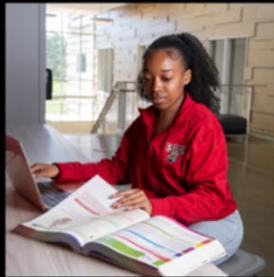




Southern Illinois University System

PERFORMANCE REPORT

FY
20
25



SUBMITTED BY THE OFFICE OF ACADEMIC INNOVATION, PLANNING & PARTNERSHIPS
TO THE SIU BOARD OF TRUSTEES, DECEMBER 4, 2025



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INTRODUCTION

This report documents the SIU System's efforts to respond to the SIU System strategic plan and the three goals outlined in IBHE's "A Thriving Illinois" that addresses the need to close equity gaps, build stronger financial future for individuals and institutions and increase talent and innovation to drive economic growth. The report is focused on achievements from July 1, 2024 to June 30, 2025 (FY25).

This report derives from a crosswalk of our System's, campuses', and IBHE's strategic plans. From this we created the current reporting template for data and information reportable on all campuses.

SYSTEM HIGHLIGHTS

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

In 2021, the System established an Office of Community Engagement (OCE) and an Institute for Rural Health (IRH) to align system-wide expertise and resources in support of community-identified priorities across Southern Illinois and beyond.

In FY25, the OCE and IRH continued to expand their leadership in cross-sector collaboration, deepen municipal partnerships, and enhance internal coordination across campuses. The OCE performed annual updates to its website and maintained campus liaison teams composed of faculty and staff who serve as advisors and connectors of campus and community resources. These teams meet regularly to explore system-level collaboration opportunities and advance shared goals for equitable, sustainable community development.

To support expanding portfolios in FY25, the OCE and IRH collaborated in hiring two program coordinators and one administrative aide. Additionally, the IRH hired a grants and contracts associate and an extra-help professional. Through this team building, the IRH and OCE have been able to develop and implement an operations and administration infrastructure to operationalize. These efforts include:

- Completed Strategic Doing Practitioner and Fellows training
- Formalized community partnership development procedures

- Began implementing a comprehensive communications plan to increase visibility and engagement, including launching a quarterly newsletter to strengthen communications with our colleagues and constituents throughout the state.
- Securing office space on Carbondale Campus at the University Hall
- Establishing new accounts, developing policies and procedures to allow operations to occur across the three campuses
- Continued in-depth state-wide needs assessment and resources/services guide that will help in creating new partnerships by matching community need with SIU resources

The IRH and the OCE offered research stimulation funds to support faculty-led projects that align with the missions of IRH and OCE. This opportunity prioritized projects that aimed to improve health outcomes by addressing the social determinants of health, advancing health equity, building institutional and community capacity, and strengthening health literacy.

Funding was intended to catalyze innovative applied research and translational scholarship that tackles persistent health and wellness disparities in rural and underserved communities. Successful funded proposals demonstrated meaningful community collaboration, responded to systemic barriers to health and wellbeing, and offered clear potential for scalability and sustainability.

Projects proposals submitted for funding consideration included collaboration between at least two SIU campuses (SIUE and related campuses, SIUC and related campuses, or the SIU School of Medicine) or between a campus and a community-based partner in Illinois. Applicants were strongly encouraged to involve undergraduate and/or graduate students in all phases of the project.

Office of Community Engagement (OCE)

OCE's regional impact grew substantially this year, spanning a 4,700-square-mile footprint across southern and central Illinois. The Office launched the Community Collaboration Lab series in partnership with SIUE and The Wedge Innovation Center in Alton. These monthly Labs convene residents, municipal leaders, and state officials to co-design solutions on issues such as financial literacy, housing, digital equity, and workforce development. The OCE team also guided Strategic Doing processes with the Alton Housing Authority and the Village of Bunker Hill, helping both communities move from vision to action around community well-being.

OCE's grant activity exceeded \$25 million in submissions aligned with OCE's system-wide roadmap priorities. Funded projects included the Partners for Reentry Opportunities in Workforce Development (PROWD) initiative, and the Broadband READY + Digital Navigator Expansion project, which extended digital skills training and broadband access through partnerships with TechSTL and the Illinois Broadband Lab. Major proposals submitted included the DCEO Clean Energy Contractor

Incubator (supporting equity-eligible contractors in East St. Louis and Alton), EPA Community Change Grants (Track 1 and 2), EDA Build to Scale: St. Louis Regional Data Collider, NSF Smart and Connected Communities, and American Bottoms Flood Mitigation Planning—all designed to advance climate resilience, data-driven innovation, and equitable access to opportunity.

Through its Mosaic Momentum award partnership with the Midwest Climate Collaborative, OCE continues to co-host a series of workshops that strengthened grant development and management capacity for underserved communities. OCE also expanded its network through active participation in TechSTL, the Illinois Innovation Network, the American Bottoms Flood Mitigation Planning Group, and the Advanced Energy Group East St. Louis Stakeholder Challenge, positioning OCE as a regional leader in climate and workforce innovation.

Looking ahead, OCE's FY26 priorities include finalizing and seating its External Advisory Board, expanding student engagement in applied community research, advancing American Bottoms resilience work, and growing Strategic Doing capacity by training up to 20 new staff, students, and faculty across the SIU System.

Institute for Rural Health (IRH)

In FY25, the IRH engaged *Kelly Sager Consulting*, IRH Implementation Team, and SIU partners in a year-long Strategic planning process to develop a multi-year IRH road map focused on the IRH mission and four broad pillars of:

- 1) Workforce Development-build and retain,
- 2) Support Diverse Educational Career Development,
- 3) Establish a Robust Research Network,
- 4) Grow and Enrich Clinical Services/Pathways.

The IRH also co-Sponsored *2025 Illinois Rural and Small-Town Health Summit, Healthcare Workforce: Learnings and Transformation in a Post-Pandemic Environment*.

In conjunction with the 2025 Illinois Rural and Small-Town Health Summit, and on behalf of Southern Illinois University School of Medicine's Department of Population Science and Policy and the Institute of Rural Health, the IRH hosted/conducted a Strategic Doing® Workshop on Tuesday, October 14, 2025. This was a healthcare workforce development workshop focused on translating our shared priorities into near-term, measurable action to improve healthcare workforce pipelines in rural Illinois. This was a working session designed for faculty, staff, and partners of universities, junior colleges, hospitals, workforce agencies, and state agencies who help shape our next phase of collaborative initiatives. The resulting workplan is in the process of being implemented with local and state-wide partners.

The IRH, in close partnership with the CRHSSD, is applying for the Opioid Training and Technical Assistance Center (OTTAC) funding as a subrecipient from Prevention First. The IRH and CRHSSD will partner with departments across the SIU system to meet programmatic goals. These programs provide education and training that lead to the following licensures and certifications: Certified Alcohol and other Drug Counselor (CADC), Licensed Clinical Professional Counselor (LCPC), Licensed Professional Counselor (LPC), Licensed Social Worker (LSW), Licensed Clinical Social Worker (LCSW).

The Certified Recovery Support Specialist (CRSS) and Peer Specialist Training Program (PSTP) is currently being piloted through the SIU Institute for Rural Health. 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 was developed by SIU to address the need of organizations providing peer support services to ensure staff are peer certified in order to receive funding. In the pilot year, eight peer specialists from three partner organizations are registered in the eight-month program. Four hours of weekly instruction are provided virtually by an SIU instructor. An SIU program support specialist works with students to ensure successful completion of the program by providing tutoring or wraparound services.

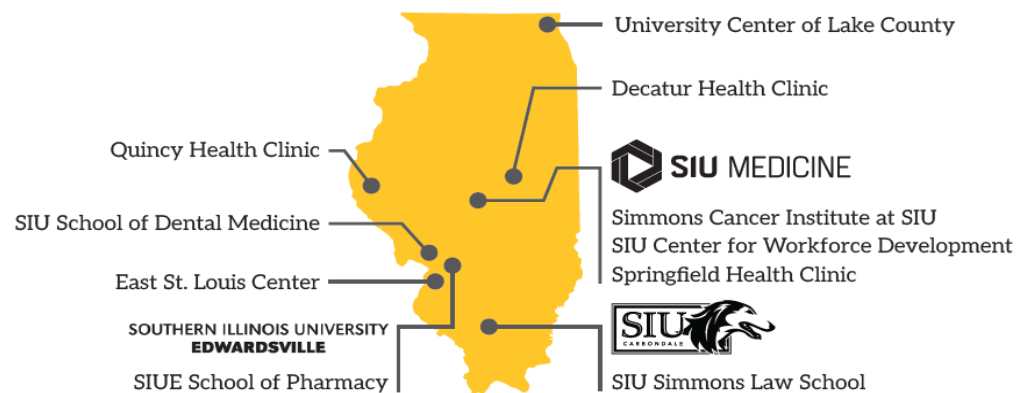
FY25 marked the third year of the Implementation Phase of the SIU System Strategic Plan. The six SIU System goals align well with IBHE's strategic plan and address (1) Academic Innovation and Student Success, (2) Anti-Racism, Diversity, Equity, and Inclusion, (3) Community Impact, (4) Research, Creative Activities, and Partnerships, (5) Faculty and Staff Success, and (6) Infrastructure. The six goals were subdivided into 15 different implementation teams. Each implementation team is composed of faculty and staff representatives from each of the three SIU campuses, and each team is charged with helping to identify ways our campuses can collaborate to advance the common goals of our system.

