.00	1,485.00	1,020.00
Awards and Grants	0**	0**	0**	6,700,000††	1,140,000†
Total Revenues	**335,005.84**	**357,870.81**	**369,661.92**	**6,951,538.51**	**1,398,204.37**
Expenditures					
Salaries + Wages	296,165.25	304,230.40	291,698.64	196,508.83	217,096.43
Travel	4280.31	9,448.50	11,858.97	1385.17	373.87
Equipment	0	267.31**	1,376.40	2,930.30	5,701.81
Commodities	6,124.42	10,064.30	27,569.16	8,500.64	17,357.41
Contractual Services	4,139.73	9,919.48	8,578.58	6,354.02	5701.81
Awards and Grants	0**	0**	0**	0**	0
Telecommunications	232.20	232.20	651.72	147.14	1,091.45
Course Fees	887.38	1,586.24	1096.79	588.46	1,459.69
Total Expenditures	**311,829.29**	**335,748.43**	**342,830.26**	**216,414.56**	**248,782.47**
Revenue Minus Expenditures	**23,176.55**	**22,122.38**	**26,831.66**	**6,735,123.95**	**1,049,421.90**

*Includes beginning balance of $30,884.85.
**Ongoing project cost not included.
***Not available, to be distributed from tenure home unit
†Represents beginning balance from FY18 of $40,000
††Represents beginning balance from FY21 of $1,140,000

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	FY2021
Faculty	1.575	1.41	1.42	.38	.38
Staff	2.25	2.5	2.5	2.5	2.5
Total Staffing	3.82	3.91	3.92	2.88	2.88

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2024 – June 30, 2025

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

1. Reporting Institution: Southern Illinois University Carbondale

2. Center/Institute: Illinois Soybean Center

3. Date: February 27, 2026

4. Director: Boyd M. Goodson

   4.1 Telephone: 618-453-7177

   4.2 E-mail: bgoodson@chem.siu.edu

5. Year Established: 1997

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: College of Agricultural, Life, and Physical Sciences

8. Type

Type	Activity (check all that apply)
Instructional	√
Research	√
Public Service	√

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

9. Overview

9.1 Description

Southern Illinois University Carbondale (SIUC) has a long history of excellence in soybean research, teaching, and outreach. For over half a century, several generations of SIUC faculty have continued to build upon this excellent reputation with soybean growers and the industry to address production challenges and to find new uses for soybean. The Illinois Soybean Center (ISC) was first established in 1997 as the Center for Excellence in Soybean Research Teaching and Outreach (CESRTO) through a state appropriation. In 2008, the name was changed to the ISC. In 2005, the ISC was granted a $500,000 endowment from the Illinois Soybean Association. The terms of this endowment allowed for SIUC to match the interest generated by the endowment for use in ISC activities. In the formative years of the ISC, activities focused on improving production techniques with various cultural practices, developing and releasing improved soybean genetics, and developing management strategies for weeds, diseases, and other production constraints. Subsequently, additional focus areas included the utilization of soybean in food and feed.

SIUC provides a unique home for the ISC as a "center without walls" to foster more significant interdisciplinary research, teaching, and outreach with investigators representing various units within the College of Agricultural, Life and Physical Sciences, the School of Medicine, the Fisheries and Illinois Aquaculture Center, the College of Engineering, Computing, Technology, and Mathematics, and the College of Health and Human Sciences. Recent interdisciplinary collaborations will potentially benefit both soybean production and new potential markets / applications (including in energy). The faculty collaborate with scientists with land grant universities in the U.S. and international institutions and research centers. During the past several years, research programs affiliated with ISC have received support from the Illinois Soybean Association, the United Soybean Board, North Central Sustainable Agriculture Research and Education (SARE) program, the North Central Soybean Research Program, the Illinois Nutrient Research & Education Council, and more, as well as from numerous corporate sponsors.

9.2 Mission

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

9.3 Objectives

1) Conduct research on soybean that increases basic knowledge and contributes practical solutions to stakeholder problems.
2) Develop new soybean cultivars and germplasm that enhance production and value.

3) Facilitate technology transfer of research outcomes to growers, to the soybean industry, and to consumers.
4) Establish consortia with public and private organizations to enhance research, teaching and outreach for mutual benefit.
5) Encourage multi-disciplinary research and improve external funding opportunities.

10. Advisory Board

10.1 Advisory Board - Membership

Board of Directors: The Board of Directors seeks budget and facilities support for the ISC. Additionally, this group determines fund use priorities, establishes an administrative structure for the ISC, and approves and promotes events and activities associated with the ISC. Currently, the Board also serves as the review panel for Seed Grant applications to the ISC. (Note: the list below represents the current make-up of the Board of Directors, including membership changes that occurred after this report's reporting period.)

1. Associate Dean, CALPS – Boyd Goodson (Director, SIU Soybean Center)
2. Director of Agricultural Sciences – Ira Altman
3. Director of Biological Sciences – Frank Anderson
4. Director of Earth Systems and Sustainability – James Conder
5. Director of Human Sciences - Juliane Wallace
6. Director of Chemical and Biomolecular Sciences – Qingfeng Ge
7. (Acting) Director of the Fermentation Science Institute – Bethany Rader
8. Director of Physics and Applied Physics – Saikat Talapatra; Interim was Thushari Jayasekera while Talapatra was on sabbatical)
9. Director of Forestry and Horticulture – Karl Williard
10. School of Medicine – Judy Davie
11. Illinois Soybean Association – Jennifer Jones
12. Illinois Soybean Association – Brady Holst
13. Dean, CALPS – Ex Officio – Kristina Boone
14. Senior Director of Development, CALPS – Ex Officio – Susan Graham

Faculty Advisory Board: The faculty advisory board did not meet this year and has not met for several years. However, many interested faculty did attend our ISC meeting on September 16, 2025, including those new to the ISC (see next report, since this meeting occurred after this cycle). Given the considerable turnover of faculty that has occurred since the last meeting of the FAB, reconstitution from scratch will be considered if there is sufficient faculty interest.

10.2 Number of Meetings (In This Year) 1 (Thursday, March 6, Annual Meeting)

11. Annual Performance

11.1 Performance Measures *

Measure		Previous Year	Results in Year
1.	Publications	21¶	22**
2.	Public Service Activities (Field Days, Conferences, workshops, etc.	30	27
3.	Estimated head-counts at public service activities	1770	1792
4.	National/Regional Research Projects or Working Groups	16	15
5.	Graduate Students Trained (MS and PhD)	30	43
6.	Undergraduate Student Workers Trained	19	27
7.	Undergraduate Leadership Training	1	2
8.	Undergraduate Job Placement/Graduate School	8	7
9.	Graduate Students Job Placement/Graduate School	7	9
10.	Grant Dollars	$2,194,440	$2,206,005
11.	Internships	0	2

* Center/institute-defined measures and targets. Depending on the particular center/institute, these may include intellectual contributions (such as publications), grants, public service activities. All numbers aggregated from self-reported statistics provided by participating faculty.

¶Not counting at least 6 public archive preprints and manuscripts in progress.

**Not counting at least 4 public archive preprints, published abstracts, etc.

11.2 Major Accomplishments (In This Year)

* *Successful presentation concerning the SIU ISC given to the SIU Board of Trustees.* Upon invitation from VCR Tsatsoulis, Director Goodson gave a brief presentation to the SIU BoT on April 17, 2025. During the presentation, a short video was presented that highlighted the work of three ISC-associated faculty (Gage, Ahmed, and Sadeghpour) and selected students. The presentation summarized the mission and achievements of the ISC and the associated faculty and students. The presentation was well-received.

Revamping of the ISC seed grant awards calendar. During the ISC board meeting, the director presented a plan to alter the schedule for the submission, consideration, and awarding of seed grants. In the proposed approach (which was supported by the ISC Board and implemented), the timing would be shifted back, moving the release of the Call for Proposals from Spring 2025 to October 2025, with the plan to complete review of the proposals (and make award decisions) early enough to allow awards to begin January 1, 2026 (with the 12 month award duration). The goals of this effort are manifold, and include: Shifting the timing of the seed grants to match the calendar year -- the idea is to better match the funding cycle with the growing season; Moreover, the new cycle period also covers the summer in its entirety, so that seed grant support can support GAs during the summer research period. An additional benefit

to shifting back the new seed grants (and requiring that all previous seed grants be completed by last august) is that it facilitated the exact budgeting of the ISC (see farther below for a brief report on ISC finances as of January 2026), allowing new awards to be made with better confidence and consideration of sustainability.

Realigning the funding priorities of the ISC seed grant program. As another outcome of our Board meeting discussion, we planned to work with the ISA to better align the funding priorities of the ISC seed grant program with those of the ISA. This effort also dovetailed with the shift of the funding timeline, as it would enable a "reset" where we would have a fall meeting hosting an ISA representative that would present on said priorities to soybean-interested faculty; interested faculty would also have an opportunity to present on their research with the ISA rep in the audience. This meeting was planned in advance with ISA support and was quite successful (and will be discussed in the next report). Similarly, we planned to update the Call for Proposals; our successful "new" seed grant award cycle (performed under the new process) will also be detailed in our next report.

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

In review of the general expectations for Centers and Institutes for the SIU System, the Illinois Soybean Center has evidence of support for these expectations set forth in table 11.1. Overall, the numbers were strong, similar to (but generally exceeding) those of the previous year. For example:

Create and transfer knowledge to students and other learners –
Offer students and other learners' opportunities to apply knowledge to the real world – Soybean researchers trained nearly 1,800 industry, alumni, and soybean stakeholders in the past year (based on estimated head-counts at Public Service Activities / Events). Center faculty also helped place 16 undergraduate and graduate students with jobs, internships, and positions at other universities.

Support graduate and professional students – Faculty research grants led to the support of 43 graduate students (MS and PhD).

Support undergraduate research activity – Faculty research grants led to the support of 27 undergraduate student researchers.

Enhance the university's external reputation – Faculty were engaged with 15 National/Regional Research Projects. Faculty (and their students) also contributed via publications, conference presentations, and public service activities across the state of Illinois and secured millions in research funding (see Table).

Engage and contribute to the welfare of the people we serve – Faculty presented workshops and presentations to nearly 1800 people representing industry, alumni, and soybean stakeholders (including at the annual Illinois Soybean Summit). Faculty are actively involved in recruitment, retention, and placement.

Translate research findings to useable products and services for academia and the public – Faculty research grants led to 22 publications in scientific journals and provided crop management recommendations via extension talks and publications.

Maintain a minimal critical mass of faculty – Over the last several years (continuing statements in previous reports), the number of faculty involvement in soybean research has been affected by a reduction in state research funding. Several researchers have diversified their research portfolios. Nevertheless, the Soybean Center supported 6 research projects with seed funding for the 2024 funding cycle, and very recently (after the shift of the cycle) announced 8 new winning teams who garnered seed funding for calendar year 2026. Taken together, over two dozen unique faculty have been recently awarded seed funding (as PI or co-PI) over the past 4 cycles—funding that will hopefully lead to successful efforts to secure external funding for new soybean-related research projects.

We also note the presentation made to the SIU Board of Trustees, mentioned above.

11.4 Evidence of Support for Center/Institute Objectives

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

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

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

Establish consortia with public and private organizations to enhance research, teaching and outreach for mutual benefit - SIU soybean researchers maintain a strong tradition of seeking funding from the national United Soybean Board and being the Lead Investigators on funded United Soybean Board Projects, as well as seeking funding (and being lead investigators on) projects funded by the Illinois Soybean Association. Moreover, the Illinois Soybean Center is actively engaged with State, Regional, and National Soybean Associations in addition to Soybean Centers at other institutions.

We encourage multi-disciplinary research and seeking external funding opportunities, as evidenced by the wide variety of backgrounds and affiliations of our involved faculty and the funding of seed grants involving a wide range of different soybean-related research projects.

11.5 Evidence of Organizational Effectiveness

CALPS seated a new dean, Kristina Boone, in the summer of 2025. Her background is in Ag Ed, and she has been extremely supportive of the SIU Illinois Soybean Center and its efforts, including our Fall meeting (see next report for more details); importantly, VCR Tsatsoulis also attended our meeting, demonstrating strong support from the upper administration. Past dean Dr. Eric Brevik, who previously served ex officio on the Board of Directors, has taken up the mantle of soybean research and attended the 2025 Soybean Summit with the Director, and just attended the 2026 meeting (despite the historic snow storm). Our previous acting Dean, Karl Williard, now the director of Forestry and Horticulture, once again sits on our Board and is a strong supporter of the SIU Soybean Center. Indeed, directors from all 6 schools in CALPS continue to serve on our Board, along with representatives from the SIU School of Medicine, Fermentation Science Institute, and CHHS (accordingly, new board members were identified and seated this cycle). We are extremely grateful for their support, contributions, and time commitment. We continue to seek even greater multidisciplinary collaborations in soybean research to benefit Illinois Soybean growers. (A fourth call for seed grants went out late last fall (as will be described in the next report). Two cycles ago, the Associate Dean – Research of CALPS, Boyd Goodson, began serving as the permanent Director of the SIU Soybean Center and continues to serve in this role. He continues to rely on a number of knowledgeable SIU faculty, administrators, and staff (including former dean Brevik, former associate dean Groninger, former Soybean Center director Jason Bond, Susan Graham (CALPS Foundation director), Melissa Gibbons (CALPS office manager), and others for advice, and they have all been an enormous source of help and support.

12. Institutional Assessment

12.1 Date of Last Review 2021

12.2 Decision at Last Review

√ Center/Institute in Good Standing
____ Center/Institute Flagged for Priority Review
____ Center/Institute Suspended

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

RESOURCES: Illinois Soybean Center

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Revenues					
State Appropriations	-	-	-	-	-
Income Fund	-	-	-	-	-
Grants & Contracts (faculty research activity)	-	-	-	-	-
University Match on Interest from Endowment	25,187.50	23,400¶	23,376.89	25,272.49	22,936.98
Distribution from Endowment	25,187.50	23,400¶	23,376.89	25,272.49	22,936.98
Total Revenues****	-	-	-	-	-
Expenditures*	-	-	-	-	-
Salaries	-	-	-	-	-
Fringe Benefits	-	-	-	-	-
Travel	-	-	-	-	-
Equipment	-	-	-	-	-
Commodities	-	-	-	-	-
Contractual Services	-	-	-	-	-
Award and Grants (Grad As. Fee)	-	-	-	-	-
Operation of Auto	-	-	-	-	-
Telecommunications	-	-	-	-	-
Total Expenditures	-	-	-	-	-
Revenue Minus Expenditures	-	-	-	-	-

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

Current budget numbers as of 1/1/2026 (thanks to Melissa Gibbons):

- Principal (with SIU Foundation): $705,704.96*
- Spendable account balance: $228,869.67 (including endowment distributions and match, see table above);
- From that, 8 new awards were made for calendar year 2026, with encumbrances totaling $119,406 (see next report for details).
- Note: non-Seed-Grant expenditures are generally well under $5k/yr.

*As of 2/17/2026

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	FY2021
Faculty	-	-	-	-	-
Staff	-	-	-	-	-
Total Staffing	-	-	-	-	-

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: Jan. 1, 2025– Dec. 31, 2025

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

1. Reporting Institution: Meyers Institute

2. Center/Institute: Meyers Institute

3. Date: 02/23/2026

4. Director: Yuqing Hou (Acting)

   4.1 Telephone: (618)-453-5174

   4.2 E-mail: houyq@siu.edu

5. Year Established: (2000, and re-established in 2020)

6. Illinois State Statute (if pertinent): (if created by Illinois state statute, list the specific statute by number and title; otherwise, list N/A)

7. Reporting Unit: VCR

8. Type

Type	Activity (check all that apply)
Instructional	Yes
Research	Yes
Public Service	No

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

9. Overview

9.1 Description

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

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

The Institute is located in the Neckers Building, which houses the School of Chemical and Biological Sciences.

9.2 Mission

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

9.3 Objectives

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

10. Advisory Board

10.1 Advisory Board - Membership

Dr. Chuck Rawlings
Professor Rob Schwartz
Ms. Gayla Borgognoni

10.2 Number of Meetings (In This Year) None

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	Continue on three research projects	4	4
2.	Teach courses in Chemistry	1	2
3.	Recruiting new graduate students	1	1
4.	Recruiting undergraduate students	1	1
5.	Publications/conferences	1	1

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

11.2 Major Accomplishments (In This Year)

Dr. Yuqing Hou taught Chem 549, Advanced Organic Spectroscopy, one of the essential courses for organic graduate students, in the School of Chemical and Biological Sciences. He has also taught Chem595D, organic seminar.
Abdullahi Inaolaji has joined the institute as a PhD student.
The institute has continued our collaboration with Dr. Goodson and Dr. Rebecca Burgess on isotope-labeled compounds and fluorescent probes. Our submitted paper, *Turn-on Quinoline Probe for Selective Sensing of Hypochlorite in Live Cells*, to Scientific Reports has been accepted and is currently under revision. Fiyinfolu Olubiyo is the primary author of this paper.
Sylvia Acquah and Xander Schablowsky have started two new projects on trifluoromethylation of organic compounds, which has important applications for pharmaceutical development.

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

Dr. Yuqing Hou volunteered as Regional and State Illinois Junior Science Fair judge.

11.4 Evidence of Support for Center/Institute Objectives

The institute has contributed to the School of Chemical and Biological Sciences by teaching chemistry courses. Dr. Yuqing Hou also serves on several graduate students' committees, helping and guiding the students, writing cumulative exams.
Graduate students from other groups frequently come to Dr. Yuqing Hou to ask for advice on their synthetic chemistry projects.
Dr. Punit Kohli and Dr. Divya Prakash has completed the seed grant research, presented the research at scientific conferences, published a paper, filed a US patent application based on this

research, and submitted a grant proposal to NIH: Electrically-polarized coatings for deactivation of bacteria. $545,793, 09/2025-08/2028.
The Institute provided financial support for the graduate and undergraduate students conducting research in the institute.
Collaborative research with other researchers on campus has been ongoing.
Drs. Lichang Wang and Kyle Plunkett have completed the seed grant research, but have not submitted their final report yet.

11.5 Evidence of Organizational Effectiveness

The institute has been managed by Dr. Yuqing Hou since Dr. Meyers's death. We have four graduate students and an undergraduate student doing research with us, and we also contribute to the School of Chemical and Biological Sciences. He also manages the account/PCard, and purchases chemicals.

12. Institutional Assessment

12.1 Date of Last Review (list the year of the last program review)

12.2 Decision at Last Review

_____ Center/Institute in Good Standing
_____ Center/Institute Flagged for Priority Review
_____ Center/Institute Suspended

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

RESOURCES: Meyers Institute

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Revenues					
State Appropriations	0	0	0	0	0
Income Fund	132,067.05	432,285.74	75,269.63	75,000.00	150,000
Grants & Contracts	0	0	0	0	0
Previous year balance	(8,723.63)	(35,539.98)	13,161.30	21,000.10	59,315.00
xxx					
xxx					
Total Revenues	123,343.42	396,745.76	88,430.83	96,347.20	209,315.00
Fringe benefits	32,216.61	29,442.23	2,8932.62	29,457.92	35,000.00
Contractual service	5,094.81	336.16	4,016.40	2,526.29	7,920.00
Salaries	92,339.25	87,065.25	77,594.50	86,749.50	102,000.00
Commodities	19,293.09	5,240.14	2,837.61	9,035.20	5,165.00
Equipment	0	0	0	2,527.00	2,600.00
Awards & Grant	438.00	0	270.00	450.00	
Travel	515.46				
Building maintenance	0	283,385.63	10,320.04		
Total Expenditures	149,872.22	405,469.39	123,970.81		152,685.00
Revenue Minus Expenditures	(26,528.8)	(8,723.63)	(35,539.98)	13,161.30	56,630.00

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

Staffing (Full Time Equivalent)	FY2024	FY2023	FY2022	FY2021	FY2020
Faculty					
Staff	1	1	1	1	1
Total Staffing	1	1	1	1	1

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1,2024– June 30, 2025

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

1. Reporting Institution: Southern Illinois University School of Medicine

2. Center/Institute: SIU Neuroscience Institute (NSI), including the Parkinson's Disease Center (PDC)

3. Date: 2/2/2026

4. Director: Kari Wolf M.D., Jayant Acharya M.D.

   4.1 Telephone: 217-545-7625; 217-545-7226

   4.2 E-mail: Kwolf48@siumed.edu; jacharya37@siumed.edu

5. Year Established: Academic Year 2015

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: Southern Illinois University School of Medicine

8. Type

Type	Activity (check all that apply)
Instructional	X
Research	X
Public Service	X

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

9. Overview

9.1 Description

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

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

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

The Parkinson Disease Center (PDC) was established by the Illinois state government to address the needs of Parkinson disease patients in the region. The Smith Alzheimer's Center and the PDC are integrated into the SIU Neuroscience Institute (NSI) and are incorporated into this report.

9.2 Mission

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

9.3 Objectives

Objectives of the SIU Neuroscience Institute include:

- Clinical Objectives: The institute coordinates adult neurology, neurosurgery, psychiatry (including child and adolescent psychiatry), physical medicine and rehabilitation and related ancillary services. The institute develops disease-specific multidisciplinary clinics to improve diagnostic services and treatment as well as improve the patient's experience.

- Patient Objectives: The institute enhances the patient's experience through coordination of patient and support services, and develops shared patient scheduling and registration processes to ease access. Outcome metrics include patient satisfaction data, patient access and clinic utilization rates.

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

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

10. Advisory Board

10.1 Advisory Board - Membership

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

NSI Steering Committee members in FY2025 include:

- Kari Wolf, MD, Professor and Chair, Psychiatry, SIU School of Medicine (Co-Executive Director)
- Jayant Acharya, MD, Professor and Chair, Neurology, SIU School of Medicine (Co-Executive Director)
- Marcella Bland, NSI/SIU School of Medicine (Administrative Director)
- Michael Neumeister, MD, Professor and Chair, Surgery, SIU School of Medicine
- Bruce Frankel, MD, Professor and Chief, Neurosurgery, SIU School of Medicine
- Lisa Price, Assistant to the Chair, Surgery, School of Medicine
- John Horvat, Associate Provost for Finance and Administration, SIU School of Medicine
- Michelle Lynn, Executive Director, SIU Clinical Operations
- Kevin England, Senior Vice President and Chief Administrative Officer, Memorial Health
- Evan Davis, Administrator, Vice President, Clinical Operations, Memorial Health
- Jay Roszhart, Springfield Memorial Hospital President & CEO

10.2 Number of Meetings (In This Year) 2 – Steering Committee

11. Annual Performance

11.1 Performance Measures *

Measure		Target for FY25	Results in FY25
1.	Patient Encounters – Visits	60,000	45,134
2.	Total Patients Served – Unduplicated Count	15,900	15,391
3.	New Patients Served – Unduplicated Count	3,100	4,236
4.			
5.			

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

11.2 Major Accomplishments (In This Year)

Neurosurgery

The Division of Neurosurgery continues to maintain its accredited CAST Fellowship in Spine, reflecting our sustained commitment to advanced subspecialty training and academic excellence.

Dr. Mantovani has entered her second year of collaboration with the Department of Neurology in functional neurosurgery, contributing to both epilepsy surgery and Deep Brain Stimulation (DBS) procedures. Efforts continue to stabilize and strengthen this service line.

Dr. Bsat joined the division with expertise in skull-base, pediatric, and spinal neurosurgery, his recruitment significantly broadens the scope and depth of the neurosurgical services. Notably, his addition enables the expansion of pediatric neurosurgery within our institution while further enhancing capabilities in complex cranial and spinal procedures.

Recruitment efforts remain ongoing in vascular and endovascular neurosurgery to further strengthen comprehensive neurosurgical care.

Neurosurgical research has expanded with the recruitment of Joe Jesu Raj, PhD, who has joined the basic science laboratory under Dr. Frankel's direction. Dr. Raj's work focuses on glioblastoma research, enhancing the department's translational research portfolio and commitment to advancing therapeutic innovation.

Neurology

The Epilepsy Monitoring Unit (EMU) continues to thrive and is on track to achieve Level 4 designation. Key performance benchmarks have already been met, including:

- Completion of 100 EMU admissions within the calendar year
- Target volumes for Responsive Neurostimulation (RNS) and Deep Brain Stimulation (DMS) procedures
- Completion of stereo-EEG cases for status evaluation

The program has successfully recruited a former resident returning from fellowship training in epilepsy, who will join the faculty following the departure of the current epilepsy specialist in May. This transition ensures continuity and sustained program growth.

Additionally, two neurologists Dr. Ibrahim and Dr. Arnold have been granted the opportunity to assume leadership roles as SMH Medical director for the Epilepsy Program and SMH Chair of Neurology, supporting strong internal leadership development.

Neuromuscular specialist Dr. Shivaprasad joined at the beginning of the academic year, significantly expanding access to EMG services and addressing a critical community need. She will also contribute to training in EMG diagnostics within the residency program.

An additional Nurse Practitioner – formerly a Charge Nurse with extensive neurology experience – has joined the team. She will support the outpatient movement disorders program and provide backup for DBS programming.

The Neurology Regional Symposium was successfully hosted for the second consecutive year, attracting nearly 100 attendees and receiving excellent feedback, further reinforcing the department's regional academic presence.

Psychiatry and Behavioral Health

After challenging recruitment seasons, a General Psychiatry Residency Director has been successfully recruited and will begin in August, strengthening residency leadership and program development.

To expand therapeutic services, recruitment efforts are underway for a doctor of social work. This addition is particularly important given the current absence of child therapists in Springfield. Newly recruited faculty bring prior experience providing child services, which will help expand pediatric behavioral health services locally.

Continued partnership led to the expansion of the Intensive Outpatient Therapy (IOP) to a second critical access hospital within the Memorial Health system this Spring. This expansion represents the third IOP location across the system, with programs now established at Springfield and Lincoln Memorial Hospitals.

New outreach location and partnership with Kemmerer Village has been established to expand service access and serve as an educational rotation site in support of the Child and Adolescent Fellowship.

The Department of Psychiatry has made substantial progress in expanding access to care. Psychiatry appointment wait times have been reduced– now below the national average-representing a significant improvement in patient access.

The Department of Psychiatry, Division of Child and Adolescent Psychiatry program has started to provide Transcranial Magnetic Stimulation (TMS) services in the spring of 2025. TMS is emerging as promising neuromodulation treatment for adolescents with treatment-resistant depression and other severe mood disorders.

Through continued State partnerships, Psychiatry continues to develop and grow the Psychiatry Workforce Center programs in support of state initiatives.

In partnership with the State, a psychology post-doctoral program will be established, enhancing training opportunities and future workforce development.

The Department of Psychiatry is establishing a consult clinic at the Choate Developmental Center to improve care for individuals with developmental disorders and expand access to specialized psychiatric services.

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

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

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

The NSI also directly advances the *Illinois Public Agenda* goals for economic growth and workforce development. Economic growth is advanced through this program's ability to address patient needs related to neurological and mental health disorders in the region. This provides an important professional service, one that is in demand throughout central and southern Illinois. The institute also provides learning opportunities for medical students, physician assistant students, graduate science students, clinical residents and fellows and other allied health professions in the neurosciences. This improves the state's workforce of these important professionals while enhancing the relevance of the medical school's educational programs. The SIU Neuroscience Institute advances these complementary goals.

11.4 Evidence of Support for Center/Institute Objectives

In FY 25, the SIU Neuroscience Institute has made progress in achieving its objectives as outlined in 9.3 above. Efforts continue to mature in the areas of balancing finance and accounting operations for the Departments of Neurology, Psychiatry, PM&R and the Division of Neurosurgery based on the needs of the respective Departments and divisions. Patient quality, risk and safety was also advanced by the integration of the Neurology/Psychiatry PSES (Patient Safety Evaluation System) Committee which reviews and discusses all patient safety and quality-related incidents as documented within the Patient Incident Reporting System (SENSOR).
In an effort to improve clinical efficiencies, enhance the patient experience, and achieve cost savings through the attrition of redundancies in clinical support staff, efforts were undertaken by individual departments/divisions and collectively within the NSI as demonstrated in section 11.2 above (major accomplishments).

Lastly, the Institute's clinical, financial, teaching and research missions continued despite the ongoing challenges with national staff shortages.

11.5 Evidence of Organizational Effectiveness

The SIU Neuroscience Institute is justified by the immense burdens for the patients, their families, and society associated with neurological and mental health disorders as well as the potential for developing a truly unique, high-quality, academic medical center-based neurosciences patient care program for Springfield and the region. The aim of the NSI is to facilitate more favorable patient experiences, better patient outcomes, lower costs of patient care, and enhanced value to patients and the communities of central and southern Illinois, particularly in the Springfield area. The community supports the NSI's mission and vision for patient care. This is expected to continue as the NSI develops.

12. Institutional Assessment

12.1 Date of Last Review N/A

12.2 Decision at Last Review

N/A Center/Institute in Good Standing
_____ Center/Institute Flagged for Priority Review
_____ Center/Institute Suspended

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

RESOURCES: (SIU SOM Neuroscience Institute)

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Revenues					
State appropriations					
Income Fund					
Grants & Contracts					
Patient Care Revenues	$ 12,182,972	$ 11,314,125	$ 9,399,043	$ 10,463,589	$ 11,070,774
Non-Patient Care Revenues	$ 1,565,532	$ 1,778,488	$ 2,210,001	$ 1,795,183	$ 1,828,848
Ancillary Revenue	$ 1,696,970	$ 1,318,943	$ 1,191,179	$ 1,097,272	
Accumulated Balance					
Total Revenues	$ 15,445,474	$ 14,411,556	$ 12,800,223	$ 13,356,044	$ 12,899,622
Expenditures					
Department Overhead	$ 3,351,046	$ 3,310,351	$ 2,898,501	$ 2,083,696	$ 2,056,149
Space Costs	$ 671,408	$ 1,062,890	$ 1,113,643	$ 1,022,167	$ 1,067,582
Malpractice Insurance	$ 266,406	$ 80,286	$ 174,029	$ 353,050	$ 237,658
Other direct Expenses	$ 208,069	$ 80,286	$ 552,421	$ 195,584	$ 961,084
Academic Support Expenses	$ 1,578,593	$ 1,431,787	$ 1,314,252	$ 1,253,997	$ 927,310
Grants & Contracts Indirect Costs					
Provider Compensation	$ 5,546,539	$ 5,245,424	$ 3,562,716	$ 4,303,287	$ 3,297,744
SIU MED Overhead	$ 1,764,794	$ 1,329,238	$ 1,225,289	$ 929,825	$ 1,009,755
Ancillary Expenses	$ 1,620,561	$ 1,575,554	$ 1,207,788	$ 1,082,463	$ 801,247
Total Expenditures	$ 15,007,416	$ 14,115,816	$ 2,048,639	$ 1,224,069	$ 10,358,529
Revenue Minus Expenditures	$ 438,058	$ 295,740	$ 751,584	$ 2,131,975	$ 2,541,093

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

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	FY2021
Faculty	41	45	43	40	51
Staff	114	99	96	89	107
Total Staffing	155	144	139	129	135

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2024 – June 30, 2025

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

1. Reporting Institution: Southern Illinois University Carbondale

2. Center/Institute: Office of Innovation & Economic Development/Research Park (includes IL Small Business Development Center and Center for Innovation)

3. Date: March 13, 2025

4. Director: Lynn Andersen Lindberg, Executive Director

   4.1 Telephone: 618.453.6754

   4.2 E-mail: LINDBERG@SIU.EDU

5. Year Established: 1986 Innovation & Economic Development; 2001 Research Park, 1985 SBDC

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: OIED (including the SBDC) reports to the Office of the Vice Chancellor for Research; Research Park is a university-related 501(c)(3) organization

8. Type

Type	Activity (check all that apply)
Instructional	X
Research	X
Public Service	X

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

9. Overview

9.1 Description

The Office of Innovation and Economic Development (OIED) is an umbrella organization for business and entrepreneurship, economic development, and community engagement activities within the University. This includes the Illinois Small Business Development Center at SIU, Illinois APEX Accelerator at SIU, Business Incubator Programs, Illinois Manufacturing Excellence Center, Center for Delta Studies, Center for Innovation, Office of Workforce Innovation and Research, Illinois Nurse Aide Testing program, Illinois Community Health Worker program, Illinois Economic Empowerment Center at SIU, Career Pathways (including SNAP, TANF, and DCFS Life Skills), SI Film and TV Workforce Training Program, Business Annex (BioLaunch at the Gower Translational Research Center), Saluki Innovation Lab, Saluki Ventures student business incubator and mentor program, Saluki CEO Corps, University Innovation Fellows, and Jackson CEO.

The SIU Research Park, a separate, university-related 501 (c)(3) organization, is also directed through this office.

The Illinois Manufacturing Excellence Center (IMEC) is an Illinois non-profit corporation with four higher education partners within the State of Illinois. SIU Carbondale is one of those partners. At present, six IMEC staff are SIU employees.

9.2 Mission

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

IMEC's Core Purpose: to foster long-term economic and workforce competitiveness and its Mission is to partner with Illinois manufacturers to deliver practical solutions that enhance productivity, innovation, and growth for long-term success.

9.3 Objectives

* Create an entrepreneurial culture on campus, encompassing both spatial opportunities and programmatic activities
* Integrate activities within OIED and the SIU Research Park with the campus community, ranging from increased traffic, student and community business development, and technology entrepreneurship
* Optimize business and entrepreneurship, economic development, and community engagement services for the broader community
* Become an economic development leader in Southern Illinois and create a regional focus on collaboration among University researchers, regional businesses, and the community

10. Advisory Board

10.1 Advisory Board - Membership

SIU Research Park Board of Directors
Gary Williams, Board Chair (Executive Director, Rend Lake Conservancy District)
Curtis Baird, Vice Chair (CEO Sure-Response)
Teresa Katubig, Secretary (CEO, HireLevel, Inc.)
John Dosier, Treasurer (President, First Southern Bank)
Duane Stucky (Senior Vice President and Board Treasurer, SIU)
Austin Lane (Chancellor, SIU Carbondale)
Sheryl Tucker (Provost and Vice Chancellor, SIU Carbondale)
Costas Tsatsoulis (Vice Chancellor for Research, SIU Carbondale)
Curt Jones (Founder 40 Below Joe)

SBDC Advisory Board
Abby Ancell, St. Nicholas Brewing Company
Darren Berger, First Southern Bank
Kelly Davis, Marion Chamber
Linda Flowers, Carbondale NAACP
Lynn Andersen Lindberg, SIU Research Park
Willette LeGrant, US Small Business Administration
William Lo, Carbondale Chamber of Commerce
Chastity Mays, Black Chamber of Commerce of Southern Illinois
Lee Messersmith, Cycle 1 Cycling Studio & Mayor, City of Benton
Amy Mills, 17th Street BBQ
Steven Mitchell, City of Carbondale
Karen Mullins, Marion Chamber of Commerce
Martin Parsons, Legal Advocacy
Christina Pisoni, State Farm Insurance
Melissa Ray Roach, SIU Entrepreneurship & Business Development
Vanessa Sneed, SIU Innovation & Economic Development
Jamie Storey, Greater Jefferson County Chamber
Ericka White, IL Department of Commerce & Economic Opportunity

10.2 Number of Meetings (In This Year) Research Park – 0 in person; SBDC - 2

11. Annual Performance

11.1 Performance Measures *

Measure			Results in Year
1.	Total clients (SBDC & APEX)		725
2.	Total business counseling hours (SBDC & APEX)		3,492
3.	Total jobs created—technical assistance (SBDC & APEX)		89
4.	Total jobs retained—technical assistance (SBDC & APEX)		83
5.	Number of business start-ups (SBDC)		40
6.	Number of business expansions/acquisitions (SBDC)		3
7.	Amount of loans secured for clients (SBDC)		$454,638
8.	Amount of equity secured for clients (SBDC)		$1,023,909
9.	Companies assisted (IMEC)		2,890
10.	Return on investment (IMEC)		19:1
11.	Jobs created and retained (IMEC)		7,736
12.	Aggregate impact (IMEC)		$872M
13.	Entrepreneurs-in-Residence engaged		3
14.	Number of training events (SBDC & APEX)		95
15.	Number of training participants (SBDC & APEX)		860
16.	INACE exams		18,020
17.	DSP units sold		475

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

11.2 Major Accomplishments (In This Year)

* Maintained Research Park tenancy at 100% and continued working with First Southern Bank, US GSA, and DEA on final build-out of One Innovation Place
* Represented SIU on the SI Now Board of Directors, a success initiative focused on making Southern Illinois a great place to live, work, and do business
* Offered a business plan competition in conjunction with Regions Bank, providing funding to local and regional small businesses
* Completed sixth full year of operations of the APEX Accelerator, offering assistance in local, state, and federal government contracting opportunities
* Maintained incubator capacity at nearly 100%
* Collaborated with the City of Carbondale to offer the Carbondale Accelerator Program for new and expanding businesses with financial support for completion and business plan pitches
* Offered six community engagement activities throughout Southern Illinois, many in conjunction with the SIU Foundation Saluki Takeover activities
* Completed renovation of the first floor of Dunn-Richmond including public spaces and offices serving business owners and entrepreneurs; second floor will start in FY2027
* Strengthened the Saluki Entrepreneur Corps activities on campus and the Jackson CEO high school entrepreneurship program

* Worked closely with the Illinois Department of Public Health on the development of the Community Health Worker registration platform for the State of Illinois
* Administered more than 18K CNA certification exams across Illinois
* Generated nearly $1 million in testing revenue for Nurse Aide Testing
* Continued to sell online training and registration to Direct Support Person project in conjunction with the IDHS
* Worked on specialized research projects with the Southern Illinois Airport, the DuQuoin State Fairgrounds, and the Shawnee National Forest
* Served as the business development interface with the SIU System Office of Technology Management and Industry Relations
* Provided assistance to southern Illinois high school CEO programs, promoting retention of youth entrepreneurs, through a variety of workshops and in-person activities
* Continued collaborative relationships with other economic development agencies including local governments, chambers of commerce, regional planning agencies, educational institutions, and healthcare organizations

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

Goal 4 of the Illinois Public Agenda is to better integrate Illinois' educational, research, and innovation assets to meet economic needs of the state and its regions. OIED supports this goal and it is evident through entrepreneurial training, innovation education, its business interface with technology transfer, and the creation of an overall culture of entrepreneurship and innovation on campus and in the region. Removing barriers to entrepreneurship and innovation are at the heart of what OIED does day in and day out.

Ms. Lynn Andersen Lindberg represented the Carbondale campus on several SIU System initiatives focused on business development, regional economic development, and community engagement, working closely with Dr. Connie Frey Spurlock and Mr. Jeff Franklin. Ms. Vanessa Sneed also completed Strategic Doing training with Spurlock and Franklin and was part of the team offering this training throughout the SIU System and to Southern Illinois communities.

OIED continues to be part of the team that drives innovation and entrepreneurship on campus, as recognized by the Association of Public and Land-Grant Universities Innovation and Economic Prosperity Designation. This designation demonstrates evidence of the University's goal of enhancing our value to and our collaboration with the broader community in our mutual goals of research translation, workforce education, and economic development. Ms. Lynn Andersen Lindberg serves as the co-delegate to the APLU for this activity.

SIU plays a prominent role in the vitality and stewardship of the economy and culture of the region by: maintaining the positive symbiosis with the community and region; maintaining the positive relationship through time, energy, and resources; and serving as leaders and resource providers as appropriate. OIED will continue to play an important role in business, economic, and community engagement throughout the region, building upon the Research and Innovation pillar of Chancellor Lane's Imagine2030 strategic plan.

11.4 Evidence of Support for Center/Institute Objectives

The Office of Innovation and Economic Development and "The Center" are one in the same. Examples of support for objectives enumerated above follow.

- Create an entrepreneurial culture on campus—The Saluki Entrepreneur Corps expanded its activities to include in-person events with a variety of entrepreneurs from the region as well as SIU alumni
- Integrate activities within the SIU Research Park with the campus community—Developed the Business Annex at BioLaunch where researchers and scientists interested in starting or expanding their technology-based businesses can receive assistance and begin their entrepreneurial journeys
- Optimize economic development services for the broader community—offered small business development and procurement assistance services to regional businesses throughout Southern Illinois. In addition, received funding to develop an Economic Empowerment Center to meet the needs of under- and unserved entrepreneurs as well as provide SNAP, TANF, and Life Skills training to residents in Jackson County and beyond.
- Become an economic development leader in Southern Illinois—started or completed in-depth research projects with the Southern Illinois Airport, the DuQuoin State Fairgrounds, and the Shawnee National Forest; brought together University researchers, regional businesses, and other organizations to support the development of the iFERM Hub, a part of the Illinois Innovation Network and recently completed BioLaunch facility; participated in the ongoing management and direction of SI Now, a 17-county success initiative that fills in the economic development gaps throughout the region, with an emphasis on business attraction.

11.5 Evidence of Organizational Effectiveness

OIED/Research Park had stable management staff during the year. The team that has been developed is very strong with each member bringing a unique set of skills to the organization. This leadership team quickly streamlined organizational processes and looked for ways to increase the impact of the organization on campus and throughout the region. Overall, the team has nearly doubled in size with new staff hired to address needs throughout the region with services that complement existing foundational business and workforce programs. Staff continue to serve on various boards, committees, and working groups and provide leadership in many of these activities. The organizational effectiveness of OIED and the Research Park are built upon the foundation of providing services and resources that are needed and have impact. These successes are evidenced through the metrics provided above.

12. Institutional Assessment

12.1 Date of Last Review None

12.2 Decision at Last Review

_____ Center/Institute in Good Standing
_____ Center/Institute Flagged for Priority Review
_____ Center/Institute Suspended

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

RESOURCES: Office of Innovation & Economic Development

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Revenues					
State Appropriations	$440,103	$552,853	$289,320	$282,029	$276,499
Income Fund	391,102	338,219	571,895	239,941	205,476
Grants & Contracts	3,441,137	4,715,088	2,553,709	2,499,400	2,450,391
SBDC Generated Income	0	0	0	0	0
Other Course Revenue	102,925	131,576	109,350	129,741	95,500
Total Revenues	$4,375,177	$5,737,736	$3,524,274	$3,151,111	$3,028,297
Expenditures					
Salaries/Wages & Benefits	$2,856,595	$2,526,607	$2,186,727	$2,047,285	$2,007,142
Building Maintenance	110,882	71,047	76,989	27,270	15,043
Internal Roof Loan	0	0	0	0	0
Contractual	1,689,450	806,706	655,819	390,101	382,451
Supplies & Commodities	46,723	28,693	31,650	19,258	14,315
Miscellaneous	755,765	617,681	445,508	591,765	593,296
Total Expenditures	$5,459,415	$4,050,734	$3,396,693	$3,075,679	$2,997,204
Revenue Minus Expenditures	-$1,084,238	$1,687,002	$127,581	$75,432	$30,093

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

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	FY2021
Faculty	0	0	0	0	0
Staff	30	28	23	18	21
Total Staffing		28	23	18	21

RESOURCES: SIU Research Park

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Revenues					
State Appropriations	$0	$0	$0	$0	$0
Income Fund	0	0	0	0	0
Grants & Contracts	255,989	262,088	248,563	253,291	202,549
Budget Allocation from SIU	110,250	98,871	96,892	94,702	82,518
Interest Income	9,515	4,011	559	9,108	1,746
Award Income	0	0	0	153,183	56,817
Total Revenues	375,754	$364,970	$346,014	$510,284	$343,630
Expenditures					
Budget Expended at SIU	110,250	$98,871	$96,892	$94,702	$82,518
Management and General	136,601	123,545	99,020	101,241	262,429
Depreciation	13,172	13,172	119,220	118,367	13,525
Amortization Expense	118,287	118,287	--	--	--
Interest Expense	25,084	27,481			
Total Expenditures	403,394	$381,356	$315,132	$314,310	$358,472
Revenue Minus Expenditures	-27,640	$-16,386	$17,151	$195,974	$-14,842

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

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	FY2021
Faculty	0	0	0	0	0
Staff	1	1	1	1	1
Total Staffing	1	1	1	1	1

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2024 – June 30, 2025

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

1. Reporting Institution: Southern Illinois University Carbondale

2. Center/Institute: Paul Simon Public Policy Institute

3. Date: 02/03/2026

4. Director: John T. Shaw

   4.1 Telephone: 618-453-4003

   4.2 E-mail: john.shaw@siu.edu

5. Year Established: Approved 1996, opened 1997

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: Office of the Chancellor

8. Type

Type	Activity (check all that apply)
Instructional	X
Research	X
Public Service	X

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

9. Overview

9.1 Description

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

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

9.2 Mission

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

The Institute focuses its efforts on fostering:
*Ethical conduct in government.
*Opportunity and fair treatment for citizens in America and throughout the world.
*Promoting responsible citizenship for all Americans- but particularly for young Americans.

9.3 Objectives

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

- Working on our "Better Politics, Smarter Government Agenda," which includes the Renewing Illinois Student Summit, Simon-Edgar Award, Paul Simon Democracy Prize, and Understanding Our New World virtual series.
- Analyzing public policy through wide-ranging discussions with leading experts and occasional papers.
- Providing and supervising paid internships and other learning opportunities for university students.
- Hosting lectures and conferences with noted leaders in public policy, journalism, and other fields.

10. Advisory Board

10.1 Advisory Board - Membership

The Board of Counselors are:
Reilly Bowler (Simon family)
Nancy Chen (member at-large)
Ross Glickman (State Democratic Party appointment)
Matt Kupec (*ex officio* member, Vice Chancellor for Development & Alumni Relations)
Austin Lane (*ex officio* member, SIU Chancellor)
Bill Norwood (member at-large)
Vicki Otten (member at-large)
Howard Peters (member at-large)
Martin Simon (Simon family) - Chair of the Board
John Trasviña (member at-large)
Lance Trover (State Republican Party appointment)
Paula Wolff (member at-large)
David Yepsen (past director)
Vacant (member at-large)
Vacant (member at-large)

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

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	Published Papers	3-4	2
2.	Public Events (in-person)	6	8
3.	Public Events (virtual)	12	12
4.	Internships Filled	8	8
5.	Graduate Fellowships funded/filled	2	1

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

11.2 Major Accomplishments (In This Year)

We held 12 virtual events in a wide variety of topics that were free and open to the public.

Eight in-person events that were open to the public were held in FY25.

We published several papers on statesmanship.

We placed four interns in Springfield for the spring 2025 legislative session, one intern at Carbondale City Attorney's Office for fall 2024, and one intern at SIUC Small Business Development Center for fall 2024 and spring 2025.

We awarded the Jeanne Hurley Simon Memorial Scholarship, Barbara Brown Memorial Scholarship, Edwin D. Phillips Memorial Scholarship, Mike Lawrence Scholarship, David Yepsen Director's Scholarship, R. Keith Snavely Public Affairs and Administration Scholarship, Peggy Ramsey Botterman and Mark R. Botterman Scholarship, and the Matt Baughman Scholarship to SIU Students.

The Director, John T. Shaw; University Professor, Dr. Linda Baker; Visiting Professor, Dr. John S. Jackson; are frequently called on by local, state, and national media, both print and electronic, to comment on, and analyze a broad range of governmental, political, and public policy issues. In each of these cases, their affiliation with the Institute is prominently displayed.

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

The Institute's mission and activities support Goals 1-4 of the Illinois Public Agenda either directly or indirectly. Our guiding principle is "the premise that rational scholarly analysis contributes to the making of more effective and more efficient public policy and contributes to elevating the level of public discourse in this country." We focus on public policy and encourage university students, faculty, and staff to consider and analyze public policy issues.

The Institute has organized and sponsored conferences on college affordability, the funding of K-12 education, the necessity of workforce development and the healthcare system in Illinois. We value and emphasize the importance of public service. We encourage university students to consider careers in public service. Through our paid internships, fellowships, and other work opportunities, students earn critical on-the-job training. Many of our former interns have had productive careers in local, state, and national government jobs, as well as non-profit organizations.

The Institute's mission and activities also support SIU Carbondale's strategic plan. Specially,

Student Success and Engagement: The Institute remains keenly focused on providing opportunities for students through internships, scholarships, fellowship, ambassadorships, work opportunities, and mentoring.

Diversity, Equity, and Inclusion: The Institute supports and implements this value in all our work, including the selection of speakers and program participants.

Branding and Partnerships; The Institute has developed a focused agenda that reflects the values of Paul Simon and elevates and enhances SIU. Leaders on campus and in public life in Illinois and across the country refer to the Institute as a "jewel" of SIU. The Institute actively seeks out partnerships that enhance our work and advance the vision of Paul Simon.

Research and Innovation: The Institute supports and undertakes research, especially research that bridges the gulf between policymakers and scholars from the academic world. Since 2020, the Institute has created several innovative virtual programs that have elevated the Institute and SIU and significantly expanded our geographical reach.

Sustainability: The Institute supports this value and seeks tangible ways to support it in our work.

Institute staff have also contributed by teaching at SIU. John Shaw has taught classes on Congress and Statesmanship and for the "Learning in Retirement" series. Linda Baker taught a health policy course to fourth year SIU School of Medicine students. John Jackson has taught various "Learning in Retirement" courses.

We constantly stress the need for higher education and university-based research to make Illinois more competitive in an increasingly interdependent global economy.

Ideally, education illuminates the political process and the operation of government. This ambition is consonant with and reinforces the four major goals of the Illinois Public Agenda, the SIU system, and SIUC campus priorities.

11.4 Evidence of Support for Center/Institute Objectives

Strong support for the Institute is reflected by lavish public praise of our work by political, business, and academic leaders, hundreds of emails expressing gratitude, compelling letters of appreciation, and generous contributions by regular donors and new supporters. We seek feedback from those who attend our events and carefully consider these responses and use them to fine-tune future programs.

We enjoy good attendance at our in-person and virtual events. Audiences include students, faculty, and staff from SIU, area K-12 students and teachers, interested citizens and media outlets.

More than 115,000 people in the last four and a half years have viewed our virtual events on YouTube. People from 45 states and 43 countries have registered for these virtual events. These programs give the Institute a reach and an audience that it has never had before in its more than 25-year history. The comments we have received about our virtual events have been deeply gratifying. Some are included in this report.

Simon Review papers are widely downloaded. Through the OpenSIU service at Morris Library, there have been thousands of downloads of these papers by people in the US and internationally.

The Institute's policy experts are frequently interviewed by the media. John Shaw, John Jackson, and Linda Baker have been interviewed by The New York Times, Wall Street Journal, The Washington Post, Newsweek, Politico, National Public Radio (NPR), Chicago Tribune, The Chicago Sun Times, The St. Louis Post-Dispatch, The Southern Illinoisan, and other outlets. Our staff also work with WSIU for radio and television segments and appear on WSIL, KFVS, and WPSD television.

11.5 Evidence of Organizational Effectiveness

For more than a quarter century, the Institute has promoted strong public policies and helped launch the careers of students and other young people. Our research, commentary, and conversations have earned praise in Illinois, across the US, and internationally.

Some of the Institute's effectiveness can be easily quantified—reports issued, internships offered, scholarships and prizes awarded, audiences reached, and plaudits received. However, some of the significant accomplishments of the Institute do not lend themselves to simple quantification.

We continue to successfully place SIU undergraduate students in the state capitol in a variety of offices as interns during the spring legislative session. These interns are supervised by Linda Baker. She teaches a course for the interns through the political science department. The Institute continues to place Demuzio interns in local government offices in Southern Illinois. These interns are supervised by John Jackson.

The Celia M. Howard Foundation partnership provides fellowships for graduate students. They are impressed by the work of our past and current fellows.

12. Institutional Assessment

12.1 Date of Last Review FY24

12.2 Decision at Last Review

X Center/Institute in Good Standing
_____ Center/Institute Flagged for Priority Review
_____ Center/Institute Suspended

12.3 Explanation N/A

RESOURCES: (Paul Simon Public Policy Institute)

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Revenues					
State Appropriations	395,518.32	391,502.20	327,655.13	340,444.74	379,847.12
Income Fund					
Grants & Contracts					
Total Revenues	395,518.32	391,502.20	327,655.13	340,444.74	379,847.12
Expenditures*					
Salaries-Staff/Faculty	409,113.77	391,141.20	366,830.30	344,097.56	376,801.92
Wages	0	0	0	0	0
Equipment	0	0	22.70	0	0
Employer Group Cont	0	5,404.00	0	0	0
Travel	0	0	0	0	0
Commodities	0	0	0	0	249.23
Contractual Services	0	3.48	121.71	108.54	2,036.68
Telecommunications	214.79	0	0	0	644.25
Total Expenditures	409,328.56	396,548.79	366,974.71	344,206.10	379,732.08
Revenue Minus Expenditures	- 13,810.24	- 5,046.59	- 39,319.58	- 3,761.36	115.04

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

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	FY2021
Faculty	.77	.77	.77	.77	.77
Staff	3	4	4	3	4
Total Staffing	3.77	4.77	4.77	3.77	4.77

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1,2024– June 30, 2025

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

1. Reporting Institution: Southern Illinois University School of Medicine

2. Center/Institute: Simmons Cancer Institute at SIU

3. Date: January 21, 2026

4. Director: Aziz Khan, MD

   4.1 Telephone: 217-545-7969

   4.2 E-mail: akhan@siumed.edu

5. Year Established: Academic Year 2000

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: Southern Illinois University School of Medicine

8. Type

Type	Activity (check all that apply)
Instructional	X
Research	X
Public Service	X

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

9. Overview

9.1 Description

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

SCI features a comprehensive approach to patient care organized around organ site care teams designed to enhance effective, and efficient treatment of the whole person, and not just the disease. Modeled on best practices promoted by the National Cancer Institute, these care teams include physicians, nurses, psychologists, navigators, pharmacists, and other specialists, such as pathologists and radiation oncologists, who work together to provide high-quality patient care and complementary therapies, to address the patient's needs.

SCI provides a variety of cancer screenings, working in partnership with other healthcare professionals and organizations. As an ongoing effort to raise awareness and prevention, SCI maintains a strong outreach and referral program, including patient education and health screenings in the community. Physicians and scientists perform cancer related discovery research, applied research, and population health research. Cancer clinical trials are available at SCI through the National Community Oncology Research Program, pharmaceutical sponsors, and the medical school's physicians' personal research.

The Simmons Cancer Institute is housed in a 63,000 square foot facility on the Springfield clinical campus at SIU, that was funded in part through state-appropriated capital funds. This facility features an infusion center, nearly three dozen exam rooms, minor procedure facilities, the nationally accredited breast center (National Accreditation Program for Breast Centers or NAPBC), nationally accredited oncology services (Quality Oncology Practice Initiative or QOPI), nationally accredited retail pharmacy (Accreditation Commission for Health Care Centers or ACHC), as well as x-ray, ECG, and laboratory services.

9.2 Mission

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

9.3 Objectives

Objective Number	Objective Description
1	To markedly reduce the burden of cancer on patients, their families, and the community by using innovative strategies developed from collaborations with researchers and healthcare workers.
2	To advance knowledge about cancer awareness, prevention, early detection, care, and treatment.
3	To provide preventative screenings to promote early detection and treatment.
4	To enhance a population science program in rural areas to assist with cancer prevention.
5	To provide the latest cutting-edge treatment and research that translates new scientific findings into therapies (i.e., bench-to-bedside) to improve care for patients regardless of their ability to pay.
6	To develop highly functioning Cancer Care Teams for all major cancers that employ a multidisciplinary approach to comprehensive patient care of the highest quality, and “cutting-edge” treatments. To develop within each working group, mature and relevant translational research program.
7	To develop strategies for pursuing available funding streams from the federal and state governments as well as opportunities for philanthropic donations.
8	To advance our hematology-oncology fellowship program to help address the national shortage of hematology–oncology physicians with a focus of local recruitment and retention.
9	To continue to provide oral cancer treatment therapies through our retail pharmacy to assist with patient treatment and provide convenience for care.
10	To expand our infusion services by building out a non-chemo infusion unit.
11	To introduce a CAR-T Cell Therapy Program to expand access to advanced cellular immunotherapy for patients.

10. Advisory Board

10.1 Advisory Board - Membership

SCI Steering Committee: provides recommendations to the SCI Executive Director on matters concerning the goals and performance of the institute in accordance with its mission. FY2025 members were:

- Aziz Khan, MD, Executive Director, Simmons Cancer Institute
- Jerry Kruse, MD/MSPH, Dean and Provost, SIU School of Medicine; and CEO SIU Medicine
- John Flack, MD, Professor and Chair, Internal Medicine, SIU School of Medicine
- Michael Neumeister MD, Professor and Chair, Surgery, SIU School of Medicine
- Laurent Brard, MD, Professor, Obstetrics and Gynecology, SIU School of Medicine
- Don Torry, Associate Dean of Research, SIU School of Medicine
- John Horvat, Associate Provost of Finance and Administration, SIU School of Medicine
- Lisa Daniels, Director of Administrative Services, Simmons Cancer Institute
- Mary Haley-Emery, Healthcare Administrator III, Simmons Cancer Institute

SCI Management Committee: established to oversee the strategy and direction of the institute. This committee reviews the SCI's clinical, charitable, educational, research, and community service activities. In FY2025, the members were:

- Lisa Daniels, Director of Administrative Services, Simmons Cancer Institute
- Mary Haley-Emery, Healthcare Administrator II, Simmons Cancer Institute
- Lori Barker, Senior Business Manager, Simmons Cancer Institute
- Aziz Khan, MD, Executive Director, Simmons Cancer Institute
- Kathy Robinson, Director of Clinical Research, Simmons Cancer Institute
- Kissindra Moore, Healthcare Administrator I, Simmons Cancer Institute

10.2 Number of Meetings (In This Year)

SCI Steering Committee – four (4) meetings in FY2025 (meetings are held quarterly)

SCI Management Committee – twenty-four (24) meetings in FY2025 (meetings are held semi-monthly)

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	Total Patient Visits, Served by SCI-Total Patient Visits	23,000	22,378
2.	Total New Patients Served by SCI-Total New Patient Visits	500	229
3.	Total Infusion Patient Visits Treated by SCI	7,300	9,057
4.	Clinical Trial Studies-Open Studies-(NCORP Studies and SCI Clinical Trials)	125	112 (92n NCORP, 20 SCI)

Measure		Target for Year	Results in Year
5.	Clinical Trial Participation-(NCORP studies and SCI Clinical Trials)	164	171
6.	Cancer Related Research-Funded Discovery Science and Translational Projects and Non-Clinical Trial IRM regulated Studies.	20	20
7.	Published Articles-Number	6	14
8.	Patient/Community Education Programs	2,500	3,626
9.	Outreach Programs/Screenings	500	759

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

11.2 Major Accomplishments (In This Year)

In FY2025, major accomplishments of the Simmons Cancer Institute included the following:

- Hematology/Oncology Fellowship held its fourth graduation since the program began in 2019. SCI successfully recruited 2 additional fellows in FY2025. The number of fellows being trained at SCI remains at 6.
- SCI held its eighth annual combined Summer Internship Presentation and Donor Appreciation event. Donors who contribute to Denim & Diamonds fund the paid summer internship for six college undergraduate students who are interested in cancer research. In FY25 five of the students were from the Springfield area and one was from Carbondale. Each intern gave a 15-minute presentation of their research project. The event was attended by faculty, researchers, intern mentors, family members and donors.
- The Side-by-Side exercise program was held both virtually and in person for cancer patients, survivors and caregivers. Side by Side is a grant funded exercise program that is offered regardless of where treatment is being received.
- SCI continued to participate in Mammogram Monday's outreach services that include Springfield, Lincoln, Taylorville and Hillsboro locations. Six hospitals participate in Mammogram Mondays.
- SCI offered colorectal cancer screenings and skin cancer screenings as well as participated in several community health fairs and educational events.
- SCI experienced a large increase in patient referrals and resumed services that were previously halted due to staffing shortages and COVID in FY21 and FY22 in the infusion unit.
- We were able to continue to hire clinical staff during a time of critical staff shortages nationwide. Including fully staffing the infusion unit and hematology/oncology clinic.

These accomplishments were in addition to ongoing patient care, research, educational, and outreach efforts performed by SCI in FY2025.

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

The Simmons Cancer Institute directly supports key priorities of the State of Illinois, Southern Illinois University, and SIU School of Medicine, particularly those associated with community

service as expressed through patient care and outreach, workforce development, collaboration with community partners, and research and scholarship.

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

11.4 Evidence of Support for Center/Institute Objectives

In FY2025, the Simmons Cancer Institute advanced its primary objectives of becoming the premier comprehensive cancer center for rural Illinois; enhancing research regarding the causes and treatments of cancer; and partnering with other health care, community, and educational organizations to reduce the burden of cancer on patients, their families, and the community. Significant achievements in this program year include the following:

- Provided high-quality direct patient care to cancer patients.
- SCI awarded six (6) Summer Internships to local college students to work with research mentors.
- Two (2) Team Science Grants Awarded.
- Partnered with the SIU Office of Population Science and Policy to further oncology-based population research. We hold monthly meetings to further develop population-based grants and programs in cancer.
- Continued partnerships and relationships with local communities to promote health fairs, cancer screenings, and disease management to address high-risk populations in central and southern Illinois.

11.5 Evidence of Organizational Effectiveness

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

12. Institutional Assessment

12.1 Date of Last Review 2018-Self Study

12.2 Decision at Last Review

X Center/Institute in Good Standing
_____ Center/Institute Flagged for Priority Review
_____ Center/Institute Suspended

12.3 Explanation N/A

RESOURCES: Simmons Cancer Institute at SIU

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Revenues					
State Appropriations	2,071,228	2,065,845	2,049,770	2,017,860	1,987,845
Income Fund	0	0	0	0	0
Grants & Contracts	0	0	0	0	27,527
Grants & Contracts-Other	425,207	466,810	398,497	353,675	199,670
Total Revenues	2,496,435	2,532,655	2,448,268	2,371,535	2,215,042
Expenditures*					
Salaries	1,524,951	1,457,652	1,304,961	1,218,060	1,263,717
Travel	0	0	74	0	0
Equipment	28,156	19,343	46,385	22,705	53,818
Commodities	10,145	9,510	5,594	5,713	4,519
Contractual Services	135,243	178,601	158,259	217,119	222,594
Telecommunications	21,468	20,456	24,743	28,127	35,106
Other	70,798	38,465	21,833	17,983	2,864
Total Expenditures	1,790,761	1,724,027	1,561,849	1,509,707	1,582,618
Revenue Minus Expenditures	705,674	808,628	886,419	861,828	632,424

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

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	FY2021
Faculty	4.98	5.88	5.22	3.44	4.32
Staff	61.7	51.35	53	44.6	60.25
Total Staffing	66.68	57.23	58.2	48.04	64.57

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

2 Includes 501/504 BPs

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2024 – June 30, 2025

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

1. Reporting Institution: Southern Illinois University Carbondale

2. Center/Institute: STEM Education Research Center

3. Date: February 25, 2026

4. Director: Harvey Henson

   4.1 Telephone: 618-453-4214

   4.2 E-mail: henson@siu.edu

5. Year Established: 2019 (September 10, 2019)

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: Office of the Vice Chancellor for Research (as of 03/01/2021)

8. Type

Type	Activity (check all that apply)
Instructional	
Research	X
Public Service	X

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

9. Overview

9.1 Description

The STEM Education Research Center (SERC) at Southern Illinois University at Carbondale (SIU) is a research and public service unit of Science, Technology, Engineering, and Mathematics (STEM). SERC obtained temporary status on July 1, 2014 and was granted permanent status on September 10, 2019 by the Illinois Board of Higher Education. SERC is a diverse community of faculty, staff, educators, and industry partners working together to prepare the next generation of STEM educators, researchers and professionals. SERC addresses critical issues in STEM education at local, state and national levels through multidisciplinary and integrative strategies in research, education and service. SERC builds regional and state-wide collaborations with other institutions to strategically advance STEM literacy and learning. SERC creates new programs and develops external funding initiatives to support STEM education research and service, to provide professional development for PreK-12 educators, and to improve students' preparation and competency in STEM.

9.2 Mission

The STEM Education Research Center at SIU advances STEM literacy and workforce readiness by building a diverse, collaborative community of educators and researchers and preparing the next generation of STEM educators and professionals through interdisciplinary research, education, and service at the local, state, and national levels.

9.3 Objectives and Goals

Vision

A future where collaborative research, teaching, and service in STEM education empower learners of all ages and backgrounds to thrive academically, professionally, and personally.

Goals

1. Develop STEM education and research programs at SIU and support existing programs by obtaining grant and contract funding.
2. Provide professional development, curriculum development, workshops and support for K-12 teachers and administrators.
3. Research and facilitate strategies of teaching aligned to the Next Generation Science Standards and Common Core State Standards for improved student and public literacy.
4. Build partnerships with local, state and national stakeholders to advance STEM teaching, learning and research.
5. Build partnerships to improve and implement state assessments.
6. Collaborate with the SIU community to provide students excellent preparation for STEM programs and professions.

10. Advisory Board

10.1 Advisory Board – Membership

Internal Board of Advisors

Lingguo Bu, Professor, Math Education, School of Education
Justin McDaniel, Associate Professor, School of Human Sciences
Bruce DeRuntz, Professor, School of Applied Engineering and Technology
Sue Rimmer, Professor Emerita, School of Earth Systems and Sustainability

External Board of Advisors

Daniel Booth, Superintendent, Carbondale Community HS District 165, Carbondale, Illinois
Mark Bradley, President/CEO, Media Consultants Marketing (Retired), Carbondale, Illinois
Travis Akin, President, Catalyst Partners, LLC, Marion, Illinois
TBD

10.2 Number of Meetings (In This Year) 3

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	Submit external grant and contract proposals	Submit 5 proposals	Exceeded target; 16 proposals submitted; 4 were funded; 10 prior grants continued; 3 proposals are pending
2.	External Funding	$1,500,000 in funding	Exceeded target; funding was $3.38M in FY25
3.	Professional conference presentations by staff and faculty	5 national presentations and 5 regional presentations	Exceeded target; 9 national conference presentations; 1 international conference; 2 regional conference; 2 local presentations were made by Director Henson; other staff made several presentations
4.	Publications in peer-reviewed journals by staff and faculty	3-4 articles	Submitted 5 manuscripts; 2 published articles; 3 are in review
5.	Coordinate new and existing outreach activities	Add 1 new program	Exceeded target; added new STEM Research

Measure		Target for Year	Results in Year
			Academy in partnership with Illinois Mathematics & Science Academy; established Innovation Hub with IMSA; participated in STEAM nights at 4 local schools; expanded outreach programming, engagement, and partnerships
6.	Create professional development opportunities for K-12 educators	Expand existing programs to impact teachers	Resubmitted to NSF the *iFLIP2* PD proposal in collaboration with SIUE and 6 other institutions
7.	External and Internal Advisory Boards	Add external board member and meet at least once per year	Completed target; one external member added; both boards met this year; one external member needed

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

11.2 Major Accomplishments (in FY 2025)

The STEM Education Research Center (SERC) collaborated on multiple grant and contract proposals in FY 2025. Sixteen proposals were submitted and 6 prior grants continued. Four of these proposals were funded by state, federal, and private agencies, and 3 proposals are pending. In total, SERC was awarded approximately $3.38M (including indirect costs) in external grants and contract funding during FY 2025. Dr. Harvey Henson was Principal Investigator (PI) or Co-PI on all of these proposals and projects. Several of these projects and other accomplishments are described below and throughout this report.

Newly Sponsored Projects:

Illinois Youth Risk Behavior Survey

The Illinois State Board of Education (ISBE) awarded a contract to SERC at Southern Illinois University to administer the Youth Risk Behavior Survey (YRBS) to Illinois public high school students and the School Health Profiles surveys to public high school principals and health education teachers. The original award is for five years for a total of $396,905. Survey participants were selected through a random sampling process conducted by Westat, a professional research organization that partners with the Centers for Disease Control and Prevention (CDC) to implement and support both the YRBS and School Health Profiles surveys.

The work includes establishing schedules and protocols; administering surveys; collecting and managing data; and developing a tracking system for each participating school and classroom.

SERC shall also provide ISBE with dissemination materials—such as reports, slide decks, social media content, and flyers—for use in communicating findings from the YRBS and School Health Profiles surveys.

Firearm Violence Prevention – Illinois DHS

The Illinois General Assembly enacted the Reimagine Public Safety Act (RPSA) (430 ILCS 69) in 2021 as a comprehensive, statewide response to the loss, harm, and trauma associated with firearm violence. The Act established the Office of Firearm Violence Prevention (OFVP) to oversee multiple grant-funded initiatives that support community-based violence prevention, youth development programming, stakeholder engagement, local advisory councils, and trauma-informed behavioral health services across Illinois.

Under a $2.3M contract with OFVP, the STEM Education Research Center (SERC) serves as the independent contractor and strategic partner responsible for administering the statewide evaluation of RPSA-funded programs. In this role, SERC designs and implements a culturally responsive evaluation framework to assess program implementation, participant outcomes, and overall impact. Through rigorous data collection, analysis, and reporting, SERC evaluates the return on the State's investment, identifies evidence-informed best practices, and provides actionable recommendations to strengthen program effectiveness and continuous improvement statewide. The SERC Program Evaluation Team working on the Office of Firearms Violence Prevention (OFVP) in the Illinois Department of Human Services published its Midterm Report to the OFVP. The Team continues to conduct quantitative and qualitative research to identify program fidelity, lessons learned by awardees, and opportunities for continuous improvement for OFVP within the overall program.

STEM Research Academy

The **STEM Research Academy** at Southern Illinois University Carbondale is a four-week residential summer research experience coordinated by the STEM Education Research Center (SERC) and sponsored by the **Illinois Mathematics and Science Academy** (IMSA). The program begins with two weeks of virtual mentoring that connects high school students with SIU faculty and peers, followed by two immersive weeks conducting research on campus. Students may continue their projects virtually throughout the academic year.

Participants engaged in authentic, faculty-mentored research across disciplines including physics, biology, computing, media arts, agriculture, environmental science, and the social sciences. Students select from a diverse portfolio of projects—or propose original research ideas—with SERC facilitating faculty mentorship and placement. Through sustained, hands-on inquiry, the Academy introduces students to university-level scholarship and cultivates early pathways into STEM study and careers.

Sixteen high school students participated in summer 2024 and the program increased to 23 participants in FY 2025. Recent topics have included white light solar flares, U.S. Supreme Court decision analysis, Mississippi River wetlands ecology, algae systems, white-tailed deer population studies, ground-penetrating radar applications, geologic mapping, and AI. Students have presented projects at scientific conferences and at their schools, co-published their findings in journals, and made important discoveries such as finding a new mineral.

Continuing Projects and Activities:

NSF S-STEM Program

Dr. Harvey Henson and colleagues in 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 the National Science Foundation (NSF). The STEM scholarships (S-STEM) grant totaling $1,333,365 supports academically talented transfer students majoring in geology or geography at SIU. This collaborative program is providing scholarships to which are based upon student financial need up to $10,000/year over five years.

STEM Education Research Center Featured in National Earth Science Week Highlights Report

The American Geosciences Institute (AGI) recognized Southern Illinois University Carbondale and the STEM Education Research Center (SERC) in the 2024 Earth Science Week Highlights Report for its exemplary programming celebrating the theme "Exploring Earth and Our Place in Space." Held October 14–19, 2024, SIU's Earth Science Week engaged more than 1,250 participants through public lectures, school visits, STEM camps, and community events that promoted Earth science literacy and interdisciplinary learning. A daily Brown Bag Speaker Series, coordinated by educator and geologist Larry Dunlap-Berg, featured faculty experts from the School of Earth Systems & Sustainability, the School of Physics and Applied Physics, and the Center for Virtual Expression. Presentations explored topics such as planetary habitability, climate change, earthquake hazards in the Central U.S., and the use of artificial intelligence in scientific research and education.

The celebration culminated in the Southern Illinois Star Party: Evening under the Stars—a public astronomy event led by SIU colleagues Bob Baer and Dr. Cori Brevik in collaboration with the Adler Planetarium and the Astronomical Association of Southern Illinois. Supported in part by a NASA cooperative agreement grant (Award 80NSSC23M0190), the event brought more than 450 community members together for telescope viewing and interactive space science activities. Through these engaging and inclusive events, SERC and SIU showcased their commitment to advancing Earth science education, public outreach, and exploration of our planet's place in the universe.

Heliophysics and Eclipse Outreach, Engagement and Research Programs (https://eclipse.siu.edu/eclipse-research/)

SERC staff and students collaborate with multiple research and education groups and teams to promote astronomy and heliophysics (solar) learning and engagement. Research projects include: **SolarSTEAM**, **Dynamic Eclipse Broadcast (DEB) Initiative**, **Einstein's Incredible Universe** and **REAL**. SERC sponsored and coordinated multiple activities and led these funded programs and projects to support solar and lunar eclipse events and the National Star Party on

October 19, 2024. SERC collaborated on the largest event, **Southern Illinois Eclipse Crossroads of America**, hosted on the SIU Carbondale campus, which drew more than 30,000 in-person visitors and millions of online viewers for the 2024 Total Solar Eclipse.

The ongoing **SolarSTEAM** (Science, Technology, Engineering, Arts, and Mathematics) (https://solarsteam.siu.edu/) project seeks to advance national STEM goals with a focus on heliophysics, a critical science of how the sun that impacts daily life. SolarSTEAM is a highly talented and experienced team of researchers, educators, and NASA scientists from across the US, led by Principal Investigator Dr. Harvey Henson and supported by NASA. Our goal is make heliophysics a household-word in America. We seek to move the public from a state of recognizing the Sun, Moon, and planets to an understanding of what they are and how they impact our lives. SolarSTEAM empowers Americans nationwide to partner with NASA in historic heliophysics discoveries through a multifaceted, multicultural science engagement and community-building program that leverages a hybrid, Big Events–based strategy.

Our team builds on 20+ years of experience in public engagement through highly successful programming, such as the 2024 Total Solar Eclipse, 2023 Total Solar Eclipse in Australia, Transit of Venus, the 2017 Solar Eclipse, Sun Earth Days, multiple Lunar Eclipses, National Star Parties, and other exemplary large scale public astronomy and outreach programs conducted at Southern Illinois University Carbondale (SIU) and in collaboration with esteemed partners, such as NASA, NASA EDGE, the Applied Physics Lab at JHU, and the Adler Planetarium of Chicago.

The **Dynamic Eclipse Broadcast (DEB) Initiative** is a nationwide citizen science team led by Co-PIs Bob Baer, Dr. Cori Brevik, and Dr. Harvey Henson at SIU Carbondale to broadcast new and exciting views of solar events and eclipses. Funded by NASA SMD, the DEB Initiative created a North American network of volunteer citizen scientists and solar observation teams. Teams received training and became part of the network that conducted coordinated solar observations leading up to and during the Annular Eclipse event on October 14, 2023 and the Total Solar Eclipse event on April 8, 2024. These teams are able to produce web-based, broadcast images of the sun from observation sites in near real-time across the continent. Compelling images from the partial phases of the eclipses, and science quality data from the path of totality, were collected from 82 sites from Mexico, Canada and across the USA during the 2024 eclipse.

Another exciting collaboration is **Einstein's Incredible Universe** (EIU), a space science outreach program aimed at inspiring young women in STEM. The EIU project is led by Dr. Harvey Henson, Director of the STEM Education Research Center and Bob Baer in the School of Physics/Applied Physics with support from a NSF subaward. The project is directed by Cosmic Picture. “Einstein’s Incredible Universe,” a major media and outreach program is designed to catalyze interest in space science and spark scientific curiosity in learners worldwide, but especially young girls.

Additional funding from NASA for the **Dynamic Eclipse Broadcast Initiative** (DEB-I) led by Bob Baer, Dr. Harvey Henson and Dr. Corrine Brevik provided 20 telescope imaging setups for the girl groups nationwide through an application process administrated by the *National Girls Collaborative Project* (NGCP). NGCP engages young women nationwide in exploring STEM topics such as space, time, and gravity. The girl groups participated in 2024 total solar eclipse observations that investigated the nature of the solar corona. The centerpiece of the project is a film for giant screen and IMAX theaters that will celebrate the groundbreaking work of Albert Einstein, the curiosity that drove him to explore space and time, and the scientific creativity that led to his most revolutionary ideas.

Eclipse team of girls at SIU

American Mathematics Olympiad

The SERC continued development and expansion of the American Mathematics Olympiad (AMO) in partnership with the Scholastic Trust Singapore, LLC, which is directed by SIU alumnus Mr. Henry Ong. Teams of faculty, staff and students in SERC developed hundreds of math problems designed to engage students in each grade 2 through 12.

The AMO competition included over 45,000 students from 45 countries including the United States. Nearly 1,800 students from 32 schools across Illinois, Missouri and Florida competed at their campuses. Approximately 28% of the Illinois student participants were awarded bronze, silver and gold medals, and 197 students earned gold medals, placing them among the top 8% of competitors worldwide. The on-campus version of the competition hosted 237 students at SIU, and SERC provided lunch and arranged STEM engagement activities. The AMO team is busy preparing for the fifth year of competition. See https://stemedresearch.siu.edu/events/amo.php for more.

Clean SoIL Collaboration

The SERC and School of Education (SOE) continued to partner with the Clean SoIL (Clean Southern Illinois) initiative, a non-profit organization with the goal to eliminate litter in southern Illinois through education, community action, and aggressive marketing. SERC supported the organization and helped promote public events and clean-ups. Clean Soil provided two 25% graduate assistantships to SIU STEM education students supervised by Dr. Henson. The SERC staff are working with education faculty and pre-service teacher candidates to develop curriculum, activities, and resources and make them available online for teachers to use (https://stemedresearch.siu.edu/programs/clean-soil/). The founders and charter members of Clean SoIL are Dr. Glenn Poshard, a former U.S. Congressman and past President of SIU, and Les Winkler, Southern Illinoisan Outdoors writer. Dr. Harvey Henson serves on the Board of Directors and is the Co-Chair of the Education Committee.

Illinois Junior Science and Humanities Symposium

The SERC sponsored and hosted the 47th annual Illinois Junior Science and Humanities Symposium (IJSHS) on February 21-22, 2025 (https://stemedresearch.siu.edu/programs/ijshs/). The IJSHS allows high school students to present their original research at SIU and compete for an invite to the National competition. The IJSHS program promotes STEM research among 9-12 grade students across Illinois (excluding Cook County which has a separate symposium) and introduces STEM academic programs and career opportunities with support. The program is sponsored by the Department of Defense in partnership with the National Science Teaching Association, and SIU scholarships are awarded by the College of Agricultural, Life and Physical Sciences.

Students submit their original, independent research to compete for over $400,000 in scholarships and cash awards at the regional and national level. JSHS is open to students across the United States and territories and at DoDEA schools worldwide. JSHS promotes STEM research and experimentation for high school students, recognizes their achievements, and opens the door to STEM careers

In FY 2025, several high school students qualified for participation, and attendees at the Regional Symposium included 27 student presenters, 13 student observers and family guests, and 3 teachers/mentors. Six students from the SIU Air Force ROTC program participated and presented the colors. The top 5 students were awarded scholarships and prizes during the regional symposium at SIU. These 5 students comprised the Illinois delegation and presented at the National symposium. One Illinois student received third place oral presentation in the Physical Sciences section and was awarded a $4,000 scholarship.

Expanding Your Horizons in Science and Mathematics

SIUC has hosted the Expanding Your Horizons in Science and Mathematics (EYH) conference for over 30 years. EYH is designed especially for young women in grades five through nine in southern Illinois. The conference is comprised of workshops that encourage the participants to explore careers in science, mathematics, engineering, and technology. The goal is to show what careers are available in science-related fields; to educate students about classes to take in high school and college; and to encourage consideration of careers that might never have been contemplated without exposure through experiences such as these. Since its inception, EYH has depended on funds from various campus offices, local community colleges, regional offices and supporters of education, and from the nominal registration fee paid by the participants. The organizers, 20-30 workshop presenters, and 20-30 assistants all volunteer their time. SERC supported EYH again and participated in the annual conference during November 2024. Over 100 junior high and high school students attend each year.

Other Community Service

The STEM Education Research Center participated in The Great ShakeOut and promoted earthquake awareness and safety to students on campus, at local schools, and among southern Illinois residents in October 2024. The SERC team directed by Dr. Harvey Henson and Larry Dunlap-Berg continued the earthquake awareness and preparedness program on campus and across the region. The earthquake awareness and other outreach efforts are often promoted on local media.

"News Radio WJPF Interview with Harvey Henson", WJPF Morning Newswatch, April 29, 2024, https://www.wjpf.com/episode/newsradio-wjpf-interview-with-harvey-henson-april-29-2024/

"Expert says small earthquakes in Southern Illinois are common", WSIL-TV3, April 22, 2024, https://www.wsiltv.com/news/expert-says-small-earthquakes-in-southern-illinois-are-common/article_80608ed8-0143-11ef-b4bc-0bed80e55cff.html

"SIU gets $2.6M grant to use celestial marvels as inspiration to study the sun", SIU News, January 11, 2024, https://news.siu.edu/2024/01/011124-siu-gets-2.6m-grant-to-use-celestial-marvels-as-inspiration-to-study-the-sun.php

"SIU expert discusses southern Illinois earthquake" WSIL-TV3, December 18, 2023, https://www.wsiltv.com/video/siu-expert-discusses-southern-illinois-earthquake/video_a84238f3-b8bf-5880-b596-9660d8f873c7.html

11.3 Evidence of Support for IBHE "A Thriving Illinois," SIU System, and SIU Campus Strategic Planning

Support for SIU Campus Priorities

"*SIU embraces a unique tradition of access and opportunity, inclusive excellence, innovation in research and creativity, and outstanding teaching focused on nurturing student success. As a nationally ranked public research university and regional economic catalyst, we create and exchange knowledge to shape future leaders, improve our communities, and transform lives.*" (source: https://siu.edu/about-siu/mission.php)

The SIU strategic plan, **Imagine 2030** (https://imagine2030.siu.edu/) includes *five strategic pillars* to guide the SIU campus community and our partners in identifying areas to prioritize in planning and funding. These five themes are:

1. **Student Success and Engagement:** *What does student success mean to us, and how can we improve our metrics for success and engagement among the student body?*
2. **Diversity, Equity and Inclusion:** *How can we become a more inclusive and welcoming institution that values and respects individual differences?*
3. **Branding and Partnerships:** *How can we elevate awareness and regard for the SIU Carbondale brand, and build strong partnerships with other organizations in the region, state, and nation?*
4. **Research and Innovation:** *Where can we be even better in our research capabilities, and on what new innovations will SIU Carbondale lead the way?*
5. **Sustainability:** *In what ways can SIU Carbondale build on its legacy of sustainability and position itself as a leading voice for sustainability in institutions of higher learning?*

The SERC goals are aligned to the objectives and key initiatives outlined as part of these five strategies of the new SIU strategic plan, **Imagine 2030** (https://imagine2030.siu.edu/). The following priorities are most aligned with the STEM Education Research Center (SERC) mission and goals as described in the following outcomes and contributions.

Student Engagement, Scholarship, and Success: Universities are increasingly expected to provide students with additional (co-curricular) experiences and opportunities that help them develop skills to better prepare for their chosen careers. These professional development and supplemental learning experiences are important to students' success and are precisely aligned to the SIU Mission and new strategic plan as well as the SERC goals outlined above. During FY 2025, SERC provided financial support and work experiences in STEM research, service, outreach, and education for undergraduate student workers, undergraduate volunteers, and graduate students.

Faculty and staff collaborated to obtain external contracts and grants (see Performance Measures 1 & 2 in section 11.1, and Objective 1. in section 11.4) that provided undergraduate student scholarships and support through research and professional development projects such as the NSF S-STEM program and initiatives. SERC colleagues continued to seek additional external funding for other STEM scholarships and internships in academic units collaborating with SERC. These grant-funded opportunities provided professional development, hands-on learning, and career readiness, and essential financial support for first-generation and disadvantaged students. Support from SERC programs and projects increased recruitment, retention, graduation, and career success of STEM students across four colleges at SIU.

Research and Innovation: In FY 2025, SERC secured a total of $3.38M in external funding for STEM education service, training, and research. These grants, contracts and donations, together with indirect cost recovery funds, were strategically allocated to propel the research mission forward, cover operational expenses, and deliver services to SIU, Illinois schools, and community partners. Indirect cost recovery funds from grants and contracts were allocated to support student recruitment, retention, and degree completion, as well as to furnish faculty, staff, and students with resources for research supplies, equipment, and travel.

SERC continued to collaborate with SIU faculty and instructors to enhance teaching methodologies, procure instructional materials, and provide support for science content and methods courses tailored for pre-service teachers. Additionally, summer internships and undergraduate research experiences were offered to undergraduates, providing valuable work exposure during their college tenure.

SERC will continue initiatives to provide faculty professional development and increase research collaboration. A goal is to explore and develop Faculty Associates program, or possibly a Faculty Fellowship at SIU. This program could offer faculty release time for collaborative efforts in grant and contract proposal development and support for research in curriculum enhancement and education at SIU. This collaborative effort may involve developing and testing innovative instructional approaches, with the potential to bolster student retention and success. The new *iFLIP2* program in collaboration with SIUE and 6 other institutions was submitted for NSF funding in summer 2024, and if funded will provide professional development for over 48 STEM faculty to participate in research to improve student learning.

Diversity, Equity and Inclusion: To fulfill the SERC mission and realize our objectives of advancing STEM literacy, embracing diverse and inclusive approaches is indispensable. The complexities of our world demand integrative strategies that incorporate diverse skill sets and perspectives across the human spectrum. Understanding and navigating our intricate reality necessitate the inclusion of varied viewpoints and experiences. In essence, fostering diversity and inclusivity not only enriches our understanding of STEM subjects but also enhances our

ability to address complex challenges effectively. By valuing diverse perspectives and skill sets, we can better cultivate innovative solutions and broaden participation in STEM fields.

Leadership and staff at SERC are committed to promoting diversity and inclusiveness as fundamental principles in our pursuit of advancing STEM literacy and driving positive change in our society. Further, SERC embodies a collaborative spirit among faculty, staff, and students, dedicated to advancing STEM learning equitably, inclusively, and strategically for all individuals. Our collaboration is built on principles of diversity, equity, and inclusion, where intentional efforts are made to recruit talent from diverse backgrounds, including those from underserved groups. At every operational level, our staffing reflects diversity, encompassing minorities, women, and individuals with disabilities. We prioritize diversity in leadership within our partnerships and collaborations, aiming for representation that mirrors our commitment to inclusiveness. Through collaborative efforts, SERC actively supports faculty in developing interdisciplinary research projects targeting underrepresented groups. We cultivate partnerships with private, state, and federal agencies, prioritizing funding opportunities that promote diverse participation and foster inclusion and equity.

Additionally, SERC faculty and staff serve as Principal Investigators or Co-Principal Investigators on numerous successful contract and grant proposals, many of which have been funded (refer to section 11.4 for details). We serve as partners and mentors to STEM faculty seeking funding from various agencies, enhancing the competitiveness of their proposals. Our collaborative efforts extend to presenting and publishing research alongside faculty, staff, and students. Moreover, the Center facilitates networking opportunities between faculty and local education agencies, youth organizations, community partners, and the broader public, fostering service and community engagement. SERC's support, training, and mentorship of diverse graduate and undergraduate students were impactful again in FY 2025, reflecting a commitment to nurturing a diverse talent pool in STEM fields.

Branding and Partnerships: SERC continued both new and established partnerships throughout FY 2025 across various areas, including campus leadership, external funding agencies, and influential alumni networks. By strategically leveraging these connections, we successfully forged robust collaborations with key stakeholders at the regional, state, national, and international levels. These partnerships played a pivotal role in our efforts to enhance student recruitment and success at SIU, aligning closely with the overarching goals of both the University and the SERC. Through these strategic alliances, we were able to tap into valuable resources, expertise, and networks that facilitated the achievement of our shared objectives. The SERC remains committed to nurturing and expanding these partnerships as integral components of our mission to advance STEM education and research. By continuing to cultivate meaningful relationships with our stakeholders, we aim to further strengthen our impact and contribute positively to the academic and research landscape at SIU and beyond.

The SERC remains dedicated to its role as an education outreach provider for our communities, especially for PreK-12 schools, and a collaborative partner for teachers and administrators. In FY 2025, through our partnership with the ISBE on the Illinois Science Professional Learning program, we provided professional development and support to over 600 teachers statewide.