Already during the third year of the Implementation Phase, our campuses collaborated in novel ways that led to the development of the System-Wide SIU Course Exchange program, federal funding of joint workforce projects to support incarcerated individuals returning to the workforce, and jointly hosted professional development activities that included a total of 2,115 faculty and staff attendances at trainings, to name a few examples. To help support the monitoring and reporting of the System Strategic Plan's outcomes, the SIU System works collaboratively with the Center for Predictive Analytics and supported the hiring of a research fellow to coordinate and take lead of all reporting activities. During FY25, the second SIU System Strategic Plan report was released to the public, and construction on an interactive and real-time dashboard took place. Construction of the dashboard was completed in early FY24. The System Strategic Plan has a dedicated webpage at <https://siusystem.edu/about/strategic-plan/> to ensure transparency about the progress of the SIU System in meeting its goals as outlined in its Strategic Plan.

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

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

ONE SYSTEM | MANY LOCATIONS | STATEWIDE IMPACT



Southern Illinois University Carbondale

Summary Statement:

Southern Illinois University Carbondale (SIU Carbondale) is a public research institution offering a comprehensive array of undergraduate, graduate, and doctoral programs. As a newly designated R1 research university—the highest classification by the Carnegie Classification of Institutions of Higher Education—SIUC stands among the nation’s top-tier institutions recognized for very high research activity. This distinction underscores SIUC’s commitment to advancing knowledge through cutting-edge research, innovation, and scholarly excellence across disciplines such as engineering, business, health, arts, and sciences.

In addition to its R1 status, SIU Carbondale has been named an Opportunity Institution, a designation that highlights its dedication to expanding access to higher education for students from diverse backgrounds. This reflects SIUC’s mission to foster equity, inclusion, and upward mobility, particularly for students from underserved communities. Through targeted support services, financial aid initiatives, and community partnerships, SIUC ensures that all students have the opportunity to succeed academically and professionally.

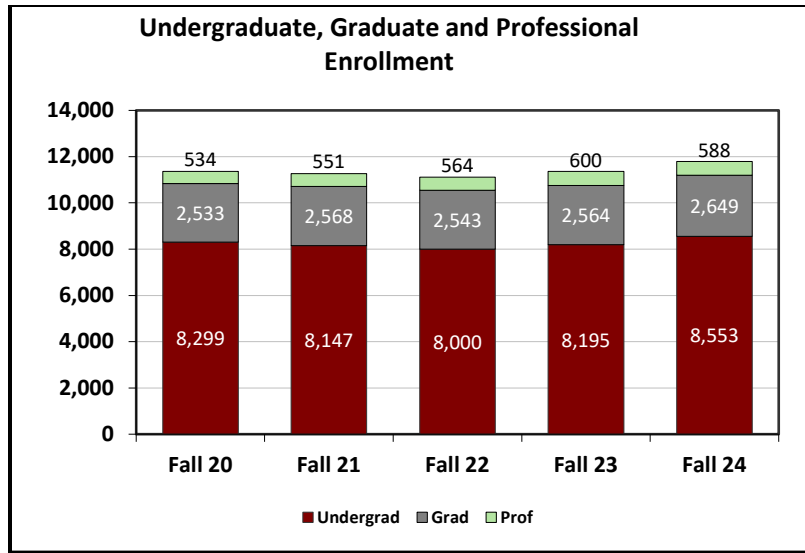
The university emphasizes hands-on learning and personalized support through its Honors Program, internships, research opportunities, and strong faculty mentorship. SIUC’s state-of-the-art facilities and dynamic academic environment encourage students to engage in creative problem-solving and real-world applications, preparing them to become leaders in their fields.

Beyond academics, SIU Carbondale offers a vibrant campus life with over 300 student organizations, leadership programs, and recreational activities that promote personal growth and community engagement. The university celebrates diversity and global perspectives through study abroad programs, cultural events, and inclusive campus initiatives.

Overall enrollment on the 10th day of classes for Fall 2025 remained steady. Notably, SIU Carbondale saw growth across several key demographics:

- New students from the southern Illinois region increased by 6%.
- New students from states bordering Illinois rose by 16%.
- Online student enrollment experienced a 23% overall increase, with a 161% growth in graduate-level online programs.

The campus achieved a 5% increase in retention of continuing students from 7,532 to 7,898. This positive trend reflects SIUC’s proactive and student-centered approach to engagement, academic support, and retention strategies.



SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 10/18/2025



Goal 1: Equity

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

Southern Illinois University Carbondale implements a range of evidence-based programs to ensure student success, mental health, and well-being, including tutoring, writing assistance, first-year experience initiatives, personalized advising, mental health services, living-learning communities, career services, DEI programming, and technology-enhanced instruction.

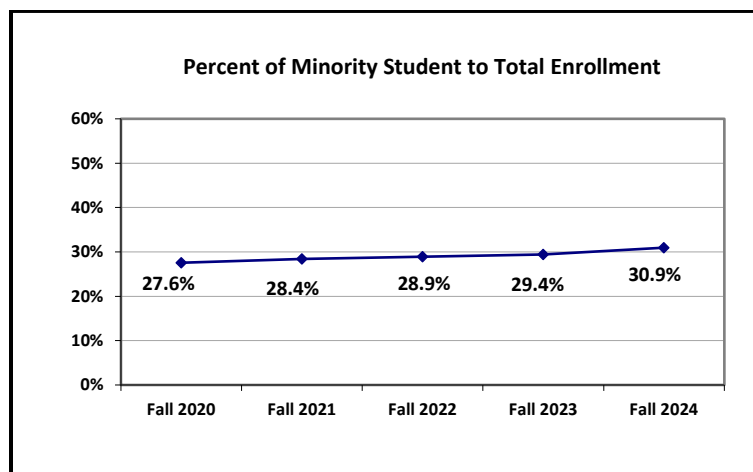
SIUC actively supports underrepresented students with tailored strategies that have led to measurable growth and improved retention outcomes:

- **Diversity in Undergraduate Enrollment:** Approximately 31% of the student body identifies as minority (Black, Hispanic, Asian, multi-racial, or other underrepresented groups).
- **Strategic Recruitment Efforts:** Through targeted outreach, scholarships, institutional partnerships, and a diverse recruitment team, SIUC has increased both the number and percentage of minority students entering the university (current specifics reflected in campus-wide diversity gains).
- **Retention and Graduation:** The Saluki Spectrum Students initiative was launched in Spring 2025 specifically to improve retention among groups most at risk of dropping out.

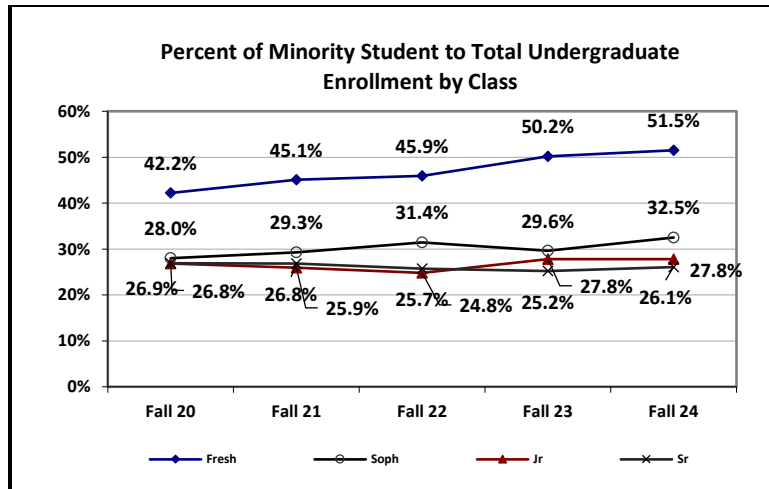
Nationally, graduation rates tend to be lowest for Black and Hispanic men (39% and 55%, respectively). This initiative, open to students from all racial, ethnic and socioeconomic backgrounds, provides the tools to handle stressful events, achieve academic success and become the leaders of tomorrow. The program works with a community of diverse scholars to cultivate a welcoming environment for students from all racial, ethnic, cultural and socioeconomic backgrounds through multi-pronged programming such as peer mentoring, academic coaching, GPA competitions and group study tables.