Faculty, staff, and students within the STEM Education Research Center (SERC) continued to cultivate strong partnerships with local education agencies and community organizations throughout FY 2025. Undergraduate student ambassadors and graduate students—working under faculty and staff supervision—actively contributed to service and outreach initiatives,

supporting campus tours, special events, conferences, showcases, off-campus programs, and STEM nights in regional schools. These efforts reflect SERC's commitment to preparing future STEM educators and leaders through meaningful community engagement.

SERC significantly expanded its outreach programming, visibility, and collaborative network during the fiscal year. On campus, the Center increased its presence through camps, symposiums, K–12 engagement events, conferences, Earth Science Week programming, and partnerships with SIU units. Off campus, outreach broadened through strengthened and newly established partnerships across southern Illinois, extending SERC's regional footprint.

Spring Earth Day programming alone reached nearly 700 students across three sites in five days, with additional expansion planned for FY 2026. Conference presentations, educator workshops, environmental and conservation education programs, field experiences, classroom visits, family STEM nights, and public engagement events continued to grow in both scale and impact. Collaborations with partners—including the School of Education, SIU Physics, Illinois Department of Natural Resources, University of Illinois Extension, U.S. Forest Service, U.S. Army Corps of Engineers, Environmental Education Association of Illinois, River to River Environmental Education Providers, Soil and Water Conservation Districts, Land for Learning Institute, and SIU Edwardsville—strengthened regional networks while providing hands-on learning opportunities for SIU students and community participants.

STEM Education Research Center (SERC) Education Outreach – FY 2025

Description	# Events	Students	Educators	Schools	Other Partners
STEM outreach events	68	5,988	90	27	41
Summer Camps	4	75			
American Mathematics Olympiad	2	1,759	84	32	
Junior Science & Humanities Symposium	1	35	7	11	
STEM Research Academy	1	25	2	4	
TOTALS	**76**	**7,882**	**183**	**74**	**41**

The Illinois Natural Divisions Education pilot program delivered integrated classroom and field-based experiences in local state parks and natural areas and has generated a new educator training course scheduled for Summer 2026. Collectively, SERC conducted or participated in 76 outreach events, served 7,882 students, 183 educators, and 74 schools, and partnered with 41 regional organizations during the fiscal year. Through sustained growth and strategic collaboration, SERC outreach continues to enhance SIU's regional impact, visibility, and service mission.

Beyond developing and coordinating outreach programs for the regional community, the Center facilitated teacher professional development through workshops and meetings while managing equipment loans. SERC remains committed to advancing STEM education and outreach efforts, but additional resources will be essential to accomplish our goals. We are developing new space in Pulliam Hall to facilitate service and training activities, to expand the loaner program for regional educators, and to enhance the range of educational materials available.

The collaboration with Mr. Henry Ong, President of Scholastic Trust Singapore, LLC (STS) and SIU alumnus, the SIU Center for International Education (CIE), and the SIU Foundation continued to advance the STEM Olympiad Initiative in FY 2025. This partnership, particularly with STS, expanded STEM competitions across 45 countries globally, fostering increased student learning and engagement in STEM fields. In FY 2025, Mr. Ong and STS generously contributed $30,000 to support SERC to develop and help execute the 4th annual American Mathematics Olympiad (AMO) in October and November 2024. The event attracted nearly 45,000 students spanning grades 2 through 12 worldwide to compete. Approximately 1,800 students from Illinois participated in the AMO, with numerous local students achieving gold, silver, and bronze medals, and others received honorable mention.

STS has further committed to a substantial scholarship donation to SIU, supporting the establishment of a new Professor Jared Dorn international scholars program. Through this collaboration, SIU is being actively promoted to students, parents, teachers, and leaders both regionally and globally. Additionally, support generated from this partnership serves to benefit regional students and schools by eliminating participant costs, providing student engagement, teacher professional development, and creating new scholarship opportunities for international students to enroll at SIU. Indeed, this international partnership exemplifies SERC's unwavering commitment to advancing STEM education while championing principles of equity and diversity. Through collaborative efforts and strategic initiatives, SERC continues to make significant strides towards fostering excellence and inclusivity within the academic community at SIU and beyond.

Sustainability: During FY 2025, SERC played a pivotal role in advancing the university's sustainability objectives through various initiatives and endeavors

A collaborative effort by an interdisciplinary team of scientists, educators, and administrators developed an innovative earth science and sustainability (ESS) education and scholarship program funded for $1.33 million by the NSF. The team's Scholarships in STEM (S-STEM) grant proposal titled **Converging Earth Science and Sustainability Education and Experience to Prepare Next-Generation Geoscientists** started in January 2023. See this news article for more information - https://news.siu.edu/2022/08/082422-SIU-research-team-wins-1.33M-NSF-grant-to-train-sustainability-focused-geoscientists.php). This ESS S-STEM initiative is designed to recruit geoscience community college students to SIU and provide 80 scholarships of up to $10,000 per year to support student's cost of education. The leadership team includes Dr. Ruopu Li, Dr. Harvey Henson (SERC Director), Dr. Leslie Durham, and Dr. Justin Schoof, all esteemed faculty members of the School of Earth Systems and Sustainability, along with Wendell Williams, Vice Chancellor for Enrollment Management. The ESS and program Together the SIU team are helping prepare the next generation of sustainability minded graduates and STEM professionals.

SERC's collaboration with the CLEAN SoIL organization is another program focused on sustainability and the regional environment. CLEAN SoIL is a non-profit organization dedicated to eradicating litter in southern Illinois through education, community action, and proactive marketing. The group was founded by Dr. Glenn Poshard, former President of SIU and ex-U.S. Congressman, alongside Les Winkler, a renowned Southern Illinoisan Outdoors writer. In an effort to bolster their mission, CLEAN SoIL invited SIU to join forces in their endeavor to clean southern Illinois. SERC and the School of Education (SOE) at SIU are collaborating on the education component. This collaborative effort underscores the commitment of all

stakeholders to combat litter and promote environmental stewardship in southern Illinois. Dr. Henson spearheads this collaboration and serves as the Education Committee Co-Chair on the board of directors for CLEAN SoIL. Additionally, CLEAN SoIL extended support to SIU with a graduate assistantship in FY 2023 and 2024 to assist with curriculum development and outreach objectives. Under Dr. Henson's supervision, the graduate student and the education team engaged in curriculum development. Moreover, SERC staff and faculty, in collaboration with SOE faculty and preservice teacher candidates, are diligently crafting new curriculum materials, learning resources, and a dedicated website (https://stemedresearch.siu.edu/programs/clean-soil/).

Support for IBHE "A Thriving Illinois" Strategic Plan Goals and Core Principals

Students are our priority.

The SERC is actively addressing the STEM workforce pipeline in Illinois by offering instructional support aimed at enhancing student outcomes across various educational levels, including PreK-12, undergraduate, and graduate programs. Through established partnerships with numerous PreK-12 teachers and administrators in public schools, as well as fruitful collaborations with STEM faculty and staff at SIU, SERC has fostered highly successful, externally funded, and productive service and research projects. The SERC has spearheaded regional, state, national, and international projects and programs aimed at bolstering STEM education and literacy. These collaborative efforts are instrumental in enhancing academic preparation and fostering motivation in STEM disciplines, facilitating a smooth transition for Illinois students from high school to higher education and eventual careers in STEM fields. Further, SERC diligently provides student work, scholarships, waivers, and graduate assistantships to bolster students' academic achievements within the Center and across the SIU campus.

One notable scholarship initiative, Pathways to STEM Leadership, spearheaded by PI Dr. Bruce DeRuntz and Co-PI Dr. Harvey Henson, developed many STEM leaders throughout FY 2023 and into FY 2024. This scholarship program, supported by the NSF S-STEM program, catered to academically gifted, low-income, and underrepresented students pursuing STEM majors. The scholarship addressed students' unmet financial needs by offering support of up to $10,000 per year. Student participation in the leadership development program reflects the diversity of the university population. Success metrics for the STEM leadership program were remarkable, boasting a 96% student graduation rate and a 94% placement rate in STEM careers. The Pathways to STEM Leadership initiative, through its comprehensive training and co-curricular activities, was instrumental in nurturing the next generation of critical STEM leaders. Plans to transform and expand the program through grant funding, industry sponsorship, and multi-institutional collaboration are being considered.

Through these educator-focused and student-centered initiatives and others, SERC steadfastly upholds its commitment to advancing STEM education and ensuring the success of students not only in Illinois but also beyond its borders.

Equity drives our system.

SERC is service unit deeply committed to fostering partnerships and initiatives that offer support and opportunities to a diverse range of learners and educators. This commitment is manifested through various avenues such as scholarships, co-curricular experiences, internships, graduate assistantships, student employment, teacher fellowships, independent contractor opportunities, and tuition waivers. SERC recognizes the significant financial obstacles

faced by students, parents, teachers, and administrators in pursuing and achieving academic and scholarly success. This challenge is particularly pronounced among underserved groups including students of color, first-generation college students, low-income students, adult learners, rural students, veterans, and others.

To address these challenges, SERC collaborators and researchers are diligently working to secure support funding through external grant and contract awards, as well as through partnerships with regional community organizations. Notably, SERC's director, Dr. Harvey Henson, served as a Co-PI on 2 NSF S-STEM (Scholarships for STEM students) grants and led other grants that are currently funded or pending approval (refer to section 11.4 for details). Dr. Henson is collaborating with faculty colleagues in the School of Aviation on a NSF S-STEM proposal. Such grants represent a substantial investment, providing millions of dollars to support student scholarships, PreK-12 teacher fellowships, waivers, supplemental salaries, and enhancements to academic programs across the region and state.

The SIU partnership with STS in Singapore is providing opportunities for STEM engagement, promoting scholastic equity, and offering scholarship opportunities to students and families globally, in 45 countries. SERC is working with Mr. Henry Ong and STS of Singapore to expand these opportunities to support more international students to apply and enroll at SIU.

Higher education is a public good that enriches life.

The SERC is dedicated to supporting evidence-based, hands-on education and professional development initiatives for both current and aspiring science and math educators. Collaborating closely with the School of Education (SOE) and the College of Agricultural, Life, and Physical Sciences (CALPS) at SIU, SERC facilitates partnerships that enhance teacher training and development. The SERC provides services to the community, supports and participates in multiple events and activities on and off campus, strives to enhance student learning and success, and generates innovation and new knowledge through research.

For example, the Center offers financial assistance to various initiatives including the Regional and State Science Fair, the Science in the South regional teacher conference, the Teen Science Café, the Illinois Junior Science and Humanities Symposium, Expanding Your Horizons, and Registered Student Organizations. Additionally, the Center provides support in the form of student scholarships, tuition waivers, supplemental teacher salaries, and research grants for undergraduate and graduate students. Throughout the year, SERC's faculty, staff, and students leverage their expertise to make meaningful contributions to the community, local schools, and civic partners, enriching the educational landscape and fostering engagement in STEM disciplines.

As noted earlier, the SERC, School of Education (SOE) and Touch of Nature Outdoor Education Center (TNOEC) joined efforts to support the CLEAN SoIL (Clean Southern Illinois) initiative. CLEAN SoIL is a non-profit organization striving to eliminate litter in southern Illinois through education, community action, and aggressive marketing. CLEAN SoIL founders are Dr. Glenn Poshard, past President of SIU and former U.S. Congressman, and Les Winkler, Southern Illinoisan Outdoors writer. CLEAN Soil provided support to SIU in the form of a graduate assistantship. SERC staff are working with faculty and pre-service teacher candidates in the SOE to develop new curriculum, learning resources, and a website (https://stemedresearch.siu.edu/programs/clean-soil/). Dr. Henson serves on the board as the

Education Committee Co-Chair, supervises graduate students, and leads the curriculum development team.

SERC faculty and staff actively engage with colleagues from several programs at SIU. In addition to ongoing partnerships with colleagues in SOE, College of Engineering, Computing, Technology, and Mathematics (CECTM), and CALPS, collaboration extended to include the College of Health and Human Sciences, College of Liberal Arts, and the Center for International Education (CIE). Plans are underway to establish additional collaborations with colleagues in other STEM schools and units. These efforts aim to diversify student enrollment and create opportunities to cultivate a highly qualified workforce of STEM educators and professionals, not only in Illinois but also beyond.

Our diverse institutions work in concert.

SERC continued its pursuit of partnerships aimed at fostering student success in STEM fields, submitting proposals to secure funding for new research initiatives and discoveries that contribute to the growth and vitality of local, regional, and state economies. SIU SERC and SIU is collaborating with SIUE and eight other universities and community colleges in Illinois to expand the FLIP classroom teaching model to enhance STEM learning experiences for on campus. A multi-institution collaborative proposal was submitted for funding to the NSF.

STEM faculty and staff at SIU secured a significant amount of new revenue in FY 2025, reflecting the success of collaborative efforts across the SIU campus and beyond in obtaining competitive external funding for research, service, and educational program development (refer to section 11.4 for details). These funds played a crucial role in supporting faculty, staff, and students to work collaboratively towards achieving the goals of SERC, SIU, and the funding agencies.

11.4 Evidence of Support for Center/Institute Objectives

Objective 1. *Develop STEM education and research programs at SIU and support existing programs by obtaining grant and contract funding.*

The SERC faculty and staff collaborated to obtain external funding to advance STEM education and research at SIU. Center faculty and staff served as principal investigator (PI) or Co-PI on 16 grant proposals submitted in FY 2025. As noted below, four of these proposals were awarded and implemented in FY 2025, and three proposals are still pending. Ten previously funded grants and contracts continued in FY 2025. External funding totaled $3.38M in FY 2025.

Direct External Support: The SERC at SIUC received external support for funded programs through contracts and grants as listed below.

Grant Proposals Funded In FY 2025

1. "*ISBE Illinois Youth Risk Behavior Survey*"
   PI: Harvey Henson Co-PIs: Daniel Brown & Wasantha Jayawardene
   Agency: ISBE Dates: 07/01/25 – 06/30/29 ($396,905)

2. "*Saluki VR Developers Program*"
   PI: Poopalasingam Sivakumar Co-PIs: Harvey Henson, Corrine Brevik, Koushik Sinha, Tobias Merriman & Daniel Brown
   Agency: ISBE Dates: 10/07/24 – 06/30/26 ($104,290)

3. *"Illinois Junior Science and Humanities Symposium"*
   PI: Harvey Henson Co-PIs: Amanda Weidhuner & Angela Henson
   Agency: National Science Teaching Association Dates: 10/01/24 - 07/31/25 ($20,916)

4. *"Special Education Behavior Assessment Training Project"*
   PI: Harvey Henson Co-PIs: Daniel Brown & Louise Yoho
   Agency: Illinois State Board of Education Dates: 7/01/24 - 6/30/25 ($2,500,000)

Grant Proposals Submitted In FY 2025 - Pending

1. "*Collaborative Research: Treatment of Moral Injury in Rural Veterans to Promote Academic Success"*
   PI: Justin McDaniel Co-PIs: Harvey Henson & Bruce DeRuntz
   Agency: NSF Dates: 08/01/2026 - 07/30/2031 ($1,110,833)

2. "*GEAR UP Southern Illinois*"
   PI: Harvey Henson Co-PI: Daniel Brown Agency: U.S. Department of Education
   Dates: 7/01/2025 – 06/30/2032 ($2,912,000)

3. *"Way of the Paddle"*
   PI: Henson, Harvey Co-PI: Steve Gariepy
   Agency: Illinois EPA Dates: 7/01/24 – 6/30/2026 ($183,892)

Grants Continuing In FY 2025

1. *"Veterans Research Supplement: Rural Veteran Personality, Delay Discounting, and the Interference Preservation Hypothesis"*
   PI: Justin McDaniel Co-PIs: Harvey Henson & Yvonne Hunter-Johnson
   Agency: NSF Dates: 05/23/24 - 08/31/26 ($32,654)

2. *"Program Evaluation - Firearm Violence Prevention"*
   PI: Harvey Henson Co-PIs: Daniel Brown, Wasantha Jayawardene, Minghui Hou, Amanda Weidhuner, Jennifer Rhodes, Duane Lickteig & Jenna Jamieson
   Agency: Illinois Dept of Human Services Dates: 05/01/24 - 04/30/27 ($2,323,671)

3. "*Illinois Junior Science and Humanities Symposium*"
   PI: Harvey Henson Co-PIs: Amanda Weidhuner, Angela Henson & Duane Lickteig
   Agency: National Science Teaching Association Dates: 10/01/23 - 07/31/24 ($17,960)

4. *"BCSER: Rural Veteran Personality, Delay Discounting, and the Interference Preservation Hypothesis"*
   PI: Justin McDaniel Co-PIs: Harvey Henson & Yvonne Hunter-Johnson
   Agency: NSF Dates: 09/01/23 - 11/13/26 ($341,617)

5. *"SolarSTEAM (Science, Technology, Engineering, Arts, & Mathematics) Eclipse Initiative"*
   PI: Harvey Henson Co-Is: Robert Baer, Justin McDaniel, Corrine Brevik, Blair Allen & Michelle Nichols Agency: NASA (Invited) Dates: 8/21/23 - 6/30/26 ($3,987,178)

6. *"REAL Field Trip Model for the 2023 Annular and 2024 Total Solar Eclipses"*
   PI: Corrine Brevik Co-PI Harvey Henson, Bob Baer, Karla Berry & Michelle Nichols
   Agency: NSF Dates: 07/01/23 – 6/30/25 ($465,000)
7. "Citizen Science for 2024: The Dynamic Eclipse Broadcast Initiative"
   PI Robert Baer Co-Is: Harvey Henson, Corinne Brevik, Matt Penn Heidi Bjerke, David Gerdes Agency: NASA Dates: 4/25/23 – 4/24/25 ($314,440)
8. "*Converging Earth Science and Sustainability Education and Experience to Prepare Next-Generation Geoscientists*"
   PI: Ruopu Li Co-PIs: Harvey Henson, Leslie Durham, Justin Schoof & Wendell Williams
   Agency: NSF S-STEM Dates: 01/01/23 - 12/31/27 ($1,333,365)
9. "*Einstein's Incredible Universe: A Media Project Engaging Girls in Astrophysics during the 2024 Total Solar Eclipse*"
   PI: Harvey Henson Co-PI: Robert Baer
   Agency: NSF AISL - Cosmic Pictures - Subaward Dates: 01/01/23 - 9/30/24 ($268,008)
10. "*Collaborative Research: CyberTraining: Pilot: Research Workforce Development for Deep Learning Systems in Advanced GPU Cyberinfrastructure*"
    PI: Ruopu Li Co-PI: Iraklis Anagnostopoulos Evaluator: Harvey Henson
    Agency: NSF Dates: 12/01/22 – 11/30/24 ($63,783)

Indirect Cost Recovery Funds: These contracts and grants listed above generated indirect cost recovery funds, which were used by the Center to cover operational costs and to support STEM faculty, staff, students, and other programs on and off campus.

Examples: Faculty collaborators received support from SERC grant funding, including assistance with conference travel, student assistantships and waivers, research support, and summer salary, which benefited their departments and academic programs. For instance, SERC allocated resources for the procurement of 3D printers and supplies to bolster research, teaching, outreach, and service initiatives within the mathematics education program. This investment facilitated the advancement of innovative projects and contributed to the overall enhancement of educational and research endeavors at SIU. Indirect costs from SERC grants and contracts were shared with academic units (programs, schools and colleges).

Dr. Harvey Henson served as Principal Investigator (PI) for the **Illinois Junior Science and Humanities Symposium** (IJSHS) project, along with Co-PIs Dr. Amanda Weidhuner and Angela Henson. The SERC extended support by providing matching funds, while staff contributed in-kind efforts to bolster the program. Additionally, the SERC facilitated a teacher cash award and offered assistance for participants' travel to the National competition. The IJSHS program, a tri-service initiative sponsored by the DoD with support from the U.S. Army, Navy, and Air Force, is coordinated through the National Science Teaching Association. Objectives include fostering original STEM research and learning at the high school level, acknowledging exceptional student accomplishments, and granting scholarships. Furthermore, the SERC played a pivotal role in recruitment, organization, and adjudication for the symposium in Illinois.

The SERC staff recruited qualified students and partners to judge the **Illinois Junior Academy of Science Region 8 Science Fair** on the SIU campus. SERC provides financial support for multiple awards in recognition of student projects that exemplify STEM innovation or creativity to

encourage interest in STEM. The SERC staff also participated in *Expanding Your Horizons* conference, which provides hands-on enrichment for girls in grades five through nine. SERC staff collaborated with pre-service STEM education students who served as student ambassadors at multiple SIU *Open House*, *SIU Day,* and other new student recruitment events. SERC provided training, meals and SIU polo shirts for these ambassadors. SERC provided pre-service teachers enhanced STEM education experience in science and math methods courses by purchasing equipment and materials, presenting STEM research and results, inviting guest speakers, and supporting graduate student presentations such as CLEAN SoIL, *Project Wild*, Digital Sandbox and 3D mapping.

Both graduate and undergraduate students benefited from teacher professional development workshops, engaged in STEM research endeavors, and gained exposure through emerging programs such as the **Illinois Science Assessment** (ISA) Partnership. SERC secured a $13 million, five-year contract with the Illinois State Board of Education in 2018 to lead the ISA collaboration. This collaboration expanded significantly in FY 2022, encompassing state-wide assessment item development involving experts from SIU Carbondale and six other universities. Pre-service teachers and graduate students actively contributed to project planning and development, participating within a network comprising over 400 in-service teacher partners and leaders collaborating with the ISBE initiative.

The **Pathways to STEM Leadership** project, supported by the National Science Foundation (NSF), enhanced the Leadership Development Program (LDP) overseen by Dr. Bruce DeRuntz. This initiative provided scholarships to financially disadvantaged and underrepresented STEM majors. The program, which engaged STEM faculty and scholars from various disciplines across SIU, emphasized the cultivation of STEM leaders through peer mentoring and co-curricular activities using a Social Interdependence model. Within this framework, the SERC employs select students and sponsors co-curricular projects led by student leadership teams. A collaborative proposal, led by Dr. Bruce DeRuntz, was developed to explore the implementation of an expanded leadership development curriculum. Currently Drs. DeRuntz and Henson are exploring adapting and implementing the LDP model across multiple institutions, and submission of this proposal to the NSF is being considered. Multiple manuscripts are in review for publication or in preparation.

Objective 2. *Provide professional learning, curriculum development, workshops and support for K-12 teachers and administrators.*

The **Special Education Behavior Assessment Training** (SPED BAT) project continued a second year in partnership with and sponsored by the Illinois State Board of Education in FY 2025. SPED BAT project helps educators around the state find effective ways to assist students with disabilities and behavioral concerns stay in school rather than face disciplinary action such as suspension or expulsion. SERC received $5.841 million in 2023 to administer the SPED BAT project over the past two years, and was awarded $2.5M to lead the project in FY 2025.

SERC substantially exceeded contractual expectations in FY 2025, expanding statewide professional learning, district-level support, and dissemination of evidence-based behavioral practices. Despite winter weather disruptions, BAT successfully delivered four regional conferences across Illinois, drawing strong participation and high satisfaction ratings, with over 90% of respondents reporting the events were useful and relevant to their professional roles.

Regional Specialists far surpassed the required number of trainings by delivering 88 in-person professional learning events to 2,248 educators and school personnel statewide. Survey results

indicate meaningful impact: most participants reported gaining new, usable knowledge, developing the skills needed to implement strategies, and intending to apply evidence-based practices in their schools. Presenter expertise and session quality were consistently rated highly. BAT also doubled its required webinar hours, providing 24 webinars totaling over 41 content hours and reaching 1,670 participants. Feedback from these sessions reflected similarly strong outcomes, including high levels of implementation readiness and confidence in presenter knowledge.

Targeted district and Tiered Support further strengthened local capacity. A multi-session paraprofessional series across four districts increased participant confidence in understanding and applying positive behavioral interventions and supports. Two years of Tier 3 support concluded successfully for Freeport #144, which was removed from Tiered status per ISBE, reflecting measurable district progress. Additional districts engaged in planning and collaboration for continued support.

BAT also expanded its digital learning and resource infrastructure. Ten new online modules were developed, bringing the total to 46 modules across 13 courses, with strong registration and completion rates. The project published eight new chapters of its online Toolkit, addressing MTSS, FBA/BIP development, restorative practices, trauma-informed approaches, transition planning, and related guidance, aligned with updated federal recommendations.

Overall, BAT's FY 2025 work reached thousands of Illinois educators through conferences, in-person trainings, webinars, online modules, and district supports. Participant feedback consistently demonstrated high satisfaction, increased implementation confidence, and strong intent to apply evidence-based behavioral practices. Collectively, these outcomes reflect significant progress in strengthening statewide capacity to support positive student behavior and improve educational environments. SERC will apply for funding to continue the project through FY 2028.

Science Professional Learning (PL) supported by the Illinois State Board of Education in partnership and the National Science Teaching Association (NSTA) provided $400,000 to SERC at SIU to work with NSTA on program development and implementation. The program successfully engaged a total of 554 Illinois educators through targeted science PL webinars (online) in spring 2024, and a total of 58 educators were engaged through science PL workshops (in-person) during June 2024. These PL offerings were aligned with the Illinois Learning Standards in Science (ILS-S) based on the Next Generation Science Standards (NGSS). The FY2024 program comprised four webinars and one in-person workshop conducted in three locations: Bloomington (Central Illinois), Glen Ellyn (Northern Illinois), and Carbondale (Southern Illinois). Informed by the Science Professional Learning Needs Assessment (SPLNAS) survey, which identified educators' strong preferences for assessing three-dimensional learning and implementing phenomena-driven instruction, the PL Initiative aimed to increase educators' confidence, readiness, and ability to effectively implement science teaching and learning practices aligned with the NGSS. SERC wrapped up this partnership in early FY 2025.

In FY 2025, SERC supported and participated in **Science in the South**, a premier professional development conference tailored for educators from southern Illinois. Its core mission is to augment teaching skills, deepen content knowledge, and facilitate networking opportunities among educators to share innovative STEM teaching strategies. The conference, which typically draws an average attendance of around 200 participants, provides a diverse array of workshops led by peers, STEM faculty, administrators, scientists, and other subject matter experts. SERC

staff played integral roles within the Science in the South steering committee, spearheading efforts to organize and help host the conference. By collaborating closely with other stakeholders, SERC ensured that Science in the South offered a rich tapestry of relevant, informative, and stimulating workshops, fostering an environment conducive to professional growth and collaborative exchange among educators passionate about STEM education.

Objective 3. *Research and facilitate strategies of teaching aligned to the Next Generation Science Standards and Common Core State Standards for improved student and public literacy.*

Graduate students supported by SERC in collaboration with faculty and colleagues conducted research on teacher preparation in STEM education. Research findings from these endeavors were disseminated through presentations at numerous national and regional conferences, enriching discourse within the educational community. Collaborators contributed research articles to esteemed journals, including *Critical Issues in Teacher Education*, *Journal of Addiction Medicine*, *North American GeoGebra Journal*, *Environmental Health Insights, American Society of Engineering Education*.

One area of research concentrated on STEM teacher development within pre-service education, particularly examining the evolution of pre-service elementary teachers' conceptual grasp of scientific literacy. Furthermore, SERC faculty and graduate students undertook investigations into the impact of scoring the Illinois Science Assessment (ISA) on K-12 science teachers' instructional design. By analyzing data collected from ISA scoring participants, the study aims to delineate how their experiences influenced science instruction and engagement within K-12 classrooms.

Currently, SERC staff are in the planning stages of a study involving ISA teacher participants. This initiative aims to gather additional data, enabling a deeper understanding of teacher experiences and instructional design nuances, thereby facilitating the development of targeted interventions to enhance student achievement and bolster teacher knowledge and pedagogy. Grant and contract-funded projects were initiated by SERC to assist educators in comprehending the Next Generation Science Standards (NGSS) and Common Core State Standards. SERC offered resources and opportunities aimed at enhancing understanding and alignment with these standards. SERC faculty crafted research-based learning experiences within grant programs, supported educators in crafting standards-based lessons and assessments, and provided guidance and mentorship in action research development, writing, and presentation.

Objective 4. *Build partnerships with local, state and national stakeholders to advance STEM teaching, learning and research.*

Faculty and staff at SERC continued to foster partnerships with the Regional Offices of Education (ROE) and school districts within the SIU service area and beyond. These partnerships facilitated avenues for service and have been instrumental in securing grants and targeting professional learning initiatives for teachers through workshops and STEM education programs, as discussed in various sections of this report.

Innovation Hub - The Innovation Hub is a partnership between the Illinois Mathematics and Science Academy (IMSA) and the STEM Education Research Center (SERC) at Southern Illinois University. Based on the SIU campus, it serves educators and students across southern Illinois by expanding access to high-quality STEM programming, professional learning, and innovative

instructional resources. Patrick Young, Development Specialist with IMSA's Center for Teaching and Learning, is embedded within SERC and is the inaugural Innovation Hub Manager. The Hub advances regional STEM capacity of SERC by integrating IMSA expertise with SIU's research, outreach, and educator preparation efforts. Two Hub outreach programs are described below.

Sensory Engineering in the Field - Through an NSF-sponsored Summer Research Experience for Teachers (RET) in Neural Science/Engineering with Dr. Satish Nair (University of Missouri), a four-hour middle school unit was developed modeling human sensory systems through agricultural applications. Designed for grades 6–8, the curriculum engages students in programming BBC micro:bits and external sensors to simulate how farmers detect plant pathology, drawing explicit connections between electronic and human sensory systems.

The unit was field-tested with 125 sixth-grade students at Marion Junior High School (IL), where implementation was successful and hardware was secured for continued use. The curriculum was subsequently presented to 30 middle school teachers at Kane County Institute Day (Aurora, IL) and to 15 computer science teachers at the Illinois Learning Technology Center's Computer Science PD Week (Springfield, IL).

The work expanded into a week-long summer camp at SIU (July 21–25, 2025), where students coded microprocessors and programmed robots to navigate simulated soybean fields, integrating computational thinking, engineering design, and applied agricultural science.

Elementary Einstein – This Innovation Hub project in partnership with University of Illinois Extension 4-H, was delivered to elementary schools across five southern Illinois counties. Developed and published on IMSA Digital Commons, the program promotes inquiry-based physics learning using simple classroom materials and the children's book On a Beam of Light to contextualize exploration of electricity, magnetism, and light.

Implementation included direct classroom engagement with fifth-grade students at Crab Orchard Elementary (Marion, IL) and a regional professional development workshop for elementary educators at the Science in the South Conference (John A. Logan College, April 11, 2025). The program advances inquiry-rich STEM instruction while equipping teachers with accessible, replicable physics investigations.

Earthquake Awareness and Preparedness - SERC researchers and earthquake experts, under the leadership of Director Henson, spearheaded community outreach and education efforts focused on natural disaster mitigation and preparedness in the Midwest region. This initiative included an ongoing earthquake awareness and preparedness partnership with Scott Hodgson at the University of Oklahoma, the Central United States Earthquake Consortium (CUSEC), the Illinois Emergency Management Agency (IEMA), and the *Great ShakeOut*, which continued in FY 2025.

Director Henson engaged in television and radio news programs, offering insights and discussions on earthquake awareness and preparedness. Furthermore, Henson collaborated with SERC staff member Larry Dunlap-Berg on earthquake outreach and practice of the *Drop, Cover, and Hold On* drill with students, teachers, parents, officials, and faculty members. The earthquake informational kiosk developed in partnership with the Illinois Emergency Management Agency was used to facilitate outreach and public education regarding earthquake threats to the Midwest. SERC hopes to obtain funding to deploy additional portable kiosks in other states, further expanding outreach efforts and raising awareness about

earthquake preparedness across the US.

Objective 5. *Build partnerships to improve and implement state assessments.*

The STEM Education Research Center (SERC) at Southern Illinois University Carbondale concluded its seventh and final year administering the Illinois Science Assessment (ISA) through an intergovernmental agreement with the Illinois State Board of Education in FY 2024. The ISA is a statewide, online assessment serving approximately 425,000 Illinois students in grades 5, 8, and 11 and aligned to the Illinois Learning Standards for Science based on the Next Generation Science Standards. SERC coordinated a large-scale partnership that engaged faculty and researchers from seven universities and more than 400 K–12 educators, administrators, and STEM professionals statewide to develop assessment items, expand the ISA test bank, and support hand-scoring of extended-response items. In collaboration with the National Science Teaching Association, the project also provided standards-aligned professional development and created a robust educator network dedicated to high-quality science assessment design, implementation, and scoring.

As reflected in FY2025, the ISA partnership stands as a significant model for cross-sector collaboration to strengthen statewide assessment systems. By directly involving educators in item development and scoring, the initiative reinforced the integral relationship among curriculum, instruction, and assessment, increasing teacher expertise, confidence, and alignment to standards-based instruction. The partnership enhanced the technical quality, validity, and reliability of Illinois' science assessment while building statewide capacity for implementing rigorous, NGSS-aligned measures of student learning. Its outcomes provide a durable framework for future state–university partnerships, demonstrating how sustained collaboration can improve assessment quality, deepen professional learning, and ultimately advance science achievement across Illinois.

Objective 6. *Collaborate with the SIU community to provide students with excellent preparation for STEM programs and professions.*

The SERC has been successful in obtaining a wide range of contracts and grants to support its activities (see section 11.4). As discussed previously, these funds provided support for undergraduate and graduate students in their preparation for careers in STEM and education. Support ranged from undergraduate scholarships, student waivers, and graduate assistantships. SERC faculty and staff served on thesis and dissertation committees. The SERC also provided student mentoring to students, and student organizations including the STEM Education Ambassadors, Education Living and Learning Community, Saluki Science Ambassadors, Science Living and Learning Community, and Leadership Development Program. The SERC partnerships continued to assist and improve students' academic preparation and increase motivation in STEM so that Illinois students successfully prepare for STEM careers.

In addition to the financial support, several undergraduate and graduate students at SIU and at seven other universities were mentored by faculty and involved in the ISA activities as described in prior sections of this report. This experience was particularly valuable to preservice teachers and students interested in education careers. Several graduate students learned research skills related to assessment practices, data management and analysis, psychometric tasks, and other skills used in general assessment and STEM education research.

Nearly three years ago, SERC facilitated workshops for faculty interested in the NSF Scholarships for STEM (S-STEM) program in collaboration with the Office of Vice Chancellor of

Research and the Office of Sponsored Projects Administration. These workshops aimed to equip participants with skills and partnerships necessary for developing S-STEM grant proposals to secure scholarships supporting STEM students at SIU. The S-STEM grant proposal, **Converging Earth Science and Sustainability Education and Experience to Prepare Next-Generation Geoscientists**, was submitted to the NSF and selected for award. The leadership team members are Wendell Williams, Vice Chancellor for Enrollment Management, and School of Earth Systems & Sustainability faculty Dr. Ruopu Li (PI), Dr. Harvey Henson (SERC Director), Dr. Leslie Durham, and Dr. Justin Schoof. This S-STEM project was awarded $1.33M by the NSF and exemplifies collaborative success and underscores the potential for future workshops based on this achievement (see https://news.siu.edu/2022/08/082422-SIU-research-team-wins-1.33M-NSF-grant-to-train-sustainability-focused-geoscientists.php).

Another noteworthy NSF-funded S-STEM initiative, **Pathways to STEM Lead**ership, was established by PI Bruce DeRuntz and Co-PI Henson. Originating in 2007 with a focus on engineering majors, the program expanded to encompass all STEM disciplines with additional NSF funding. The program boasts a remarkable 96% graduation rate and an impressive 94% placement rate in STEM careers. Program outcomes and experiences were shared with the wider academic community through presentations at national conferences in Engineering and STEM education during FY 2022 and FY 2023. Additional presentations were made this year, and manuscripts are in preparation to further disseminate the program's impact and insights.

Throughout FY 2025, SERC developed collaborations among faculty and staff across various disciplines, including science education, math education, engineering, quantitative methods, geography, geology, anthropology, health and human services, and others. These collaborations aim to advance STEM research, plan new education initiatives, foster interdisciplinary approaches to research, and exchange and enhance knowledge. Looking ahead, plans are underway to broaden and enrich STEM research and education efforts by involving faculty and students from the College of Arts and Media, School of Aviation, and other academic units at SIU.

The SERC continued partnerships with STEM and education faculty to help improve students' educational success. The SERC purchased resources, helped create innovative materials, and offered ancillary support to STEM courses and instructors. Working with colleague Dr. Lingguo Bu, materials were supplied to create STEM-Art and 3D designs for math and STEM education in the 3D Printing Lab. Dr. Bu has developed and released hundreds of designs (see https://www.thingiverse.com/lgbu/designs).

SERC has served public school teachers and provided access to the dynamic resources, vast expertise, and dedicated personnel at SIU. The SERC aims to be a hub of support and innovation for the STEM community at SIU, and to serve other campus educators, student organizations, and students when they need answers in the changing landscape of learning in today's academic environment. The objective is to provide a central point of contact for common issues such as school visits, outreach materials, and coordinating volunteers. SERC seeks to enable sharing of resources, learning materials, equipment, or personnel, and to initiate, facilitate and foster research partnerships among STEM stakeholders, educators, faculty and students.

As SERC staffing grows, we are poised to enhance engagement and foster partnerships with registered student organizations (RSOs), leveraging their potential as force multipliers in STEM education and outreach efforts. Our strategy entails strengthening communication with STEM programs throughout the campus, amplifying sponsorship of events that celebrate and

promote STEM programs and professions, including sporting, media, and arts events. Additionally, we plan to extend STEM education and engagement initiatives into the residential learning communities (LLCs) on campus, ensuring a holistic approach to fostering STEM interest and participation among students. Through these concerted efforts, we aim to cultivate a vibrant culture of STEM exploration and innovation across the university community.

11.5 Evidence of Organizational Effectiveness

SERC was highly effective at achieving organizational, university and IBHE goals (section 9.3 Objectives and section 11.3) in each area this year as discussed in the previous section (11.4).

Service and Outreach Activities

See examples of professional and community service described in sections 11.2, 11.3, and 11.4.

Involvement in Instruction

Although SERC is a service and research unit and does not directly manage academic instruction or program administration, our indirect contributions to these areas are significant. Additionally, our non-formal and experiential education and community outreach are particularly effective and uniquely contribute to achieving IBHE and SIU goals.

SERC facilitates faculty collaboration to enhance and research STEM education through innovative grants and contracts. For instance, Dr. Bruce DeRuntz (PI) and SERC Director Dr. Harvey Henson served as Co-PI for the **Pathways to STEM Leadership** grant, utilizing nearly $1M in funding from the NSF S-STEM undergraduate scholarship program to bolster students' success in STEM and foster professional development in leadership. Dr. Henson is a Co-PI on the new S-STEM project, **Converging Earth Science and Sustainability Education and Experience to Prepare Next-Generation Geoscientists**. Both STEM grant programs significantly enhance and support academic student success.

Faculty members who collaborate within SERC spearhead innovative formal and informal education and outreach programs, direct academic programs or departments, lead STEM initiatives, and instruct undergraduate and graduate courses in STEM and STEM education. SERC continues to offer undergraduate and graduate students meaningful service experiences in STEM, mentoring them to contribute to teaching, research, and service endeavors. Through external grant and contract funding, five graduate students and eight undergraduate students were directly employed within SERC. These students were supervised by SERC faculty and staff and received mentorship or advisement from STEM faculty members. Their involvement provided valuable co-curricular exposure to STEM education and research, equipping them with professional and academic skills while offering financial support.

Staffing Updates

Staffing for SERC decreased slightly by 1.96 FTE to 15.69 FTE during FY 2025. Three staff transitioned out of SERC to advance their STEM and education careers in the southern Illinois region. Notably, one accepted a tenure-track faculty position at SIU in Agriculture, one took a position with a Regional Office of Education, and another colleague took a law enforcement position with the city of Carbondale. Jo Dubrava was hired in November as Senior Business

Manager. Several undergraduate students and graduate assistants were hired in FY 2025 to replace graduating students. Stephen Gariepy moved to full time in order to expand non-formal education and outreach programing as noted in previous sections. Patrick Young, Development Specialist and educator with the Center for Teaching and Learning at the Illinois Mathematics and Science Academy (IMSA), was imbedded in SERC as the (inaugural) Innovation Hub Manager. The Innovation Hub is a partnership between IMSA and SERC on the SIU campus to serve teachers and students in the southern Illinois region (see Objective 4, section 11.4).

Grant and Contract Applications and Research Outcomes

The FY 2025 goal for grant and contract proposal submissions was exceeded by 11. Center faculty and staff served as principal investigator (PI) or Co-PI on 16 grant and contract proposals submitted in FY 2025, 4 of these proposals were funded, and 10 grants/contracts continued. Total revenue was approximately $3.38M in FY 2025.

Dissemination of research and service activities supported through external grants and contracts remains a central priority for SERC. The Center is committed to ensuring that findings, innovations, and evidence-based practices are broadly accessible to both scholarly and practitioner communities. Presentation of research and teaching outcomes is an expected and valued component of SERC engagement. The Center actively supports faculty, staff, and students in sharing their work at regional, national, and international venues.

STEM Education Research Center Dissemination Activities

Year	# Peer-Reviewed Publications and Creative Works	# Peer-Reviewed Presentations	FTE Research Faculty & Staff*
FY 2025	5	9	10.74
FY 2024	6	7	12.50
FY 2023	9	11	10.75
FY 2022	12	15	6.25
FY 2021	8	11	3.50
FY 2020	10	11	2.50
FY 2019	8	18	2.25
FY 2018	8	20	2.25
FY 2017	9	13	2.25
FY 2016	5	17	0.25
FY 2015	11	9	0.25

*Corrections were made to FTE reported.

The table above includes only peer-reviewed presentations, peer-reviewed publications, books, book chapters, and invited presentations produced or co-produced by faculty and staff employed by or formally contracted with SERC. Publications and presentations generated by affiliated collaborators who may receive support from SERC, but are not directly employed or contracted by the Center, are not included in this report. This approach provides a focused account of the scholarly productivity and impact directly attributable to SERC personnel, while recognizing that these contributions occur within a broader ecosystem of collaborative research and academic partnership that extends across the institution and beyond.

12. Institutional Assessment

12.1 Date of Last Review 09/10/2019 (see 12.3 Explanation)

12.2 Decision at Last Review

_____ Center/Institute in Good Standing
_____ Center/Institute Flagged for Priority Review
_____ Center/Institute Suspended

12.3 Explanation New unit permanent status was granted by IBHE on 09/10/2019. The next review will occur during 2027-2028. A self-study report was completed May, 2018 while the center was on temporary status.

RESOURCES: STEM Education Research Center

Financial Resources	**FY2025**	**FY2024**	**FY2023**	**FY2022**	**FY2021***
Revenues					
State Appropriations	$0	$0	$0	$0	$0
Income Fund	$0	$0	$0	$0	$0
Grants & Contracts (less Indirect Costs)	$2,791,296	$4,020,547	$7,946,852	$2,841,104	$1,422,455
Other Internal Salary/Startup	$0	$0	$0	$0	$0
Indirect Cost Recovery	$142,366	$188,436	$46,708	$42,657	$26,258
Total Revenues	$2,933,663	$4,208,983	$7,993,560	$2,883,761	$1,448,713
Expenditures					
Faculty & Staff Salary	$1,092,670	$1,266,383	$1,000,263	$355,347	$284,302
GA support & Student Worker	$70,106	$94.262	$202,959	$164,077	$116,342
Supplies, Services, Equip	$808,595	$3,359,167	$5,297,699	$2,321,217	$1,029,925
Travel	$22,189	$63,018	$39,554	$16,873	$1,640
Total Expenditures	$1,993,560	$4,782,830	$6,540,475	$2,857,514	$1,432,210
Revenue Minus Expenditures	$940,103	($573,847	$1,453,085	$26,247	$16,503

Expenditures are categorized in easily understood, consistent categories (e.g., salaries, Graduate Assistant support). Additional rows added as necessary. * Corrections were made to financial revenues and expenditures reported for FY 2021.

Staffing (FTE)	**FY2025**	**FY2024**	**FY2023**	**FY2022**	**FY 2021****
Faculty	2.03	2.0	1.75	1.5	1.5
Staff	8.71	10.5	9.0	4.75	2.0
Graduate Assistants	1.72	4.5	4.5	3.5	2.0
Student Workers	3.24	4.0	4.0	1.75	1.0
Total Staffing	15.69	21.0	19.25	11.5	6.5

FTE is calculated as the proportion of each individual's estimated annual salary charged to the project. ** Corrections were made to FTE reported for FY 2021.

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1,2024 – June 30, 2025

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

1. Reporting Institution: SIU Carbondale

2. Center/Institute: Touch of Nature Outdoor Education Center

3. Date: February 27, 2026

4. Director: Brian Croft

   4.1 Telephone: 618-453-3942

   4.2 E-mail: bcroft@siu.edu

5. Year Established: Land acquired 1949. First programs in 1952.

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: Student Affairs

8. Type

Type	Activity (check all that apply)
Instructional	X
Research	X
Public Service	X

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

9. Overview

9.1 Description

Touch of Nature Outdoor Education Center is a Southern Illinois University-affiliated outdoor education and recreation campus located near Makanda, Illinois, in the scenic Shawnee National Forest region. Its mission is to enhance the lives of all people through immersive outdoor experiences that promote experiential learning, environmental stewardship, wellness, and inclusive access to nature. The center rests on rolling hills beside Little Grassy Lake and offers a rich blend of natural settings, indoor spaces, and lodging that support hands-on education, community events, and group gatherings.

The facilities at Touch of Nature include multi-use indoor spaces like Freeberg Hall and Burke Lounge for dining, meetings, and retreats, bunk-style cabins and lodge accommodations for groups, and extensive outdoor resources such as multi-use trails, fire pits, lakeside areas, and amphitheaters for activities. These venues support a wide range of programs and events throughout the year, including summer camps like Edventure Camp and Camp Little Giant, community festivals, family camps, Leave No Trace trainings, and campus group team-building experiences. Programs engage participants of all ages and abilities in nature exploration, adventure activities, environmental education, and recreation designed to foster personal growth and connection with the outdoors

9.2 Mission

The mission of Touch of Nature Outdoor Education Center is to enhance the lives of all people through outdoor experiences.

9.3 Objectives

Values:

- Experiential Learning
- Sustainability
- Health and Wellness
- Inclusion

10. Advisory Board

10.1 Advisory Board - Membership

Touch of Nature does not have an official advisory board but does have a friends board that is primarily a fundraising board but does some of the work of a traditional advisory board. We also have created a specific advisory committee for Camp Little Giant

10.2 Number of Meetings (In This Year) 6

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	Program Participation	50,000	55,000
2.			
3.			
4.			
5.			

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

11.2 Major Accomplishments (In This Year)

- Financial Stability (In the Black)
- Creation of a Facility Master Plan
- 1st phase of facility improvements including lodges
- Growth of Community Programs including Little Grassy Get Down, Maplefest,
- Pilot Family Camp

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

- Increase in Outdoor Education Programming to local schools
- Continued Growth in Dawg Days Freshman Orientation Programs
- Continued Growth in Outdoor Education Programs from K-12 schools
- Increase in Community Programs

11.4 Evidence of Support for Center/Institute Objectives

- Increased in-kind donations
- Large increase in monetary donations
- Increase (or implementation) of Student Fees

11.5 Evidence of Organizational Effectiveness

Facility Master Plan Creation
New staffing Structure with increased full time staff
Updated Policies and Procedures for the Center

12. Institutional Assessment

12.1 Date of Last Review 2020/2021

12.2 Decision at Last Review

X Center/Institute in Good Standing
_____ Center/Institute Flagged for Priority Review
_____ Center/Institute Suspended

12.3 Explanation NA

RESOURCES: Touch of Nature Outdoor Education Center

Financial Resources	FY2025	FY2024	FY2023	FY 2022	FY2021
Revenues					
State Appropriations	476,261.63	463,557.34	461,844.75	386,000	483,319.03
Income Fund	1,128,477.04	665,109.62	613,773.50	410,796	286,772.14
Grants & Contracts					
xxx					
xxx					
xxx					
Total Revenues	1,604,738.67	1,151,343.72	1,075,618.25		
Expenditures*					
Salaries	754,604.57	766,385.34	588,069.35	674,397	619,952.78
Wages	44,983.01	33,222.77	6,713.53	7,826	1,041.76
Travel	5,199.13	2,028.80		0	0.00
Equipment	30,587.38	3,484.54	3,000.83	19,475	41,491.51
Commodities	144,579.35	136,907.18	41,041.53	100,260	66,920.35
Contractual Services	233,778.38	380,442.55	216,883.51	209,990	154,355.15
Operation of Auto	11,434.22	20,657.97	20,450.02	20,029	18,818.57
Telecommunications	13,925.73	13,403.67	39,122.03	15,148	30,458.68
Employer Contributions	12,286.46	13,092.97	11,889.18	13,006	16,159.58
General Administration		0	2,012.34	20,331	12,106.16
Refunds					
Awards and Grants	219.00	1,080	90	990	187.32
Office Expense		0	20.88	1,172	
NonMandatory Transfers Out	252,658.63	261,200			
Permanent Improvements		2,244.90			
Total Expenditures	1,504,255.86	1,643,478.15	1,282,664.50	1,095,125	961,679.18
Revenue Minus Expenditures	100,482.81	-492,134.43	-207,046.25	-298,329	-191,588.01

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

Staffing (Full Time Equivalent)	FY25	FY24	FY2023	FY2022	FY2021
Faculty				2@25%	2 @ 25%
Staff	15	13	11	2@75 11@100%	11 @ 100% 2 @ 75%
Total Staffing	15	13	11	13	13

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2024 – June 30, 2025

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

1. Reporting Institution: Southern Illinois University Carbondale

2. Center/Institute: WSIU Public Broadcasting

3. Date: February 27, 2026

4. Director: Larry Hunter

   4.1 Telephone: 618-453-6191

   4.2 E-mail: larry.hunter@wsiu.org

5. Year Established: Academic Year established as recognized by the SIU President, - 1958

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: Office of the Chancellor

8. Type

Type	Activity (check all that apply)
Instructional	X
Research	
Public Service	X

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

9. Overview

9.1 Description

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

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

9.2 Mission

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

9.3 Objectives

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

10. Advisory Board

10.1 Advisory Board - Membership

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

10.2 Number of Meetings (In This Year) 6

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	SIRIS (Southern IL Reading Info. Serv.) Subscribers	1,000	1,200
2.	PBS Kids Library Reading Days	100	100
3.	Family Day Attendance at Cedarhurst Mt. Vernon & Henson Robinson Zoo Springfield	1,000	1,100
4.	Indie Lens Pop Up Attendees	100	102
5.	Individual Outreach contacts	1,000	1,500

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

11.2 Major Accomplishments (In This Year)

* PBS KIDS Family Days were held at Cedarhurst Center for the Arts in Mt. Vernon, Illinois, Henson Robinson Zoo in Springfield, Illinois, and Madison Park Christian Church in Quincy, Illinois. Hundreds of families were given books provided by sponsors and received various educational materials while participating in learning activities and engaging with WSIU staff

* Indie Lens Pop-Up is a neighborhood series that brings people together—virtually and in-person—for film screenings and community-driven conversations. WSIU presented six screenings at the Carbondale Public Library. Indie Lens Pop-Up draws residents, leaders, and organizations to discuss what matters most, from newsworthy topics and social issues to family and community relationships. These film screenings are free and open to the public

*Hosted several groups from SIU's Center for English as a Second Language. The visits included presentations and tours from WSIU employees and television interviews to provide valuable experience for the international students, while providing engagement for the region through a television broadcast that is also available in an online archive.

*Expanded educational outreach to area high schools, including school visits and WSIU tours, with the goal of recruiting interns who can gain valuable editorial and technical training

*Held media training events for area middle and high schools with the Marion Public Library

* To help increase awareness of healthy eating and diets, WSIU partnered with Kroger. We visited Kroger groceries throughout southern Illinois with our PBS Kids character 'Super Why'. We provided recipes taken from the PBS Kids 'Healthy Eating' website, and we gave out these recipes to families. These efforts were aimed at steering families towards cooking home-cooked meals as opposed to purchasing fast food. The total number of attendees receiving recipes equaled about 200. The recipes were also available in the Kroger stores for additional distribution.

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

Student Success: WSIU Radio and Television offered students experiential learning opportunities in all aspects of the media industry. WSIU also worked with many community volunteers as part of our radio service for the visually impaired. Diversity and Inclusiveness: Held

documentary cinema screenings and facilitated discussions at the public library to promote awareness of community issues. Community Relations: WSIU maintained a network of strategic community partners to promote education, outreach, and inclusiveness in our communities.

11.4 Evidence of Support for Center/Institute Objectives

WSIU worked with students from throughout the university, including the SIU College of Arts and Media to provide hands on, experiential learning through multiple broadcast productions throughout the fiscal year. These included daily radio newscasts and various video projects, full-length audio programming, Scholastic HiQ, and Capitol View. WSIU Radio, in cooperation with the SIU University Press, and students in the SIU Creative Writing program provided the weekly Blanket Fort Radio podcast that serialized readings of University Press books. The series involves students and community volunteers.

WSIU Radio continued to provide service to some 1,200 subscribers to SIRIS (Southern Illinois Reading Information Service) for the blind and visually impaired. Maintained and operated five full-power television transmitters and three full-power radio transmitters servicing approximately 5-million people in seven states with free over-the-air educational media including local news and information, a full schedule of children's television, and documentary content. WSIU student employees and volunteers played significant roles in content production to augment professional staff in our public service mission both on campus and through remote work opportunities.

WSIU continued working with the Carbondale Public Library to host film screenings and discussions on social issues that impact our viewers and listeners; served as a platform for local voices that reflect our region's unique personality; historical legacy, values, and diversity of opinion through episodes of Scholastic Hi-Q, Eye on Education, In Focus. and the Capitol View series; facilitated educational opportunities for children at local libraries.

WSIU-TV provided production support for the SIU Foundation's Scholarship Banquet, annual Day of Giving for University scholarships and programs. The event featured on-camera appearances by representatives from over 20 colleges, institutes, and other University agencies. Students in the SIUC Department of Radio-Television, and Digital Media operated on cameras and other technical equipment for the daylong event.

11.5 Evidence of Organizational Effectiveness

WSIU serves nearly five million people stretching across a seven-state region on a variety of platforms including multiple digital television channels and radio stations, interactive web platforms, social media and mobile applications. WSIU operates with approximately 52% fewer full-time staff than it employed 20 years ago (down from 50 to 24). WSIU generates $1.7 million in outside grant funding and over $1.2 million in local community support to compliment $652,327 in University operating cash support.

12. Institutional Assessment

12.1 Date of Last Review: 2023

12.2 Decision at Last Review

- X Center/Institute in Good Standing
- ____ Center/Institute Flagged for Priority Review
- ____ Center/Institute Suspended

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

RESOURCES: (WSIU Public Broadcasting) (Connie)

Financial Resources	FY2025 *(unaudited)*	FY2024	FY2023	FY2022	FY2021
Revenues					
State Appropriations	652,327	790,202	784,881	784,447	690,292
Operating Grant – CPB	1,433,317	1,437,192	1,379,414	2,242,801	2,534,849
Operating Grant – State of IL	271,741	271,737	255,800	276,690	254,045
Project Grants	24,853	21,353	21,350	21,353	159,943
Membership Income	745,681	769,212	1,625,048	816,373	878,336
Underwriting Income	454,689	687,895	639,292	546,137	429,774
Production Income	8,181	11,380	80,885	33,396	3,429
Tower Income	54,798	54,841	64,891	63,700	62,267
Royalties (EBS, PBS)	89,309	76,469	74,905	76,629	103,502
Federal Work Study	9,208	8,734	5,241	8,403	7,892
Direct University Support	470,346	386,945	335,597	432,574	313,521
Indirect/In-Kind SIU Support	654,630	723,403	771,079	1,212,146	1,136,524
Other Indirect Support	21,646	24,961	38,998	20,735	13,901
Investment Income	106,733	110,896	65,376	17,093	33,761
State Benefit Payments	445,785	301,158	147,949	1,281,168	1,789,142
Miscellaneous Income	0	0	7,367	0	0
FCC Repack Funding	0	0	0	88,398	205,769
Total Revenues	5,443,244	5,656,378	6,298,073	7,922,043	8,616,947
Expenditures*					
Programming & Production	2,488,254	2,408,744	2,591,436	3,617,319	3,779,875
Broadcasting & Engineering	1,533,674	1,445,959	1,437,021	1,916,685	2,131,353
Program Info & Promotion	40,585	168,241	132,004	155,285	174,093
Fundraising & Membership	223,403	289,751	423,761	485,991	522,980
Underwriting & Grant	204,319	253,606	339,580	582,463	609,248
Management & General	787,495	729,979	727,580	969,448	1,098,556
Loss-Disposal of Equipment	0	0	0	0	257,937
Total Expenditures	5,277,730	5,296,280	5,651,382	7,727,191	8,574,042
Revenue Minus Expenditures	165,514	360,098	646,691	194,852	42,905

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

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	FY2021
Faculty-Full Time	0	0	0	1.40	1.40
Staff-Full Time	19.79	17.08	20.72	33.55	32.03
Student Employees-FTE	4.25	.81	.71	3.26	8.88
Total Staffing-FTE	24.04	17.89	21.43	38.21	42.31
Student Employees Number/Yr	23	17	14	31	29

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1,2024 – June 30, 2025

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

1. Reporting Institution: Southern Illinois University Edwardsville

2. Center/Institute: Center for Crime Science and Violence Prevention

3. Date: 2-12-2026

4. Director: Dennis Mares

   4.1 Telephone: 618-650-5114

   4.2 E-mail: dmares@siue.edu

5. Year Established: 2023

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: Graduate School

8. Type

Type	Activity (check all that apply)
Instructional	x
Research	x
Public Service	x

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

9. Overview

9.1 Description

The Center for Crime Science and Violence Prevention (CCSVP) is a research/service-oriented center that broadly seeks to improve data-driven criminal justice and violence prevention efforts in the Southern Illinois/Metro-East region. CCSVP is housed on the Belleville Justice and Workforce Development campus and serves students, faculty and the broader Criminal Justice community.

9.2 Mission

The Center's primary mission is to contribute to understanding and preventing crime and violence in the Greater St. Louis region and Southern Illinois.

9.3 Objectives

1. Conduct and encourage research on all aspects of crime and violence, including its prevention and equity.

2. Assist regional agencies in obtaining funding for the implementation and evaluation of prevention efforts and contribute to technological innovation.

3. Assist in improving accountability and transparency of all stakeholders in the criminal justice process. Serve as a regional clearinghouse for granular Criminal Justice data, improving access to data across agencies, researchers, and the public.

4. Provide educational opportunities and training for students, faculty, practitioners, and community members.

5. Provide training and technical assistance (TTA) to regional criminal justice agencies in all aspects of their operations, including policies, practices, and recruitment, training and retention.

10. Advisory Board

10.1 Advisory Board - Membership

During this period CCSVP was under interim leadership. The interim director has regularly met during FY2025 with fellow center directors and university administrators who have assisted them in setting up procedures and operational practices.

10.2 Number of Meetings (In This Year) 0

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	Experiential learning opportunities	n/a	6
2.	Grants/Contracts	n/a	2/1**
3.	Engagement of Faculty/Community	n/a	6
4.	Products	n/a	~10
5.	Engage Criminal Justice Agencies	n/a	5

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

** applied/awarded

11.2 Major Accomplishments (In This Year)

CCSVP operations are still in start-up phase. During this year grant execution and outreach to Criminal Justice agencies occurred and CCSVP was awarded a state appropriation to implement an emergency alert notification service for K-12 schools (911RTA).

Six students received fellowships at CCSVP. Students have worked on various stakeholder projects such developing an interactive zookeeper Virtual Reality simulation, a traffic stop training simulation to data and GIS projects that produced community focused transparency dashboards.

A faculty fellow, Dr. Das from Computer Science, became involved in assisting VR students with code implementation and testing.

Work continued on awarded grants (awarded in FY2024). One with Alton, an $800,000 DOJ award to improve police technology, and data-driven policing. One with Collinsville, a nearly $300,000 DOJ award to enhance public safety with license plate cameras. An additional grant with the St. Louis Metropolitan Police Departments also continued and wrapped up just after the FY.

Due to the new federal administration effectively halting federal practitioner grants, no grants in our area were available during this period.

CCSVP has reached out the criminal justice community and been able to get excitement and active cooperation from several law enforcement agencies. Agencies in our region have no access to their own data, however, we have found a workaround using Calls for Service data from the 911RTA implementation and mandatory data exports that agencies must send to the FBI. We have begun creating automated crime analysis and public transparency portals for these agencies (Alton, Collinsville and Fairview Heights).

Director Mares, taught a grant writing course on the Belleville campus for educational outreach along with his pre-existing teaching in the department of Criminal Justice Studies.

11.3 Evidence of Support for IBHE "A Thriving Illinois," SIU System, and SIU Campus Strategic Planning

(1) Support for SIUE Campus Strategic Plan

Student Success and Inclusive Excellence: CCSVP trained 6 students (FY25) through experiential learning tied to funded projects from BJA and through State Appropriation funds Students get practical experience solving real world problems with technology. Such fellowship projects help prepare students technically, mentally, and socially to be part of a team to solve problems. CCSVP is committed to help prepare students to be the best they can be. Currently we train students in Virtual Reality design and Data Science with GIS.

Change Agent: CCSVP strives to work for the greater public good by reducing the impact of crime and violence in our region is certainly part of this role and being a driver of data-driven criminal justice practices. The center also plays a key role in strategic programming in collaboration with community partners in Belleville and will progressively begin to work with new SIUE units as they come online on the Belleville campus (e.g. forensic science, educational outreach). An important role of the center is to increase campus and external awareness of University accomplishments, this is a role primarily for the director. The interim director of CCSVP interviewed for several media outlets, spoke at a St. Louis city board of aldermen meetings and met with numerous external partners and groups explaining the work of the center.

Access and Opportunity: CCSVP aims to provide experiential learning opportunities to students from diverse backgrounds. Our students comprise a diverse group, with international students and students from underrepresented groups.

Excellent and Diverse Faculty and Staff: The Center's focus also encompasses helping faculty, staff and student pursuit of external funding. Again, that focus could not be well aligned with the reality of the grant funding landscape during this FY.

(2) Support for IBHE State Goals

Equity, Sustainability & Growth: The Center's mission is focused on helping students get experiential learning opportunities that are an important, but often missing component in their traditional educational experience. The center has established a Data Science/GIS and Virtual Reality lab with state-of-the-art computing resources. The lab space will provide opportunities to work on Criminal Justice related projects. CCSVP expanded its fellowship opportunities during FY 2025.
The experiential opportunities are not just important for students themselves but make additional contributions that will strengthen workforce development that will spur innovation, job growth and economic growth in the Metro East region. In addition, CCSVPs core mission (reducing the impact of crime and violence) is itself an important contribution to regional economic viability as the St. Louis area has long been hampered by its image as a high crime region.

Encourage partnerships outside higher education (see p. 18 of "A Thriving Illinois"): This is one of the key assets at CCSVP. As a center with a strong service-oriented focus, the center is currently working with numerous criminal justice agencies in the region to unlock the potential of criminal justice data. Opening up such data resources serves not only the agencies and communities directly, it also provides critical data for grant applications and research opportunities for SIUE faculty, staff and students.

Partnerships should also extend to industry partners and CCSVP has already cultivated contacts with Utilitra, SirenGPS and SoundThinking and developed informal agreements to help assist the criminal justice community.

11.4 Evidence of Support for Center/Institute Objectives

1. Conduct and encourage research on all aspects of crime and violence, including its prevention and equity.

Since operations started in earnest, CCSVP has conducted multiple practitioner-oriented studies as part of our mission. We completed an evaluation of Alton's implementation of its Body-Worn Cameras. Secondly, we conducted an evaluation of the impact of gunshot detection technology in Winston-Salem, which found that the technology may be linked to substantial reductions in gun violence. One student fellow at CCSVP conducted research on sentiment toward police following fatal police shootings, indicating that such events reduce positive public views on police. Center research should be easily accessible, and we aim to make all of our reports and data publicly accessible where feasible.

2. Assist regional agencies in obtaining funding for the implementation and evaluation of prevention efforts and contribute to technological innovation.

See prior comments about grant funding limitations during the FY.

3. Assist in improving accountability and transparency of all stakeholders in the criminal justice process. Serve as a regional clearinghouse for granular Criminal Justice data, improving access to data across agencies, researchers, and the public.

During FY2025 CCSVP worked on developing connections with Metro-East police departments. The center has already begun closely working with three agencies (Alton, Collinsville and Fairview Heights) and are trialing crime analysis and data transparency with these agencies. Several public dashboards are now available to the public as a result. What this means is that CCSVP figures out how to ingest data and create tangible products from this (e.g. dashboard). This is a complex process as the data and the data recording practices vary from agency to agency and thus requires a high level of customization. Additionally obtaining the data in the first place creates hurdles as most of the records vendors for law enforcement often do not allow easy data exports.

4. Provide educational opportunities and training for students, faculty, practitioners, and community members

CCSVP had 6 student fellows during FY2025, that worked with the center on either VR development or crime data analysis and mapping. All students were working on solving practical problems using technological solutions.

5. Provide training and technical assistance (TTA) to regional criminal justice agencies in all aspects of their operations, including policies, practices, and recruitment and retention.

This remains a long term goal, but will require multiple years of preparation and building connections and trust with the Criminal Justice community.

11.5 Evidence of Organizational Effectiveness

CCSVP has a relatively lean operating structure, consisting out of 2.5FTE and has operated within its operating budget during the FY.

12. Institutional Assessment

12.1 Date of Last Review N/A

12.2 Decision at Last Review

_____ Center/Institute in Good Standing
_____ Center/Institute Flagged for Priority Review
_____ Center/Institute Suspended

12.3 Explanation

First full year in operation as center IBHE temporary approval was granted in June 2023, director was not formally appt until April 2025.

RESOURCES: CCSVP

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Revenues			n/a	n/a	n/a
State Appropriations	775,427.71	302,000			
Grants & Contracts	36,303.72	10,000			
Total Revenues	*811,731.43*	*312,000*			
Expenditures*			n/a	n/a	n/a
Salaries	213,642.86	200,000			
Fellowships	54,400.00	24,000			
Faculty/student Research Support	8,100.00	25,000			
Equipment & Supplies	110,144.58	60,000			
Travel	2,563.99	3,000			
911RTA Vendor Reimbursement	422,880.00	0			
Total Expenditures	*811,731.43*	*312,000*			
Revenue Minus Expenditures	0	0			

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

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	FY2021
Faculty	1.25	1			
Staff	1.5	1.5			
Total Staffing	2.75	2.5	n/a	n/a	n/a

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1,2024 – June 30, 2025

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

1. Reporting Institution: Southern Illinois University Edwardsville

2. Center/Institute: Center for Predictive Analytics

3. Date: February 11, 2026

4. Director: Carolyn Butts-Wilmsmeyer

   4.1 Telephone: 618-650-2682

   4.2 E-mail: cbuttsw@siue.edu

5. Year Established: April 30, 2020 (received permanent approval from IBHE)
   2018 (established through Chancellor's Innovation Proposal)

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: Graduate Studies and Research

8. Type

Type	Activity (check all that apply)
Instructional	
Research	X
Public Service	

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

9. Overview

9.1 Description

The Center for Predictive Analytics was founded in response to a growing need for data science expertise across all sectors. The Center fosters relationships with faculty and external partners across a broad range of disciplines to support the application and development of state of the art mathematical, statistical, computational, and machine learning techniques to meet complex data challenges and train the next generation of data scientists through hands-on experience.

9.2 Mission

The Center for Predictive Analytics is dedicated to the development and novel application of innovative data analysis solutions that enable our industry, government and academic partners to utilize their data to its fullest potential while also providing real-world training opportunities to the next generation of data scientists.

9.3 Objectives

1. Foster multidisciplinary and multi-institutional collaborations that promote data science and data-driven research through externally and internally funded projects.

2. Create the computational infrastructure and access to computational expertise necessary for the successful pursuit of external funding opportunities by SIUE faculty.

3. Support student retention and academic success through predictive modeling and the development of intervention strategies.

4. Provide real-world experiences and mentorship to students through externally funded research partnerships.

5. Promote the ethical use of predictive analytics on campus and in the St. Louis region.

6. Bring together academic researchers, educators, and industry experts to share ideas through regional workshops, seminars, and conferences.

7. Develop partnerships with local businesses and government agencies to produce high impact community engagement products.

10. Advisory Board

10.1 Advisory Board - Membership

Internal Members
Jeff Laughlin-Smith, Chief Information Security Officer, Infosec
John Matta, Chair and Associate Professor, Department of Computer Science
Randy Pearson, Director of the Geospatial Mapping Applications Research Center (GeoMARC), Professor, Department of Geography
Jon Pettibone, Professor, Department of Psychology
Chris Slaten, Associate Provost for Research and Dean of the Graduate School, Professor of Psychology (*ex officio*)

External Members
Alex Burkhart, Director of Marketing, America's Central Port

10.2 Number of Meetings (In This Year) 1

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	Development of grant proposals as PI and/or collaborator with SIUE or external partners.	3	22
2.	Active projects underway supported by grants and contracts.	4	10
3.	Submit peer-reviewed articles for publication	2	3
4.	Collaboration across campus through the C-PAN Faculty Fellows, Faculty Affiliates, and Ambassadors program.	3 fellows/ affiliates/ ambassadors	11 fellows/ affiliates/ ambassadors
5.	Assist other SIUE academic and administrative units with student retention and student success projects or other data analysis projects that support campus functions.	1 project	2 projects
6.	Monitor and track the progress of the SIU System Strategic Plan.	1 Written Report & Updated Online Dashboard	1 Written Report & Updated Online Dashboard
7.	Train students in data science through experiential learning opportunities.	1 grad, 3 undergrads	4 grads, 11 undergrads
8.	Promote the ethical use of data science within the SIUE Campus community through workshops, seminars, etc.	3 workshops, 45 participants	7 workshops, 577 participants *All previous trainings were also curated during this time
9.	Promote the ethical use of data science within the region through the offering of continuing education courses in data science for the public.	11 digital badges	11 digital badges
10.	Disseminate Center for Predictive Analytics activities through press releases.	3	3
11.	Presentations at conferences or other scholarly venues.	2	10

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

11.2 Major Accomplishments (In This Year)

The Center for Predictive Analytics (C-PAN) focused its efforts in FY25 in three areas: research in and continued pursuit of external support for research in data science, expanding capacity to support data science research and data-driven strategic initiatives at SIUE, and support of student success initiatives and training in data science at SIUE, including cybersecurity and artificial intelligence. Looking first at research in data science and continued pursuit of external support for research in data science, C-PAN addressed this goal in a variety of ways. First, the Center submitted grant proposals and contracts in which Center personnel were listed as either PI or Co-PI. These submissions totaled $89,939,681.99 in submissions, with C-PAN personnel

leading $10,818,519.70 of those submissions. Of the submissions that C-PAN led, a total of $10,610,500 was awarded. This represents a 98.1% success rate. This was in addition to $3,404,113 in active awards that C-PAN was managing at the start of FY25. As can be seen by the magnitude of the submissions values where C-PAN personnel are serving in supporting roles, C-PAN has solidified its value on the SIUE campus as a partner to support faculty in securing external funding. This is a major accomplishment, as it highlights that the SIUE community views C-PAN as a resource that they can leverage in pursuit of their scholarly activities. Furthermore, C-PAN staff also supported large projects on SIUE's campus as key personnel, totaling approximately $2,000,000 in Center-supported projects, by performing federally or state mandated program reviews.

As C-PAN had over $3 million in active research grants at the start of FY25, as well as over $10 million in submissions that were funded, many of C-PAN's accomplishments focused around successfully carrying out research and project tasks. A true measure of a research center is not only its ability to secure funding, but also its ability to successfully produce deliverables. In FY25, every grant and external contract that C-PAN led or supported was in good standing at the time of the annual report for each project. The highest compliment that could have been paid to us was that multiple funding sponsors reached out to us and communicated their excitement at what we had accomplished. Some grants also led to the creation of tools that are in the process of being catalogued and disseminated to multiple stakeholder groups across Illinois, the Midwest, and the nation. This has become a consistent standard to which our center and its employees now strive, as this demonstrates to us that we are making a real impact in the lives of people in Illinois and beyond.

In accordance with its mission, C-PAN focuses on research projects and external contracts that directly align with the research and development, as well as the training needs, of the St. Louis region. Briefly, these projects include topics such as the validation of a risk score for opioid overdose based on machine learning models; machine learning to evaluate disease risk and minimize crop loss; evaluating and mapping broadband accessibility and affordability across Illinois; the use of natural language processing (NLP) tools to assess threats across a geospatial landscape in partnership with the National Geospatial-Intelligence Agency (NGA); supporting education and training in STEM, including data science and cybersecurity training; and supporting projects aimed at removing barriers to educational opportunities for students who may have historically encountered financial constraints. At least one student was involved in each of these research projects, thereby enabling them to gain real-world experience working with data skills. One of the greatest success stories for C-PAN in FY25 is that even while facing a volatile economic market, all students were placed in their career field or a graduate program of their choosing. This 100% placement rate is a rarity, is cause for celebration, and clearly highlights the desirability of the skills students are learning through C-PAN activities. Also in the area of student training, C-PAN partnered with Information Security (Infosec) within the Information Technology Services (ITS) group at SIUE to create the Student-Staffed Cybersecurity Operations Center (S-SOC). This partnership allowed for the training of 7 students during FY25, with students actually working as level 1 cybersecurity analysts. In a world where AI is replacing many entry-level tech positions, these types of experiences are critical to the success of our students and them being able to competitively pursue cybersecurity jobs after graduation. Through this new experience, C-PAN and Infosec created a new pathway that successfully enabled the students in the S-SOC program to enter into jobs directly after graduation.

C-PAN also continued its support of the SIU System Strategic Plan. C-PAN, working with the Office of the SIU Vice President for Academic Innovation, Planning, and Partnerships, continued to collaborate with all 15 Implementation Teams in the collection of quantitative metrics and qualitative data that highlight progress toward system-wide strategic goals and objectives. C-PAN staff worked with the SIU Executive Director of Marketing and Communications to produce a written report that celebrated the accomplishments of the SIU System. This report, in addition to the quantitative dashboard, can be found at https://siusystem.edu/about/strategic-plan/index.shtml.

One of the greatest highlights of the C-PAN team this year is the Partners for Reentry Opportunities in Workforce Development (PROWD) project. This project originally began as a program evaluation, but then quickly evolved as the State of Illinois, SIUE, and other grant partners realized the magnitude of the logistical hurdles that existed to providing returning residents with access to support services and other resources. The PROWD team tackled this project diligently, serving over 200 participants by the end of this reporting period. C-PAN is actively committed to serving this project through the creation of the logistical supports and resources necessary to not only monitor participant progress, but truly reduce recidivism rates for the state's returning residents.

As indicated in previous years, as C-PAN has matured and has continued to grow, it has amassed a sizeable research and projects portfolio. By the end of FY25, C-PAN had grown its full-time staff to include 4 NTT faculty researchers professors, two lecturers, and an instructor. This accomplishment was pivotal not only for carrying out C-PAN research activities, but also in better positioning C-PAN to serve the needs of other faculty at SIUE. To continue to support the needs of the SIUE campus community, C-PAN hired 11 faculty fellows, affiliates, and ambassadors. In addition to conducting research in data science or data-intensive areas, these 11 individuals also helped to provide services to the SIUE campus such as: mentorship of students in experiential research learning environments, hosting of workshops based on their respective disciplines' needs, and data consultation. Together with the director, the faculty fellows and ambassadors worked together to host a total of 7 workshops and serve 577 participants. These workshops were open to all faculty, staff, and graduate students at SIUE. Furthermore, all workshop recordings and resources are now available to the general public at https://www.youtube.com/playlist?list=PLuJ3pjSP1N7-Ra0JI1M-8d3Qazl_5lPWd. Most importantly, these faculty fellows also helped pilot a new seed research program that enables faculty to dedicate time to applied data-driven questions within their respective fields of study. During FY25, all faculty researchers were tasked with examining either (a) how Artificial Intelligence (AI) tools could be used to accelerate research findings, or (b) how data-driven approaches could be used to support student success.

C-PAN continues to support student success on SIUE's campus and to engage in projects in this arena. In addition to the student belonging study that that was a continuation of work that began in FY24, C-PAN also collaborated on two additional projects in this area during FY25. The first of these projects was a collaborative project undertaken in partnership with the Office of the Vice Chancellor for Equity, Diversity, and Inclusion. This project was to take a closer examination of the IBHE Equity Plan and to determine if there were key causal factors underlying identified discrepancies in student achievement. This project led to the identification of key causal factors, and the types of financial or community supports that may be instrumental in helping improve student success at SIUE. The second of these projects was

undertaken in collaboration with the College of Arts and Sciences and the Center for Faculty Development and Innovation. This project focused on identifying if there were alternative strategies that could be implemented in introductory mathematics courses that traditionally have a high DFW rate. This was an exciting project, as instructors had the autonomy to propose ideas and solutions based on their experiences, and all parties were able to work together collaboratively to examine the robustness of the proposed solutions. We were then able to converge on potential solutions, and the instructors had the autonomy to implement these solutions as they saw fit.

Additionally, building off a previous partnership with the Office of Research and Projects to explore methods for the automation of real-time expense reporting on all grant and contract accounts, similar dashboarding tools were built for the entire campus community. C-PAN became part of these discussions in Spring 2025 and was directly involved in helping develop and deploy solutions in FY25 and into FY26.

11.3 Evidence of Support for IBHE "A Thriving Illinois," SIU System, and SIU Campus Strategic Planning

(1) Support for SIUE Campus Priorities

a. Prepared and Committed Students: The Center, through experiential learning and applied analysis, provides real-world data science experiences for undergraduate and graduate students. These students come from all departments at SIUE, and collaborative discussions with other units on campus are underway to identify potential mechanisms to help support student research.

b. Innovative High-Quality Programs: The Center partners with ESRA, IR, the Office of the Vice Chancellor for Equity, Diversity, and Inclusion, and other administrative units on campus to identify student needs across campus and devise creative solutions for needed student support. The Center also works with SIUE faculty and staff to provide data science resources, including training resources and information that helps to promote data ethics and data literacy at SIUE and beyond. In an ever-progressing digital world, it is our intention that access to training and these educational resources will enable our faculty to help prepare students for the digital landscape of their future careers. Students also have the opportunity to gain work experience while in college, and they can receive credit for this work through a number of mechanisms.

c. Dedicated Faculty and Staff: The Center collaborates with faculty from all units on campus, including in the areas of grant development and scholarly support. This Center helps to support interdisciplinary research projects, including those with "Big Data" or data science components. The availability of C-PAN's resources to our faculty helps to increase the competitiveness of research proposals submitted by faculty at SIUE by demonstrating to funding agencies that faculty have access to the necessary facilities and personnel to complete proposed work in data science.

d. Outreach and Partnerships: The Center has established partnerships with multiple academic institutions, industry partners, and government partners in Illinois and the St. Louis Metropolitan region. These partnerships are centered around the goal of providing real-world data science experiences for our students at SIUE and

collaborating institutions, as well as supporting data literacy and knowledge through non-credit educational offerings.

e. Physical and Financial Stability: In its first six years of operation (FY20 – FY25), C-PAN has successfully secured and led over $15 million in funding. This places C-PAN second among all units across SIUE during that time period, behind only Early Head Start. In addition to the $15 million in funding where staff at C-PAN served as PI, C-PAN staff have served as Co-PI on an additional $6.2 million in funded external awards since the center's inception, and has assisted in approximately $3 million in additional funding as key personnel. Through its commitment to pursuing external funding for research and scholarly activities, the center has supported a large number of faculty and students in their scholarly endeavors. Grants provide indirect cost recovery for SIUE and the Center, thereby also ensuring fiscal sustainability of operations. Furthermore, centralized access to data science and statistical consulting support on campus reduces support service costs that academic departments at SIUE would otherwise be required to pay to external vendors, and it provides ease of access to these services for faculty and students.

(2) Support for IBHE "A Thriving Illinois"

a. Equity: The Center is directly working to address educational attainment discrepancies among underserved populations, including minorities, women, and students from impoverished backgrounds, among others. We understand that the pathway to success is different for each student, and that the support mechanisms necessary for the success of students is not a one-size-fits-all solution. In identifying critical time points for intervention and by mining data to understand what interventions are most likely to lead to success, it is the goal of C-PAN and our partners at SIUE to provide the support infrastructure needed to assist students of all backgrounds in attaining their educational aspirations.

b. Sustainability: To sustain the people of Illinois, it is imperative that that we remove unnecessary barriers to college education and training, and that we tie our training strategies directly to workforce needs. Without the removal of unnecessary economic barriers to obtaining a college education, students from disadvantaged backgrounds will continue to struggle to achieve their educational and career aspirations. This creates a systemic cycle that persists across generations. We are directly invested in efforts to provide financial support mechanisms that improve college affordability for our students. As an example, our center has made an internal commitment to include funding for either student fellows or student employees on every grant or contract we submit for which such costs are allowable. During FY25, grant funding provided financial support through stipends or employment to 11 undergraduate students at C-PAN, as well as stipends and tuition waivers for 4 graduate students. We also partner with the Office of Enrollment Management to identify mechanisms for supporting student success that are tied to addressing unmet need.

c. Growth: The economic and humanitarian growth of our state builds directly upon the pillars of equitable and sustainable educational training. Our training models meet students at multiple points along their career trajectories, from within the traditional classroom to within the current workforce. The model employed by C-PAN for our undergraduate and graduate student population is that the Center acquires research projects, and then trains students in different data science, artificial intelligence, or cybersecurity techniques based on the available research projects and the interests of the students. One of the greatest critiques of data science education is that classroom exercises, while formational and important, are also too simplistic for complete preparation of our students for the real-world. Classroom examples are often "scrubbed", meaning that the datasets used are too idealistic for what is commonly encountered in the real-world. The Center strives to immerse our students fully, providing them with access not only to the analytical techniques often employed during data analysis, but also the tools needed to prepare data for analysis and to mitigate potential sources of error. To meet this need, we provide students with real-world experiential training through research and real analytical environments, and we also offer 11 microcredentials in data science that were designed to provide both current students and the current workforce with the skills they need to advance in tech careers.

We also believe that it is highly important that education, research, and innovation be linked together to support economic growth. The availability of C-PAN facilities and personnel increases SIUE's competitiveness for federal and contractual funding in applied research and educational proposals. Selection for funding for these proposals creates potential for innovations, which in turn creates potential for commercialization. Furthermore, and perhaps more importantly, Illinois and the St. Louis bi-state region have historically been technology hubs in the nation, and appear to be advancing in that arena. To support that continued growth, it is vital that the emerging workforce be trained in the area of data science, including artificial intelligence and cybersecurity, which C-PAN strives to do through experiential learning opportunities for its own students and through access to data science resources for the greater SIUE community.

11.4 Evidence of Support for Center/Institute Objectives

Broad Objective 1: Pursuit of Multidisciplinary and Multi-Institutional Funded Projects

A primary objective of C-PAN is to facilitate interdisciplinary grant and contractual applications. Data science is a need in all disciplines, and we use our expertise to assist all faculty and students across a broad range of projects. In FY25, we partnered with 8 other departments/units at SIUE and across the SIU System, as well as multiple external partners, for submission of $83,939,681.99 in external proposals and contracts. This does not include collaborations in which C-PAN served as key personnel on proposals.

Program Area/Sponsor	Partnering Units/Institutions	Amount
U.S. Department of Labor	SIUE: C-PAN, CCSVP SIU System: OCE External: IIN, DCEO	$2,000,000
Madison County	SIUE: C-PAN, CHEM	$375,000
U.S. Environmental Protection Agency	SIUE: C-PAN SIU System: OCE	$50,000,000
IL Department of Commerce and Economic Opportunity	SIUE: C-PAN SIU System: OCE	$75,000
U.S. Environmental Protection Agency	SIUE: Graduate School, C-PAN	$20,000
Illinois Innovation Network	SIUE: C-PAN, Graduate School, OSEO	$30,000
U.S. Economic Development Administration	SIUE: C-PAN SIU System: OCE	$491,456
American Association of Colleges of Pharmacy	SIUE: C-PAN External: Auburn	$500
U.S. Department of Agriculture	SIUE: C-PAN External: UIUC	$16,141.13
Illinois Innovation Network	SIUE: C-PAN, CHEM External: ISU	$40,000
National Science Foundation	SIUE: C-PAN External: WUSTL, TechSTL, UMSL, Harris-Stowe	$154,536.09
U.S. Department of Agriculture	SIUE: C-PAN External: UIUC, ISU	$750,000
U.S. Environmental Protection Agency	SIUE: C-PAN SIU System: OCE	$19,545,230
U.S. Environmental Protection Agency	SIUE: C-PAN, CHEM	$150,000
National Science Foundation	SIUE: CS, C-PAN	$561,772.86
U.S. Department of Commerce	SIUE: C-PAN SIU System: OCE	$1,000,963.21
U.S. Department of Commerce	SIUE: C-PAN SIU System: OCE	$400,000
U.S. Department of Labor	SIUE: C-PAN	$7,250,000

Illinois Department of Human Services	SIUE: Pharmacy, C-PAN	$14,019.70
Illinois Department of Commerce and Economic Opportunity	SIUE: C-PAN SIU System: OCE	$99,000
Centers for Disease Control	SIUE: C-PAN, Pharmacy	$65,000
U.S. Department of Commerce	SIUE: C-PAN SIU System: OCE	$801,090
Total		***$83,939,681.99***

Broad Objective 2: Support Faculty Research and Access to Expertise
Since C-PAN's establishment and formal recognition as a center by the IBHE in FY20, the Center has progressively moved from submission and acquisition of external funding to capacity building, and now campus and community impact. In FY25, C-PAN continued expansion of its operational capacity through the hiring of additional center staff, including research faculty and instructors on grants. Faculty Fellows, Faculty Affiliates, and C-PAN Ambassadors, these individuals being already employed at SIUE, continued to serve a pivotal role at C-PAN. These individuals dedicate their time to service to the university through internal consulting and projects, as opposed to faculty having to pay for those consulting services. The Fellows, Affiliates, and Ambassadors were also instrumental in presenting workshops that were offered freely to the campus community, and we continued extending these to all SIU faculty and staff in FY25.

Broad Objective 3: Student Retention and Success
In FY25, C-PAN was involved in three projects pertaining to student retention and student success. The first of these was a continuation of work that had been undertaken in the previous fiscal year and which was related to student belonging. There is a perception that student success at SIUE may be, at least in part, dictated by a student's feeling of belonging on campus. We coordinated with faculty in introductory STEM courses at SIUE, as well as the Vice Chancellor for Student Affairs, to conduct surveys that tracked student sense of belonging throughout their first year.

We also worked closely with the College of Arts and Sciences, the Center for Faculty Development and Innovation, and the Department of Mathematics and Statistics to examine factors that were influencing the high DFW rates in introductory mathematics courses. These courses have historically been a bottleneck for many of our students, especially those from historically underserved backgrounds. Through this collaborative effort, the instructors in these courses devised potential solutions, and we were able to work with them collaboratively to identify and refine the solutions which were most likely to make the greatest impact.

The third and largest student success project that C-PAN worked on in FY25 was related to the Illinois Board of Higher Education Equity Plan. The Office of the Vice Chancellor for Equity, Diversity, and Inclusion tasked the center with examining each of the five student groups with gaps in outcomes that had been identified by the IBHE. As we know through both the literature and our collective experiences at SIUE, student success is not dictated by a singular variable, including demographic descriptors. It was important to dive deep into the interactions between multiple variables to understand how student success is the result of multiple variables coming

to work together simultaneously. Additionally, when C-PAN was approached in Summer 2024 to conduct these studies, it was requested that while these are the questions of priority, that a record be kept of other observations that appeared during the analytical process. Through this work, C-PAN compiled a report with nine recommendations, broken across three categories: (a) economic stability and community support network; (b) making the path to degree completion more efficient; and (c) recruitment redesign efforts to attract high-performing students from a diversity of backgrounds.