These DEI efforts are integral to SIUC's strategic plan, with the university taking a student-centered and data-driven approach: recruitment of minority students has increased through deliberate outreach, while retention initiatives like culturally responsive programming and academic engagement are empowering students to thrive.

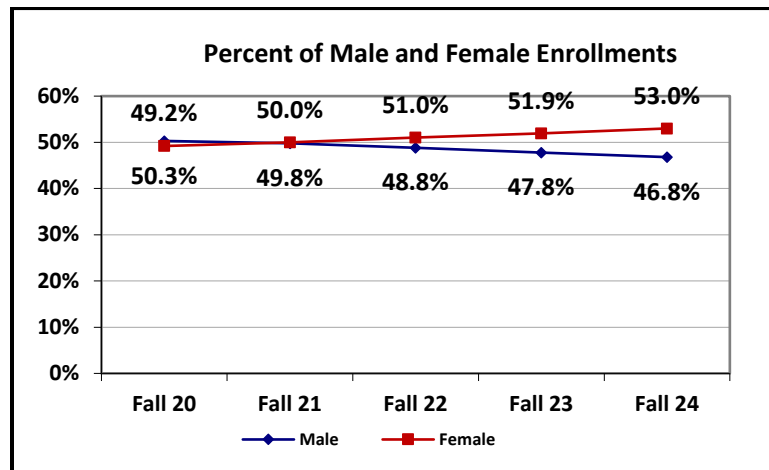
As affirmation of Southern Illinois University Carbondale's commitment to diversity, equity, and inclusion, the university received the 2024 Higher Education Excellence in Diversity (HEED) Award from *Insight Into Diversity* magazine. This recognition is based on a rigorous application process that evaluates recruitment and retention of students and employees, leadership support, campus climate, supplier diversity, and other key aspects of institutional inclusion. The award highlights SIUC's strategic and sustained efforts to foster a welcoming and equitable campus environment for all.



SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 10/18/2025



SOURCE: SIUC INSTITUTIONAL EFFECTIVENESS, PLANNING AND RESEARCH 10/23/2025



SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 10/18/2025

As SIUC advances toward its 2030 enrollment objectives, the university increasingly prioritizes student-centered strategies aimed at bolstering retention. First year retention rates from 2020 through 2024 are 75.2%, 70.3%, 68.7%, 66.8%, and 66.7%.

On October 16, 2024, SIUC convened its 3rd Annual Retention Summit, uniting faculty, advisors, and administrators to explore and refine data-informed interventions. Held as a collaborative workshop-style gathering, participants exchanged evidence-based best practices—ranging from proactive advising and academic support programs to culturally responsive engagement—and brainstormed tangible strategies to elevate retention rates.

The Summit underscores SIUC's commitment to nurturing a supportive and holistic student environment that addresses academic performance, mental health, and social integration. By translating insights from the summit into concrete action plans, SIUC is actively reinforcing its commitment to retain students through personalized mentorship, early-alert systems, and campus-wide collaboration.

The First Saluki Center (FSC) is a campus-wide collaboration - an initiative developed by the Division of Student Affairs and the Dean of Students, working together with Academic Affairs. This united effort connects SIU Carbondale's first-generation students with essential academic resources, social and emotional support, financial literacy education, and opportunities to get involved across campus. The comprehensive support that FSC provides is designed to help students thrive, persist, and graduate successfully.

The First Saluki Center (FSC) made a significant impact by directly serving over 425 first-generation students through peer mentoring, one-on-one support, workshops, and social events. The Peer Mentoring program stood out for its effectiveness, successfully matching 140 students with trained mentors who provided individualized guidance. According to end-of-semester surveys, 95% of mentees reported an increased sense of belonging, comfort, and confidence in navigating campus resources. The program also achieved a 90% retention rate and helped 95% of participants maintain a GPA of 2.0 or higher, underscoring its positive influence on academic success.

The Peer Tutoring program also demonstrated strong outcomes, delivering 100 tutoring sessions in both in-person and virtual formats. Students responded positively, with 100% expressing satisfaction with the support received. Tutoring focused on 12 high-demand math and science courses, ensuring resources were directed where they were most needed. The program maintained an 86% attendance rate and students who participated achieved an average GPA of 2.7, reflecting the program's academic value.

FSC's signature event, First-Gen Celebration Day, held on November 8, 2024, attracted over 400 participants—including students, staff, and faculty—raising campus-wide awareness and celebrating first-generation success. Collaborative partnerships with Financial Aid, Career Services, Learning Support Services, Counseling and Psychological Services (CAPS), Saluki Cares, and University Housing helped establish a robust referral pipeline for holistic student support.

In response to student feedback, FSC implemented several strategic enhancements. Tutoring hours were extended to include evening sessions until 8:00 PM, improving accessibility for commuters and working students. Peer mentor training was significantly upgraded to include topics such as cultural competency, conflict resolution, and wellness referrals, ensuring mentors were better prepared to support diverse student needs. Additionally, the Center revamped its communication strategy, resulting in a substantial increase in visibility and engagement. Social media outreach expanded dramatically, generating 28,409 impressions and boosting awareness of FSC programs across the student body.

Aligned with SIUC's mission, the Tutoring Center [previously known as the Center for Learning Support Services (CLSS)] assists SIUC students of all cultures, abilities, backgrounds and identities with becoming collegiate learners who work to improve their academic performance through tutoring, academic coaching, test preparation events and other workshops.

The Tutoring Center's services recorded a significant number of student requests and matched services during the Fall 2024 and Spring 2025 semesters. In Fall 2024, the tutoring center conducted approximately 5 workshops on academic success topics and approximately 3 sessions regarding Tutoring Center services. Academic success topics include Effective Note Taking, Time Management, and Preferred Learning Strategies.

A total of 313 students participated in Fall 2024 study jam, course specific test review events, and 202 students in Spring 2025.

Semester	Tutoring Requested	Tutoring Matched	Tutoring Unmatched	Percentage of students matched
Fall 2024	655 Students	559 Students	96 Students	86%
Spring 2025	359 Students	287 Students	72 Students	80%
TOTAL	1014 Students	846 Students	168 Students	84%

Semester	Academic Coaching Requested	Academic Coaching Matched	Academic Coaching Unmatched	Percentage of students matched
Fall 2024	61 Students	61 Students	0 Students	100%
Spring 2025	44 Students	44 Students	0 Students	100%
TOTAL	105 Students	105 Students	0 Students	100%

Listed below are a few comments collected from end-of-semester surveys from students who utilized Tutoring Center services and their feedback on their tutor:

- Lillie - very knowledgeable, consistent meetings, no issues, friendly, provided memory tricks
- Ibukun – love the practice exam, very knowledgeable
- Afiquah – understanding formulas, very friendly and approachable, satisfied
- Abby – very friendly and approachable, satisfied, useful notes

At Southern Illinois University Carbondale, our commitment to diversity, equity, and inclusion (DEI) is deeply embedded in the fabric of campus life. Through intentional programming, strategic partnerships, and inclusive celebrations, SIUC continues to foster an environment where all students, faculty, and staff feel valued, supported, and empowered to succeed. The university's DEI initiatives are designed to close equity gaps, promote cultural understanding, and celebrate the rich diversity of our campus community.

Over the past year, SIUC hosted several impactful events and activities that highlighted this commitment. Annual recognition ceremonies such as Women of Action and Diversity Champions honored the achievements of underrepresented students, faculty, staff, and community members who actively advance equity, inclusion, and social justice. Additionally, four cultural pre-commencement celebrations were held to recognize graduating students in culturally meaningful ways, strengthening connections between students, their families, and the university. These events significantly enhanced cultural interaction and fostered deeper relationships among students, faculty, and staff.

The university also expanded its ADEI training and partnerships. Notably, training sessions were provided by Crossroads: Anti-Racist Organization and Training, equipping participants with tools to dismantle systemic racism. SIUC continued to support five active Employee Resource Groups (Asian American and Pacific Islander, Black Staff and Faculty, LGBTQ+, and Hispanic/Latino), which play a vital role in increasing retention and fostering belonging among underrepresented populations. The ADEI Leadership Certificate program offered students comprehensive, interactive experience to build cultural awareness and leadership skills, with 42 students currently enrolled. These efforts have led to improved student engagement and cross-cultural participation.

Student engagement remained a cornerstone of SIUC's DEI strategy, with over 150 co-curricular programs hosted throughout the academic year. These events celebrated diverse histories, traditions, and practices, creating opportunities for meaningful dialogue and connection among students, faculty, and staff. As a result, cultural awareness and understanding across campus have grown significantly.

In alignment with its commitment to diversity, equity, and inclusion, SIU Carbondale and SIU Edwardsville have launched a new partnership with the Gateway Equity Institute (GEI), a St. Louis-based organization focused on advancing equity and justice. GEI provides transformative training, empowers leaders to drive systemic change, and engages youth through impactful diversity programs.

As part of this collaboration, SIU and GEI are implementing the Anytown Campus Program, which will serve 100 students from SIU Carbondale, SIU Edwardsville, Carbondale Community High School, and East St. Louis Senior High School. This initiative creates a unique learning environment where college and high school students can engage in shared dialogue and exploration of topics such as identity, race, gender, ability, and advocacy.

Each participating institution successfully recruited 25 students for the program, which started January 30, 2025. The inaugural session was held on the SIUE campus, with students attending six workshops through April. The program included educational components such as guest speakers, facilitated group discussions, and creative reflection activities designed to deepen students' understanding of social identities and equip them to advocate for marginalized communities. This partnership reflects SIU's strategic efforts to foster inclusive leadership and prepare students to contribute meaningfully to a more equitable society.

During the 2025 academic year, the Saluki Cares office provided direct financial assistance totaling \$24,398 to students facing challenges with rent and utility payments. Funds were disbursed directly to business and leasing offices on behalf of students. Additionally, Saluki Cares awarded \$3,650 in the fall and \$5,500 in the spring to support students' academic and educational needs related to their coursework.

The office also supported students through the provision of essential resources, including the rental of five laptops and ten webcams, the purchase of six student parking stickers, and one internet hotspot gift card. Outreach efforts included classroom visits to inform students and faculty about available services, as well as guided tours for faculty, current students, and prospective students and families to introduce them to Saluki Cares and the HEROES program.

Saluki Cares expanded its collaborative efforts by co-sponsoring student-centered events with various campus departments, enhancing support for students' educational journeys. The office also partnered with the Student Multicultural Resource Center to host "SMRC Snack & Chat Drop-In" workshops throughout the fall and spring semesters, providing informal spaces for student engagement and support.

Signature events included the Spring Salukis Care Day, which served approximately 1,500 students, and the Fall Salukis Care Day/Week, which engaged 1,200 students. These events featured activities designed to promote wellness, stress relief, and community connection, including music, free food, bingo, photo booths, giveaways, inflatables, and interactive wellness games. The Fall event also included partnerships with Counseling and Psychological Services (CAPS) for a game night with therapists, a Kintsugi healing craft session, and a financial literacy workshop.

Saluki Cares events include the following:

- *Money Mindset Monday*: Financial literacy session with Dr. Timothy Marlo.
- *Mentality Mindset Game Night*: Hosted by CAPS at Becker Pavilion.
- *Turnt Tuesday*: Healthy snacks at the Student Recreation Center.
- *Wellness Wednesday*: Salukis Care Day at SSB Pavilion/Faner Plaza.
- *Thoughtful Thursday*: Wellness & Health Promotion session in SSB 170.

Through the HEROES program, SIUC provided critical support to students facing housing and basic needs challenges. During the Winter Break and Summer sessions, 31 students were housed through the program. Financial assistance included \$5,014.08 in grocery support for 25 students, \$5,150.00 in rental assistance for 9 students, and \$2,449.71 for transportation repairs. Additional resources distributed included 12 parking stickers, 202 referrals through Single Stop, and various household items such as cookware (9 sets), comforters (8), utensil sets (1), knife sets (3), and dishware (1). The program also provided 19 gift cards and waived counseling appointment fees for 36 students. Case management services were offered to 140 students, and the HEROES Headquarters served a total of 448 individuals throughout the year.

These initiatives reflect SIUC's ongoing commitment to supporting students holistically—academically, emotionally, and socially—while promoting retention, wellness, and a sense of belonging across campus.

An initiative housed within SIUC's Office for Access & Accommodations is the ACHIEVE program. It is designed to support students with learning differences, including learning disabilities, attention disorders, autism spectrum disorders, and other academic challenges—through a structured approach that emphasizes managerial, organizational, structural, tutorial, and social support. ACHIEVE has been an institutionalized part of the University for nearly 50 years, making it among the country's most well-established and respected programs.

The Student Success Council was launched as a collaborative body dedicated to improving student achievement and retention through coordinated, data-informed strategies. It brings together diverse campus stakeholders to share initiatives, align efforts, and address barriers to equity and inclusion. To advance these goals, the Council established nine action groups focused on critical areas: Data Reporting, Equity Gap Focus, Culture of Caring, Barriers in Process and Policy, Technology, Communication, First-Year Experience, Student Engagement and Attendance, and Academic Advising. These groups work collectively to enhance cohesion, leverage institutional strengths, and implement best practices that promote student success across the university.

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

Hope Chicago continues to eliminate financial barriers for students and families within Chicago Public Schools by offering comprehensive scholarships that cover tuition, room and board, books, fees, and an annual stipend. This initiative is supported through strategic partnerships with institutions such as Southern Illinois University Carbondale, nonprofit organizations, and corporate and philanthropic donors. The goal of the program is to promote debt-free postsecondary success for both students and parents.

Hope Chicago currently serves five key areas in Chicago through designated partner high schools: Little Village – Farragut, Pilsen – Benito Juarez, East Garfield Park – Al-Raby, Morgan Park – Morgan Park High School, Englewood – Johnson College Prep.

Hope Chicago scholars benefit from a robust network of in-network postsecondary institutions that provide wraparound support services. These institutions offer academic, social-emotional, and financial assistance to ensure students can complete their degrees or certifications without financial hardship.

During the summer, 25 Hope Scholars participated in the Future Scholars Summer Bridge Program. The cohort achieved an average GPA of 3.628, surpassing the previous year's performance. Current Hope Chicago students earned an average GPA of 3.713.

The Hope Chicago program distributes quarterly Pulse Surveys throughout the academic year to monitor student well-being and academic progress. These surveys help campus contacts and program managers identify students in need of additional support.

Cohort Four scholars were welcomed to campus earlier than other freshmen through Transition Days, allowing them to familiarize themselves with campus resources before the start of the semester. First-year scholars are required to attend weekly meetings with Ambassadors who guide them in accessing services such as CAPS, Saluki Cares, tutoring, and Power Hour Sessions to maintain academic success.

Seven scholars currently on Academic Probation are participating in mandatory Probation Power Hour Sessions. These sessions are designed to provide targeted academic support and help students regain good academic standing.

The SI Bridges to the Baccalaureate Program has continued, through funding from the National Institutes of Health (NIH), to support underrepresented students in biomedical and behavioral sciences. In partnership with John A. Logan College and Shawnee Community College, the program provides a structured pathway for students to transition from community colleges to SIUC to complete their bachelor's degrees. Through a two-phase model, students receive academic preparation, mentoring, and hands-on research experience, helping them build the skills and confidence needed for success in STEM fields.

The McNair Program continues SIUC's commitment to diversifying the pipeline to doctoral education by providing rigorous research training, mentorship, and graduate school preparation. The 2024-25 scholars represent a diverse cohort with interests across a variety of disciplines: Physiology, Sociology, Zoology, Electrical Engineering, Computer Science, and Media Arts.

A key component of both the McNair Scholars and Bridges to the Baccalaureate programs is the annual Summer Research Institute, an 8- to 10-week experience that introduces students to research, problem-solving, and professional development. Participants work closely with SIUC faculty on original research projects, gaining valuable exposure to academic inquiry and

laboratory practices. Each summer, students from SI Bridges and the McNair Scholars Program present their research at the Summer Research Symposium.