Broad Objective 4: Real-World Experiences and Mentorship for Students
Previous studies conducted by C-PAN indicated that mentorship and feeling of belonging can have drastic positive impacts on student success. This knowledge guides all student training experiences offered by the Center, and it also drives our approach to interacting with students as part of community outreach projects. Research students at SIUE gained experience working with real-world datasets and in generating reports for collaborators, which helped them learn how to communicate complex data science findings. All students are paired with at least one mentor to help guide them with research. This also helps support students' educational careers through the formation of a trusting mentor-mentee relationship in which students can ask a variety of educational and career questions.

C-PAN is committed to evolving training needs in tandem with industry and stakeholder needs. As data science and computational power has grown, so has the role of data science in artificial intelligence and cybersecurity. To best prepare students graduating in cybersecurity for the workforce, it is imperative that they have real cybersecurity experience prior to graduation. This is especially true now that the role of a level 1 cybersecurity analyst is often being performed by AI agents, as opposed to new analysts. To meet this growing need, C-PAN partnered with the Information Security team at SIUE to create the Student-Staffed Cybersecurity Operations Center (S-SOC). Students not only learn about cybersecurity through the program, they also serve as cybersecurity analysts for SIUE as they are going through the program. This enables them to work with industry specific software, giving them a competitive advantage in the job market.

11.5 Evidence of Organizational Effectiveness

Organizational Effectiveness in Achieving Predetermined Goals
As shown in Section 11.1, we met or exceeded all targets for our 11 metrics in FY25. Since C-PAN's inception, the center has shifted from the establishment of physical infrastructure (Year 1 – FY20) to operational infrastructure (FY21 through FY23), and has now moved into operationalization and organizational impact (FY23 and continuing). Through this progression of physical infrastructure to operational infrastructure to operationalization and organizational impact, our metrics have sometimes updated to reflect our changing capabilities. The operationalization, activities, and infrastructure built to date are reflective of the expressed desires of SIUE's faculty, and C-PAN serves as a centralized data science resource that meets the needs of a large portion of the campus community. Additionally, C-PAN worked with faculty and other campus stakeholders in FY25 to identify possible areas where strategies should naturally be updated (e.g., the types of workshops and trainings we are offering) to best serve the needs of our campus community going forward. As such, we are beginning to enter a new

phase in C-PAN's history where we constantly reflect on the services that we are providing to campus, and how we should adjust with an ever-evolving campus to best serve the needs of our campus community.

Research & Grant Applications

In FY25, C-PAN boasted $83,939,681.99 in submissions and $14,014,613 in active grants during the fiscal year. This included $10,610,500 in awards that began in FY25. Many of these are multi-year awards, with an anticipated increase in expenditures during FY26 relative to FY25. In FY25, C-PAN managed the spending of $2,075,023 in grant activity. This represents a 66.0% increase over FY24's grant expenses ($1,250,243), and does not include grants and contracts where the PI is from another unit. Thus, the FY25 value of grant expenditures represents a 20.8 fold return on investment (ROI) for SIUE, just based on grants that C-PAN manages and not including grants that the center supports across campus. Also striking, the FY24 grant activity generated $486,671 in ICR alone

At the present, however, C-PAN's research and grant activity is prolific and is supporting the continued operation of the center and its activities. Below is a summarization of C-PAN presentations, publications, and grant dollars per FTE in FY24.

Year	# Scholarly Publications	# Scholarly Presentations	FTE Research Faculty and Staff	Grant Dollars per FTE
FY25	3	10	13.1	$1,069,817.79

12. Institutional Assessment

12.1 Date of Last Review NA – Center Established in FY20

12.2 Decision at Last Review

_____ Center/Institute in Good Standing
_____ Center/Institute Flagged for Priority Review
_____ Center/Institute Suspended

12.3 Explanation (Center established in FY20. Has not yet undergone formal review.)

RESOURCES: Center for Predictive Analytics (C-PAN)

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Revenues					
State Appropriations	$100,000.00	$100,000.00	$100,000.00	$100,000.00	$125,000.00
Income Fund	$279,573.00	$150,850.00	($4,364.00)	$0.00	$0.00
Grants & Contracts	$2,075,023.26	$1,328,531.99	$422,384.42	$198,175.50	$86,069.31
Salary Transfer	$11,169.02	$209.88	$2,734.92	$1,349.95	$2,400.00
Non-Recurring Funds	$0.00	$0.00	$0.00	$0.00	$0.00
ICR	$219,293.55	$44,365.52	$9,499.58	$11,841.17	$11,944.15
Total Revenues	**$2,685,058.83**	**$1,623,957.39**	**$530,254.92**	**$311,366.62**	**$225,413.46**
Expenditures					
Salaries	$873,855.13	$549,704.45	$231,169.38	$143,880.67	$127,695.79
Student Wages	$6,002.56	$16,448.40	$6,613.25	$4,547.25	$728.00
Travel	$35,999.34	$12,680.30	$486.72	$540.50	$0.00
Equipment	$17,317.41	$21,818.73	$569.83	$1,108.00	$1,561.28
Commodities	$56,408.23	$32,178.13	$7,507.89	$8,352.44	$706.38
Contractual Services	$316,120.90	$279,838.61	$99,819.24	$74,898.35	$39,808.75
Awards	$15,840.00	$69,581.52	$56,100.00	$29,000.00	$29,000.00
Telecomm.	$1,495.17	$0.00	$477.10	$0.00	$0.00
F&A	$486,671.04	$217,271.25	$47,826.69	$27,896.09	$9,655.00
Benefits	$225,564.31	$84,245.88	$25,335.10	$10,985.00	$943.72
Participant Support	$319,320.00	$201,400.00	$40,000.00	$94.77	$410.00
Non-Mandatory Transfers	$29,197.93	$86.59	$12,500.00	$0.00	$0.00
Total Expenditures	**$2,383,792.02**	**$1,485,253.86**	**$528,405.21**	**$301,303.07**	**$210,508.92**
Revenue Minus Expenditures	**$301,266.81**	**$138,703.53**	**$1,849.71**	**$10,063.55**	**$14,904.54**

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	FY2021
Faculty	10.19	2.35	2.81	1.20	1.25
Academic Professionals	1	0.67	0	0	0
Staff	1.96	0.04	1	0	0.1
Graduate Students	2.50	1.07	1.07	1.5	0.5
Total Staffing	15.65	4.06	4.87	2.7	1.85

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2024 – June 30, 2025

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

1. Reporting Institution: Southern Illinois University Edwardsville

2. Center/Institute: Center for STEM Research, Education, & Outreach

3. Date: February 11, 2026

4. Director: Sharon Locke

   4.1 Telephone: 618-650-3452

   4.2 E-mail: slocke@siue.edu

5. Year Established: 2012 (received temporary approval from IBHE); September 19, 2017 (received permanent approval from IBHE)

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: Graduate Studies and Research

8. Type — Activity (check all that apply)

Instructional	X
Research	X
Public Service	X

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

9. Overview

9.1 Description

The STEM Center provides centralized leadership and support for STEM education activities and research. The Center brings together practitioners and researchers from a broad range of disciplines to achieve its goals of improving STEM (science, technology, engineering, and mathematics) understanding and achievement in K-12 and higher education and increasing STEM engagement and literacy in communities.

9.2 Mission

The SIUE STEM Center brings together researchers and educators to lead inventive approaches in engaging students and the public in STEM. Our goal is to enhance STEM education, inspire curiosity, and contribute to advancing knowledge.

9.3 Objectives

1. Build and support interdisciplinary teams of SIUE faculty to conduct STEM education projects and seek and secure external and internal funding.

2. Provide access to equipment, facilities, and expertise from STEM education research to SIUE faculty and students and the broader community.

3. Facilitate and promote innovations in SIUE undergraduate and graduate STEM teaching.

4. Enhance teaching and learning of STEM for pre-service and in-service teachers.

5. Develop, enhance, coordinate, and promote new and existing STEM-related outreach in the southern Illinois region to enhance STEM literacy.

6. Develop and maintain a comprehensive STEM resource and equipment center for in-service and pre-service teachers, SIUE faculty, and other local stakeholders.

10. Advisory Board

10.1 Advisory Board - Membership during FY 2025

Internal Advisory Group:

Chris Gordon, Associate Dean & Professor, School of Engineering Kelly Jo Hendricks, Director, Kimmel Student Involvement Center Terri Poirier, Professor, School of Pharmacy Chaya Gopalan, Professor, Applied Health and Nursing Barb Nwacha, Professor, Department of Art and Design Vance McCracken, Associate Dean & Professor, College of Arts and Sciences Elizabeth Cali (*ex officio*)

10.2 Number of Meetings (In This Year) None; next meeting is Spring 2026

11. Annual Performance

11.1 Performance Measures[1] (Green shading = Exceeded targets; Yellow = Met target; Red shading = Did not meet target

Measure			Target for Year*	Results in Year
1.	Research	Develop grant proposals as PI/collaborator with SIUE units or external partners (*Sec 11.4*)	3 large proposals (over $300K each)	6 large proposals 17 total proposals
2.		Submit manuscripts for peer-reviewed publications	3	6 journal articles 1 book chapter 1 curriculum
3.		Scholarly presentations	5	7

4.	Instruction	Provide instruction for SIUE academic departments	3 credit hours	13 credit hours
5.	Public Service	Promote use of STEM Resource Center lending library	790 direct impacts	1628 direct impacts
6.		Offer educator professional development	6 programs	4 programs
7.		Develop new community partnerships	2 new partnerships	5 new partnerships
8.		Coordinate STEM community outreach activities	25 outreach events	91 outreach events

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

*Targets reflect the STEM Center's Strategic Plan

The STEM Center continues to meet or exceed nearly all targets. The lending library reaches thousands of teachers and students each year through enriching STEM learning materials that would otherwise be unavailable to many schools. Our staff also directly deliver immensely popular programs such as our traveling planetarium across the Metro East region and beyond. The programs are highly rated by audiences ranging from student parents in SIUE family housing to teachers who appreciate our rigorous alignment with national Next Generous Science Standards.

We were unable to meet one of our eight performance targets—educator professional development—due to premature cancellation of multiple federal grants in FY25. However, we have new and innovative programs planned for FY26, including a STEM Connects regional teacher convening in April 2026 in partnership with the state-funded Illinois Technology Learning Center. We anticipate exceeding this performance target in the next reporting period.

Our research and scholarly efforts continue to reflect our commitment to sustaining the STEM Center's reputation as a source of expertise and generator of knowledge that contributes to effective and impactful STEM learning for all. While we unfortunately received news of multiple premature cancellations of both federal and private grants in this fiscal year, we have intensified our proposal development efforts. This includes expanded efforts to diversify funding sources to include more private foundations.

11.2 Major Accomplishments (In This Year)

Each year the STEM Center furthers its mission through community programming that reaches *thousands of K-12 students each year at multiple touchpoints* throughout their educational journeys, positioning SIUE as a valued resource in the community and strengthening connections with future

SIUE recruits. The STEM Center is also a vital resource for current SIUE students and faculty, offering STEM learning opportunities and tools and serving as a bridge among disparate academic units and university services to improve the university's STEM educational landscape. The STEM Center also magnifies the scholarly impact of SIUE by facilitating research and grant activities with departments across the university and through collaborations with dozens of academic institutions and research professional organizations across the world. In FY25, the STEM Center managed six federal grant awards, two private foundation grants, a local government contract, and four internal grants, achieving multiple goals for improving STEM access, retention, and success at SIUE and in the region.

AWARDS & HONORS

During FY25, the work of the STEM Center was bolstered by campus recognition of staff leadership that advances collaboration, accessibility, and student success. STEM Center Program Coordinator Emily Wonnacott-Stanley was recognized with the Campus Collaborator Award from the Kimmel Belonging and Engagement Hub and selected as Staff Fellow of the Year by University Housing, reflecting sustained interdepartmental partnership in support of student engagement. She was also nominated by ACCESS staff for the Defender of Equity Award, acknowledging her contributions to advancing accessibility and inclusive learning environments for diverse students.

Research Assistant Professor Andreia Dexheimer was honored by the Kimmel Belonging and Engagement Hub with the Phenomenal Wom*n award. Dr. Dexheimer joins STEM Center Director Sharon Locke and Coordinator Emily Wonnacott-Stanley, who received the award in prior years. The award recognizes "a remarkable character; a positive influence; strength; and/or a commitment to antiracism, equity, diversity and inclusion efforts; ability to create understanding, acceptance and/or empathy for all people, and a commitment to break through barriers and challenges to change one's life and/or the lives of others."

MEDIA

Press Releases

"Inside SIUE's STEM Resource Center," *SIUE News,* July 24, 2024

"STEM Center at SIUE Receives Award, Furthering STEM Education," *SIUE News*, February 14, 2025

"SIUE & SALT Partner for an Amazing Opportunity for Students," *RiverBender Our Daily Show!,* March 5, 2025

"SIUE's STEM Center and SALT Launch Innovative 'Cougar KickBots' Program at Alton Middle School," *SIUE News,* March 13, 2025

"Alton Middle School and SIUE Students Combine Soccer and STEM in Cougar KickBots Program," *RiverBender,* May 1, 2025

"YWCA Roxana Summer Camp Now Enrolling – 10 Weeks of Nonstop Fun," *RiverBender,* June 28, 2025

Social Media

The online presence of the STEM Center allows the Center's reach to extend beyond campus. The STEM Center has active Instagram and Facebook accounts and a YouTube channel, while individual faculty and staff members have professional profiles on LinkedIn. With posts reaching 4,100 active followers, subscribers, and connections, the STEM Center shares advances in STEM education, instructional videos, highlights of STEM resources, scientist spotlights, and thought leadership with STEM professionals across the nation.

NEW GRANTS

Developing STEM Education Reform Leaders through a Multidisciplinary and Cross-Institutional Community of Transformation (funded by National Science Foundation)

The STEM Center will co-lead a collaborative, state-wide $2 million project ($1,228,850 to SIUE) on innovation in undergraduate STEM education. The project will train 48 faculty members to use flipped teaching, a student-centered pedagogy. Eight institutions across Illinois and Missouri will work in pairs: SIUE and St. Louis Community College, City Colleges of Chicago-Malcolm X College and Chicago State University, Northeastern Illinois University and Oakton College, and Southern Illinois University Carbondale and Shawnee Community College.

Greenhouse Gas Inventory Contract (funded by City of Alton)

The STEM Center received $5,175 for a graduate internship to complete a local greenhouse gas emissions inventory. The project has provided experiential learning and career pathways exploration for two SIUE students.

Professional Development to Increase Sense of Belonging and Retention for International STEM and Health Graduate Students (funded by SIUE Graduate School)

In August 2024, the STEM Center received $9,600 for programming to increase sense of belonging and retention of international graduate students in STEM and health disciplines. Seventy SIUE students participated in skills workshops, a writing book club, visits to research sites, and social networking events.

Insight for All (funded by the Edwardsville Community Foundation)

In February 2025, the STEM Center received $2,000 from the Edwardsville Community Foundation to provide tactile graphics to SIUE students and others in the surrounding communities. The tactile images

are created using a Thermoform machine, which raises images on a page. To evaluate the benefits, the tactile graphics were distributed to special education teachers in our area for use with tactile learners.

Insight for All (funded by The Meridian Society)
In March 2025, the STEM Center was awarded $2,599 to develop tools and techniques to increase the accessibility of STEM learning. This grant was used to purchase a Bambu Carbon X1 3d printer to create models for SIUE and other students who benefit from model-based learning.

Cougar KickBots (funded by The Meridian Society)
In March 2025, the STEM Center was awarded $4,749 to develop and implement an innovative afterschool program combining soccer and robotics experiences for middle school students. In addition to developing the engineering and robotics skills of students in a low-income school district, the project established a partnership between the STEM Center and the SIUE Men's and Women's Soccer teams to create opportunities for undergraduates to develop career-relevant mentoring and coaching skills. The STEM Center hosted a representative of US Soccer who gave a workshop for the SIUE soccer teams.

CONTINUING GRANTS

Increasing High School Student Social Capital for Success in Health Professions (funded by National Institute of General Medical Sciences, National Institutes of Health)
In June 2024, the STEM Center was awarded a $1,320,209 NIH-funded Science Education Partnership Award (SEPA) for a project in collaboration with SIU School of Medicine (SIUSOM). In the first year, we collaborated with SIUSOM to expand their four-year medical pathway program for high school students. During the 2024-2025 academic year, 40 medical students and 156 high school students received training and professional development experience through the program, with 65 of those being first-year high school students who were to be part of a research study on program efficacy. This project sought to use Social Capital Theory (SCT) to examine the impacts of an intensive mentorship network and medical education program. Unfortunately, this grant was prematurely terminated by the NIH in June 2025, halting our data collection and program expansion efforts before we were able to establish a cohort based at the Edwardsville campus.

Inclusive Biology Impacts on Students (funded by National Science Foundation)
Through this $340,528 award, the STEM Center is participating in timely research on making life science education more inclusive for all students. The project works with high school teachers and students to design changes to remove bias from outmoded biology curriculum content and study the impact of these interventions on student attitudes. The award, designed for early career researchers, also includes funding for training and professional development for the PI Charlie Blake. This award was prematurely terminated by NSF in April 2025.

Environmental Health Investigators (funded by National Institute of General Medical Sciences, National Institutes of Health)

In cooperation with area middle and high schools, STEM Center staff implemented the Environmental Health Investigators program, funded by a $1.3 million NIH-funded Science Education Partnership Award (SEPA). This program used engaging student-centered, data-driven activities developed by the STEM Center to help students gain experience with their environment and environmental health. Through this project, the STEM Center, in collaboration with the SIUE Departments of Environmental Sciences and Applied Health, continues to implement student programming that connects area youth with exposure sciences. Through Environmental Health Investigators, STEM Center faculty and staff developed and provided innovative, relevant programming that helps youth explore technologies and concepts leading to a greater understanding of their environments. We disseminated outcomes of this project through several conference presentations and publications, as well as a comic book for middle-grade readers. We concluded this project in May 2025 after a no cost extension.

At the Confluence: Supporting Critical Transitions for Graduate Students in Sustainable Watersheds Research (funded by National Science Foundation)

The STEM Center, partnering with SIUE Departments of Biology, Chemistry, Civil Engineering, Environmental Sciences, and Geography, is administering a National Science Foundation S-STEM award for $1,500,000. The award provides scholarship funds for 45 low-income graduate students pursuing their master's degree at SIUE and with an interest in watershed sciences. Nearly half of the scholarship awardees received their undergraduate degree at SIUE. The S-STEM award also supports co-curricular activities for the students accepted into the program intended to increase their capacity as students at SIUE and emerging scholars. Further, the team is offering professional development opportunities for SIUE faculty to support research-informed best practices in mentorship and graduate education.

A Course Scaffold for Integrating Science and Culture: Exploring Faculty Adaptations Across Disciplines and Institutions (funded by National Science Foundation)

The STEM Center continued to lead a $300,000 grant awarded in FY23 to integrate history and culture into undergraduate science courses to promote student critical thinking and perspective-taking skills. The grant is a collaboration between SIUE, Colorado State University, and the University of Texas-El Paso. Through this grant, STEM Center Director Locke and collaborator Kathleen Vongsathorn (SIUE associate professor of history) developed a new undergraduate level environmental sciences course in Sustainable Watersheds that was taught in June 2023 and Spring 2024. The course emphasized the role of indigenous and marginalized groups in water protection. Scholarly products to date include two journal articles (one in press, one accepted), two published proceedings, one national blog (American Association for the Advancement of Science), nine conference presentations (four international), and one workshop. The Geological Society of London has invited us to submit a book proposal on marginalized voices in water security.

Inclusive Excellence 3 (funded by Howard Hughes Medical Institute, private)
The STEM Center continued to lead SIUE's Howard Hughes Medical Institute's (HHMI) Inclusive Excellence 3 project, which was awarded funding in November 2023. This $575,000 grant supported 11 undergraduate STEM Student Ambassadors in FY24 to develop faculty and staff-mentored action projects to improve learning in introductory STEM courses, which can be a barrier to student retention and advancement in their degree program. The grant also supported faculty learning communities in Fall 2023 (with two facilitators and nine participating faculty) and Spring 2024 (with two facilitators and 17 participating faculty). This program was prematurely terminated by the funder in February 2025.

Software for Qualitative Data Analysis: Supporting Faculty and Student Qualitative Research for SIUE Research Competitiveness (funded by SIUE Graduate School)
The STEM Center received $11,500 in FY24 for ATLAS.ti software licenses. We use this software for our research and undergraduate and graduate training in qualitative research. We also serve campus by managing the distribution of shared licenses to faculty members across SIUE who are conducting qualitative research with students.

EDUCATION and COMMUNITY ENGAGEMENT

Robotics Competitions
In September 2024, the STEM Center hosted the FIRST Lego League Robotics Kickoff for over 80 middle schoolers and their coaches. This included a live chat between team members and researchers at SIUC Fisheries and Illinois Aquaculture Center as a resource for area teams. In April 2025, eight area teams from the FIRST Lego League Explore program (students in grades 2-4) visited the STEM Center to showcase their integrated robotics model.
Impact: Over 140 students visited the SIUE campus for these events, enhancing early recruitment efforts across departments. Students interacted with system faculty and SIUE campus resources. Visiting campus as a young student initiates strategic touchpoints that allow students to experience the campus atmosphere and begin to envision themselves as future SIUE students.

Staff Fellow – SIUE Residential Focused Interest Communities
In FY25, Program Coordinator Emily Wonnacott-Stanley served as the staff fellow for the Engineering Focused Interest Community (FIC) and expanded the program to include Family Housing. This partnership supported students and their families residing in Cougar Village and was recognized by University Housing through the Staff Fellow of the Year award to Emily.
Impact: Over 50 students explored the universe in a safe and fun environment. Both STEM and non-STEM majors alike learned about their world and how they are connected to SIUE, each other, and the universe.

Lending Library Accessibility and Inclusivity Expansion
Led by the STEM Center and sustained through collaboration with faculty, staff, students, and community partners, we are making significant advancements in STEM accessibility and inclusivity. In FY25, the STEM Center initiated a 3D printing program to create tactile models for undergraduate and K-12 instruction. With guidance from the Illinois Center for Independent Living and the Missouri School for the Blind, we printed a flexible synapse model and a reproduction of a sodium potassium pump, which are important topics in biological sciences learning. By integrating accessibility during the design phase of undergraduate instruction and K-12 engagement, the STEM Center supports retention and success throughout the STEM pipeline.
Impact: The STEM Center created five new tactile models and rewrote/redesigned all center outreach activities to include adaptations for students who need them.

Lending Library for K-12 and Higher Education
The STEM Center's lending library houses more than 4,000 items and has over 350 active users, including SIUE faculty and students and educators and parents in surrounding communities. In FY25, we had 630 in-person visits, with patrons using interactive STEM materials, models and teaching aids, data collection equipment, robotics and coding kits, electronics and circuitry kits, classroom and lab support items, resource books, and multisensory and accessible learning tools.
Impact: Visits to the STEM Center and usage of our lending library strengthens the university's role as a community partner and educational ally in the surrounding area. In FY25, our Resource Center services reached 16,300 learners.

World Wide Technology Raceway STEM Lane
The STEM Center participated in STEM Lane during the Bommarito Automotive Group 500 at the World Wide Technology Raceway at the invitation of BioSTL, a St. Louis based non-profit that fosters bioscience and technology startups. STEM Lane is an interactive exhibit that enables visitors to explore STEM careers in the racing industry.
Impact: The 80 learners and families that visited the STEM Center exhibit interacted with engine models, tested their reaction time, measured revolutions per minute with sensor technology, and explored how force is tested and measured. These activities provided student-centered experiences that can strengthen STEM identity beginning in the elementary grade levels.

Odyssey Camps
The STEM Center continued its historically popular July Odyssey Camps, a compelling example of how the STEM Center partners with academic departments to provide pipeline engagement for SIUE. Continued growth in demand resulted in record enrollment and the addition of a second session of *Odyssey 5: Robots and Rovers*. In this experience, students designed and programmed robots, constructed solar-powered boats and cars, and toured the Engineering Building—connecting hands-on learning with real university spaces and disciplines. Students in Odyssey 1 and 2 were excited to

explore science topics such as force and drag with race cars and learn about insects with Dr. Jake Williams (SIUE Biological Sciences). Dr. Eric Voss (SIUE Chemistry) gave a laboratory tour and engaged students in polymer studies through slime, shrink plastic art, and heat sensitive plastics. Odyssey 3 toured the Fuller Dome, meeting with Dr. Lowder to discuss shapes in architecture and map the 90th Meridian through parts of campus. Students in Odyssey 4 investigated a crime scene and met K9 Officer Marshall of the SIUE Police Department. The learners conducted fingerprinting with the officers and learned about careers in law enforcement.
Impact: Through Odyssey Camps, 120 students engaged with SIUE faculty, facilities, and STEM disciplines, strengthening early awareness of STEM pathways and positioning SIUE as a future destination for learning and careers.

Environmental Justice Academy
The Environmental Justice Academy was a training program funded by the USEPA to help emerging community, non-profit, and environmental leaders cultivate skills to identify and address environmental challenges in their communities. The STEM Center organized the program in collaboration with the EPA and the Kapal Foundation (Kappa House). Participants learned about online tools such as EJSCREEN, as well as laws and regulations relating to environmental justice and collaborative problem-solving approaches.
Impact: Twenty community members gained leadership and organizing skills to strengthen community resilience in the region, and each proposed a community project to further environmental justice, with the most promising projects awarded grants funds.

11.3 Evidence of Support for IBHE "A Thriving Illinois," SIU System, and SIU Campus Strategic Planning

(I.) Support for SIU System Priorities (2021-2026 Strategic Plan)

Goal Theme 1: Academic Innovation and Student Success
The Center provides work and internship experiences in STEM for undergraduate and graduate students, and in collaboration with academic departments provides NSF S-STEM graduate scholarships. Financial support through scholarships and internships increases the likelihood of retention and graduation of STEM students. Participation in undergraduate research predicts retention and success for underrepresented STEM students. In addition, the STEM Center supports the laboratory classroom management for Science 241a and Science 241b, which are science courses for SIUE pre-service elementary, preservice, and special education teachers.

Goal Theme 2: Anti-Racism, Diversity, Equity and Inclusion
The Center plays an important on-campus role in providing opportunities for those traditionally underrepresented in STEM fields. This year the STEM Center strengthened efforts to make STEM learning at SIUE and beyond more accessible to a variety of learners, working with the SIUE ACCESS office, regional experts, and our Community Fellow, Pat Galligan (who is blind). The team developed

and piloted several accessible teaching tools and techniques to increase campus services for STEM students.

The STEM Center faculty and staff regularly participate in professional development to ensure a welcoming and safe space for SIUE students, community members, program participants, and partners. Staff member Charlie Blake completed over 100 hours of facilitator training as part of the IMPACT Center and continued to be active in DEI training and education programs for the university community. The STEM Center is listed as a Safe Zone on campus, with four faculty/staff members having completed the Safe Zone training (supporting the LGBTQ community) and registered as university allies. Additionally, three faculty/staff members have completed the Green Zone training (supporting military veterans), two faculty completed the Global Zone Ally training (supporting international students), two staff/faculty completed the Mental Health First Aid training, one staff member completed a blind ally training and sign language communication primer. The STEM Center's community engagement primarily supports students and teachers of majority low-income districts, with the goal of increasing access to STEM education and cultivating a diverse technical workforce in southwestern Illinois.

Goal Theme 3: Community Impact

The STEM Center continues to expand student-centered learning opportunities across campus and the region. Through careful stewardship of resources and sustained collaboration with faculty, staff, and community partners, these efforts have resulted in stronger pathways into STEM disciplines, and deeper engagement among historically underserved populations. Demand for programming continues to grow, and current outcomes reflect continued progress and place the STEM Center in a strong position to support student success and institutional priorities. For example, our digital badging series in STEM Community Engagement aligns with the experiential learning component of Changemakers. This work is in direct service to the University's mission—developing professionals, scholars, and leaders who are prepared to shape a changing world through STEM.

The Center is a leading outreach organization on campus. In addition to student programs, we offer STEM teacher professional development and equipment loans through the Resource Center. In FY25, we partnered with a diverse group of community organizations for K-12 and public engagement: regional libraries, AARP, A-Venture Creative Firm, Alton District 11, Belleville District 118, Belleville District 201, Bethalto District 8, BioSTL, Boys and Girls Clubs of Bethalto, Center for Educational Opportunities (ROE 41), Collinsville District 10, Early Explorations Preschool, Edwardsville Children's Museum, Edwardsville District 7, Edwardsville YMCA, Father McGivney Catholic High School, FIRST Robotics, Gateway Regional YMCA, Girl Scouts of Southern Illinois, Good Dirt Composting Collective, Granite City District 9, Head Start, HHMI, Highland District 5, Illinois Math and Science Academy, Lewis and Clark Community College, Madison School District 12, Maryville Christian High School, Officer Community School, Scouting USA, St. Clair County Transit, TVCA Upward Bound Math and Science

Collinsville, Upward Bound Scholars Academy, US Soccer, Watershed Nature Center, Worldwide Technology Raceway, YWCA Southwestern Illinois, and Zion Lutheran School.

Goal Theme 4: Research, Creative Activity, and Partnerships

The STEM Center leads interdisciplinary and transdisciplinary grant proposal teams on campus and with external partners each year, often serving as a mentor for early-career SIUE faculty members. Center-led grants are frequently national in scope and serve to connect SIUE faculty with other research institutions.

Internal research partners for FY25 included faculty members in Biological Sciences, Chemistry, Computer Sciences, Environmental Sciences, History, Nursing, Psychology, and Teaching and Learning. External research partners for FY25 included Chicago State University, Colorado State University, Indiana University, Northeastern Illinois University, Northern Illinois University, Southern Illinois University Carbondale, University of Minnesota, University of Missouri-Columbia, University of Nebraska-Omaha, University of Southern Maine, University of Texas-El Paso, and the SIU School of Medicine.

The STEM Center faculty is nationally recognized for the quality of scholarship through leadership positions in regional, national, and international professional societies and participation on national grant review panels. For example, Dr. Locke has been a frequent review panelist for both the National Institutes of Health and the National Science Foundation. At NSF, she has been a panelist for twelve consecutive years across 15 different programs. Dr. Blake was founding member of the new research interest group on LGBTQ STEM Education research for the National Association of Research in Science Teaching and presented in the group's inaugural special session at the annual conference in 2025. The leadership and intellectual contributions of STEM Center individuals as respected scholars in our fields helps cement SIUE’s reputation as a leading doctoral/professional institution with much to offer the academic community.

Goal Theme 5: Faculty and Staff

The STEM Center collaborates with and supports faculty members on grant applications and promotes interdisciplinary research projects, which are a priority for federal funding agencies. The Center serves as a partner for societal impacts required for National Science Foundation and National Institute of Health proposals, increasing competitiveness of proposals submitted by faculty in STEM and the health professions. The Center also presents and publishes research in collaboration with faculty and connects faculty with opportunities for community engagement with schools, youth organizations, and the public. The STEM Center partners to facilitate professional development opportunities such as book clubs for SIUE faculty, staff, and students.

Goal Theme 6: Infrastructure
The STEM Center has a high return on investment from grant funding relative to state support of its faculty and staff. Grants provide indirect cost recovery for SIUE and summer salary for collaborators that supports faculty retention. Fee-based programs partially support a center staff member who provides instructional support services to SIUE faculty. Central coordination for loans of STEM teaching materials reduces costs to academic departments. Through careful stewardship of resources, the STEM Center has maximized student impact while remaining aligned with institutional priorities.

(II) Support for IBHE "A Thriving Illinois" Goals

Increase postsecondary credential and degree attainment to develop the talent that drives Illinois's economy.
The GEOPATHS program is increasing undergraduates' awareness of geoscience career pathways and providing training to create a more highly skilled geoscience workforce. The HHMI program is reducing barriers to advancement in STEM degree programs by improving the student experience in introductory STEM courses.

Close the equity gaps for students who have been left behind by the higher education system.
The STEM Center is directly addressing the STEM workforce pipeline in Illinois by providing support to faculty and direct support to students to improve student outcomes and reduce equity gaps at the K-12, undergraduate, and graduate levels. We help improve academic preparation and increase interest in STEM so that Illinois students successfully transition from high school to higher education, and into careers.

Improve affordability, increasing access, and managing costs.
Center programs provide scholarships, internships, and graduate assistantships through grant awards and partnerships with communities. The NSF-funded Watershed Scholars program, a partnership with several academic units, is providing $20,000 graduate scholarships for a total of 45 master's students in biology, chemistry, civil engineering, environmental sciences, and geography.

11.4 Evidence of Support for Center/Institute Objectives

IBHE Objective 1: Build and support interdisciplinary teams of SIUE faculty to conduct STEM education projects and seek and secure external and internal funding.

The STEM Center faculty team uses their extensive grant experience to lead and strengthen SIUE grant applications and pursue a range of research project types and topics. We prioritize collaboration with other units and often mentor new SIUE PIs to write competitive proposals. These efforts have led to substantial indirect cost recovery to the institution and to the academic units. Additionally, faculty

members in academic departments receive summer salary from grants and use their returned indirect cost funds for their own professional development.

In FY25, we led or co-led 17 proposal submissions requesting over $7.1 million.

Internal Proposals	**Title**	**Proposal Amount**
SIUE - STEP Program (Dexheimer)	Cultivating Learning: A Culturally Responsive Approach to Garden-Based Science Education	$15,987
Meridian Foundation (Wonnacott-Stanley, Galligan)	Insight for All	$2,599
Meridian Foundation (Dexheimer)	Cougar KickBots: Youth Development Through the Integration of Soccer and Robotics	$4,749
External Proposals		
Missouri U of Science and Technology (Bracey)	Collaborative Research: BIORETS: A New Biological Research Experience Site for Teachers: Investigating Leaf Litter Under Multiple Interconnected Threats and Events ILLUMInATE	$38,999
NSF IUSE (Vongsathorn, Locke)	Collaborative Research: STEM Futures: A Multi-Institutional Scale-up of an Instructional Model Integrating Multiple Knowledge Domains	$1,211,104
NSF IUSE (Gopalan, Locke)	Collaborative Research: Developing STEM Education Reform Leaders through a Multidisciplinary and Cross-Institutional Community of Transformation	$1,228,850

NSF ITEST (Dexheimer, Locke, Wonnacott-Stanley)	SEI: Mission.io: A Scalable Solution for Elementary STEM Convergence Education	$3,015,734
City of Alton (Locke)	City of Alton Greenhouse Gas Inventory Internship	$5,175.00
NSF DRK-12 (Dexheimer, Locke, Wonnacott-Stanley)	Mission.io: STEM Convergence Education in Rural Elementary Schools	$3,000,000
NSF DRK-12 (Blake and external collabs)	Collaborative Research: Re-emphasizing Identities in Science Education (RISE)-Up for Inclusive Science Teaching	$306,783.00
Saigh Foundation (Wonnacott-Stanley, Dexheimer)	Cougar KickBots: Youth Development Through the Integration of Soccer and Robotics	$44,191
Illinois Innovation Network (Dexheimer and external collabs)	The role of mothers in the development of STEM career aspirations among women: An exploratory pilot study	$24,199
Nike Community Impact Fund (Dexheimer, Wonnacott-Stanley)	Cougar KickBots: Youth Development Through the Integration of Soccer and Robotics	$10,000
Spencer Foundation (Blake and external collabs)	Co-creating a convergence approach to environmental change education	$373,916
Illinois Innovation Network/NIU (Locke)	IIN: Supporting FoodMASTER Teacher Professional Development with ClaireITY	$35,000

William T Grant Foundation (Blake and external collabs)	LOI: STEM Leadership Academy for Youth	$200,000
Spencer Foundation Rapid Response Bridge Program (Blake)	Impacts of Inclusive Biology Curriculum on Student Attitudes and STEM Interest	$24,217

IBHE Objective 2: Provide access to equipment, facilities, and expertise for STEM education research, and **IBHE Objective 6: Develop and maintain a comprehensive STEM resource and equipment center.**

In FY25, the STEM Center's Resource Center maintained its overall direct and indirect impacts at 16,300 STEM educators, researchers, and students. The improved and expanded STEM Center inventory website provides area preK-12 teachers with online access to a wide variety of classroom resources and STEM activities. SIUE faculty utilize the Center's equipment and classroom space for university courses and research. SIUE students borrow academic resources and utilize our collaborative learning space. The resources of the STEM Center provide a variety of ways to engage with STEM, expanding the reach of STEM teaching and learning in both formal and informal educational settings while also contributing to increasing STEM literacy in southern Illinois and beyond. Additional and ongoing efforts to update the accessibility of equipment and an updated website have increased interest in equipment. The inventory site continues to be updated with new items, including links to relevant curriculum and videos created by STEM Center staff.

IBHE Objective 3: Facilitate and promote innovations in SIUE undergraduate and graduate STEM teaching.

The STEM Center led an Inclusive Excellence program that has the primary goal to improve undergraduate achievement and completion for introductory STEM courses. Introductory STEM courses often serve as barriers to student advancement in STEM majors and may result in students switching out of STEM. The Center worked with an interdisciplinary team of faculty and STEM Student Ambassadors to study and redesign the introductory STEM experience at SIUE.

The STEM Center co-led the SIUE Watershed Scholars program, which has supported 36 high-achieving, low-income graduate students from five STEM departments (Biology, Chemistry, Civil Engineering, Environmental Sciences, and Geography) with a $10,000 annual scholarship and research and conference travel funds. A STEM Center faculty member co-led a campus-wide faculty learning community centered around the topics of belonging and mentoring to build capacity among our faculty and create a space for sharing innovative teaching and mentoring.

IBHE Objective 4: Enhance teaching and learning of STEM for pre-service and in-service teachers.

The STEM Center contributes resources and classroom space for Science 241a and Science 241b, Foundations of Science courses for SIUE pre-service teachers. Each year the STEM Center provides tours, lesson plans, and materials to pre-service teachers for use in their coursework at SIUE and encourages and supports all SIUE students considering careers as STEM teachers. In FY25, STEM Center staff hosted a virtual tour of the resource library for 20 SIUE Early Childhood Education candidates.

IBHE Objective 5: Develop, enhance, coordinate, and promote new and existing STEM-related outreach in the southern Illinois region to enhance STEM literacy.

We are a regional leader in STEM programming, partnering with more than 55 school districts and dozens of other organizations to reach students through lessons and activities. We provide outreach customized to the needs and interests of community partners. STEM Center outreach activities are aligned with Next Generation Science Standards and connected to district textbooks and curriculum goals. This ensures that the materials are relevant and complementary to what outreach participants are learning in their schools. We advertise learning opportunities through flyers, social media posts, and emails to STEM educators, parents, and administrators, prioritizing schools and communities with a high proportion of low-income families.

11.5 Evidence of Organizational Effectiveness

Organizational effectiveness in achieving predetermined goals (see Section 11.1, Performance Measures)

RESEARCH

The STEM Center *exceeded* targets for research performance in proposal submissions, scholarly presentations, and manuscript submissions.

In FY25, Center faculty and staff gave 10 scholarly presentations to enhance the regional, national, and international reputation of the SIU system (Table below).

Year	# Publications, Published[a,b]	# Publications, Submitted	# Scholarly Presentations	FTE Research Faculty
FY25	3	6	10	2
FY24	7	3	15	3
FY23	7	2	11	3.3

FY22	5	5	28	3.1
FY21	-	6	25	3.2
FY20	-	7	8	3.2

[a] Publications were not tracked in FY20-21 BOT reports.

[b] Includes conference proceedings.

INSTRUCTION

The STEM Center *exceeded* the target for credit-bearing courses taught.

Director Locke taught 13 credit hours for undergraduate and graduate courses in the Department of Environmental Sciences. This teaching represents contributed time by the STEM Center to the College of Arts and Sciences and SIUE's mission to be a student-centered educational community.

PUBLIC SERVICE

The STEM Center *exceeded* targets for three of four performance measures for public service.

During FY25, the STEM Center met or exceeded institutional performance targets for public service and community engagement, reflecting sustained demand for STEM programming across the region. Despite staffing reductions during the fiscal year, the Center continued to deliver high-quality outreach experiences that support early awareness of STEM pathways and strengthen SIUE's presence in the community.

Outreach and community engagement staff facilitated 91 outreach events, resulting in 4,330 direct community contacts, while the STEM Resource Center and lending library recorded 630 in-person visits. These data reflect continued progress in maintaining broad community engagement while operating within available capacity.

The Center also expanded its network of community partnerships, establishing new collaborations with the Missouri School for the Blind, Officer Community School, and BioSTL. These partnerships enhance the Center's ability to deliver inclusive, accessible programming and connect students to a wider range of STEM learning experiences.

In support of educator engagement and long-term student success, the STEM Center continued to offer expert professional development for educators. Although the goal was to deliver six professional development programs, federal grant cancellations and staffing losses reduced capacity. Despite the

limitations, the Center offered four programs in FY25, including a regional presentation at Madison County Institute Day and international workshops for educators in Canada and Nepal supported by external funds. These efforts strengthened instructional capacity in K-12 classrooms, raised SIUE's institutional profile, and reinforced the STEM pipeline from early education through postsecondary study.

12. Institutional Assessment

12.1 Date of Last Review	May 2018 (final program review report received)	
12.2 Decision at Last Review	X	Center/Institute in Good Standing
		Center/Institute Flagged for Priority Review
		Center/Institute Suspended
12.3 Explanation	(briefly provide any explanation necessary of the institutional assessment or plans for pending program review)	

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

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Revenues					
State Appropriations	0	0	0	0	0
University Allocation	283,667	283,668	294,798	293,717	289,048
Course Specific Fees	2,425	2,650	3,950	3,675	1,725
Salary Transfer	1,961	0	5,080	475	1,425
Non-Recurring Funds	6,646	0	0	400	400
Activities Income	55,745	37,224	35,417	20,659	300
Grants & Contracts	819,015	831,602	619,665	921,632	951,996
ICR	50,118	46,256	75,696	61,844	92,210
Foundation	0	0	0	4,605	0
Total Revenues	1,219,577	1,201,400	1,034,606	1,307,010	1,337,103
Expenditures*					
Salaries - STEM	428,933	509,897	588,677	581,554	635,901
Salaries – SIUE Grant Collaborators	54,813	24,582	14,304	14,554	46,333
Faculty Fellow	0	0	0	0	0
Graduate Assistants	61,939	51,538	86,255	136,702	153,719
Student Interns	0	0	0	0	0
Student Wages	7,888	11,703	14,774	18,563	15,220
Travel	28,361	21,920	27,429	26,688	1,528
Equipment	6,448	110	3,649	7,515	15,651

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Commodities	24,989	22,821	37,831	32,895	13,346
Contractual Services	146,413	265,041	224,928	194,682	134,705
Awards	0	0	950	5,850	3,175
Scholarships	0	0	0	0	57,500
Automotive	(740)	740	130	0	0
Telecommunications	3,871	3,888	4,641	5,000	5,002
Benefits	70,577	76,834	52,688	92,421	117,054
Participant Support	175,499	226,036	162,907	158,247	55,062
Nonmandatory Transfers	54,144	(10,072)	11,4023	58,109	110,540
Total Expenditures	1,063,134	1,205,038	1,333,185	1,332,780	1,364,735
Revenue Minus Expenditures*	156,443	(3,638)	(298,580)	(25,770)	(27,631)

* The cyclical nature of grants means that grant revenue recorded in a given fiscal year has expenditures in subsequent years. This can create a pattern of surplus followed by a deficit in the annual reporting. For example, in FY2020 the Center received a large three-year federal grant as revenue in that year, but then had expenditures associated with that project in FY2021-FY2023.