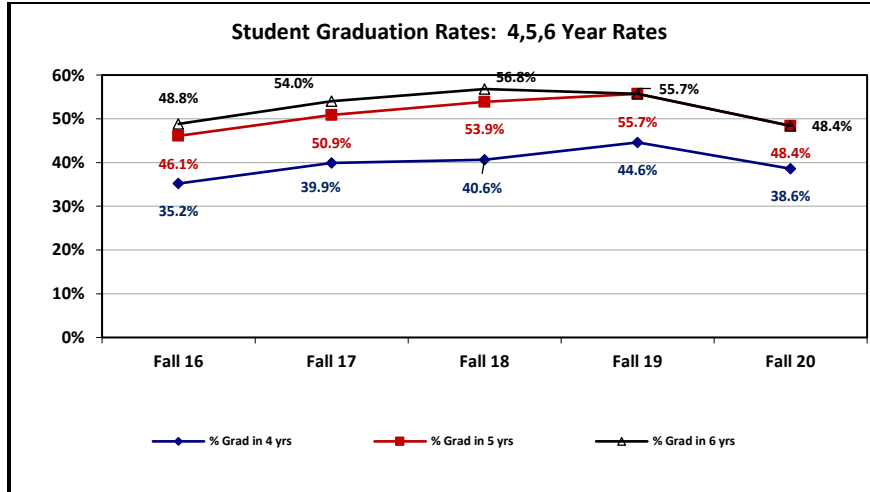
Both programs continue to address achievement gaps in research participation for first-generation and underrepresented students by offering structured mentorship and support. These efforts are part of SIUC's broader commitment to equity and student success in higher education.

Closing equity gaps requires a multifaceted approach to support its diverse student population. The Student Multicultural Resource Center (SMRC) plays a central role in fostering a welcoming and inclusive learning environment where individuals and diverse identities are valued and celebrated. Through its programs and initiatives, the SMRC promotes a strong sense of belonging and community among all members of the SIUC campus, helping to ensure that every student feels seen, supported, and empowered to succeed.

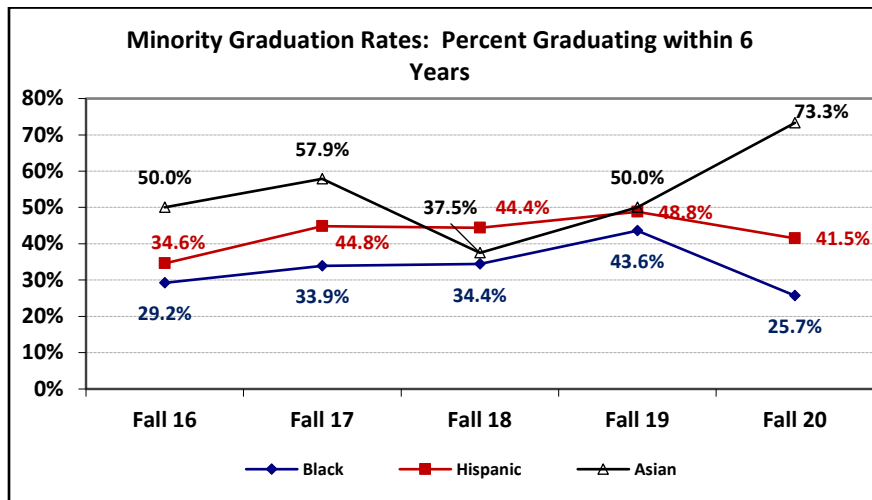
SIUC implemented structured student learning objectives aimed at closing equity gaps in academic achievement and student success. Students develop skills and strategies for academic success by utilizing support services such as writing centers, counseling, computer labs, and personalized academic advising. Career development was enhanced through mentorship and networking opportunities, while cultural awareness was fostered through participation in ADEI programming. Health and wellness initiatives focused on culturally affirming practices to support students from historically underserved populations. These efforts contributed to increased retention rates among African American and Hispanic/Latino students.

The First-Year Experience (FYE) Committee convenes monthly to refine strategies that support students during their transition to college and bolster overall retention. This diverse group includes academic advisors, recruitment and retention coordinators, and representatives from tutoring services, access and accommodations, financial aid, career development, student engagement, and new student programs. The focus is on improving communication across units to provide wraparound support.

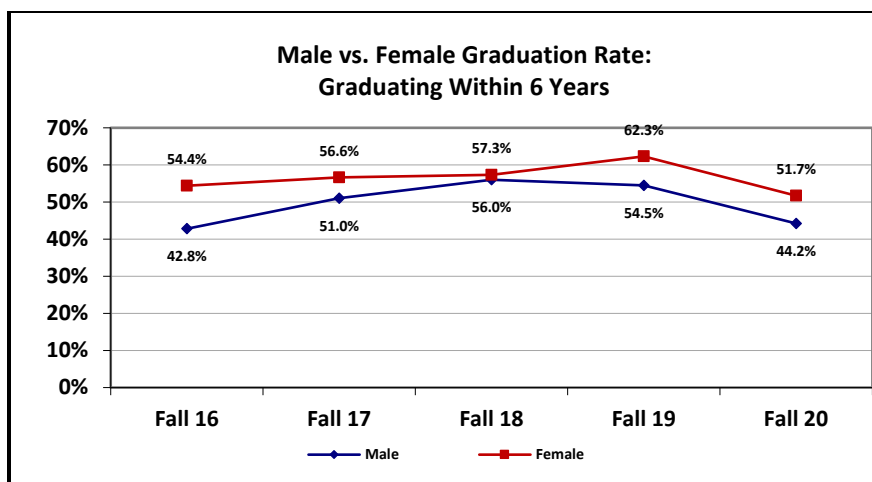
An ad-hoc Faculty Senate DFW Committee has been established to address courses with high rates of grades of D, F, and withdrawals. This faculty-led group is responsible for analyzing performance trends and recommending evidence-based strategies to improve outcomes. Its work focuses on best practices in course design, teaching methods, and academic support services to reduce DFW rates and enhance overall student success.



SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 10/18/2025



SOURCE: SIUC INSTITUTIONAL EFFECTIVENESS, PLANNING AND RESEARCH 10/23/25



SOURCE: SIUC INSTITUTIONAL EFFECTIVENESS, PLANNING AND RESEARCH 10/23/25

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

The Office of Diversity, Equity & Inclusion (ODEI) provides frameworks and programming to foster an equitable workplace, including culturally competent hiring practices, inclusive professional development, mentorship programs, and bias mitigation training for search committees.

Individual colleges and schools have DEI initiatives specific to their academic environment. For example, the School of Education's Diversity, Equity, Inclusion, and Community Engagement Committee (DEICE) leads efforts to foster inclusive practices and actively engage with the communities it serves. The College of Arts & Media, facilitated by its Diversity, Equity and Inclusion Committee, supports students in becoming creative thinkers, effective communicators, and engaged members of a global society.

SIUC supports active councils for diverse identity groups, such as the Black Faculty and Staff Council, Hispanic/Latino Staff and Faculty Council, and Asian Faculty and Staff Council. These councils advocate for their communities, deliver mentoring and professional development, and inform recruitment and retention efforts for faculty and staff of color. Their existence and institutional support reflect a structured approach to retention and belonging.

The university fosters retention through formal mentoring, leadership training (including the ADEI Leadership Certificate), and recognition of diverse staff and faculty (e.g., Women of Action, Diversity Champions Awards). Employee resource groups and programs provide targeted support to foster a sense of community and support professional advancement.

SIU Carbondale has provided search committee training on implicit and explicit bias, inclusive hiring practices, conflict of interest, and equal opportunity since 2016. Managed by the University Affirmative Action Office (now part of Human Resources), the training has evolved over time and is currently delivered through an in-house D2L module. Significant updates are planned for 2026 to reflect changes in applicable laws.

To strengthen transparency and equity in hiring, SIUC implemented a Relationship Disclosure and Conflict of Interest form for search participants, allowing HR and Hiring Administrators to address potential conflicts. A formal Spousal/Partner Hiring Policy was also introduced to support dual-career recruitment, particularly benefiting women and underrepresented groups. Additionally, a hiring prospectus developed by University Communications and Human Resources helps attract top talent by providing detailed position and university information.

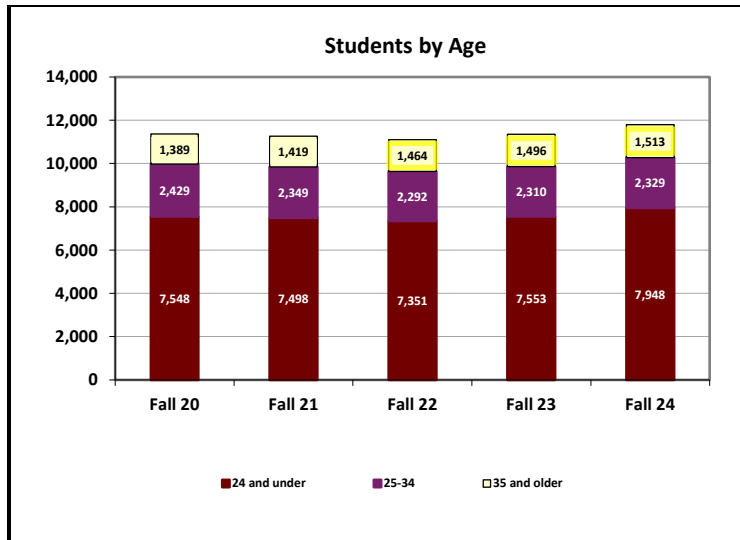
Between November 1, 2023, and November 1, 2024, SIU Carbondale hired 552 individuals, including new hires and internal promotions or transfers. Of these, 18.12% were from underrepresented groups and 51.63% were women. Minority representation included 17.3% of faculty hires, 16.07% of Civil Service hires, and 22.40% of Administrative/Professional hires.

From 2021 to 2023, SIUC saw modest increases in minority and women hires across various job groups. Notable gains include a 3.37% increase in women in Executive II roles, a 14.29% increase in minority Tenured/Tenure Track Faculty in the School of Law and a 10% increase in the School of Education. Additional increases were observed in other colleges and among Civil Service employees, particularly in Personal Service roles and technical job groups.

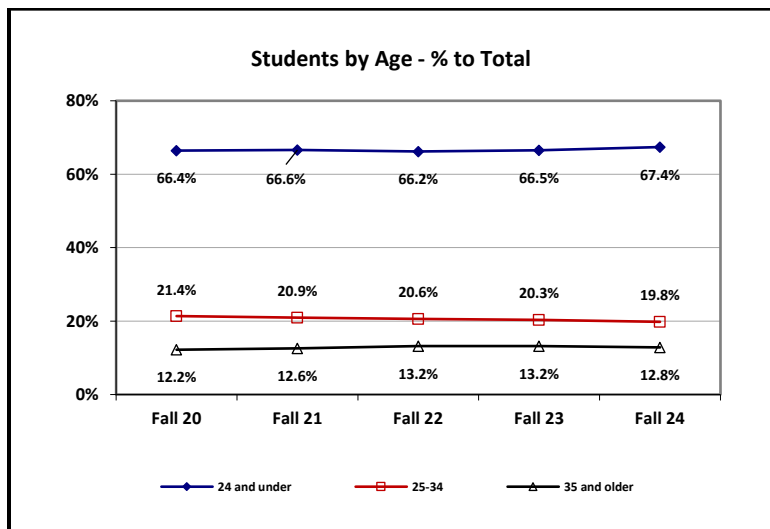
In 2023, SIU restructured its HR functions under Talent Acquisition and Compensation, improving efficiency and collaboration in hiring processes. This change has enhanced the university's ability to attract diverse, highly qualified candidates. Centralizing job postings and expanding advertising through platforms like HigherEd Jobs, The Chronicle of Higher Education, and Insight into Diversity has significantly increased visibility and reach.

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

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



SOURCE: SIUC INSTITUTIONAL EFFECTIVENESS, PLANNING AND RESEARCH 10/23/2025



SOURCE: SIUC INSTITUTIONAL EFFECTIVENESS, PLANNING AND RESEARCH 10/23/2025

SIU Online and Extended Campus remain committed to preparing students for workforce success by expanding access to flexible learning opportunities and embedding career readiness into academic programming. Through the growth of online and off-campus programs, and the integration of professional development for faculty, the unit ensures that instruction is aligned with real-world skills and employer expectations. Student Success Coaches provide personalized guidance throughout the student lifecycle, supporting academic progress and career planning.

The Center for Teaching Excellence recognizes the critical role of faculty development in supporting the unique needs of working adults, particularly those enrolled in online programs. Through initiatives like the *Saluki Online Sessions*, the Center promotes inclusive pedagogy and

effective online teaching strategies, ensuring that faculty are equipped to deliver high-quality, accessible instruction that aligns with the demands of today's learners and workforce. The Online Course Reboot initiative assists faculty in redesigning courses to improve learning outcomes, while competitive Online Course and Program Development Grants encourage the creation of innovative, career-aligned learning experiences. To further support adult learners, SIUC has partnered with Risepoint to offer fast-paced, affordable graduate programs tailored to the needs of working professionals. These efforts allow SIUC students to graduate with practical skills, confidence, and a clear pathway into a competitive workforce.

Since its adoption in spring 2025, LinkedIn Learning has become an integral part of SIU Online and Extended Campus's strategy. It supports faculty training, enhances student engagement, and complements the rollout of the University's Learning Management System, D2L. With a current activation rate of 10%, LinkedIn reports this as a strong start for the early phase of implementation. The platform is being integrated into courses such as UNIV 101, a first-year seminar course to assist freshmen in their transition to college and offers a wide range of resources including AI-powered coaching, certification programs, test preparation, and current skills development modules.

Together, these initiatives prepare students for the future of work through experiential learning and cutting-edge technology.

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

To further support working adults, SIUC offers a variety of online learning opportunities, including 28 online baccalaureate degrees, 21 master's degrees, 10 post-baccalaureate certificates, 3 undergraduate certificates and 2 professional certifications. Most of these programs are delivered asynchronously, providing flexibility for students balancing education with work and family responsibilities.

Southern Illinois University Carbondale continues its long-standing commitment to providing high-quality education and support for military service members and student veterans, earning national recognition for these efforts. In the 2024 Military Times *Best for Vets: Colleges* rankings, SIUC placed third among colleges and universities in the Midwest, first in Illinois, and 57th nationally out of 304 institutions. These rankings reflect SIUC's comprehensive approach to serving military-affiliated students through academic support, student services, and post-graduation resources. The university offers a dedicated Veterans Center that provides study spaces, social areas, and peer support from staff with military experience. SIUC currently serves 575 active-duty military and veteran students, including 365 enrolled through SIU Online and

Extended Campus in online and off-campus programs using Veterans Affairs educational benefits.

The Step Ahead program provides a streamlined transfer pathway for community college students through partnerships with institutions in Illinois, Missouri, Kentucky, Texas, and Tennessee. These collaborations allow students to begin coursework at their local community college and transition seamlessly to SIUC to complete a bachelor's degree. The program emphasizes affordability, academic continuity, and personalized advising, ensuring that transfer students receive comprehensive support throughout their educational journey. By extending partnerships across multiple states, SIUC strengthens access to higher education and promotes student success regionally.

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

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

Southern Illinois University Carbondale proudly hosted its fifth annual Dr. Seymour Bryson Future Scholars Program this July, welcoming 49 incoming freshmen to campus for an immersive four-week college readiness experience. Designed to give students a strong academic and social foundation, the program allows participants to earn seven college credit hours before the fall semester begins while developing essential skills for success at SIUC and beyond.

This year's program theme, D.O.I.T., Discipline, Ownership, Initiative, and Transformation, guided students through a journey of personal growth, academic achievement, and community engagement. Throughout the month, students lived on campus, participated in academic coaching, team-building exercises, and explored university resources to better prepare for their transition to college life. In a historic milestone, the Saluki Success Initiative, and SIU Foundation partnered with HOPE Chicago to operate the program in full collaboration, with half of this year's participants coming from HOPE Chicago affiliated schools. This partnership reflects a shared commitment to fostering student success and expanding educational access for first-generation and underrepresented students.

Students also engaged in a variety of experiential learning and cultural enrichment activities. Highlights included visits to the St. Louis Science Center, and the program's signature visit to the National Civil Rights Museum in Memphis, Tennessee. In celebration of Juneteenth, the program partnered with the Black Resource Center to host a community dinner connecting the Bryson Scholars with SIUC faculty, staff, and Carbondale community leaders, an event that fostered community connections, and provided students with the first steps toward a sense of belonging at SIU. This year continued with a record of success for the program, with students earning seven credit hours with the highest-ever cohort GPA of 3.62. Participants are now

continuing into the fall 2025 semester, equipped with a strong academic foundation, meaningful campus connections, and the confidence to succeed as new Salukis.

Southern Illinois University Carbondale earned the new Carnegie Classification designation of Opportunity Colleges and Universities: Higher Access, Higher Earnings. This recognition, introduced by the Carnegie Foundation and the American Council on Education, highlights institutions that excel in providing access to underrepresented students and demonstrate strong post-graduation earnings. SIUC's designation reflects its commitment to equity, affordability, and student success.



Goal 2: Sustainability

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

SIUC continues to offer all out-of-state domestic undergraduate students the resident (in-state) tuition rate and alternate tuition rates (ATR) are offered for various student populations, such as the Legacy ATR (for children and dependents of alumni), the High Achievers ATR (for international undergraduate students), the Veterans/Military VTR, the Active Duty Military ATR, and the Alumni/Post Graduate ATR (<http://tuition.siuc.edu/alternatetuitionrate.html>).