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	FY2021
Tenured/Tenure Track Faculty	1	1	1	1	1
Research Faculty	2	3	3.3	3.1	3.2
Non-Tenure Track Faculty	0	0	0.1	0.8	1
Staff	2.1	2.8	3	3.2	4
Total Staffing	5.1	6.8	7.3	8.1	9.2

CENTERS AND INSTITUTES
ANNUAL REPORTING Report For: July 1,2024 – June 30, 2025

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

1. Reporting Institution: Southern Illinois University Edwardsville

2. Center/Institute: SIUE East St. Louis Center

3. Date: February 17, 2026

4. Director: Tandra N. Taylor, PhD

   4.1 Telephone: 618-482-6904

   4.2 E-mail: tantayl@siue.edu

5. Year Established: 1966

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: Office of the Provost and Vice Chancellor for Academic Affairs

8. Type

Type	Activity (check all that apply)
Instructional	X
Research	
Public Service	X

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

9. Overview

9.1 Description

The SIUE East St. Louis Center has provided support and services to youth, adults and families in the St. Clair and Madison Counties for more than 50 years. The support and services are implemented through Center-base programs: (1) Head Start/Early Head Start, (2) the SIUE High School TRIO/Upward Bound programs, including a Veterans TRIO/Upward Bound, (3) Project Success (a DCFS Program), (4) Learning Resource Center (LRC), (5) Building Futures (for youth aging out of foster care, ages 15-23), and (6) Performing Arts Program. Additionally, the SIUE Charter High School, managed by the School of Education, Health and Human Behavior, is co-located on the campus with the Center. Additionally, the Center partners with the Illinois Community College Board to provide learning services and resources for the community.

9.2 Mission

The SIUE East St. Louis Center is dedicated to improving the lives of families and individuals - from pre-school through adult. The programs and services are designed to offer opportunities to achieve and expand access to early education, general education, higher education, and career advancement.

9.3 Objectives

Through its instructional programs and services, the SIUE East St. Louis Center:

- Provides educational classes for students, from pre-school aged to adult learners.
- Assists high school students with college and career preparation.
- Coordinates and implements adult training and certification programs to bolster workforce development.
- Collaborates with the Illinois Community College Board and its member institutions to provide post-secondary education and training opportunities.
- Provides library and technology support services for general members of the community.
- Provides workshops and seminars for the community which promote physical, mental and financial well-being.

10. Advisory Board

10.1 Advisory Board - Membership

The plans for the Advisory Board structure are being presented to the Provost and Vice Chancellor for Academic Affairs, to present to the Chancellor for guidance and approval.

10.2 Number of Meetings (In This Year) 0

11. Annual Performance

11.1 Performance Measures *

Measures by Program	Target for Year	Results in Year
1. Building Futures		
• Number of youths enrolled and receiving individualized case management services.	39	31
• Number of participants who complete an individualized action plan.	39	31
• Number of participants who are working and participating in workforce and life skill training.	39	12
• Number of participants placed in paid work experience, OJT, employment, or post-secondary education/training.	39	17
• Number of participants demonstrated improved executive functioning, life skills, or financial literacy.	39	17
2. Performing Arts		
• Increase Enrollment (year to year)	Fa 2023 - 25 Sp ’2024 - 23 Su ’2024 - 36	Fa 2024 – 30 Sp 2025 – 25 Su 2025 - 40
• Have participants perform in one community event each semester (fall, spring, summer)	3	1
• Implement at least one curricular based module in the afterschool program	1	0
• Implement one successful fundraiser	1	0
• Collaborate on student-facing opportunities with the SIUE Department of Music	1	3
3. Project Success		

Measures by Program	Target for Year	Results in Year
• Increase participant enrollment.	20	32 (Enrollment Peak) 21 (Average Participants)
4. Head Start • Percent of children attending at least 85% of program days	85%	Average monthly attendance (%): EHS 77% - HS 82%, Program total 79.5, lower rates are due to challenges with reliable transportation, parents work schedules with inconsistent schedules that affect drop-off and pick-up and classroom closures due to not having enough staff.
• Grow a strong talent base with essential skills for advancement and leverage SIUE student talent to enhance Head start services and strengthen community impact.	Implement a Teacher Pipeline through SEHHB partnership; Partner with departments to provide specific needed services through Graduate Assistantships	ECHoES Program- Early Childhood Education Pipeline was developed in partnership with the School of Education, Health and Human Behavior; Mental Health Services are offered to Head Start children, families, and staff from 3 faculty and 9 graduate students from Psychology,

Measures by Program	Target for Year	Results in Year
		Social Work departments and Computer Science/ITS.
• Percent of children with health or dental needs who received follow-up on time.	95%	Children who were up to date on preventive/primary care: HS206/216 (95%); EHS-114/168 (68%) Children with continuous age-appropriate dental care: HS187/216 (86%); EHS-123/168 (73%) Children with UTD immunizations: HS-211/216 (98%); EHS-151/168 (90%) Barriers include shortage of pediatric dentists and specialists accepting Medicaid. New monthly Manage by Information Data Report has been developed to better track follow-up.
• Percent of families received services.	100% of families are offered family engagement and family support services.	EHS 95% of the families received services. HS 97% of the families received services. Some families require minimal support or may not be responsive.
5. LRC • Collaborate with each of the different SIUE ESL program areas, providing activities and/or resources.	Collaborate with 7 program areas (Head Start, Project Success, TRIO Upward	Collaborated with each of the 7 programs as well as the We Care Clinic.

Measures by Program	Target for Year	Results in Year
	Bound, Performing Arts, Charter HS, Veterans Upward Bound, and Building Futures)	
• Develop a comprehensive professional development plan for LRC staff by October 2025 with staff review by December 2025.	Professional development plan was developed by December 2025 and is awaiting review by staff.	Ongoing, needs to be reviewed by staff and then implemented.
• Continue to collaborate with community organizations and agencies to provide resources to patrons.	Utilized FY25 for benchmarking to see how many community organizations and agencies we typically collaborated with to set a measurable outcome.	In FY25, we collaborated with 7 ESL Center programs, 3 additional SIUE programs/offices, and 8 community organizations/ agencies.

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

11.2 Major Accomplishments (In This Year)

In FY 25, the SIUE East St. Louis Center focused its initiatives in three areas: (1) increasing outreach and deepening relationships with internal and external community partners, (2) optimizing programming through collaboration with SIUE faculty, and (3) growing a strong talent base through leveraging SIUE student talent and establishing professional development plans for current staff.

Increasing engagement with community partners amplifies programming impact and supports participant recruitment. Collaboration with SIUE Faculty bolsters the University's community engaged research initiatives. High impact learning practices, whether for students or staff members' professional development supports both student and staff retention. In the accomplishments listed below by program, evidence of these three focus areas is represented.

External Partners this year:

- The National Urban League
- The Joseph Center
- The John F. Kennedy Community Center

- The University of Missouri St. Louis
- Macedonia Baptist Church
- Demonstrate the Love Church
- Shakespeare in the Streets
- Saint Louis Museum of Art
- The Muny

In addition to collaboration between the core entities of the East St. Louis Center, programmatic engagement included the following SIUE units:

- Kimmel Belonging and Engagement Hub
- SIUE Admissions
- SIUE Athletics
- SIUE We Care Clinic
- SIUE Charter High School
- SIUE School of Education, Health, and Human Behavior
- SIUE Freedom School
- SIUE School of Music

Collinsville Upward Bound Programs

- Served 63 High School Students.
- 93% of participants during 2024-2025 project year maintained a 2.5 or better GPA (Target goal - 75%)
- 85% of Class of 2025 enrolled in post-secondary education by fall semester after high school graduation (Target goal - 65%)
- 100% of Class of 2025 graduated from secondary school with a regular diploma.
- 32% of Class of 2025 earned proficient score in SAT Verbal (540) and SAT Math (540) (Target goal - 20%)
- 55% of Class of 2025 completed rigorous high school curriculum (4 years English, 3 years math, 3 years science, 3 years social studies, and 1-year foreign language) (Target goal – 20%)

- Faculty collaboration with SIUE Biology Department Assistant Professor Danielle N. Lee in The Urban Biomonitoring Project that involves outdoor field research and lab experiences for UB program participants at Collinsville High School and SIUE campus.

Veterans Upward Bound

- Served 108 Veterans and 69% (goal 67%) are both low income and first-generation college. Six veterans are enrolled in postsecondary education, five at SIUE and one at SWIC.
- Partnered with The Urban League to provide Digital Skills Workshops free of charge to Veterans Upward Bound Participants every Tuesday at the Learning Resource Center on the East St. Louis Campus.
- Partnered with The Eagles Nest, the Joseph Center Homeless Veterans Program in East St. Louis, by providing monthly orientations to their residents and a full range of Veterans Upward Bound Services.

Upward Bound East St. Louis Based (East St. Louis High School, Madison High School, Cahokia High School, SIUE Charter High School, Brooklyn Unit School)

- Served 234 high school students.
- 100% of Class of 2025 graduated from secondary school with a regular diploma.
- 94% of Class of 2025 enrolled in post-secondary education.
- 4 students enlisted in the U.S. Military.
- Community Service Project- Through the year students assemble drug prevention bags to be distribute to drug treatment facilities nationwide. This activity took place at Demonstrate the Love Church in St. Louis, MO.
- SIUE offered a dual enrollment course for juniors and seniors in the program. History 130 B: African American History 1865-to the Present.
- SIUE Fall Preview Day. Juniors and Seniors had the opportunity to explore SIUE's academic programming, student support services, financial aid and housing. Several of our students plan to attend SIUE next fall.

Learning Resource Center

- Signed up 149 people for library cards, giving them access not only to the LRC's collection but also to the Illinois Heartland Library System (IHLS) collection and online audio and eBooks through CloudLibrary.
- Offered 147 programs on topics including financial literacy, computer basics, book club, story time, crafts, movies, gardening, and workforce development (resume writing, interviewing skills, using LinkedIn, etc.)
- Increased CloudLibrary usage by 500% from FY24. CloudLibrary is an online platform for patrons to access audio and e-books.
- Facebook page rose to over 800 followers.

SIUE Head Start

- Partnership with St. Clair County Health Department Baby -ZZZ Safe Sleep Program to promote safe sleep of infants by providing safe sleep devices and education to parents and families.
- Staff and parents attended IL Head Start Association Annual Conference in Springfield, IL and National Head Start Association Annual Conference in Columbus, OH

Center for Performing Arts

- ESL Performing Arts Partnered with SIUE School of Music to bring two professional performances (one classical and one jazz) to the WHYHEC during the summer camp. These lunch hour performances were open to the entire campus community.
- ESL Performing Arts collaborated with the local non-profit organization TAKE (Teens Against Killing Everywhere) to offer a summer intern program giving student/participants, interested in a career in the arts and/or education, a chance to gain experience in their desired field while earning income during the summer.

11.3 Evidence of Support for IBHE "A Thriving Illinois," SIU System, and SIU Campus Strategic Planning

Support for SIUE Strategic Plan

Pillar #1 Access and Opportunity

The East St. Louis Center expands opportunities for historically underserved students, supporting inclusive access in line with SIUE's commitment to social mobility and strategic growth.

- **Building Futures** increases access to education and career pathways for youth aging out of foster care by providing comprehensive intake, assessments, and individualized plans that reduce barriers to success.
- **The Performing Arts Program** develops and sustains relationships with a number of middle and high schools across the Metro East (East St. Louis, Cahokia Heights, Lovejoy, Brooklyn, Centerville, Madison, Monroe, and Venice, Illinois, as well as other local areas in St. Clair County) building goodwill and introducing students to SIUE early in their academic journey.
- **The LRC** held workshops specifically designed for ESLC Upward Bound students to provide insight into library services as well as larger support and resources that are offered to HS and college students. In fall 2024, the LRC director taught a dual enrollment course for CHS students where they were able to earn credit for SIUE.

Pillar #2: Student Success and Inclusive Excellence

- **Head Start's** program goal framed by this pillar: Expand our reach, deliver results, and uplift every child,
- **Building Futures** addresses equity gaps through personalized support and coaching, reinforcing SIUE's goals of inclusive excellence and successful outcomes for all learners.
- **The LRC** intentionally adds materials to the collection that are representative of diverse authors and topics, materials that are inclusive of race, ability, LGBTQ+ identities, spoken language, BIPOC, and other underrepresented identities.

Pillar #3: Excellent and Diverse Faculty and Staff

- **Head Start's** program goal framed by this pillar: Build talent, inspire staff, and honor values.
- **The LRC** offers professional development opportunities for staff to grow and learn in their professions, creating more satisfactory work experiences. They also engage in trainings that are offered like Mental Health First Aid, Green Zone, and Safe Zone to further expand their knowledge and ability to support a wide range of patrons who come to the center.
- **Building Futures** partners with diverse educational and workforce professionals to foster a sense of belonging for staff and program participants.

Pillar #4: Change Agent

- **Head Start's** program goal framed by this pillar: Unlock resources, empower change, and advance child and family outcomes.
- **The LRC** staff members regularly engage with community partners to provide support, programs, and resources to patrons. Partnerships include Carrollton Bank, ESL Historical Society, ACLU, League of Women Voters, UniPres Kindercottage Day Care, SIHF Healthcare, the Alzheimer's Association, Public Broadcasting (PBS), University of Illinois Extension, and SWIC.
- **The Performing Arts Program** collaborates with local organizations and venues (e.g. Saint Louis Museum of Art, The Kimmel Belonging and Engagement Hub, Shakespeare in the Streets) to offer program participants the opportunity to perform at public, community events.

Pillar #5: Sustainability

- The Performing Arts Program engages students interested in continuing their education and career in the performing arts and education and seeks to expose them to career paths in the performing arts, both as performers but also in the many areas that are involved in this field (event management, marketing, instruction, etc.). Performing Arts accomplishes this through interactions with instructors, interactions with SIUE music and dance faculty, guest instructors, and field trips and tours at performing arts venues.
- Building Futures supports participants toward long-term employment, stackable credentials, and stable post-secondary pathways, contributing to regional workforce development, aligning with SIUE's goals of sustainable growth and economic impact.

11.4 Evidence of Support for Center/Institute Objectives

All programs submit an extended annual report documenting evidence.

11.5 Evidence of Organizational Effectiveness

All programs submit reports to granting agencies.

12. Institutional Assessment

12.1 Date of Last Review April 2025

12.2 Decision at Last Review

X Center/Institute in Good Standing
_____ Center/Institute Flagged for Priority Review
_____ Center/Institute Suspended

12.3 Explanation _____

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

Resources: East St. Louis Center

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Revenues					
State Appropriations	685,073	640,002	681,625	762,138	1,252,054
Income Fund	511,518	468,721	485,833	274,507	437,366
Grants & Contracts					
Head Start/Early Program	9,027,690	9,344,516	9,485,011	9,612,821	10,624,298
Project Success/East St. Louis	82,533	70,911	50,260	-	16,888
Upward Bound (MLC)/BEM	385,633	385,633	370,801	370,801	124,041
Upward Bound (EC)	713,745	686,293	686,293	686,293	354,197
Upward Bound Math and Science Center			288,933	263,655	305,171
UB Math and Science-Cahokia & Madison				297,601	297,601
UB-ESTL High School Academy	309,505	309,505	297,601	268,357	380,824
Veterans Upward Bound	309,505	309,505	297,601	267,450	427,207
Child & Adult Food Care Program National School Lunch Program Summer Food Service Program ISBE Healthy Communities FY18 IAC-SIUE ESTLC Operating	264,224	245,262	258,776	225,958	107,666
Support	0	0	0	0	-
Summer Food Service Program	-	-	-	3,750	1,335
ISBE FY24 After School Program Non-School District Grant	50,000				
IAC FY25 After School Summer Program	5,000				
ESTL Community Arts Access Grant		1,750	-	-	-
Building Futures	193,633	140,540	99,663	183,976	150,080
ICCB	674,904	674,903	674,904	674,904	609,867
ICCB Construction Project					902,000
Post-Secondary Completion Strategies Program					
Total Revenues	13,212,963	13,277,541	13,677,300	13,892,211	15,990,594
Expenditures*					
Misc**	532,347	287,701	279,268	273,780	804,609
Salaries	5,304,569	5,799,674	5,858,461	6,295,359	4,525,981
Fringes	2,401,761	2,890,330	2,326,387	2,768,809	421,610

Travel	$49,437.27	52,429	41,190	37,171	4,794
Equipment	64,994	171,776	148,726	169,133	908,963
Commodities	125,161	167,198	254,040	271,140	189,033
Contractual Services	3,232,036	2,525,521	1,991,403	2,049,262	3,008,565
Operation of Auto	65,717	75,982	91,884	37,649	84,935
Telecommunication	185,660	379,129	392,807	297,537	193,468
Indirect Cost	976,481	946,562	979,496	901,279	1,016,737
Total Expenditures	12,938,161	13,296,302	12,363,662	13,101,118	11,158,695
Revenue Minus Expenditures	274,802	(18,761)	1,313,639	791,093	4,831,900

Staffing (Full Time Equivalent)	**FY2025**	**FY2024**	**FY2023**	**FY2022**	**FY2021**
Faculty (summer teaching for TRIO programs)					
Staff					
Total Staffing	0	0	0	0	0

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2024 – June 30, 2025

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

1. Reporting Institution: Southern Illinois University Edwardsville

2. Center/Institute: Environmental Resources Training Center

3. Date: 2-22-25

4. Director: Ricky L Lallish

   4.1 Telephone: 618-650-2212

   4.2 E-mail: Rlallis@siue.edu

5. Year Established: 1967

6. Illinois State Statute (if pertinent): Ill. Rev. Stat., Ch. 144, Sec 691, et seq

7. Reporting Unit: School of Engineering

8. Type

Type	Activity (check all that apply)
Instructional	
Research	
Public Service	X

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

9. Overview

9.1 Description

The ERTC is the state of Illinois' training center for water treatment technology. The ERTC educates pre-service students enrolled in the one-year Water Quality Control Operations Program, who wish to enter the water industry. The ERTC also provides continuing education at the center and throughout the state for working operators, who are required to obtain continuing education units or wish to advance their professional certifications. Additionally, ERTC provides services for IEPA via an interagency agreement, which includes coordination of water and wastewater certification review committees, certification testing management, training of cross connection control device inspectors, and management of the cross-connection control program.

9.2 Mission

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

9.3 Objectives

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

Provide continuing education and certification exam preparation for in-service students.

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

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

Deliver online/virtual courses to disseminate the knowledge and skills needed in the water treatment industry to operators and the public.

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

10. Advisory Board

10.1 Advisory Board - Membership

1. Dr. Jianpeng Zhou
   Professor of Environmental Engineering, School of Engineering, SIUE

2. Dr. Zhi-Qing Lin
   Professor of Environmental Sciences, College of Arts and Sciences, SIUE

3. Edward Matecki*
   Assistant Director (Retired), Facilities Management, SIUE

4. Martin Reynolds
   Public Works Director (Retired), Roxana, IL

5. Tim Albers
   Water Utility Operations Manager, HMG Engineers Inc.

6. Patti Schaake**
   Chief Operator (Retired), Edwardsville, IL

7. Penny Pinkstaff
   Public Works Director, Lebanon, IL

8. Becca Coyle
   Plant Manager, Metropolitan Sewer District, St. Louis, MO

9. John Leezy
   Wastewater Collections Supervisor, City of Wentzville, MO

*Ed Matecki has retired and was to be replaced by the Assistant Facilities Director (Donte' Harris). Donte' has since left SIUE. The new Assistant Facilities Director is Mike Myers and the ERTC will approach him as a replacement (pending SIUE board approval).
**Patti Schaake has also asked to be removed from the Advisory Board after moving to Florida. The Advisory Board is waiting for a replacement nominee by the Governor.
Have conducted investigation with SIUE Govt. and Community Relations for assistance in filling these positions.

10.2 Number of Meetings (In This Year) 1 (May 29, 2025)

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	Maintain enrollment in one-year program between 20-30 students.	20-30	22
2.	Maintain a pass rate of greater than 80% on the state certification exams.	80%	86%
3.	Maintain an 80% job placement rate for students within 12 months of graduation.	80%	91%

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

11.2 Major Accomplishments (In This Year)

The enrollment for the 2024-2025 class was at our goal with 25 students. Three students dropped out of the program for personal reasons. All 22 remaining students completed internships and all tasks required for graduation.

Revenue remained strong for FY25 at $773,025. Revenue minus expenditure was exceptional with a positive balance of $72,511. This increase was due to additional revenue from new class offerings and a decrease in expenditure. The CCCDI program added six additional training sessions throughout the year, as well as the addition of CCCDI recertification.

In 2019, new rules from the Illinois EPA implemented a recertification process for CCCDI licenses. The training module officially launched on July 1, 2023. Additionally, the CCCDI Director continues in-person recertification courses as well. This offering works well for any plumber that would prefer an in-person format to the online version. The cost of the in-person version remains at $100; this helps with revenue.

The ERTC continues to promote our Water Quality Control Operations Program whenever possible. Throughout the year, the staff met with various schools and job programs for recruiting and marketing. Staff attended various job fairs as well. ERTC hosted various classes for tours and water career marketing.

Matt Maas resigned from the position of Director of ERTC in March 2025 to take a position with IEPA. Drew Hoelscher was appointed Interim Director until a replacement is named. (Rick Lallish was named Director in February 2026). Aaron Jacobs left his position of Assistant Coordinator of Drinking Water in July. A job search began immediately. Charles Fulford was hired in September of 2025.

The ERTC/IEPA Interagency agreement ended in September 2024. The new Agreement went into effect on October 1, 2024.

During FY25, the ERTC continued upgrades to the laboratory equipment. The pilot plant remains in pretty good shape. Laboratory updates will be the next step in revamping the Water

Quality Control Operations Program. Two new smart boards are being researched for classroom use and integration.

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

The ERTC has an interagency agreement with the Illinois Environmental Protection Agency (IEPA). In this agreement, the ERTC runs the Cross Connection Control Device Inspector program and the water/wastewater certification exam committee programs. Additionally, ERTC is responsible for the grading of all Illinois certification exams in water, wastewater, and cross connection control. This agreement also provides funding for general ERTC operations, which includes salaries and equipment upgrades. The most recent interagency agreement for the period of October 2021-September 2024 was executed on 11/5/21. This agreement included funding in the amount of $ 1,144,806 over the three-year period. Unfortunately, when the agreement was executed, the end date was incorrectly recorded as September 2023 instead of September 2024. A one-year bridge agreement for $462,523 was agreed upon to cover expenses until the next agreement in October 2024.

The ERTC is the IEPA designated training center for water treatment technology (drinking water and wastewater) in the state of Illinois.

The ERTC also provides support to the Illinois Pollution Control Board and the Illinois Department of Public Health on drinking water, wastewater, and cross connection regulations.

The ERTC supports, presents, and assists in the development of the annual conferences for the Illinois Water Environmental Association (IWEA), Illinois Potable Water Systems Operators Association (IPWSOA), Illinois Rural Water Association (IRWA), and the Illinois Association of Water Pollution Control Operators (IAWPCO). Additionally, the ERTC supports local organizations (such as SWCWPOA and MISKA) by providing training sessions at their meetings, along with providing venues and sponsorships.

The ERTC Director of Wastewater Operations is the official Responsible Operator-In-Charge (ROINC) for the SIUE wastewater treatment plant. The ROINC is an IEPA required position of responsibility.

The Director of the ERTC is an Advisory Board Member on SIUE's Climate and Sustainability Advisory Board (CASAB).

The ERTC had several collaborations with main campus throughout the fiscal year. The ERTC participated in the Saturday Scholars sessions that were held at the ERTC and SoE. The ERTC Director collaborated with Dr. Serdar Celik to host the first Water-Energy Symposium in April, this was a success. We continued discussions with Facilities Management on potential relief operators at SIUE WWTP. The ERTC continued hosting two sessions of training for high school students during the School of Engineering's Summer Camp program in June.

11.4 Evidence of Support for Center/Institute Objectives

The ERTC has enjoyed the full support of the Dean of the School of Engineering for the last twenty years.

The ERTC continues to work with Job Centers in Illinois and Missouri as a WIOA approved program. Each July, ERTC staff visit eleven job centers in central/southern Illinois and Missouri to promote the ERTC's one-year program. Current agreements exist with Madison County (IL), St. Clair County (IL), Macoupin County (IL), Sangamon County (IL), Marion County (IL), SLATE in the City of St. Louis (MO), and St. Charles County (MO).

The IEPA has supported ERTC financially by providing operating funds for over 40 years. During this fiscal year, the current agreement runs from October 2024-September 2027.

The Metropolitan Sewer District (MSD) of St. Louis hires ERTC graduates almost exclusively when recruiting new plant operators. MSD has continued their scholarship program for minority and female students enrolled in the one-year Water Quality Control Operations Program. Currently, two scholarships are offered each year with the anticipation of an increase to four scholarships.

American Water Works in both Illinois and Missouri continues to show serious interest in our program. We have established a pipeline from ERTC to American Water for the employment of our students. We are very close to securing scholarships like those that currently exist with MSD.

The ERTC secured $30,000 from Plocher Construction (2024) to be utilized for one ERTC scholarship each of the next three years. If it proves to be successful, there is the opportunity for a potential endowment to ERTC.

Curry & Associates established the Patrick Curry Memorial Award scholarship in 1983.

The Sylvanus Jackson Memorial Award scholarship was established by IWEA in 1994.

The Anthony J LaRocca Memorial Award scholarship was established by John LaRocca in 2013.

Additional scholarships from water and wastewater organizations include:
IAWPCO Scholastic Award (2 students)
MISKA Scholastic Award (3 students)
SCWPOA Scholastic Award (2 students)

11.5 Evidence of Organizational Effectiveness

The ERTC graduated 22 students in FY25 (up 11 students from FY24). The ERTC has seen class size to be inconsistent of average since the pandemic's end. Early signs for the FY26 class look like there could be a substantial decrease in enrollment.

The ERTC one-year program continues to provide high-quality training in water treatment technology to future water and wastewater professionals. Pass rates for the drinking water

certification (73%) and wastewater certification (84%) in Illinois were both very impressive this year. Both pass rates are considerably higher than the Illinois state averages. We also had one student take and pass the Class 1 Wastewater Examination; this was phenomenal. Pass rates in Missouri were exceptional with a 100% pass rate in drinking water certification and a 100% pass rate in wastewater certification. However, it is important to note that only three students elected to take both Missouri exams this year. The overall pass rate between the two states was 86%, which is exceptional. For the year, this pass rate easily met the external credential attainment target set forth by Madison County WIOA funding (66%).

The Illinois Environmental Protection Agency and Missouri Department of Natural Resources continue to recognize the ERTC as a premier training center for water technology in the Midwest. Both regulators continue to offer simultaneous education and experience credit for the one-year program. They have also been very accommodated in hosting special testing sessions for our students.

Job placement statistics continue to be strong with 91% of students finding jobs within six months of program completion (20 of 22). This was a very good year, with the majority being employed almost immediately. Once again, the result easily met the Madison County WIOA target of 74% for the year.

The ERTC continued to provide educational opportunities for new and continuing employees in the wastewater treatment and drinking water supply industry across Illinois, Missouri, and the nation. From July 2024 through June 2025, the ERTC trained 1000 students and awarded 47443 continuing education and classroom clock hours. This showed an attendance decrease from the previous fiscal year (1,289 students → 1000 students), but an increase in hours awarded from the previous fiscal year (31,623 hours → 474433 hours). Notably, the increase in enrollment of our one-year Water Quality Control Operations Program has a strong effect on hours. Each student accounts for 1,450 hours. Both numbers are substantially higher than typical ERTC results.

12. Institutional Assessment

12.1 Date of Last Review: 2020

12.2 Decision at Last Review

- X Center/Institute in Good Standing
- ___ Center/Institute Flagged for Priority Review
- ___ Center/Institute Suspended

12.3 Explanation

ERTC is in a state of turnover. This began with the retirement of Dave Wessellmann in December 2024 and the resignation of the Director, Matt Maas in March 2025. ERTC continued operations minus these two positions for the remainder of the fiscal year. Drew Hoelscher performed the duty of Interim Director and Drinking Water Director for the remainder of the fiscal year. Other members of the staff

assisted in filling in for the open spaces (laboratory). Operations remained strong despite the shortage of personnel. With hirings and replacements, Fy 26 looks to be much stronger.

RESOURCES: ENVIRONMENTAL RESOURCES TRAINING CENTER

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Revenues					
State Appropriations	0	0	0	0	0
One-Year Program	187,328	93,337	101,558	96,268	139,696
Grants & Contracts	166,502	280,978	292,299	163,343	275,396
CCCDI Training/Symposium	154,830	141,791	102,790	84,065	73,410
CCCDI Certification	90,472	83,256	82,232	83,902	94,913
Night Courses	15,000	19,850	22,950	32,300	10,555
Workshops	312,621	132,962	137,009	163,155	103,822
Correspondence Courses	8,090	9,530	16,755	12,705	4,950
Total Revenues	934,843	773,025	745,272	635,738	702,742
Expenditures*					
Full Time Salaries	443,975	442,476	441,695	420,550	457,276
Adj Staff & Student Workers	36,845	36,380	38,218	33,928	48,773
Telecom/Communications	4,201	6,545	5,606	6,141	6,230
Commodities	42,005	28,546	30,926	33,987	33,695
Equipment	27,864	7,249	9,898	28,789	22,176
Contract Services	85,488	62,563	92,637	38,600	63,463
Permanent Improvement	0	0	0	0	
Computer	0	0	200	0	0
Travel	36,819	39,823	35,863	24,701	18,941
Fringe Benefits	121,464	55,822	45,396	NA	NA
Group Health & Social Sec	NA	5,010	NA	NA	NA
Refunds	1,850	0	575	525	8,665
Transfers Out	57,830	16,100	51,543	0	0
Total Expenditures	858,341	700,514	752,557	587,221	659,219
Revenue Minus Expenditures	76,502	72,511	(7,285)	48,517	45,523

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

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	FY2021
Faculty	0	0	0	0	0
Staff	7	7	7	7	7
Total Staffing	7	7	7	7	7

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1,2024 – June 30, 2025

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

1. Reporting Institution: Southern Illinois University Edwardsville

2. Center/Institute: GeoSpatial Mapping, Applications, and Research Center (GeoMARC)

3. Date: February 28, 2025

4. Director: Randall S. Pearson

   4.1 Telephone: 618-650-2278

   4.2 E-mail: rapears@siue.edu

5. Year Established: July 1, 2021

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: Graduate Studies and Research

8. Type

Type	Activity (check all that apply)
Instructional	X
Research	X
Public Service	X

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

9. Overview

9.1 Description

Established in 2021, GeoMARC (formerly LASA) was created to advance multidisciplinary and multi-institutional collaboration around applied geospatial technologies. From the beginning, the center has focused on research and innovation that support both public-sector needs and private-industry solutions. GeoMARC leverages a multidisciplinary staff with expertise in remote sensing and digital image processing, AI and machine learning, computer modeling, transportation network analysis, GIS, and solution automation to address complex cultural and environmental challenges.

Today, GeoMARC functions as a geospatial "think tank," operating much like a teaching hospital. It supports local and regional partners through real-world projects, applied research and development, and workforce training. Although the center now includes eight full-time employees, students remain at the core of its mission, actively contributing to work that integrates education, research, and community impact.

9.2 Mission

GeoMARC's mission is to provide the university, the community, industry, and governmental agencies with access to innovative geospatial analytics/solutions for addressing spatially related problems.

9.3 Objectives

1. Foster partnerships with other universities, government agencies, and industry.
2. Pursue external funding.
3. Provide real-world experience and mentorship to undergraduate and graduate students through externally funded research partnerships.
4. Support student retention.
5. Bring together academic researchers, educators, and industry experts to share ideas through regional workshops, seminars, and conferences.
6. Promote the ethical uses of geospatial technologies.
7. Create and foster multidisciplinary collaborations across SIUE and the SIU system.
8. Develop partnerships with local businesses and government agencies to produce high-impact community engagement projects.

10. Advisory Board

10.1 Advisory Board – Membership

Internal Members

Dr. Chris Slaten - - - - - - - - - - - - Associate Provost for Research and Dean of the Graduate School

Dr. Carrie Butts-Wilmsmeyer - - Director, SIUE Center for Predictive Analysis

Dr. Stacey Brown Amilian- - - - - Professor and Chair, Dept. of Geography

External Members

Kathy Wever - - - - - - - - - - - - - - Retired, Senior NGA Administrator (TRANSCOM; Talent Dev)

Dr. Rodney (R.J.) Mosquito - - - Deputy Division Chief of Artificial Intelligence Operations and Integration at NGA, St. Louis, MO

Henry Stephensen - - - - - - - - - Vice President of Security Risk Management at Mastercard and Past Director of Intelligence for US Transportation Command at Scott Air Force Base

Kyle Andersen - - - - - - - - - - - - - Executive Director and CEO, Leadership Council Southwestern Illinois

10.2 Number of Meetings (In This Year) 1 in-person Board Meeting with one mid-year Board Update Report

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	Develop grant proposals (or non-proposal contract awards) as PI and/or collaborator with SIUE or external partners	4	6
2.	Active projects underway supported by grants and contracts	6	9
3.	Research collaborations with other universities.	5	5
4.	Research collaboration with other SIUE programs/units.	5	7
5.	Research collaboration with industry partners and other government agencies.	5	8
6.	Conference, industry, and invited presentations	3	10

Measure		Target for Year	Results in Year
7.	Train students in geospatial analysis through experiential learning opportunities.	4 graduates & 4 undergrads	7 graduates & 7 undergrads
8.	Exposure of underrepresented students to Geospatial Technologies careers through presentations and guest lectures.	2 guest lectures / presentations / demonstrations	4 guest lectures / presentations / demonstrations (100+ students)
9.	Engagement in Community-based projects.	3	3
10.	Final reports/presentations and research publications	5	6

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

11.2 Major Accomplishments (FY25)

GeoMARC had several major accomplishments in FY25, each closely tied to the continued development of long-standing and emerging relationships with external funding partners. These partnerships—and the funding they generate—are central to GeoMARC's mission and directly support the objectives outlined in Sections 9.2 and 9.3.

Accordingly, GeoMARC's most significant accomplishments in FY25 are centered on its relationships with the National Geospatial-Intelligence Agency, the Illinois Department of Natural Resources, and the Electric Power Research Institute. While GeoMARC pursued a wide range of additional activities during the year, these three partnerships are particularly noteworthy due to their sustainable funding, the applied and experiential learning opportunities they provide for students, and their collective role in helping elevate Southern Illinois University Edwardsville's visibility and reputation within the region.

Each of these accomplishments is described in detail below.

1.0 One of the cornerstones of GeoMARC's current program is its long-standing and multifaceted relationship with the National Geospatial-Intelligence Agency (NGA), located just across the river in St. Louis, Missouri. This collaboration consists of three primary components: (1) the NGA 1:50,000 Land Navigation Mapping Program, (2) a Cooperative Research and Development Agreement (CRADA), and (3) an Educational Partnership Agreement (EPA) between NGA and Southern Illinois University Edwardsville (SIUE).

1.1 The most mature and impactful of these efforts is the 1:50,000 scale Land Navigation Mapping Program, which focuses on the production of highly detailed military land-navigation maps used by U.S. forces and NATO allies. In FY22, GeoMARC entered into a four-year agreement with NGA to support this initiative, making SIUE one of only two universities nationwide selected to participate in this student-driven mapping program. During FY25, GeoMARC students completed work on Delivery Orders #3 and #4, covering eight countries and generating $256,000 in funding. Since the program's inception, this partnership has provided more than $500,000 in total funding and supported multiple

graduate assistantships and undergraduate student worker positions. To date, students have produced more than 200 highly detailed topographic and land-cover maps for regions including Cuba, Russia, Saudi Arabia, Yemen, Oman, Mali, Chad, Jordan, Iran, and Iraq. Equally important, the program serves as a direct workforce development pipeline: students receive intensive training in NGA's mapping standards and ESRI's Department of Defense mapping tools, preparing them for employment within NGA and related Department of Defense programs. Close to 20 students have completed this training, with five already employed by NGA or DoD-affiliated mapping organizations in the St. Louis region.

1.2 The CRADA represents another significant component of GeoMARC's partnership with NGA. This effort is jointly supported by GeoMARC and C-PAN, with both centers collaborating on global food security mapping initiatives. Under this agreement, students apply a range of remote sensing technologies to identify and model "deviations from normal" conditions across agricultural landscapes in parts of Africa and Asia. These spatial and temporal indicators are then analyzed alongside data from the Armed Conflict Location & Event Data Project (ACLED) database to explore potential relationships among agricultural stress, food insecurity, and conflict. Investigating these relationships provides students with critical experience at the intersection of geospatial analysis, global security, and humanitarian applications.

1.3 Both the CRADA and the Educational Partnership Agreement (EPA) were initiated through the efforts of Kathy Wever, a GeoMARC Advisory Board member who recently retired from NGA. Kathy played a pivotal role in connecting GeoMARC with NGA leadership to initiate discussions surrounding the EPA and to advance the agreement through the necessary administrative processes. GeoMARC and Kathy Wever subsequently engaged Anthony Dust to serve as NGA's primary liaison for the EPA. Notably, Anthony (a past SIUE graduate) previously served as a team lead on the NGA 1:50,000 mapping program, providing valuable continuity between the operational and educational components of the partnership. On the SIUE side, Dr. Stacey Brown was selected as the university's lead representative. Together, Anthony and Stacey navigated the complex logistical and administrative requirements of the agreement, which is now finalized and ready for signature.

2. In FY25, GeoMARC continued to strengthen its 29-year partnership with the Illinois Department of Natural Resources (IDNR). During this period, GeoMARC enhanced its web-based mapping of underground mines across Illinois while further modernizing its mine subsidence surveying capabilities through the integration of advanced geospatial and database technologies, Interferometric Synthetic Aperture Radar (InSAR), and temporal analyses of in-house and state-acquired LiDAR spanning the past 15 years. These efforts underscore GeoMARC's sustained commitment to IDNR's long-term mapping and monitoring strategies and contributed to the award of two additional three-year contracts (July 1, 2022–June 30, 2025) totaling more than $1.28 million in FY23. During the final quarter of FY25, GeoMARC also initiated negotiations with IDNR for an additional three-year contract focused specifically on the mapping component of this partnership, with a proposed value of $641,000. In parallel, IDNR has expressed strong interest in the continued development of GeoMARC's LiDAR-based mapping program to support more accurate and timely spatial identification of mine subsidence events across Illinois. This

ongoing work reflects both the continued demand for GeoMARC's technical expertise and the strength of the long-standing collaboration between the two organizations.

3. Lastly, GeoMARC's ongoing partnership with the Electric Power Research Institute (EPRI), headquartered in Washington, DC, continues to yield substantial benefits. Since FY22, GeoMARC has worked closely with EPRI to develop drone-based analytical workflows along energy company rights-of-way to assess environmental sustainability and habitat diversity. As of the start of FY25, EPRI had provided more than $330,000 in research funding to support work related to environmental habitat quality and sustainability. This relationship also led to the development of a successful joint proposal between EPRI, Southern Illinois University Edwardsville (SIUE), the University of Illinois Chicago (UIC), and the University of Illinois Urbana-Champaign (UIUC) to the United States Department of Agriculture (USDA). The proposal—funded in October 2024 at more than $2.4 million—focuses on developing remote sensing–based methods for rapidly and accurately assessing environmental quality within the USDA's Conservation Reserve Program. GeoMARC is leading all geospatial mapping and remote sensing–based monitoring efforts for this project.

   In addition, GeoMARC continued to support EPRI's internal research initiatives and, during the second half of FY25, began preparatory work on two new environmental monitoring projects scheduled to launch in FY26. Ultimately, it is through sustained external partnerships and competitively awarded funding such as this that students gain the real-world, applied experience necessary to succeed beyond the university environment.

11.3 Evidence of Support for IBHE "A Thriving Illinois", SIU System, and SIU Campus Strategic Planning

(1) Support for IBHE "A Thriving Illinois"

GeoMARC's multidisciplinary and applied use of geospatial technologies uniquely positions the center to advance the goals outlined in the Illinois Board of Higher Education's (IBHE) "A Thriving Illinois" strategic plan. Through externally funded research, workforce development, and student-centered experiential learning, GeoMARC contributes meaningfully to the plan's priorities of equity, sustainability, and economic growth.

Equity:

- Each fiscal year, GeoMARC provides paid research, internship, and student worker opportunities to approximately 15–20 students, drawn from a highly diverse population that aligns closely with IBHE's Equity goals. These students include individuals from underserved racial and ethnic groups, low-income backgrounds, rural communities, and non-traditional student pathways. Over the past three years, approximately 50% of GeoMARC's student workforce has come from one or more of these populations.
- Beyond funding, GeoMARC offers students daily exposure to a diverse professional environment, where staff vary across race, gender, age, and disciplinary background. Students experience firsthand how diverse perspectives and skill sets are integrated to solve complex, real-world geospatial problems—equity not as an abstraction, but as an operational practice.

Sustainability:

- GeoMARC functions as both a **stable funding source** and an intellectual "home" for students, fostering belonging, engagement, and peer interaction across disciplines and backgrounds. Through sustained participation in externally funded projects, students gain early insight into professional workflows, emerging technologies, and career pathways.
- This applied, project-based model strengthens **student persistence and retention** by helping students see the relevance of their academic training and envision tangible futures in geospatial and technology-driven fields. One excellent example of this comes from a series of presentations made to the GAME and FAME program several years ago. Two individuals from this program ultimately came to work for GeoMARC as student workers. One was subsequently offered an internship at NGA and the second continued on at GeoMARC and has now entered graduate school where, starting this summer, he will take over as student team lead on our Mine Subsidence Monitoring program.

Growth:

- GeoMARC plays a central role in the **St. Louis regional geospatial workforce pipeline**, providing experiential learning opportunities tied directly to regional and national needs. Students work on projects addressing mine subsidence, school boundary analysis, land-use change, invasive species mapping, and mission-critical Department of Defense applications linked to the National Geospatial-Intelligence Agency.
- The center operates across disciplinary and institutional boundaries, with the potential of assembling teams from engineering, geography, biology, chemistry, STEM programs, C-PAN, and other units to ensure that complex geospatial challenges are addressed with the appropriate technical and scientific depth.
- GeoMARC has also cultivated **long-term partnerships** with local, state, and federal agencies—including the Illinois Department of Natural Resources, United States Department of Agriculture, the Illinois State Library, county GIS programs, and K–12 school districts—as well as industry partners such as T-REX, Bayer Crop Science, Climate Corporation, Corteva, Illinois Corn, Ameren, and the Electric Power Research Institute. These relationships help ensure that GeoMARC's research agenda remains responsive to workforce and industry needs across Illinois

(2) Support for SIUE Campus Priorities

Access to Opportunity / Change Agent / Sustainability

Through the "teaching hospital" model described in Section 9.1, GeoMARC trained **18 students in FY25** through hands-on, project-based learning supported by external partners, including NGA, Bayer Crop Science, IDNR, EPRI, and the Illinois State Library. Students were supported through paid internships, student worker positions, and graduate assistantships while gaining direct experience solving real-world problems using advanced geospatial technologies.

These experiences prepare students not only technically, but also professionally and socially—helping them learn how to function effectively on interdisciplinary teams. In addition, GeoMARC serves as both a funding source and a **community space**, enabling students from diverse backgrounds to engage meaningfully with one another while

exploring potential career pathways. This combination of financial support, applied learning, and community engagement plays a measurable role in **student retention.**

Student Success and Inclusive Excellence / Change Agent

A persistent challenge within the geospatial workforce is the underrepresentation of students from underserved populations. GeoMARC actively addresses this gap by aligning its externally funded projects with inclusive hiring and training practices. In FY25, a significant number of GeoMARC's 14 funded students came from underserved groups, including students of color, women, and students from rural or low-income backgrounds.

GeoMARC's external funding portfolio supports paid internships, student employment, and graduate assistantships, reducing financial stress associated with college affordability. In FY25 alone, GeoMARC invested **$112,901.10** directly into student-based wages. Beyond financial relief, this level of engagement reinforces a well-documented reality in higher education: **students who are engaged stay enrolled**.

Excellent and Diverse Faculty and Staff / Change Agent

GeoMARC provides students with exposure to what is effectively an "outlier" within the regional geospatial ecosystem—a highly experienced, multidisciplinary, and diverse professional staff. Students observe daily how individuals with different backgrounds, expertise, and perspectives collaborate to address emerging geospatial challenges. This environment reinforces inclusive excellence through practice rather than policy.

GeoMARC staff also provide broad support across campus, assisting faculty and students with geospatial data acquisition, data management, advanced spatial analysis, and the adoption of emerging technologies. The center administers all campus-wide geospatial software and supports instructional and research needs across engineering, biology, environmental sciences, STEM, and related programs.

Additionally, GeoMARC supports the Department of Geography through instruction in advanced geospatial courses—including Python programming, remote sensing and digital image processing, and aerial image interpretation—and through management of the GIS laboratory, which supports more than a dozen courses and the department's GIS minor.