Additionally, the Office of the Vice Chancellor for Anti-Racism, Diversity, Equity and Inclusion offers a variety of scholarships and awards to support underrepresented students, with additional opportunities available through the academic units and the Graduate School.

During the reporting period, SIU Carbondale awarded a range of merit-based scholarships to support student success and retention. A variety of scholarships are available for incoming freshmen, transfer students, and current students. Key scholarships, totaling nearly \$18 million include:

- Chancellor's Scholarships: 107 of SIUC's most prestigious first-year awards, granted based on academic credentials, community leadership, and extracurricular participation.
- Provost's Scholarships: 24 awards for transfer students, covering tuition and mandatory fees for two years.
- University Excellence Scholarships: Awarded to 2,839 academically high-achieving students, renewable for three additional years.
- Transfer Achievement Scholarships: 767 awards for academically high-achieving transfer students demonstrating leadership skills, available for two years. Recipients must have a transfer GPA of 3.5 or higher and an associate degree prior to attending SIUC.

- Saluki Step Ahead: 251

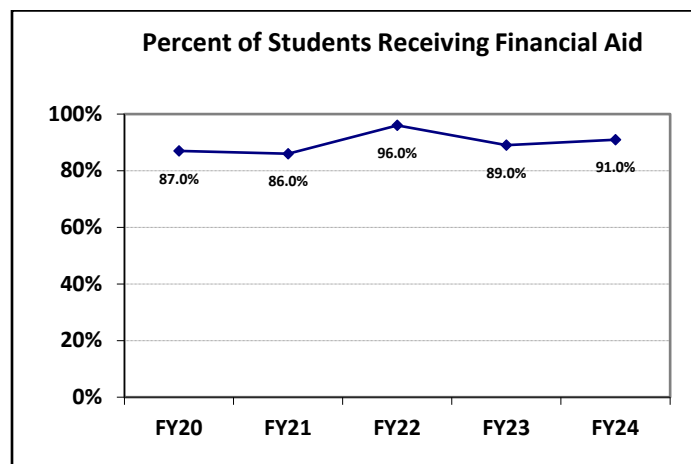
In total, \$26,528,582 was awarded in merit-based scholarships across all categories, reflecting the university's strong commitment to affordability and access. Furthermore, 91% of SIU Carbondale students received some form of financial aid.

Southern Illinois University Carbondale received \$39 million in donations during Fiscal Year 2025, marking the second-highest fundraising total in SIU Foundation history. This exceptional support has significantly advanced scholarships, research initiatives, and capital projects across campus. Notably, the Foundation awarded a record \$5.6 million in scholarships to more than 2,000 students, representing over 17 percent of the student body. Scholarship support has increased for five consecutive years, with the FY25 total reflecting a 135 percent rise compared to FY19.

These contributions have provided critical momentum for SIU's mission, expanding access to higher education, fostering innovation, and strengthening the university's long-term sustainability. The growing investment from alumni and supporters continues to open doors for students and elevate SIUC's impact across the region and beyond.

The 9th SIU Day of Giving, held on September 18, raised nearly \$1.2 million from more than 1,500 donors in just 24 hours. Hosted by the SIU Foundation, the event empowers supporters to contribute directly to the college, program, or initiative of their choice. This was the second Day of Giving in 2024, and the shift to a fall date brought renewed energy and engagement across campus and the broader SIUC community.

Combined, the two Day of Giving events in 2024 generated over \$4.3 million in support of students and the Imagine SIU 2030 campaign. Since its launch in 2017, the initiative has raised more than \$17 million for scholarships, research, and campus priorities.



SOURCE: SIUC OFFICE OF FINANCIAL AID 9/26/25



Goal 3: Growth

As an R1 research institution, SIU Carbondale achieved this prestigious designation on February 13, 2025, becoming one of just six R1 universities in Illinois and the only one located in rural southern Illinois. R1 status places SIUC in the top 5% of nearly 4,000 U.S. institutions, recognizing its “very high research activity” and capacity to grant numerous research doctorates. Additionally, SIUC is recognized as an opportunity institution, one of fewer than 21 universities in the country combining elite research with wide access and high graduate earnings.

In fiscal year 2024, federal research funding further demonstrated SIUC’s upward trajectory within Illinois and nationally. The Office of the Vice Chancellor for Research reports that 34 individual researchers served as principal investigators (PIs) on federal grants exceeding \$50,000—up from 29 in FY2023 and 19 in FY2022—totaling \$10.3 million. Overall, external grant and contract expenditures reached \$76.0 million (including \$53.9 million in Carbondale and \$21.1 million in Springfield), while reported R&D spending totaled \$61.5 million in FY2024, compared to \$58.3 million in FY2023.

The STEM Education Research Center (SERC) at Southern Illinois University Carbondale advances STEM education through interdisciplinary research, instructional innovation, and community partnerships. In FY 2025, SERC collaborated on multiple proposals, with four ongoing grants, twelve new submissions, and two newly awarded projects.

Faculty in the School of Earth Systems & Sustainability recruit and mentor geoscience students through the NSF-funded Converging Earth Science and Sustainability Education and Experience program. Now in its third year, the \$1.33 million S-STEM grant supports up to 80 scholarships of \$10,000 per year over five years for SIU earth science majors.

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

During the Fall 2024–Spring 2025 academic year, three senior design teams from SIU Carbondale successfully completed projects funded by the Illinois Innovation Network (IIN), an initiative aimed at fostering collaboration between leading Illinois companies and top talent from the state’s public universities. Each project received \$12,500 in funding, with SIU Carbondale serving as the host institution for all three.

- Monitoring the Entire Fermentation Process in a Corn Silage Bunker
Industrial Partner: Cargill

Advisor: Dr. Hui Li, School of Electrical, Computer, and Biomedical Engineering (ECBE)

Participants: 3 SIUC students

Guest Institution: None

- Evaluation of Particle Size Through Imaging

Industrial Partner: Cargill

Advisor: Dr. Steven Blair, School of ECBE

Participants: 3 SIUC students

Guest Institution: SIU Edwardsville

- Design and Implementation of an Energy Harvesting System for Overhead Power Lines

Industrial Partner: S&C Electric

Advisor: Dr. Haibo Wang, School of ECBE

Participants: 3 SIUC students

Guest Institution: University of Illinois Chicago

These projects exemplify SIUC's commitment to applied research, industry collaboration, and experiential learning, providing students with hands-on opportunities to address real-world engineering challenges.

Sustaining Illinois is a seed grant program under the Illinois Innovation Network that supports interdisciplinary initiatives aimed at addressing statewide challenges and advancing innovation through strategic partnerships. SIUC faculty that are participating in this grant initiative include the following:

AI-Driven Discovery of Sustainable Ionic Liquids: A Multimodal Deep Learning Approach for Enhanced Lignin and Plastic Deconstruction

Ezinne Achinivu-Ibagere, assistant professor of chemical engineering, University of Illinois Chicago; Khaled R Ahmed, associate professor of computer science, Southern Illinois University Carbondale.

Monitoring Mosquito Microbiomes as a Surveillance Tool for Pathogens with Antimicrobial Resistance: AI and Experimental Approaches

Shicheng Chen, assistant professor of medical laboratory science, NIU; Zhong Chen, assistant professor of computer science, SIUC.

From Waste to Wealth: Exploring the Potential of an Extremophilic Alga for Thriving and Biofuel Production in a Microplastic-Impacted Environment

Himali Delanka-Pedige, assistant professor of environmental engineering, SIUC; Ran Mei, assistant professor of civil & environmental engineering, University of Illinois Urbana-Champaign.

Strategy 3: Align the state’s economic development and higher education strategies, ensuring both address historic inequities.

Established in 1985, the Office of Innovation and Economic Development (OIED) serves as SIUC’s primary outreach arm for business development and community engagement across southern Illinois, with a focus on the region’s 17 southern counties. Through programs in business consulting, financing, workforce development, and entrepreneurship training, OIED supports regional economic growth. Its long-standing success includes the Illinois Small Business Development Center, which connects university expertise with community needs to strengthen the local economy and advance SIUC’s educational mission.

In Fall 2024, a ribbon cutting ceremony was held for BioLaunch, a \$7.2 million, 10,000-square-foot life sciences facility that expands research capacity and supports regional economic development. Funded in part by the Illinois Department of Commerce and Economic Opportunity, BioLaunch is part of the iFERM Hub and provides advanced wet lab space for faculty, students, and industry partners to collaborate on biotechnology, food, agriculture, and health innovations.

Strategy 4: Encourage high school graduates to enroll in our higher education system and keep talent in Illinois.