Sustainability

The St. Louis metropolitan region is undergoing a coordinated effort to establish itself as one of the nation's leading geospatial hubs. Given the presence of NGA, Scott Air Force Base, Bayer Crop Science, Enterprise Mobility, and Climate Corporation, the region already ranks among the top metropolitan areas nationally for geospatial industry concentration.

As this ecosystem continues to evolve, it is critical that the Illinois side of the metropolitan area maintains a strong and balanced role in workforce development, innovation, and industry growth. Through its partnerships, applied research, and steady pipeline of well-prepared students, GeoMARC plays a key role in ensuring that Illinois—and Southern Illinois University Edwardsville—remains an integral contributor to the region's long-term geospatial sustainability.

11.4 Evidence of Support for Center/Institute Objectives

1. **Foster partnerships with other universities, government agencies, and industry.**

In FY25, GeoMARC continued to foster partnerships and research relationships with a number of government agencies, universities, and commercial companies. In total, during FY25 GeoMARC collaborated with 6 different governmental agencies (local, state, and federal), 7 different university/non-profit groups, and 5 different commercial companies.

Examples of research and collaboration with government agencies included:

- Illinois Department of Natural Resources – LiDAR Mapping and ground surveying underground mine subsidence across Illinois. (Externally funded)
- DoD's National Geospatial-Intelligence Agency – Production of 1:50K topographic and ground navigation maps for movement of US and NATO troops. (Externally funded)
- Illinois State Library – Development and maintenance of a specialized website for calculating library district populations across Illinois, which determines funding support for each district. (Externally funded)
- USDA – the development of a robust geospatial tool that uses various levels of remotely sensed data (drones to hyper-temporal satellite imagery) for mapping and monitoring USDA's Conservation Research Program acreages across the US.

Examples of research relationships with universities and non-profit organizations included:

- St. Louis University – Missouri View Program (Externally funded)
- Illinois State University (with C-PAN) – Co-developing workshops and instructional videos on the use of geospatial technologies in rural areas of Illinois. (Externally funded)
- Kansas State University, Iowa State, University of Nebraska – SIUE is representing Illinois in the development of a soybean oil and protein model for the Midwest. (Externally funded)
- UIC, UIUC, and EPRI – USDA 4-year mapping project related to environmental quantification of USDA CRP acres across the US. (Externally funded)

Examples of research and collaboration with private industry included:

- Illinois Mine Subsidence Insurance Fund – the use of LiDAR for mapping long-wall mine subsidence in southern Illinois
- Corteva – the development of a model for mapping the intersection of the timing between monarch butterfly movement across the US and historic timing of corn tasseling (discussions with imminent funding)
- Electric Power Research Institute – Assessing proper management of utility rights-of-way for best environmental management practices. (Externally funded)

2. **Pursue external funding.**

In FY25, GeoMARC (in conjunction with several collaborative partners) solicited external research and development funding from 6 external sources that totaled $3,230,442.68, with all 6 requests being funded. Because GeoMARC has so many grants and contracts that cross over multiple years, it is difficult to visualize the amount of funding for any given fiscal year. The table below shows all funded grants and contracts that crossed over FY25.

Program Area/Sponsor	Partnering Units/Institutions	Amount
IDNR *Mine Map Preservation and Web-based Digital Distribution*	GeoMARC (FY23 - FY25)	$684,794.01
IDNR *Subsidence Monitoring Response Team*	GeoMARC (FY23 - FY25)	$597,257.43
IDNR *Subsidence Monitoring Response Team*	GeoMARC (FY26 - FY28) Contract negotiated during the 4th quarter of FY25 with a start date in FY26	$640,956.08
USDA - *Collaborative Research: HDR DSC: The Data Gateways Project - Creating Pathways for Multiple Points of Entry into Data Science Careers and the Training of a Multidisciplinary Workforce*	C-PAN/GeoMARC (FY22 - FY26)	$508,000.00
NGA *1:50K Topographic Production*	GeoMARC (FY24 – FY25)	$126,175.20
District 7 *Comprehensive GIS Development for Edwardsville Community School District 7*	GeoMARC (FY25)	$20,000
Kansas State University *Mapping Soybean Protein and Oil Quality in Farmer Fields*	GeoMARC (FY25)	$8,000.00

EPRI *Developing satellite metrics for habitat monitoring and biodiversity*	GeoMARC (FY24-FY25)	$99,982.00
Illinois State Library System *Library District Website Maintenance and Updates*	GeoMARC (FY25-FY28)	$41,340.00
NGA 1:50K Topographic Map Production	GeoMARC (FY25-FY26)	$134,033.60
USDA – FSA Grant *Adaptive Habitat Monitoring for CRP*	Collaborative Grant GeoMARC, UIC, UIUC, EPRI FY25-FY28	$2,386,113.00

3. **Provide real-world experience and mentorship to undergraduate and graduate students through externally funded research partnerships.**

Through funding from the projects outlined in Objectives #1 and #2, GeoMARC supported **14 students in FY25** through student employment, graduate assistantships, and internships. These students were mentored by GeoMARC staff throughout all phases of the work, including research design, project implementation, and final product delivery. This hands-on, experiential learning approach lies at the core of GeoMARC's mission and produces a well-prepared workforce with advanced geospatial skills and meaningful real-world experience.

4. **Support Student Retention.**

GeoMARC's external funding enables students not only to participate in real-world, applied projects, but also to receive meaningful financial support for their work. In this professional setting, students learn how to collaborate effectively, rely on one another, and operate within a high-functioning team environment. Beyond project work, students study together, engage socially, and build lasting relationships. This strong sense of community—intentionally fostered within GeoMARC—represents an evolving model that is already yielding measurable benefits for student engagement and retention.

5. **Bring together academic researchers, educators, and industry experts to share ideas through regional workshops, seminars and conferences.**

GeoMARC was highly active in collaborative initiatives during FY25. The center partnered with the University of Illinois Chicago, the University of Illinois Urbana-Champaign, C-PAN, and the Electric Power Research Institute (EPRI) to pursue a major external funding opportunity totaling **$2,386,113.00**. In addition, GeoMARC worked closely with T-REX and the Danforth Plant Science Center to share its geospatial applications in agriculture with international partners from Brazil and Argentina. GeoMARC also remained actively engaged in environmental research

through ongoing collaborations with electric power industry partners, including Ameren and EPRI.

6. Promote the ethical uses of geospatial technologies.

One of the central challenges accompanying the rapid advancement of geospatial technologies is ensuring their ethical use. Like many powerful analytical tools, geospatial methods can be misapplied to support predetermined or client-driven conclusions rather than objective inquiry. In some cases, project sponsors may approach an analysis with an expected outcome already in mind—before any data are examined. GeoMARC has never—and will never—operate in this manner. Our work is grounded in the principle that **data and sound methodology must drive results**, not external expectations. Ethical practice is maintained through rigorous project design, strict adherence to data integrity, transparent analytical protocols, and defensible interpretation of results. Equally important, students are embedded in this process. Through their work at GeoMARC, student employees, graduate assistants, and interns observe firsthand how ethical standards are upheld when working with industry and government partners. This exposure provides critical professional training, ensuring that students carry forward a strong understanding of ethical responsibility as they enter the geospatial workforce.

7. Create and foster multidisciplinary collaborations across SIUE and the SIU system.

In FY25, GeoMARC remained highly engaged in collaborative efforts across multiple units within the SIU system. The center maintains a close collaborative relationship with C-PAN, the BLI, the Department of Geography, Biology, and Environmental Sciences. These multidisciplinary collaborations offer several important benefits, including the sharing of ideas and resources, the potential for the formation of highly competitive teams for external funding opportunities, and the integration of students across disciplines on joint research projects. Beyond faculty and staff benefits, these partnerships provide students with valuable exposure to different analytical perspectives, technologies, and problem-solving approaches. By working alongside peers from other disciplines, students gain a broader understanding of how geospatial tools intersect with diverse fields—experience that is increasingly essential in today's interdisciplinary research and workforce environments.

8. Develop partnerships with local businesses and government agencies to produce high-impact community engagement projects.

GeoMARC is strongly committed to supporting local businesses and government agencies through community-engaged projects that apply advanced geospatial technologies to practical, real-world challenges. One of GeoMARC's longest-standing community partnerships is with Edwardsville School District #7, where the center has assisted in modeling student population dynamics—including in-migration, out-migration, and within-district movement—to inform long-term school boundary planning. In FY25, GeoMARC continued its analysis of the district's potential transition from a three-tier school schedule (with separate start times for elementary, middle, and high schools) to a two-tier system—an operational change with significant implications for transportation efficiency and cost. Using advanced geospatial and network optimization tools, GeoMARC evaluated the feasibility of a two-tier model by analyzing optimized bus routing scenarios, potential adjustments to school start times, and the impacts of low bus ridership. These analyses provided the district with data-driven insights into potential transportation cost savings. In addition to planning support, GeoMARC has developed and continues to support geospatial education at Edwardsville High School. Through this long-

running outreach effort, nearly **500 local high school students** have been introduced to geospatial technologies over the past 14 years.

GeoMARC also maintains a strong community presence through its work with the Illinois Department of Natural Resources subsidence monitoring program. GeoMARC's field teams are deployed three to four days per week conducting ground surveys, collecting LiDAR drone imagery, and engaging directly with residents across central and southern Illinois, from Springfield to Carbondale. Through this work, GeoMARC staff and its student surveyors serve as a primary point of connection between IDNR and the public, reinforcing SIUE's visibility and impact across the region.

11.5 Evidence of Organizational Effectiveness

Organizational Effectiveness in Achieving Predetermined Goals
As shown in Section 11.1, GeoMARC met or exceeded all targets across its ten-performance metrics. As this represents only the center's fourth year of operation, the absence of long-term historical data makes it challenging to fully assess the effectiveness of certain measures. Nonetheless, GeoMARC has made substantial progress in strengthening existing partnerships and cultivating new relationships with government agencies, academic institutions, and private industry.

These long-term research and funding partnerships are essential to stabilizing GeoMARC's revenue streams over time, enabling more effective long-range planning that directly supports student funding, student retention, faculty research, and broader institutional priorities. GeoMARC's continued strategy of positioning itself as a trusted, "go-to" research partner for public agencies and private organizations will remain central to its mission moving forward.

Research & Grant Applications

In FY25, GeoMARC submitted six external funding requests totaling $3,230,442.68. These proposals were developed with a small group of partners, including one industry collaborator and three researchers from two public universities in Illinois. All six requests were funded. While GeoMARC secured a substantial portion of this funding through independently led efforts, the center continues to evaluate when deeper collaboration with other researchers and centers may strengthen competitiveness for future awards. As noted in prior annual reports, the relative return on investment between collaborative and independently led proposals remains an open question and will require continued assessment over time. Ultimately, GeoMARC aims to strike an effective balance between these approaches to best advance its mission and strategic objectives

As GeoMARC enters its fifth year, the center's primary emphasis has been establishing a stable and sustainable research and service revenue base. Consequently, scholarly publications and presentations have played a secondary role to date, though GeoMARC anticipates a gradual increase in scholarly output as the center continues to mature and stabilize. It is also important to note that some GeoMARC R&D cannot be fully shared publicly. In many cases, project results provide a competitive advantage to funding partners—and, by extension, to GeoMARC—within

a highly competitive funding environment. As a result, GeoMARC must at times limit the level of detail included in public presentations and publications. This is particularly important as GeoMARC positions itself as a regional leader in the applied use of artificial intelligence and machine learning for environmental applications.

Below are the Scholarly Publications, Presentations, and Number of Research Faculty for FY25.

Year	# Scholarly Publications	# Scholarly Presentations	FTE Research Faculty
FY25	1	10	1

12. Institutional Assessment

12.1 Date of Last Review NA – Center Established in FY22

12.2 Decision at Last Review

_____ Center/Institute in Good Standing
_____ Center/Institute Flagged for Priority Review
_____ Center/Institute Suspended

12.3 Explanation No explanation required.

RESOURCES: GeoSpatial Mapping, Applications, and Research Center (GeoMARC)

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Revenues					
State Appropriations	231,031.00	231,089.00	231,089.00	228,118.00	0
Grants & Contracts	765,806.88	651,687.69	765,521.93	541,397.08	0
Nonmandatory Transfers In (ICR)	48,701.53	48,742.48	37,313.06	32,953.64	0
Salary Transfer In	11,666.80				
Fiscal End Unencumbered Funds (Cash Balance)	250,605.91	211,895.69	252,100.17	121,927.59	
Total Revenues	**1,307,812.12**	**1,143,414.86**	**1,286,024.16**	**924,396.31**	**0**
Expenditures*					
Salaries	578,013.63	611,321.81	541,100.34	483,673.04	0
Student Wages	65,635.64	48,212.28	75,784.23	34,224.89	0
Graduate Assistants	47,265.46	69,085.45	81,605.61	48,450.63	0
Fringe Benefits	142,017.58	97,955.40	72,551.62	63,624.34	0
F&A	150,596.78	151,702.19	127,922.30	126,427.58	0
Contractual Services	23,922.27	6,205.44	19,326.01	3,388.20	0
Equipment	1,810.89	10,190.13	51,570.00	35,394.89	0
Telecommunications	1,500.00	1,500.00	1,686.39	2,004.32	0
University Transportation	12,401.72	12,820.44	14,252.01	11,912.44	0
Travel	1,377.66	1,209.28	503.79		
Commodities	1,577.27	2,575.15	1,724.91	2,664.79	0
Total Expenditures	**1,026,118.90**	**1,012,777.57**	**988,027.21**	**811,765.12**	**0**
Revenue Minus Expenditures	**281,693.22**	**130,637.29**	**297,996.95**	**112,631.19**	**0**

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

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	FY2021
Faculty	2.0	2.0	2.0	1.0	0
Staff	6.0	6.0	5.0	5.0	0
Temporary CS Extra Help	0.3	0.4	1.3	0	0
Graduate and Undergraduate Students	4.7	6.0	4.9	3.8	0
Total Staffing	13.0	14.4	13.2	9.8	0

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2024 – June 30, 2025

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

1. Reporting Institution: Southern Illinois University Edwardsville

2. Center/Institute: IL SBDC for the Metro East at SIUE

3. Date: 1-30-26

4. Director: Giovanna May

   4.1 Telephone: 618.650.2929

   4.2 E-mail: gdimagg@siue.edu

5. Year Established: 1984

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: School of Business

8. Type

Type	Activity (check all that apply)
Instructional	
Research	
Public Service	X

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

9. Overview

9.1 Description

The Illinois Small Business Development Center (SBDC) for the Metro East at Southern Illinois University Edwardsville operates two offices, on the Edwardsville campus and at the Yvonne Younge Higher Education Campus in East St. Louis, along with an integrated International Trade Center. These locations enable the Center to provide accessible advising, training, and technical assistance to entrepreneurs and small businesses across a nine-county region of Southwestern Illinois.

Through strong university support and regional partnerships, the SBDC and ITC serve as a coordinated economic development resource focused on regional economic growth, capital access, job creation, and global market engagement, while demonstrating responsible stewardship of public resources.

9.2 Mission

To provide Professional Guidance for Business Growth

The Illinois Small Business Development Center (SBDC) for the Metro East at Southern Illinois University Edwardsville empowers entrepreneurs, new ventures, and small to mid-sized businesses to define and achieve their path to success, supporting business formation, accelerating sustainable growth, and strengthening long-term regional economic competitiveness.

Through professional advising, applied research, and strategic partnerships, the Center fosters job creation and retention, encourages capital investment, and enhances the vitality of the Metro East business community. Aligned with the priorities of the SIUE School of Business and the University, the SBDC advances innovation and expands economic opportunity throughout Southwestern Illinois.

Complementing this work, the Illinois SBDC International Trade Center prepares companies for international success through export readiness and market expansion programs, further amplifying regional economic impact.

9.3 Objectives

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

10. Advisory Board

10.1 Advisory Board - Membership

SBDC-Established January 2019

Last meeting was held on November 4, 2025. Next scheduled for March 10, 2026
The advisory board is comprised of regional business leaders, economic development partners, and community stakeholders who provide strategic guidance to ensure alignment with market needs.

ITC- Southwest IL Trade and Investment Council
In lieu of having its own advisory board, the International Trade Center is a founding member and co-leads the Southwestern Illinois Trade and Investment Council (SWILTIC), which supports and provides direction for the ITC.

The SWILTIC is the first of its kind in Illinois. ***This will be re-established now that a new ITC Director is onboard.***

http://swillinoistrade.org/Council
https://www.siue.edu/business/itc/about/sw-ill-trade-investment-council.shtml

10.2	Number of Meetings (FY25)	SBDC - 3 meetings | ITC- 0 meetings

11. Annual Performance FY25

11.1 Performance Measures *

During the reporting period, the Illinois SBDC for the Metro East at SIUE demonstrated strong performance across the majority of its key economic impact measures.
The Center exceeded targets for business starts, total clients advised, International Trade Center clients served, and client export activity. Most notably, ITC-supported companies generated more than $41.2 million in exports, surpassing the annual goal by a substantial margin and reflecting the growing global competitiveness of regional businesses.

While the number of jobs created fell below the projected target, the Center has increasingly focused its advising resources on businesses pursuing sustainable growth and capital readiness, outcomes that typically generate employment over a longer horizon. This strategic emphasis positions the region for durable economic impact rather than short-term job fluctuations.
Collectively, these results underscore the Center's commitment to measurable outcomes, responsible stewardship of public resources, and continuous alignment with regional economic development priorities.

To further strengthen employment outcomes, the Center is increasing its focus on second-stage companies, capital access strategies, and scalable firms; business segments that historically generate higher and more sustained job growth.
Building on these outcomes, the Center will continue prioritizing scalable firms, capital formation, and export readiness to further expand regional economic impact.

Measure		Target for Year	Results in Year
1.	Number of Jobs Created (SBDC)	28	13
2.	Number of Business Starts (SBDC)	12	15
3.	Number of Clients Advised (SBDC)	400	431
4.	Number of Clients Advised (ITC)	40	61
5.	Client Exports (ITC)	$12,500,000	$41,289,059

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

11.2 Major Accomplishments (FY25)

Small Business Development Center

- Advised 431 clients, exceeding the annual target, and supported the acquisition of more than $1.5 million in debt and non-debt funding through over 2,243 hours of advising engagement, reinforcing the Center's role as a trusted regional business resource.
- Supported multiple CEO entrepreneurship programs across the Metro East, strengthening early-stage business development and cultivating the next generation of entrepreneurs.
- Hosted the 11th Annual Metro East Startup Challenge, promoting innovation and regional competitiveness while launching outreach for the 12th annual program.
- Provided technical assistance to approximately 15 applicants for the DCEO OE3 Capital and Infrastructure Grant, with two client projects ultimately funded by the State, demonstrating the Center's ability to help businesses successfully compete for public investment.
- Delivered 74 workshops and training sessions serving approximately 658 participants, expanding access to critical business knowledge across the region.
- Published eight success stories and produced client spotlight videos highlighting measurable economic contributions from local entrepreneurs.
- Strengthened regional visibility through presentations and partnerships with business organizations including Rotary Clubs, chambers of commerce, referral networks, and innovation hubs.
- Advanced institutional leadership through participation on the SIU System Strategic Plan Implementation Team focused on entrepreneurship.
- Maintained active engagement with diverse business communities through continued leadership involvement in the Latino Roundtable.

International Trade Center

Despite a director transition during the first half of the year, the ITC sustained strong momentum and continued to expand global engagement opportunities for regional businesses.

- Strengthened international partnerships, including an ongoing cooperation agreement with Universidad de Lima, and initiated exploratory collaboration with SERCOTEC, a division of Chile's Ministry of Economy, expanding strategic connections across Latin America.
- Co-led an international trade and education mission to Lima, Peru, resulting in renewed commitments to institutional collaboration and planned inbound and outbound engagements for 2025–2026.

- Delivered customized market research, industry analysis, and country intelligence reports, along with one-on-one advising in Spanish to support small and mid-sized firms exploring South American markets.
- Sponsored and co-sponsored three international trade programs attended by more than 100 business representatives statewide, strengthening Illinois' export ecosystem.
- Supported company participation in trade missions and global exhibitions across Europe and Latin America, providing research and strategic guidance to enhance market entry success.
- Expanded access to international marketing databases and enhanced outreach capabilities to better identify and serve export-ready firms.

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

Provided business advising and/or support to many SIUE students (Clients, Students, Alumni) in FY25; organized efforts to foster and promote innovation and entrepreneurship on campus; and strengthened SIU system to the community through coordinated outreach efforts, social media campaigns, and community partnerships to include the Wedge in Alton, IL.
Another example includes collaborating with various departments to offer students the opportunity to work with small business clients and gain real world experience in Marketing, Art/Design, Engineering and Web Design. Also assisted with SIUE's School of Business Competition-The Other 40/Startup Surge

11.4 Evidence of Support for Center/Institute Objectives

As stated above – 431 SBDC client contacts, over $41M in ITC client exports, 74 SBDC training sessions.
Starting a Small Business Workshop is offered both monthly and on demand at no cost. The SBDC actively records and provides ready-to-digest content on its website.
Center supports SIUE Entrepreneurship Program & The Other 40 Competition. Spoke to various classes throughout Fall 2024 and Spring 2025 including Mass Comm and Nutrition.
Recommend clients to participate in class projects for Mass Comm, Engineering and MGMT.
Promoted SIUE's vision of Entrepreneurship and Innovation within the communities we serve.
Attention to geographic reach and diversity inclusion of entrepreneurs and small businesses.

11.5 Evidence of Organizational Effectiveness

During CY25, the SBDC and ITC met or exceeded the goals set in many of its performance measures. Specifically, the SBDC achieved 95% or greater in 12 of 13 total measures and the ITC achieved 70% or higher 8 of 9 total measures.

12. Institutional Assessment

12.1	Date of Last Review	Financial Review 2017 | Performance Review 8.30.18| Center Review 2020| Interim Review 3.25.24	
12.2	Decision at Last Review	X	Center/Institute in Good Standing
			Center/Institute Flagged for Priority Review
			Center/Institute Suspended
12.3	Explanation	2018 SBA and ASBDC Accreditation Review 10/2021 Financial Review 2017 IBHE 2020 and Interim Review 2024	

RESOURCES: IL SBDC for the Metro East at SIUE

Financial Resources	CY2025	CY2024	CY2023	CY2022	CY2021**
Revenues	200,000	200,000	200,000		
State Appropriations	100,000		80,000		125,710
Income Fund	0	770	3,511	1,456	3,032
Grants & Contracts		200,000	120,000	185,000	505,715
Total Revenues	200,000	200,770	203,511	186,456	634,457
Expenditures*					
Salaries/Fringes	132,355.13	127,613	120,333	128,829	268,526
Commodities	4,425.39	5,515	3,019	1,311	6,048
Contractual	13,379.19	27,637	29,674	40,539	223,118
Travel	4675.30	11,934	17,041	10,395	6,118
Consultants/Indep. Contractors	30,255.00	20,380	16,017	0	55,913
Equipment	0	0	0	0	0
Telephone/Other	14,909.99	6920	9,843	3,924	3,618
Total Expenditures	200,000	200,000.00	195,927	185,000	563,341
Revenue Minus Expenditures	0	770	7,584	1,456	71,116

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

*****CY 2021 includes $50,000 in CARES Act funding received for COVID-19 relief efforts and $270,715.44 on Illinois Navigator Grant.***
Assistance includes Cybersecurity/IT, Human Resources, Web-Design, Marketing/Social Media, Accounting as well as support for African American and Latino entrepreneurs and small business owners.

Staffing (Full Time Equivalent)	FY25	FY24	FY23	FY22	FY21
Faculty			0	0	0
Staff	3 (until 1.31.25)	3	3	4	3
Grad Assistants (PT)	2	3	3	3	3
Total Staffing	5	6	6	7	6

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1, 2024 – June 30, 2025

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

1. Reporting Institution: Southern Illinois University Edwardsville

2. Center/Institute: IRIS Center for the Digital Humanities and Social Sciences

3. Date: 13 February 2026

4. Director: Margaret Smith, interim director

   4.1 Telephone: 618-650-2667

   4.2 E-mail: margars@siue.edu, iriscenter@siue.edu

5. Year Established: November 11, 2020

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: College of Arts and Sciences

8. Type

Type	Activity (check all that apply)
Instructional	x
Research	x
Public Service	x

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

9. Overview

9.1 Description

The IRIS Center aims to facilitate cross-disciplinary and collaborative projects that involve innovative uses of technology in the humanities and social sciences and support these projects via access to physical facilities, equipment, and human resources. The Center works to foster active mentorship and collaboration between faculty and students at undergraduate and graduate levels, encourage the development of curricular innovation that makes significant use of digital applications and resources, and promote digital endeavors that intersect with community initiatives and organizations.

9.2 Mission

The Interdisciplinary Research and Informatics Scholarship (IRIS) Center at Southern Illinois University Edwardsville (SIUE) is an interdisciplinary facility designed to support scholarship in the humanities and social sciences that applies digital content as a primary methodology.

9.3 Objectives

- Facilitate cross-disciplinary and collaborative projects that involve innovative uses of technology in the humanities and social sciences.
- Support these projects via access to physical facilities, equipment, and human resources.
- Foster active mentorship and collaboration between faculty and students at undergraduate and graduate levels.
- Encourage the development of curricular innovation that makes significant use of digital applications and resources.
- Promote digital endeavors that intersect with community initiatives and organizations.

10. Advisory Board

10.1 Advisory Board - Membership

Internal Advisory Board Members
Stacey Brown, Geography and GIS
Cassandra Collier, Computer Management and Information Systems
Lora Del Rio, Lovejoy Library
Jessica DeSpain, CODES
Gunes Ercal, Computer Science
Greg Fields, Philosophy
Connie Frey-Spurlock, SIU Office of Community Engagement
Jessica Harris, Vice Chancellor for Equity, Diversity, and Inclusion
Kristine Hildebrandt, English
Lydia Jackson, Lovejoy Library
Sharon Locke, STEM Center

Jeff Manuel, History
Vance McCracken, College of Arts and Sciences
Mark Poepsel, Mass Communications
Howard Rambsy II, English
Johanna Schmitz, Theater and Dance

External Advisory Board Members
Jacob Carlson, Bethalto High School
Robbie Hart, Missouri Botanical Garden
Lara Kelland, University of Missouri-St. Louis
Katherine Knowles, University of Kansas
Kristen Lillvis, Metropolitan State University
Matt Meacham, Illinois Humanities
Ben Ostermeier, Yale University
Ellie Scott, Bayleaf Consulting

10.2 Number of Meetings (In This Year) 1 per board

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	Submit grant proposals to federal/private foundation funding sources	4	5
2.	Submit products for publication	6	8
3.	Present research at conferences	8-10	9
4.	Conduct workshops directed at campus community	6	6
5.	Conduct professional development workshop for local teachers	1	1
6.	Hold an open house	1	1
7.	Develop two initiatives in partnership with community organizations	2	2
8.	Recruit additional students to the minor	2	2

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

11.2 Major Accomplishments (In This Year)

Despite significant transformations to the research funding landscape, IRIS has continued to expand its impact on students, faculty, and community members, blending community-engaged research and pedagogy in mutually reinforcing ways that embody SIUE's teacher-scholar model.

One of the driving concerns of FY25 was the collapse of federal research funding, particularly the dissolution of the Office of Digital Humanities at the National Endowment for the Humanities. In FY25, IRIS submitted three proposals to the NEH, all to programs that were cancelled within months of submission. Another proposal for which we submitted a Letter of Intent was cancelled before the submission deadline even arrived. Where programs remained intact, they have incorporated language prohibiting emphases on equity, access, and representation that have been the hallmarks of our work in the Center. Despite these challenges, IRIS has remained financially stable and committed more than ever to our work of building equitable and sustainable digital humanities infrastructures.

In FY25, IRIS's signature program CODES has continued to grow with the support of a $1 million grant from the Mellon Foundation. Community-Oriented Digital Engagement Scholars (CODES) is a general education pathway for students who are first-generation college students, Pell-eligible, or historically underrepresented in their majors. In this first-of-its-kind program, CODE Scholars collaborate with community organizations from their very first semester. They study and address the world's most pressing problems and share their outcomes using digital humanities methods. In addition to its current funding, the program has benefitted from planning and implementation grants from the National Endowment for the Humanities and investments from SIUE in scholarships and operations. These investments have shown significant returns for student success. The retention rate for the first three cohorts is 89% compared to 78% for SIUE students from the same demographic group. As of Fall 2025, 99% of CODE Scholars from the first three cohorts have GPAs placing them in good academic standing, and 23 CODE Scholars made the Dean's List.

This year has also been an opportunity to define the relationship between IRIS and CODES as CODES grows and moves into its new administrative home in the Provost's office. The Director of IRIS serves as the Technical Director for CODES, and IRIS faculty and staff provide embedded teaching, maintenance of technical infrastructures, instructional design, and faculty consultations. This work has been supported by the addition of web developer Dan Schreiber to the IRIS staff, funded through the CODES Mellon grant and the Black Literature Network Mellon grant.

Another noteworthy achievement blending research and pedagogy is the Black Literature Network, a Mellon-funded digital humanities project creating innovative, data-driven engagements with African American literature. The project's outputs are designed to make literary scholarship accessible and engaging for students, teachers, and public audiences. Directed by Dr. Howard Rambsy (English) and in collaboration with scholars at Indiana University and Howard University, the project has produced hundreds of data storytelling pieces, podcasts, and discovery tools. IRIS has been a crucial support in prototyping and critically evaluating the underlying technologies for the project.

In FY25, Rambsy submitted a successful proposal to the Mellon Foundation for a second cycle of funding totaling $1.6 million over three years. These funds will support the project's growth and long-term sustainability, including moving the website's hosting to SIUE. These technical sustainability measures would not have been possible without Schreiber – a testament to how capacity-building for one project can support growth across the center and affiliated projects.

Following on the success of RISE-DH, a fellowship program in FY23 for Black students that taught technical skills like digital storytelling and database management while working on projects

centering representative content, Dr. Margaret Smith (IRIS) and Dr. Laura Fowler (History) led Humanities Futures, a fellowship program for students underrepresented in their majors, run in partnership with Governors State University and funded by a grant from the Illinois Innovation Network. Students explored emerging careers in their fields that incorporate digital humanities skills and knowledge and produced digital storytelling pieces about those careers. SIUE students presented their work to a regional audience at the St. Louis Digital Humanities Showcase in April 2025.

Beyond CODES and Humanities Futures, IRIS has also supported student interns on other projects that teach both technical and humanistic skills. The Schaefer Edoid Archive, directed by Dr. Kristine Hildebrandt, is an ongoing project to produce a digital archive of Emeritus Professor Ron Schaefer's language documentation work in Nigeria. The project provides hands-on learning opportunities for students to bring their own knowledge (from majors like anthropology, geography, history, and English) to bear on the project, while learning core digital skills and literacies.

IRIS has continued to support faculty research, collaborating with affiliated faculty through our monthly Morning Bytes workshop series, grant-writing assistance, web development, project management, and consultation. This year, we welcomed three IRIS faculty fellows representing History, Geography, and Mass Communications. The faculty fellowships offer faculty the opportunity to focus on their digital research each year. The fellowships not only provide time and support (technical and intellectual) for faculty to work on their projects, but they create an invaluable community of practice. Each of the three fellows successfully submitted a funding application during their fellowships. The NEH-funded *Recovery Hub for American Women Writers*, a multi-institutional project dedicated to using digital humanities tools and methodologies to recover the work of American women writers continued cultivating digital projects across the country under the leadership of Jessica DeSpain and Margaret Smith and completed its second cycle of funding from the NEH.

The IRIS Center has also worked to become a leader in digital humanities infrastructure and pedagogy in our region. Margaret Smith continues to co-direct the St. Louis Area Digital Humanities Network, which brings together area scholars and high school educators to expand access to DH pedagogy across the metro St. Louis region through the development of curricular and infrastructural resources. In FY25, the network's student showcase attracted over 60 high school and college student presenters, including fourteen SIUE students. In addition to this work the Center and affiliated faculty submitted five grant proposals, one of which was awarded for $1.6 million. With six scholarly submissions and nine national conference presentations, IRIS's affiliated faculty are establishing the Center's national reputation.

11.3 Evidence of Support for IBHE "A Thriving Illinois," SIU System, and SIU Campus Strategic Planning

The digital humanities pedagogies and research opportunities offered to students through the IRIS Center support **Goal 1** ("Increase educational attainment to match best-performing states") and **Goal 4** ("Better integrate Illinois' educational, research, and innovation assets to meet the economic needs of the state and its regions"). Through the minor, and through internship and research partnerships both on-campus and in the community, IRIS has provided

access to expanded opportunities for students to increase marketable skill sets. IRIS has also worked with area organizations, for example with Heartlands Conservancy and the Jackie Joyner Kersee-Food, Agriculture, and Nutrition Program, as well as continuing partnerships with the Missouri Botanical Garden to develop sustainable resource pools and incentives for students that train them to be positive agents of change in our region.

System and University Goals

For **System Goal 1** (Academic innovation and student success), **University Goal 4** (student-centered and supportive campus community), and **University Goal 2** (innovative high-quality programs to engage and retain students), The IRIS Center provides interdisciplinary and experiential components that empower our students to address real-world challenges. IRIS engaged in high impact practices including facilitating internships and provided opportunities for DH experiences through compensation (through URCA or Student Employment) or credit-earning initiatives, including the minor. In FY25, three CODE Scholars worked in the IRIS Center as ambassadors for the program, developing social media content, events, and student support to build community among students and faculty. Thirteen Humanities Futures fellows also worked closely with each other and with faculty mentors, learning and practicing digital humanities skills to tell stories that represent their experiences, interests, and goals. Additionally, the IRIS Center has frequently been included in family tours during SIUE Preview recruitment events.

For **System Goal 2** (Anti-racism, diversity, equity, and inclusion), **System Goal 3** (EDI infrastructure and organization), and **University Goal 1** (optimized enrollment of diverse and prepared students), the many programs run in partnership with IRIS are explorations of diverse cultural heritage, including the Black Literature Network, the Recovery Hub for American Women Writers, and the Schaefer Edoid Project. In addition, innovative programming for students like Humanities Futures, CODES, and student workshops are designed to increase access to twenty-first century technology skills for under-resourced learners and support the University's recruitment, retention, and success efforts.

For **System Goal 5** (Successful and diverse faculty and staff) and **University Goal 3** (dedicated faculty and staff), IRIS partners with faculty who represent a diverse range of experiences and knowledge. The center also shifts its faculty development initiatives to respond to changing needs. In FY25, as generative AI's transformational effects on higher education became evident, IRIS developed several workshops and campus events to empower faculty to make informed decisions for their classrooms. In Summer 2025, IRIS ran a faculty reading group on AI, using science fiction as a lens to consider social and ethical impacts of AI. In FY25, IRIS hosted its third cohort of faculty fellows, who benefitted from cross-disciplinary peer mentorship, technical support, and project consultation to develop a piece of digital scholarship or creative output. Hiring committees across campus often schedule tours of IRIS for their candidates as a selling point for the University. IRIS faculty regularly serve on search committees for other units, including new tenure track faculty in Anthropology, English, and History.

For **System Goal 6** (Sustainable infrastructure) and **University Goal 6** (physical and financial sustainability), IRIS provides training to faculty and students in the use of innovative technologies. Additionally, IRIS partners with the Information Technology Services at SIUE to provide digital project hosting and computational maintenance. IRIS is also invested in technology sustainability by developing project work plans that include long-term needs and

data management and is engaged in a collaboration with Lovejoy Library to consider the data repository needs of digital projects.

11.4 Evidence of Support for Center/Institute Objectives

The Center **"facilitated cross-disciplinary and collaborative projects that involve innovative uses of technology in the humanities and social sciences."** The following represent a sample of the ongoing research projects and collaborations in IRIS during FY25:

- IRIS supported several of Howard Rambsy's projects, including the Mellon-funded Black Literature Network, the African American Poetry Tracker, and the African American Literary Studies site
- Adriana Martinez (Geography and Environmental Sciences), with the support of IRIS, applied for and received a Hansen Humanities Award to support her research on historical and contemporary border militarization along the Rio Grande in Eagle Pass, TX
- Smith worked with Stacey Brown-Amilian (Geography) and Robert Paulett (History) to identify suitable technologies for their collaboration with the Jarrot Mansion, as well as to address issues of long-term sustainability for digital projects that result from the community partnership

IRIS **"supported projects via access to physical facilities, equipment, and human resources."**

- IRIS provided instances of WordPress, Omeka, and Scalar to faculty and students so that they could work on research and community engagement projects.
- IRIS continued to hold regular coffee hours and office hours to provide consultation and assistance on grant-writing, project development, and technical questions.
- IRIS hosted three faculty fellows, who received a year of consultation and a course buyout.
- IRIS held monthly "Morning Bytes" workshops on technical tools and methods for SIUE faculty and students
- Smith and DeSpain held tech workshops in collaboration with the Recovery Hub for American Women Writers to support scholars embarking on digital editorial projects
- CODE Scholars made regular use of the IRIS Center's physical space and computing resources for class and group meetings
- Two sections of HIST401 visited IRIS to learn about digital methods for their exit projects; two students chose to experiment with digital methods

The Center **"fostered active mentorship and collaboration between faculty and students at undergraduate and graduate levels,"** including:

- Two students worked on the Schaefer Edoid project under Hildebrandt's direction, scanning, learning about data management, and adding items to the archive. Emeritus faculty Ron Schaefer has continued supporting the project through generous yearly donations to the Center.
- Thirteen students participated in the Humanities Futures fellowship, learning and practicing digital storytelling skills

- Three students worked with DeSpain to develop social media content and programming for the CODES program
- Smith taught an independent study on digital borderlands studies for an English MA student
- Smith mentored internships in Digital Humanities
- Smith served as a committee member for an English MA project

Center faculty also developed and "**encouraged the development of curricular innovation that makes significant use of digital applications and resources.**" The DHSS minor added four students and continues to recruit and expand.

- DeSpain and Smith continued to develop and expand the CODES ePortfolio pilot with the end goal of broader University adoption, creating technical infrastructures, documentation, curricular integrations, and more
- Hildebrandt and Smith incorporated digital platforms such as Omeka and Scalar into their undergraduate and graduate teaching.
- Smith visited over a dozen classes across the university to provide embedded teaching in topics ranging from introduction to digital humanities, to humanities database design, to graduate research methods in digital social sciences
- Smith and Fowler submitted a co-authored article on teaching core digital and data literacies through digital humanities assignments
- IRIS affiliated faculty incorporated digital methods into their courses
    - Mark Poepsel (Mass Communications) had students create 3D-printed art objects in the context of an advertising assignment, with the goal of melding critical thinking and creativity through an otherwise simple use of technology
    - Laura Fowler (History) developed a classroom activity in her Illinois history course using Leaflet Storymaps, in which students map their hometowns. The resulting Storymap helped them consider issues of data representation, as well as the breadth and limits of their collective experiences.

In addition, the Center **"promoted digital endeavors that intersect with community initiatives and organizations,"** including:

- Support of area high school teachers through the St. Louis Digital Humanities Network, including the student showcase, network Discord chat, grant-writing support, and development of digital humanities lesson plans and modules
- Smith led a workshop on digital pedagogies at the Symposium on Medieval and Renaissance Studies at St. Louis University that targeted high school and college teachers
- DeSpain led a CODES research team who worked with students at Alton Middle School to develop digital stories about their experiences in the city

11.5 Evidence of Organizational Effectiveness

The IRIS Center has succeeded in meeting or exceeding all its internal measures for success. As the measures show, community engaged scholarship continues to be a core strength and

commitment of the center with six community partnerships, several of which have received funding at the local, state, and national levels.

Sustainable infrastructure is a key concern in the digital humanities; as archivists and analysts of historical and cultural data, the Center has a priority to ensure that the projects we support are curated and maintained with longevity in mind. The IRIS faculty bring the same concerns to the Center's organizational management and infrastructure. We have had sporadic access to administrative assistance and still manage to maintain budgetary and auditing records for the center. At any given time, the Center is engaged in up to thirty faculty projects, which does not include the work of day-to-day Center operations. We have a project management framework, including file management, communication, and workflow systems to support the organization of this workload.

Starting in Fall 2024, DeSpain and Hildebrant stepped down at co-directors because of their other leadership responsibilities on campus, and Dr. Margaret Smith added the title of Interim Director to her role as Research Assistant Professor. This loss of staffing capacity has been a challenge for the Center, and we hope to soon hire a permanent center director while maintaining the RAP position. Despite this loss of human resources, the Center has managed several massive ongoing projects simultaneously. To develop more innovative digital projects, the Center has now hired a full-time web developer paid for on grant and foundation sources. The addition of Schreiber to the IRIS team has significantly expanded the types of projects which we can take on, the numbers and types of students we can support, and the types and levels of funding for which we can apply.

12. Institutional Assessment

12.1 Date of Last Review _____

12.2 Decision at Last Review

_____ Center/Institute in Good Standing
_____ Center/Institute Flagged for Priority Review
_____ Center/Institute Suspended

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

_____

RESOURCES: (Center/institute name)

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021	FY2020
Revenues						
State Appropriations	250.00	250	250	250	250	
Income Fund	9,363.27	0	4,386	33,540	18,028	
Foundation	15,540.00	30,590	20,630	32,460	10,120	
Salary budget to state account	94,939.09	58,534.00	18,391	18,390	15,659	
Grants & Contracts						
Support of Anthro project	0	0	0	0	600	
Support of SOAR Project	0	0	0	0	3,793	
Douglass Grant-NEH	0	0	0	6,212	2,490	
Recovery Hub for American Women Writers-NEH (Level 1)	0	0	0	20,579	45,967	
Recovery Hub for American Women Writers-NEH (Level 2)	48,752.00	98,061.14	7,121			
Community-Oriented Digital Engagement Scholars (CODES)-NEH	0	0	23,625	31,842		
Community-Oriented Digital Engagement Scholars (CODES) - Mellon	107,747.00					
Expanding Access to the	0	0	12,800			

Digital Humanities in St Louis						
Establishing a Dynamic Language Infrastructure Community of Science	54,579.00	100802.52	5,323			
Madison County at the Migratory Crossroads	0	0	37,284			
Realizing Inclusive Student Engagement in the Digital Humanities	0	0	60,000			
Humanities Futures	39,973.00					
Highland Historical Society	3,000.00					
Total Revenues	374,143.36	288,237.66	189,810	143,273	96,817	
Expenditures*						
Salaries	169,275.09	114,006	128,529	92,587	59,846	
Student Wages	19,982.03	7,805.68	2,964	5,135	4,468	
Equipment	167.39					
Office Supplies		91.64	12	250	250	
Benefits	32,035.00	12,511.12	17,280	6,283	7,056	
Medicare Billing			973	1,213		
Salary Sweep			14,477			

Op Auto			94			
Travel	4,264.30	2,741.41	1,251			
Participant Support Costs		11,525.56	42,351			
Traineeship Costs	7,732.00					
Indirect Costs-grant related	6,783.00	39,071.56	50,535			
Contractual Services	83,149.00	101,254.21	8,506			
Commodities	164.16	833.87				
Awards and Grants to Students	4,600.00	2500				
Social Security		449				
Telecommunications	1,000.00					
Transfer Outs	90.00					
Total Expenditures	329,241.97	292,790.17	266,972	37,805	71,260	
Revenue Minus Expenditures	44,901.39	*(4,552.51)	*(77,062)	12,742.58	25,557	

* Please note: Though this may appear as a loss, there are two factors across multiple fiscal years that account for this discrepancy.

1. In our IBHE agreement, the College of Arts and Sciences agreed to cover 68% of the IRIS Center's Research Assistant Professor salary, or $29,825; they did not make the transfer for FY23 until the FY24 fiscal year, and we have now (as of FY25) filled that hole.

2. The University swept $14, 477 from our account as they were seeking a process to recover lapsed salary; that money has since been returned. We have now shifted that salary over to the state account as a more sustainable model moving forward.

Staffing (Full Time Equivalent)	**FY2025***	**FY2024**	**FY2023**	**FY2022**	**FY2021**	**FY2020**

Faculty	0	.5	.5	.5	.5	
Research Faculty	1	1	1	1		
Staff	1.4	.4	.1			
Total Staffing	2.4	1.9	1.6	1.6		

*Until FY25, DeSpain and Hildebrandt each contributed .25 FTE to IRIS for a total of .5 FTE. In FY25, DeSpain and Hildebrandt both moved out of the Center into other administrative positions, although they have remained active participants and advisors in the Center's activities. Also in FY25, IRIS hired a fulltime web developer, Dan Schreiber. An administrative assistant worked for 15 hours per week on Center-related administrative duties.

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1,2024 – June 30, 2025

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

1. Reporting Institution: Southern Illinois University Edwardsville

2. Center/Institute: National Corn-to-Ethanol Research Center (NCERC at SIUE)

3. Date: February 13, 2026

4. Director: Dr. Praveen V. Vadlani

   4.1 Telephone: 618-659-6737 ext.

   4.2 E-mail: pvadlan@siue.edu

5. Year Established: Money Appropriated in 1997, Groundbreaking 2001, Opening October 2003

6. Illinois State Statute (if pertinent): Southern Illinois University Management Act, Public Act 095-099

7. Reporting Unit: The Graduate School

8. Type

Type	Activity (check all that apply)
Instructional	x
Research	x
Public Service	x

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

9. Overview

9.1 Description

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

9.2 Mission

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

9.3 Objectives

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

10. Advisory Board

10.1 Advisory Board - Membership

1. President of Southern Illinois University who shall be Chairman.
2. Director of Illinois Department of Commerce and Economic Opportunity.
3. Director of Illinois Department of Agriculture.

4. President of the Illinois Corn Growers Association.
5. President of the National Corn Growers Association.
6. President of the Renewable Fuels Association.
7. Dean of the College of Agriculture and Life, Physical Sciences at Southern Illinois University Carbondale
8. Dean of the College of Agricultural, Consumer, and Environmental Science, University of Illinois at Champaign-Urbana.
and 6 at-large members appointed by the Governor representing the ethanol industry, growers, suppliers, and universities.
9. John Caupert, CEO of GEAPS

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

10.2 Number of Meetings (In This Year) There was one NCERC Advisory Board and Stakeholders Meeting: November 18, 2024

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	Presentations	4	5
2.	Publications	1	1
3.	Contracts	6	6
4.	Grants	2	2
5.	Outreach	5	11

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

11.2 Major Accomplishments (In This Year)

- With the efforts of the NCERC team, we continue to build the pipeline of contractual clients, at the pilot and lab scale, and establish NCERC's prominence in grant awards.
- We hosted Congresswoman Budzinski's Clean Energy Roundtable, and continue to inform her through Ag Council
- We have secured multiple grant projects that include biomass-derived biofuels at bench scale to 100 L scale
- We have collaborated with multiple universities in the US and with private industry
- The Workforce Training Program continues to grow, with 9 interns, 4 graduate assistants, and 4 visiting research fellows. NCERC also contributed to 3 grant projects based on workforce training.

11.3 Evidence of Support for IBHE "A Thriving Illinois," SIU System, and SIU Campus Strategic Planning

State Priorities
State law requires NCERC: to form collaborative research teams; to provide training and services to the ethanol industry; to coordinate industry research needs by pursuing external funding sources; to provide hands-on training for the biofuels workforce; to serve as an independent, third-party validator; to advocate for renewable energy; to provide consultation services; and, to develop demonstration projects. With more than 80 technologies now in the commercial marketplace, NCERC has provided valuable services to the bioeconomy, students, government agencies, and society at large.

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

SIUE Campus Priorities
NCERC continues to support SIUE's core mission of undergraduate education by providing educational opportunities to numerous SIUE student workers, graduate students, and interns. NCERC has a robust Job Shadow Program; employs substantial number of student workers; effectively runs a well-defined Internship Program; utilizes Graduate Assistants and Research Assistants on all grant-funded work; and employs significant number of Visiting Research Fellows

11.4 Evidence of Support for Center/Institute Objectives

NCERC achieves its objectives through its mission of ACRE: Advocacy, Commercialization, Research, and Education. As the legislative, educational, and industry-focused services and activities demonstrate, NCERC worked hard to fulfill its reputation as a private/public partnership success story in FY25. Below is a summary of the activities of key players on the NCERC team.

Dr. Yan Zhang, as the Interim Center Director and Research Director, led the technical presentations at numerous conferences to present the excellence of NCERC's research development and help NCERC attract more clients and collaborators. Oversee the technical excellence from the projects NCERC has been running for the clients or with the collaborators.

Barb Randle, as the Business Manager, worked with the SIU Office of Internal Audit, Compliance and Ethics on internal and external audits. Barb acts as the liaison to connect external collaborators with NCERC and with SIUE various offices and ensures all the projects and activities proceed soundly and smoothly at NCERC.

Rebecca Damuth, as the Publicity and Promotion Associate, served on numerous committees for the St. Louis Agribusiness Club, BioMADE Education and Workforce Development. She also attends numerous meetings and events to network and attracts clients and collaborators to NCERC.

The NCERC technical team ran numerous months of plant contractual trials, which resulted in approximately $0.7M in revenue generation. Jared also serves on the advisory committee for Lewis & Clark Community College's Process Operations Technology program, which strengthens NCERC's workforce development efforts.

Conferences, Meetings, Visits

July 10, 2024
RFA Strategy & Innovation
(Webinar Presentation)

August 5-6, 2024
SIMB Conference
(Presentation)
Boston, MA

August 6, 2024
IFB Agribusiness Roundtable
Bloomington, IL

August 9, 2024
Finger Lakes Community College Site Visit
(BioMADE-funded Project)
Canandaigua, NY

August 14-16, 2024
ACE Biofuels Conference
Omaha, NE

September 10
USDA NCAUR Lab Visit
Peoria, IL

September 12-13, 2024
North American SAF Conference
St. Paul, MN

September 27, 2024
SIU HEMP/Cannabis Symposium
(Booth)
Carbondale, IL

October 14-16, 2024
Fuel Ethanol Lab Conference
Omaha, NE

October 23-25, 2025
ABLC NEXT
San Francisco, CA

November 8, 2024
Clinton County Soil Conservation Summit
Cenralia, IL

November 12-13, 2024
Distillers Grains Technology Council Symposium
St. Louis, MO

November 19-22, 2024
AFCC Conference
Washington D.C.

December 5, 2024
SIU Technology and Innovation Expo
(Booth and Presentation)
Carbondale, IL

February 4, 2025
Iowa Renewable Fuels Summit
Altoona, IA

February 17-19, 2025
National Ethanol Conference
Nashville, TN

March 6, 2025
AgriTech Summit
Champaign, IL

March 12-13, 2025
IL Future of Fuels: SAF and Beyond
Rosemont, IL

March 13, 2025
NIU Seminar
(Presentation)
DeKalb, IL

April 29-30, 2025
BioMADE Member Meeting
(Booth and Presentation)
Minneapolis, MN

June 9-11, 2025
Fuel Ethanol Workshop
(Booth and Presentation)
Omaha, NE

11.5 Evidence of Organizational Effectiveness

Organizational Effectiveness:
FY25 continued to progress with active contractual projects, funded research projects, and innovative technologies. NCERC has served as a bridge to connect innovative technologies with industry, to connect experts in different fields to work to strengthen bioeconomy and connect students with jobs.

Compared with the past year, the success achieved by the NCERC team came from:
1. More organized leadership team
2. Better communication and more effective project management
3. More experienced leaders and teams
4. Hired more talents

12. Institutional Assessment

12.1 Date of Last Review 2/25/2025

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

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

RESOURCES: Center/institute name

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Revenues					
Beginning Cash	**10,247,868**	**8,890,706**	**9,177,335**	**7,883,947**	**7,123,688**
State Appropriations/SIUE	1,184,687	1,217,178	1,210,034	1,322,520	1,322,949
Client Contractual Research	727,548	1,912,771	1,588,604	1,708,889	814,504
Grants/Sponsored Projects	12,793	86,822	901,284	228,745	0
Other Revenue	0	53,000	48,619	70,035	71,795
Foundation	200,000	200,100	100,000	100,000	100,000
Total Revenues	**2,125,028**	**3,469,871**	**3,848,541**	**3,430,189**	**2,309,248**
Expenditures*					
Salaries	836,116	913,057	1,0470,335	824,790	1,030,826
Benefits	57,307	24,013	24,340	206,018	140,694
Operational Expenses	1,209,169	1,175,639	3,070,494	724,200	1,066,544
Total Expenditures	**2,102,592**	**2,112,709**	**4,135,169**	**1,548,989**	**2,238,064**
Cash + Revenue Minus AR and Expenditures	**10,270,304**	**10,247,868**	**8,890,706**	**9,177,335**	**7,883,947**

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

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	FY2021
Faculty	2	2	4	2	2
Staff	13	13	13	13	12
Student Workers, Interns, GAs	13	19	20	9	15
Visiting Research Fellows	4	2	5		
Post Doc/Assistant Research Professor	1	1	1	1	0
Total Staffing	33	37	41	27	29

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1,2024 – June 30, 2025

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

1. Reporting Institution: SIUE

2. Center/Institute: SIUE University Museum

3. Date: 2/12/2026

4. Director: Erin Vigneau-Dimick

   4.1 Telephone: 618-650-2996

   4.2 E-mail: evignea@siue.edu

5. Year Established: 1979 - Established as "The Office of Cultural Arts and University Museum Programs"; 1983 - renamed "University Museum". (Originally named "The Office of University Cultural Arts Services" (UCAS) 1977)

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: College of Arts & Sciences

8. Type

Type	Activity (check all that apply)
Instructional	X
Research	X
Public Service	X

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

9. Overview

9.1 Description

The University Museum (UM) of Southern Illinois University Edwardsville, founded in 1979, is a repository and interpretive center whose interdisciplinary collections include more than 38,000 two- and three-dimensional objects of fine art, architecture, history, ethnology, archaeology, and the natural sciences. Highlights of the collection include the Fine Arts Collection which encompasses paintings, prints, and sculpture, the Louis Sullivan Architectural Ornament Collection, the anthropological collections numbering more than 20,000 objects with strengths in Native American, Asian, and African ethnology, and the natural history collections with fossils from Cenozoic through Paleozoic eras.

9.2 Mission

The University Museum (UM) supports the instructional, research and public service functions of Southern Illinois University Edwardsville through the collection, interpretation, preservation, presentation and exhibition of tangible, physical objects to its students and the greater community which it serves.

9.3 Objectives

1. Provide access to university sponsored museum collections, expertise, and facilities, for object-based education and research to SIUE faculty and students and the broader community.
2. Enhance teaching and learning by providing meaningful opportunities for hands-on experiential learning within and outside of the classroom.
3. Encourage and facilitate research engaged with the museum's culturally diverse art and artifact collection for faculty, students, independent scholars, and members of the general public.
4. Serve as a visitor gateway to the campus and the University through outreach events, programming, and interactive experiences.
5. Act as responsible stewards for the publicly owned collections of the university.

10. Advisory Board

10.1 Advisory Board - Membership

The SIUE University Museum Advisory Council (UMAC)

- Associate Professor Laura Milsk-Fowler; History Dept.
- Associate Professor Cory Willmott; Anthropology Dept.
- Associate Professor Luci Kohn; Biology Dept.
- Professor Caroline Pryor; Department of Teaching and Learning
- Professor Elza Ibroscheva; Assoc. Provost for Academic Affairs
- Erin Vigneau-Dimick; Executive Curator, University Museum
- Professor Kevin Leonard; Dean, College of Arts & Sciences
- Ted Cox: Director of Development, SIUE Foundation
- Professor Kevin Leonard; Dean, College of Arts & Sciences

10.2 Number of Meetings (In This Year) 1 full council meeting

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	Exhibits	1 exhibit	2 exhibits
2.	Academic Research (Faculty and Student)		47 researchers
3.	Public/Scholarly Research		16 researchers
4.	Lectures/Programming	1 program	5 programs
5.	External Grants (proposed or awarded)	1 grant	2 grants
6.	Objects Inventoried	6000 objects	8323 objects

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

11.2 Major Accomplishments (In This Year)

Exhibits

- *Boiling Point: Spilling the Tea on History*
  Fuller Dome Gallery – Center for Spirituality and Sustainability
  Curated by Craig Holan, Sophia Garriott, and Terrence Guy (Graduate students from HIST582) with Erin Vigneau-Dimick
  May 7 – June 14, 2024
- *SIUE Land Acknowledgement Display*
  Morris University Center
  Southern Illinois University Edwardsville, IL
  Curated by Erin Vigneau-Dimick
  November 1 – Ongoing

Lectures/Programs

- *Wadlow Statue Preservation Presentation*
  Alton Rotary Club, Gentelin's, Alton, IL
  Presenter: Erin Vigneau-Dimick
  August 19, 2024
- *Land Acknowledgement Opening Event*
  Goshen Lounge, Morris University Center, SIUE
  Presenter: Erin Vigneau-Dimick
  November 1, 2024
- *Black History Month presentation: Musical Instruments*
  LeClaire Elementary School, Edwardsville, IL
  Presenters: Erin Vigneau-Dimick, grad students Craig Holan & Sophia Garriott
  February 27, 2025
- *Indonesian Diaspora Discussion & Puppet Making Workshop*
  Mississippi/Illinois Room, Morris University Center, SIUE
  Presenter: Erin Vigneau-Dimick
  April 16, 2025

- *Spilling the Tea Curators' talk*
  Fuller Dome Gallery - Center for Spirituality and Sustainability
  Presenters: Erin Vigneau-Dimick, Craig Holan, Sophia Garriott, & Terrence Guy
  May 7, 2025

Grants

- Proposed/Submitted
  - National Endowment for the Humanities
    Division of Preservation and Access
    Humanities Collections and Reference Resources Grant, FY25
    $120,732.00 requested 7/15/2024
    SIUE University Museum Digital Access Expansion Project
  - Institute for Museum and Library Services
    Museums for America Collections Stewardship Grant, FY25
    $ 175,093.00 requested 8/3/2023
    SIUE University Museum Collections Inventory Project Stage IV

Collections Inventory Project

Stage III

Inventory of 11,000+ of the museum's 39,000+ stored collections focusing on South American artifacts, American History collections, and three-dimensional contemporary art objects

- Grant request for $175,093.00 from IMLS to support Stage III awarded in FY23
- Stage III commenced 3/1/2024
  - 543 objects for Stage III inventoried in FY24
  - 8,323 objects for Stage III inventoried in FY25
    - 1,034 digital images have been attached to catalog records during Stage III during FY24
    - 19,499 digital images have been attached to catalog records during Stage III during FY25

11.3 Evidence of Support for IBHE "A Thriving Illinois," SIU System, and SIU Campus Strategic Planning

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

The University Museum supports IBHE stated goals (underlined) as follows:

1. The Museum directly advances Equity and educational achievement through its instructional and research programs increasing K-12, undergraduate and graduate student's knowledge and understanding of fine art, world cultures, and history as well as providing professional expertise and training in museological studies.
2. Sustainability and Growth: The Museum sponsors 8 or more semester-long professional level onsite graduate research assistantships per year, increasing affordability and reducing financial barriers by providing stipends, tuition waivers and professional level museum experiential work experience to students from

related courses of study from the departments of Museum Studies, Art & Design, History, Cultural Heritage & Resource Management, and Public Administration and Policy Development.

3. Growth: Increase talent & innovation: The University Museum works directly with students who are interested in careers in art handling, exhibition preparation, collections management, and curation at museums and sites of cultural heritage. The extensive Museum collections and facilities, coordinated with adjacent credentialing curriculums and programs, provide a museum professional training environment that is unique in the Southern Illinois/St. Louis metro region.

4. Growth: Link Research and Innovation: New software, digital imaging and technological advancements have improved access to and management of the Museum's collections for faculty, students, and the public. Access to databases, imagery, and educational content engages local and distant learners providing opportunities for scholarship and professional development.

Support for SIUE Campus Priorities *(Underlined)*

1. Support Student Success: The access that the University Museum provides to students to its multi-cultural, world class collections through exhibitions, classroom hands-on encounters and individual and group research activities exposes them to a world of people and places beyond Illinois. Museum sponsored graduate research assistantships, internships, and professional practicums train students in essential museum job skills, preparing them for future careers.

2. High-Quality Educational Programs: The Museum staff work directly with faculty to optimize opportunities for museum facilitated hands-on research with artifacts. Access to collections objects is essential to courses in Anthropology, History, Art & Design, and Museum Studies. The University Museum operations facility is set up to accommodate instruction for students in the storage archive and regularly loans and displays objects from the collections at the Anthropology Department's Ethnographic Museum Laboratory and in classrooms throughout campus.

3. Student Success & Inclusive Excellence: The University Museum is engaged directly with graduate students enrolled in the Integrative Studies master's program under the Cultural Heritage and Resource Management (CHRM) focus and the master's in History with a certificate in Museum Studies. Museum professional staff serve on CHRM and History graduate thesis committees, teach Museum Studies courses, and provide mentorship focused on the interdisciplinarity of professional museum career opportunities.

4. Excellent & Diverse Faculty and staff: The Museum facilitates faculty interdisciplinary research projects utilizing collections materials and benefitting from museum staff expertise. Museum staff collaborate with and support faculty by participating as a primary investigator on internal and external grants and proposals and assisting on and co-authoring peer reviewed articles and conference presentations.

5. Change Agent: Outreach and Partnerships: Through exhibitions, artifact loans, educational lectures, interactive hands-on experiences and more, the Museum connects to the local K-12 community and the public of the region through partners such as the Edwardsville Arts Center, Edwardsville School District #7, the Schmidt Art Center at SW Illinois College, St. Louis' City Museum, the Katherine Dunham Center for the Arts and Humanities and the National Building Arts Center. Additionally, UM

staff present and publish research in regional and national venues on museum collections management and education.

6. Sustainability: Physical and Financial Stability: The University Museum's collections are housed in a secure climate-controlled building with modern, museum-quality storage structures. All 38,0000+ of the unique and valuable objects in the collections are covered by an independent rider on SIU's self-managed insurance policy (SIP). In 2015, SIU Office of Audit's Internal Review identified proper inventory control as one of the most important factors to improve the UM's fiscal, and ethical stewardship practices. Since that time the Museum has successfully executed a major records reorganization and begun a multi-stage, multi-year Collections Inventory project. Stages I and II of the Collections Inventory Project were supported by two federal grants totaling **$283,392** from the Institute for Museum and Library Services (IMLS). Stage I was completed in FY22 and Stage II in FY24. The Museum has received a third federally funded grant in FY24 for **$175,093** to execute Stage III of the project which is expected to be complete by December 2025.

11.4 Evidence of Support for Center/Institute Objectives

1. **Provide access to university sponsored museum collections, expertise, and facilities, for object-based education and research to SIUE faculty and students and the broader community.**
   - The UM loaned, installed, deinstalled, and/or moved, more than 195 items during FY25, in and out of its facility to provide items for teaching, research, exhibition, and public display.
   - The University Museum facilitated internal extended loans of artifacts in FY25 for use in the Anthropology Department's Ethnology Museum Laboratory to benefit student and faculty research.
     - 43 museum objects loaned
   - The UM welcomed more than 63 faculty, students, and independent researchers in FY25 to its limited access archive to view and research objects from the 1000's in our collections.

2. **Enhance teaching and learning by providing meaningful opportunities for hands-on experiential learning within and outside of the classroom.**
   - In coordination with faculty of multiple disciplines from the College of Arts and Sciences, the University Museum has facilitated formal and informal hands-on educational experiences utilizing art and artifacts from the collections. These have included:
     - on-site faculty led interactive research experiences for students both on site in the archive and elsewhere on campus (Museum Studies, Art & Design, Anthropology, History, Honors)
       - HIST580: Intro to Museology, HIST581: Collections Management, HIST582: Museum Exhibit Practicum; HIST 306 Ancient Rome
       - ANTH420: Museum Anthropology, ANTH490 Senior Assignment, ANTH 488 Museum Internship, ANTH570: Artifact Analysis
       - ART 364: Art Education in Middle Schools
       - HONS300: Art & Identity

- Graduate student directed curation of exhibits for Museum Studies courses
  - HIST582 Museum Exhibit Practicum.
- Professional level practicums for Museum Studies students
  - HIST581 Management of Museum Collections
  - HIST582 Practicum in Exhibition and Program Development
- Graduate and Undergraduate internships
  - ANTH488 Museum Internship – Willow Slinger, Spring 2025

3. **Encourage and facilitate research engaged with the museum's culturally diverse art and artifact collection for faculty, students, independent scholars and members of the general public.**
   - Museum staff worked with external researchers both locally and nationally on inquiries and projects involving fine art, natural history, ethnography and history including scholars and curators:
     - Kilan Jacobs, Tribal Research Assistant, The National Building Arts Cent Osage Nation Historic Preservation Office, Tulsa, OK
     - Mary Jacobs, Language Department Director, Quapaw Nation, Quapaw, OK
     - Jonthon Coulson, Doctoral Candidate: Columbia University, Independent Curator, Fairview Heights, IL
     - Nadya Coulson, Independent Curator, Fairview Heights, IL
     - Dana Lewis, Assistant Registrar, Saint Louis Art Museum, St. Louis, MO
     - Annie Chappell, Assistant Registrar, Saint Louis Art Museum, St. Louis, MO
     - Mike Jackson, FAIA, Board Member: National Building Arts Center, Sauget, IL
     - Eric J. Nordstrom, Independent Curator & Gallery Owner, Urban Remains, Chicago, IL
   - Faculty and students (undergraduate and graduate) from the departments of Anthropology, Museum Studies, and History carried out independent research utilizing materials from the University Museum's collections.
   - Support enhanced quality of the baccalaureate experience with the Undergraduate Research and Creative Activities Assistantship (URCA). Exec. Curator Vigneau-Dimick supervised undergraduate internships in the *Collections Inventory Research Project.*
     - Nicholas Fowler (for HIST410) – Fall 2024
     - Julia Steltenpohl (Anthropology) – Spring 2025

4. **Serve as a visitor gateway to the campus and the University through outreach events, programming, and interactive experiences.**
   - As an aspect of outreach programming to connect with and enrich the surrounding St. Louis regional community, the state and the nation, The University Museum brings exhibitions and programming to the Edwardsville community and the public at large.
     - Exhibitions
       - *Boiling Point: Spilling the Tea on History*
         Fuller Dome Gallery – Center for Spirituality and Sustainability
         Curated by Craig Holan, Sophia Garriott, and Terrence Guy (Graduate students from HIST582) with Erin Vigneau-Dimick
         May 7 – June 14, 2024
       - *SIUE Land Acknowledgement Display*
         Morris University Center
         Southern Illinois University Edwardsville, IL

Curated by Erin Vigneau-Dimick
November 1 – Ongoing

- Programming
  - *Wadlow Statue Preservation Presentation*
    Alton Rotary Club, Gentelin's, Alton, IL
    Presenter: Erin Vigneau-Dimick
    August 19, 2024
  - *Land Acknowledgement Opening Event*
    Goshen Lounge, Morris University Center, SIUE
    Presenter: Erin Vigneau-Dimick
    November 1, 2024
  - *Black History Month presentation: Musical Instruments*
    LeClaire Elementary School, Edwardsville, IL
    Presenters: Erin Vigneau-Dimick, grad students Craig Holan & Sophia Garriott
    February 27, 2025
  - *Indonesian Diaspora Discussion & Puppet Making Workshop*
    Mississippi/Illinois Room, Morris University Center, SIUE
    Presenter: Erin Vigneau-Dimick
    April 16, 2025
  - *Spilling the Tea Curators' talk*
    Fuller Dome Gallery - Center for Spirituality and Sustainability
    Presenters: Erin Vigneau-Dimick, Craig Holan, Sophia Garriott, & Terrence Guy
    May 7, 2025
- Active loan program, enriching community relationships regionally and state-wide
  - Parkin Archeological State Park (ongoing)
  - St. Clair County Historical Society, Belleville, IL (ongoing)
  - The City Museum, St Louis, MO (ongoing)
  - National Building Arts Center (ongoing)
  - Multiple community and financial institutions: The Bank of Edwardsville, Scott Credit Union, Hortica, The City of Edwardsville and others (ongoing)

5. **Act as responsible stewards for the publicly owned collections of the university.**
According to nationally established standards and best practices, the SIUE UM legally, ethically, and effectively manages, documents, and preserves the collections in the following ways:

- Strategic plan
  - The current plan has been updated to extend until 12/2025
- Advisory council
  - 1 full council meetings held in FY25
- NAGPRA: Native American Graves Preservation and Repatriation Act
  Enacted in 1990, NAGPRA is a federal law that requires museums and federal agencies to identify Native American human remains, funerary items, and objects of cultural

significance in their collections and collaborate with Tribes and Native Hawaiian organizations to repatriate them.

- SIU System has a NAGPRA Compliance Committee headed by Dr. Sheila Caldwell, Vice President for Anti-Racism, Diversity, Equity, and Inclusion
  - Members include the SIUE NAGPRA Director and faculty and administrators responsible for NAGPRA compliance from SIUC, SIUE and SIUSOM.
  - Full NAGPRA Compliance committee met 1 time during FY25
  - NAGPRA Director met with SIUE committee members 3 times during FY25, in addition to regular email and phone consultations.
  - According to federal regulations updated in 2024, all Native American materials within the University Museum's collections that are subject to the NAGPRA regulations have been removed from display.

- Accessions

  During FY25 more than 1,350 individual objects were accessioned and have had records added to the catalog. These are primarily not new acquisitions but objects that were already in the collections and on display. The discovery and resultant cataloging of these objects was a direct result of the thoroughness and accuracy of the wall-to-wall Collections Inventory Project's processes and one of the intentional goals of the project.
  - 458 of these objects are from the Milton Harrington donation and were stored or put on display without having had their cataloging completed.
  - 1 of these objects are transfers from other departments in the university of gifts or purchase awards of artworks that need to be placed within the collections for safekeeping and tracking.
  - 400 of these objects are donations to the museum whose paperwork was never completed, and the documentation was not accurately recorded.
  - 8 of these objects are new donations to the museum
  - 483 of these objects are deemed Found-In-Collections and will be processed according to Museum policy and Illinois State Law.

- Intellectual and physical control of collections

  Multi-stage full inventory continues in FY25 (full collection is currently at more than 39,000 objects. Final total number of objects is projected to be near 45-50,000 objects) Rough projections suggest 9-10 FTE years to complete from beginning in FY19.) To increase the preservation of the collection a staged approach was adhered to as an aspect of the inventory.
  - *During the inventory process objects were surveyed for condition and flagged for follow-up.*
  - *Some items at risk were removed from display during the onsite inventory.*
  - *Limited stabilization measures and simple housing practices were performed as fragile or at-risk items were inventoried in the archive.*

Collections Inventory Project: Stage I

- Inventory of 28% of the museum's 39,000+ displayed and stored collections of Fine Art and Native American artifacts and art completed 12/31/2021. Final report submitted to IMLS.
  - total objects inventoried = 10,809.

        - 23,879 digital images attached to catalog records during Stage 1.

Collections Inventory Project: Stage II

- Inventory of 26% of the museum's 39,000+ stored collections focusing on Native American, African, Oceanic, and Southeast Asian regional artifacts completed 5/31/2024. Final Report submitted to IMLS.
    - total objects inventoried = 10,150
    - 47,199 digital images attached to records during Stage II

Collections Inventory Project: Stage III

- Inventory of 10,000+ of the museum's 39,000+ stored collections focusing on South American artifacts, American History collections, and three-dimensional contemporary art objects. Stage III commenced 3/1/2024.
- $175,093.00 grant from IMLS to support Stage III awarded in FY23
    - 543 objects inventoried in FY24 for Stage III.
        - 1,034 digital images attached to catalog records during Stage III during FY24
    - 8,323 objects inventoried in FY25 for Stage III.
        - 19,499 digital images attached to catalog records during Stage III during FY25

11.5 Evidence of Organizational Effectiveness

Organizational effectiveness is delineated below. The University Museum is classified as a Public Service Center, but in fact, its activities encompass all three areas: Instruction, Research, and Service.

1. Instruction:
    - The University Museum Executive Curator is engaged in direct teaching for the graduate Museum Studies course HIST582 Practicum in Exhibition and Program Management.
    - The Executive Curator serves on graduate thesis committees for Museum Studies/History and Cultural Heritage and Resource Management masters candidates.
    - Museum faculty and staff provide indirect teaching and major instructional support for HIST580, HIST581, HIST582, HIST590, INTG500, and INTG593.
    - In coordination with faculty of multiple disciplines from the College of Arts and Sciences, the University Museum facilitates tours of the collections archives and provides access to objects and data for laboratory and classroom hands-on educational experiences for ART202C, ART305, ART364, ART384, ART470, ART506, ART520, IS370, HIST211, HIST304, HIST306, HIST309, HIST352, ANTH404, ANTH420, ANTH490, ANTH491, ANTH570 courses.
    - Each graduate research assistant (8 term GA's per year) receives 180 hours per semester of valuable hands-on training in museum object handling, cataloging, interpreting, and preservation skills.
2. Research: The University Museum supports research for SIUE faculty and students and external scholars in art, anthropology, history, and museology by maintaining and providing access to its catalogue, digital images, archives, and collections objects.
    - Research outputs include papers, theses, poster sessions, journal articles, conference presentations, book chapters, and exhibitions.

- Museum staff provide support for and serve as primary investigators on internal and external grant proposals and projects.
- The Executive Curator collaborates with faculty on publications and presentations for regional and national media and organizations.
- The Museum maintains institutional memberships in local, regional, and national professional organizations.

3. **Public Service:** The University Museum strives to operate as a visitor gateway to the campus and the University through public outreach and interactive experiences.
   - The Museum brings exhibitions and programming to local galleries, K-12 schools, regional community colleges, and senior centers.
   - The University Museum operates an active loan program, enriching community relationships locally, regionally, and state-wide, providing loans of Museum collections objects and creating interpretive materials for arts centers, historical sites, museums, and educational institutions.
   - An important facet of the Museum's public service mission is to act as a responsible steward for the state-owned collections that it holds in trust for the public of Illinois. The University Museum staff works diligently to provide appropriate administration and care to legally, ethically, and effectively manage, document, preserve, curate, and provide access to the collections in accordance with the best practices and standards of the museum profession as promulgated by the American Association of Museums and all relevant state and federal laws and international agreements.
   - Improve governance and decision-making to increase communication and teamwork amongst stakeholders.
     - The University Museum has established strategic goals and milestones incorporating recommendations from its internal and external assessments outlined in the Museum's 2022 Strategic Plan.
     - University Museum Advisory Council (UMAC) meets two or three times per year to guide and assist the administration of the Museum to review and revise its mission and policies, develop a long-term plan for the museum and be responsive to its obligations.

   - Enable greater access and care of the collections by establishing greater intellectual and physical control over the holdings of the museum better serving the UM's stakeholders and the publicly owned collections.
     - Multi-stage full inventory commenced in May 2018 (current estimates project the collection holdings at more than 39,000 objects. Rough projections suggest 9 FTE years to complete full inventory.
       - Stage 1 (10,809 objects; completed December 2021) focused on 3 strategic areas of the collection:
         - 2,128 objects displayed across three SIUE campuses in more than 60 buildings (a group chosen because these were the most inaccurately tracked and the most at risk for environmental exposure concerns.)
         - 4,203 items of two-dimensional Fine Art (chosen because of high usage.)
         - 3,112 objects from the Native American collection (chosen to increase knowledge for NAGPRA compliance)
       - Stage 2 (10,150 objects, completed 5/31/2024)

- focused on 3 strategic areas of the collection:
    - Native American and Oceanic collections (for NAGPRA compliance)
    - African collection (because of nature of organic material and environmental risks)
    - Asian collection
- Stage 3 (Begun March 2024) (543 objects inventoried in FY24, 8,323 in FY25) (expected completion August 2025) will focus on:
    - Focused on Central American, American History and 3-dimensional contemporary art collections

- Enhance the visibility of the Museum and its collections to the broader campus and the surrounding community
    - Art on Campus program, begun in 1966, where meaningful art was placed throughout the buildings and grounds, has distinguished this campus from many others. More than 1,700 of the Museum's objects and artifacts are displayed throughout the three campuses. University Museum staff maintain the displayed artworks by inspecting, cleaning, as well as deinstalling and reinstalling objects regularly as buildings are renovated and refurbished.
        - All artworks and artifacts are identified by artist, title, media, and catalogue number and labelled with the UM's logo to promote the cultural significance of the museum's collections on campus and provide both contact and context for every piece.
    - Art-in-Architecture Program (IL Capital Development Board)
        - UM staff preserve and maintain the multiple large public sculptures on SIUE's three campuses which include 7 artworks commissioned through the Illinois Capital Development Board's Art-in-Architecture program.
        - UM Executive Curator serves as the chair of the SIUE Art-in-Architecture committee. In May 2024 the AIA Committee selected a final artwork for the terrazzo floor for the SIUE Health Sciences Building. Expected completion of the floor and building will be summer of 2026.
    - Development of online presence: plan begun in May 2020 which includes:
        - University Museum web page (in process expected completion 2026)
        - Online exhibits (in coordination with SIUE's IRIS Center)
            - Multiple virtual exhibits now available on Scalar and MuseumViews platforms
        - Continuation of social media outreach
        - Development of accessible online catalog (seeking new internal and external funding sources in FY26)
            - Digital Access Expansion project – data cleanup and transfer
            - Cloud based catalog Public Access feature

Systems Management and Accountability: Ongoing integrative practices which affect the University Museum's instructional, research, and public service capabilities across the board. Areas that continue to be improved, reorganized, streamlined, and standardized include staff and GA hiring and retention, budgeting, records management, object tracking, storage, security, climate control, cataloguing procedures, policy development, and governance strategies. Physical resources and facilities are regularly reassessed and structural and organizational improvements are continually made to the records area, workshops, and storage spaces

encompassing surplussing of antiquated and excess equipment and materials, consolidating and expanding collections storage, and reorganizing and increasing dedicated working and teaching space.

12. Institutional Assessment

12.1 Date of Last Review 2020/2024

12.2 Decision at Last Review

	Center/Institute in Good Standing
X	Center/Institute Flagged for Priority Review
	Center/Institute Suspended

12.3 Explanation

The University Museum underwent a full review in 2019-2020. At that time, it was flagged for Priority Review. The Museum underwent an Interim Review in 2024 and received excellent remarks from the graduate school on addressing the review recommendations. The Museum will be up for review again in the 2027-2028 cycle.

RESOURCES: SIUE University Museum

Financial Resource	FY25	FY24	FY23	FY22	FY21
Revenues					
State Appropriations	79,969	85,155	91,163	85,517	86,562
Income Fund	53,313	56,770	60,775	57,011	57,708
Grants & Contracts	146,707	48,281	88,343	80,181	79,863
Foundation Funds			207		
Transfers from CAS				2,871	
Other Revenue/Sales					
ICR from CAS	3,137	3,898	3,898	2,798	1,298
Total Revenues	283,126	194,104	244,386	225,507	225,431
Expenditures*					
Salaries (staff & graduate assistants)	185,878	165,526	180,055	154,507	182,128
Grant Fringe Benefits (non-state acct.) account)	31,851	8,411	13,415	8,701	18,355
Grant Facilities and Admin costs	41,120	18,957	25,987	14,855	31,153
Wages				0	0
Travel		509		0	147
Equipment	2,401	2,121		0	222
Commodities	2,166	1,116	1,457	834	782
Contractual Services	10,297	13,512	10,437	10,592	13,013
Automotive	1,584	1,959	3,648	5,417	5,013
Telecommunication	1,342	1,347	1,362	1,341	1,227
Other			42		
Total Expenditures	276,639	213,458	236,403	196,247	252,040
Revenue Minus Expenditures	6,487	(19,354)	7,983	29,260	(26,609)

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

Staffing (Full Time Equivalent)	FY25	FY24	FY23	FY22	FY21
Faculty					
Staff (including grant)	3.93 FTE	2.93 FTE	3.5 FTE	3.125 FTE	3.67 FTE
Graduate Assistants	0.74 FTE	0.73 FTE	0.75 FTE	0.75 FTE	0.75 FTE
Student /Temp workers				0.13 FTE	0.125 FTE
Total Staffing	4.67 FTE	3.66FTE	4.25 FTE	4.005 FTE	4.545 FTE

CENTERS AND INSTITUTES
ANNUAL REPORTING

Report For: July 1,2024 – June 30, 2025

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

1. Reporting Institution: Southern Illinois University Edwardsville

2. Center/Institute: WSIE-FM 88.7 The Sound, broadcasting at 50 kilowatts from the SIUE Campus

3. Date: 02-10-2026

4. Director: Jason Church

   4.1 Telephone: 618-650-3607

   4.2 E-mail: jaschur@siue.edu

5. Year Established: A request for the radio station construction permit was submitted to the Federal Communications Commission (FCC) in October 1968; the station license application was submitted to the FCC in 1969; the FCC granted the license the following year; and the station went on the air for the first time on Sept. 4, 1970.

6. Illinois State Statute (if pertinent): N/A

7. Reporting Unit: Office of the Chancellor/University Marketing & Communications

8. Type

Type	Activity (check all that apply)
Instructional	X
Research	
Public Service	X

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

9. Overview

9.1 Description

WSIE 88.7 The Sound is a 50,000-watt, non-commercial FM radio station, which serves the SIUE campus, the Metro-East and the entirety of the Greater St. Louis region. WSIE provides our listening audience with a rich blend of Jazz, Smooth Jazz, Blues and Easy R&B, among other "companion" genres of music. We also provide three community-oriented programs (*The St. Louis Music Minute, The Financial Café*, *State of the Arts with Nancy Kranzberg, The SIUE Beat* and *On Another Note*), which air throughout our weekend lineup. WSIE also serves as a training ground for over 40 SIUE students, former students and community volunteers who wish to learn and hone their craft in a hands-on working environment.

9.2 Mission

WSIE 88.7 The Sound is a non-commercial, community-supported radio station that strives to celebrate, promote and educate on the institution of Jazz, in all its forms, throughout Edwardsville, the Greater St. Louis region and beyond. WSIE is also an educational facility which serves as a professional training ground for SIUE students interested in pursuing a career in the field of Mass Communications and across multiple disciplines.

9.3 Objectives

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

10. Advisory Board

10.1 Advisory Board - Membership

The WSIE Advisory Board is comprised of SIUE Faculty, staff and alumni, as well as supporters of the radio station from the surrounding region. Members (during the reporting period) are Mr. Carlos Bedoya, Ms. Robin Boyce, Ms. Bonni Burns, Mr. Jason Church, Dr. Suman Mishra, Ms. Paula Bridges, Mr. Bob Kochan, Dr. Kevin Leonard and Mr. Michael Silverman.

10.2 Number of Meetings (In This Year) 1

11. Annual Performance

11.1 Performance Measures *

Measure		Target for Year	Results in Year
1.	Generate an average of $12,000.00 per month in revenue	$144,000.00	
2.	Increase listening audience size by 10%	Average weekly cume of 96,000	Average weekly cume of 108,000
3.	Increase social media footprint by 15%	5196	4885
4.			
5.			

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

11.2 Major Accomplishments (In This Year)

We have completed the WSIE transmitter upgrade project, successfully installing a new HD transmitter, transmission line, antenna, outboard equipment and new guy wires to secure the WSIE tower. This will expand WSIE's listening audience to include parts of our community that were previously not served by our signal. These areas include: St. Charles, Wentzville, Warrenton, Chesterfield, Ballwin, Ellisville, Eureka, Pacific and Fenton among other cities and towns. The hope is that, with proper marketing and outreach, WSIE will almost double our existing listenership. This will raise our profile with area businesses, attracting greater interest in supporting the station with underwriting dollars. Also, more listeners will undoubtedly translate to more and larger donations from satisfied fans.

FY25 saw a record number of donations and a record total dollar amount of donations to the WSIE Development Fund (Last year's donation total is larger, but that included donations made by organizations meant for the WSIE Transmitter Upgrade).

After the accreditation board visited campus to update accreditation for the Mass Communications program at SIUE, they offered clarity in regard to the potential for WSIE to offer internship credit for students' work. The board gave its approval for WSIE to offer an internship program to SIUE Mass Communication students. FY25 saw the inception of the WSIE internship program and we had a total of five student completions before the end of FY25.

In FY25, WSIE's overall student volunteer base held steady at around 40 volunteers who are learning while working with us at the radio station. These volunteers range from on-air hosts, to marketing and sales, to social media managers, to audio producers and engineers.

WSIE continues to build interest around our annual concert series (The WSIE Music Series) in partnership with Old Herald Brewery and Distillery and the Historic Miner's Theatre in Collinsville, Illinois. Aside from providing a fantastic musical lineup for the enjoyment of our area's citizenry, this event is also a major fundraiser for WSIE.

WSIE 88.7 The Sound has been named one of St. Louis' best radio stations four years in a row (2021, 2022, 2023 & 2024) according to St. Louis Magazine's A-List readers' choice poll.

In FY25, WSIE's TSL (Time Spent Listening) reached over 2.5 hours, which was one of the longest average TSLs in the measurable St. Louis market. This means that our listeners are one of the most loyal and satisfied listening audiences in the region! When our listeners tune in, they stick with us for long periods of time.

We're very proud to share that WSIE's Associate Director for Corporate Support, Robin Boyce, was inducted into the National Black Radio Hall of Fame.

WSIE continues to attract the most diverse audience in the measurable St. Louis market, according to Nielsen.

WSIE continues to be a leader in the Jazz-centric format when it comes to our programming, with recognition around the country.

11.3 Evidence of Support for IBHE "A Thriving Illinois," SIU System, and SIU Campus Strategic Planning

WSIE Continues to broadcast promotional announcements designed to increase awareness of the effectiveness of SIUE as an educational institution.

11.4 Evidence of Support for Center/Institute Objectives

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

11.5 Evidence of Organizational Effectiveness

We successfully recruited additional volunteers to replace departing voice-trackers. Internship program was set up for WSIE and Marketing & Communications in tandem with the Department of Mass Communications. Increased underwriting / community support.

12. Institutional Assessment

12.1 Date of Last Review FY2024

12.2 Decision at Last Review

X Center/Institute in Good Standing
_____ Center/Institute Flagged for Priority Review
_____ Center/Institute Suspended

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

RESOURCES: Center/institute name

Financial Resources	FY2025	FY2024	FY2023	FY2022	FY2021
Revenues					
State Appropriations	$0.00	$0.00	$0.00	$0.00	$0.00
Income Fund	$0.00	$0.00	$0.00	$0.00	$0.00
Grants & Contracts	$10,000.00	$8,700.00	$7,800.00	$7,300.00	$12,800.00
Underwriting	$70,995.00	$102,541.00	$165,810.00	$111,152.25	$60,110.99
Rental Revenue		$65.00	$5.00	$5,382.76	$10,220.40
Donations to WSIE	$74,178.49	$163,525.32	$71,413.00	$38,354.44	$55,953.80
Total Revenues	$155,173.49	$274,831.32	$245,028.00	$162,189.45	$139,085.19
Expenditures*					
Salaries	$241,591.75	$251,886.19	$276,376.92	$259,063.17	$192,641.79
Employer	$3,894.00	$3,909.00	$3,681.00		
Social Security	$2,183.00	$3,503.00	$3,314.00		
Taxes	$0.00	$0.00	$1,315.00		
Miscellaneous Refunds	$0.00	$0.00	$417.00		
Wages	$0.00	$0.00	$0.00	$0.00	$0.00
Equipment	$3,596.96	$691.83	$4,366.68	$424.97	$0.00
Commodities	$715.50	$894.70	$0.00	$955.49	$226.24
Contractual Services	$74,325.80	$16,620.33	$26,632.11	$19,598.96	$20,849.79
Telecom	$9,748.21	$8,590.82	$8,623.92	$8,885.58	$8,826.62
Foundation Expenditures	$0.00	$43,044.30	$0.00	$0.00	$0.00
Salary Sweep	$13,060.00				
Total Expenditures	$349,115.22	$329,140.17	$324,726.63	$288,928.17	222,544.44
Revenue Minus Expenditures	($193,941.73)	($54,308.85)	($79,698.63)	($126,738.72)	($83,459.25)

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

Staffing (Full Time Equivalent)	FY2025	FY2024	FY2023	FY2022	FY2021
Faculty	0	0	0	0	0
Staff	3	3	3	3	3
Student Workers	0	0	0	0	0
Total Staffing	3	3	3	3	3