Southern Illinois University Carbondale offers Illinois high school students the opportunity to engage in enriching academic experiences through a variety of camps and programs. These initiatives are designed to spark intellectual curiosity, foster personal growth, and strengthen students’ connection to the Carbondale campus, while also encouraging their potential to become future Salukis.

One way that SIUC engages Illinois high school students is through initiatives like the Creative Futures statewide online art competition, hosted by the School of Art and Design. This annual event showcases the talents of high school juniors and seniors across the state in categories such as 2D art, 3D art, and digital design, with winners selected by SIUC faculty. By recognizing and celebrating student creativity, SIUC fosters early connections with future college students, encouraging them to pursue higher education in Illinois and explore the opportunities available at a leading public research university.

Approximately 40 Illinois high school students participated in the “Crime Scene to Courtroom” program, a weeklong immersive experience co-sponsored by SIU Simmons Law School, where they learned about crime scene investigation, evidence analysis, and trial procedures. Held June 9–13 in Belleville, the program included a mock trial and hands-on forensic activities. Presented in collaboration with regional partners, the initiative encourages students in grades 10–12 to explore careers in law and criminal justice while strengthening ties to higher education in Illinois.

The STEM Education Research Center (SERC) co-sponsored and hosted the 47th annual Illinois Junior Science and Humanities Symposium (IJSHS) on February 21–22, 2025, providing a platform for high school students across Illinois (excluding Cook County) to present original research and explore STEM pathways. By engaging students in university-level research experiences and showcasing SIUC's academic programs and scholarship opportunities, the IJSHS plays a vital role in encouraging talented youth to pursue higher education and STEM careers within Illinois. The event drew 27 student presenters, 13 observers, and a delegation of five students selected to represent Illinois at the national symposium.

The STEM Education Research Center (SERC) continued its partnership with Scholastic Trust Singapore, LLC to deliver the American Mathematics Olympiad (AMO), a global competition engaging students in grades 2–12. In its fourth year, the AMO reached over 45,000 students across 45 countries, including nearly 1,800 students from 32 schools in Illinois, Missouri, and Florida. At SIU, 237 students participated in the on-campus competition, which included STEM engagement activities and lunch. With 28% of Illinois participants earning medals, the program showcases academic excellence and introduces students to SIUC's STEM programs, supporting efforts to retain top talent in-state and connect youth to higher education opportunities.

Strategy 6: Expand higher education models of teaching and learning that provide opportunity for students to succeed in the work of the future.

Aviation Management, Communication Studies, English, Hospitality, Journalism, Plant Biology, and other academic programs at SIU Carbondale integrate experiential learning into their curriculum or offer academic credit for internships and work experience. These opportunities allow students to apply classroom knowledge in real-world settings, gaining valuable professional skills that enhance career readiness.

SIUC recently piloted the Global Career Accelerator, a virtual internship and workplace experience designed to be available to all students. Thirty-one students participated in the program, designed to enable participants to build essential workplace skills—such as data analysis, marketing, and collaboration in diverse teams—while solving real-world challenges presented by leading companies across the U.S., including Nike, L'Oréal, Intel, and Clearwater Analytics. The course is designed to simulate a professional environment, offering students a highly immersive experience that closely mirrors actual workplace dynamics.

In addition to virtual career preparation, SIUC is advancing immersive learning through the Center for Virtual Expression (CvEX). CvEX serves as a hub for artificial intelligence (AI), virtual reality (VR), and extended reality (XR), with the goal of developing a Metauniversity where students can explore AI-driven and virtual environments. The center supports faculty in exploring how these technologies can enhance student engagement and learning outcomes, encouraging the development of new pedagogical approaches that reflect the demands of 21st-century education.

For over 40 years, the Career Development Center has provided students with valuable career preparation through one-week, unpaid externships hosted by alumni and friends across the country. More than 4,000 students have gained hands-on experience, applied classroom knowledge in professional settings, and expanded their career networks. Open to students who have completed at least three semesters, the program often leads to mentorships, internships, and even job offers.

To support graduate students, the Center for Teaching Excellence launched a non-credit certificate program titled Graduate Teaching Assistant Training: Skills for Classroom Excellence. This initiative equips graduate students with the tools to effectively transfer knowledge to undergraduates while enhancing their own career readiness across diverse professional pathways.

Strategy 7: Enhance access to educator preparation programs.

Southern Illinois University Carbondale (SIUC) leads the GYO-Southern program, a strategic initiative aimed at addressing teacher shortages and promoting educational equity in rural and minority communities across Illinois. Established in 2018 with a planning grant from the Illinois Board of Higher Education, the program supports nontraditional teacher candidates (those who did not pursue college immediately after high school) in Early Childhood Education and Special Education. GYO-Southern provides comprehensive support from teacher preparation through classroom placement. Through strong partnerships with regional offices of education, the Association of Illinois Rural and Small Schools, and SIU Head Start, the program equips candidates to serve the unique needs of high-need schools throughout southern Illinois.

Southern Illinois University Carbondale (SIUC) operates a federally funded Head Start program that serves income-eligible families in Jackson and Williamson counties, providing comprehensive early childhood education, health, nutrition, and parent involvement services. Focused on children ages 3 to 5, the program plays a dual role: it promotes school readiness and developmental growth for young learners while also functioning as a practicum site for SIUC's teacher candidates.

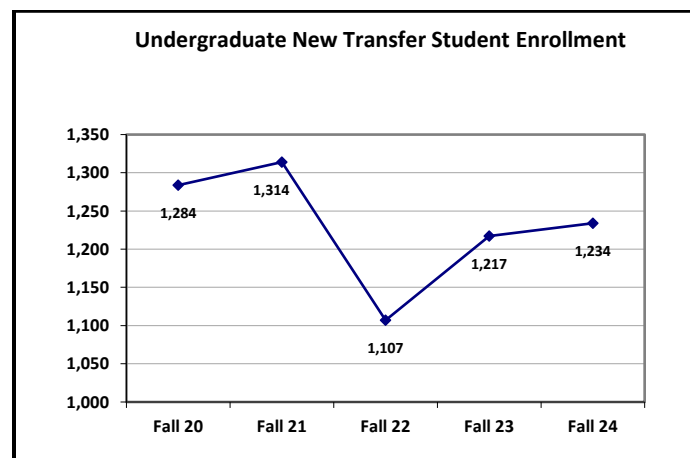
This integration of academic preparation with community-based engagement allows aspiring educators to gain hands-on classroom experience in real-world settings. Candidates work alongside experienced early childhood professionals, applying pedagogical theory in diverse, low-income environments. The collaboration between SIUC's Head Start program and its Early Childhood Education training pathways ensures that future teachers are not only well-prepared academically but also culturally responsive and equipped to meet the needs of underserved communities.

Strategy 8: Strengthen the statewide, coordinated transfer system to ensure students have seamless paths to build on previous academic learning and earn postsecondary credentials.

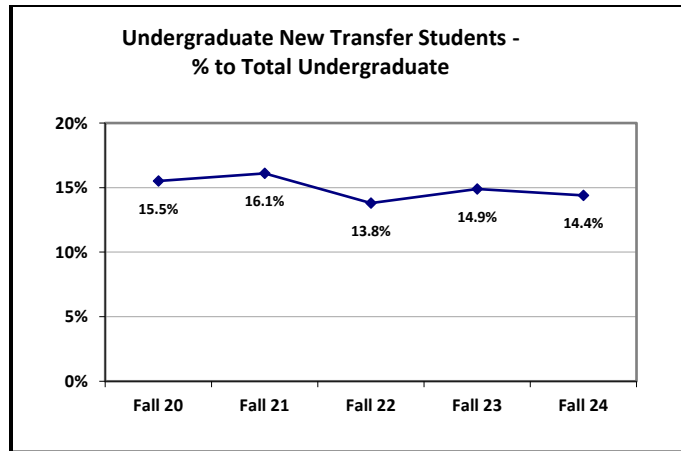
SIU Carbondale recognizes the vital role of community college partners in providing accessible, affordable education and a strong academic foundation, and is committed to creating seamless transfer pathways that encourage students to continue their education and earn postsecondary credentials within Illinois.

SIUC maintains detailed, program-specific articulation agreements with numerous Illinois community colleges. These include degree plans and transfer guides that identify course-by-course equivalency. The agreements are reviewed and updated every five years to ensure student progress toward bachelor's degrees.

SIU Carbondale actively pursues and maintains articulation agreements with community colleges to support seamless student transfer. Currently, the university holds 1,719 program-specific articulation agreements. Additionally, the Saluki Step Ahead initiative has expanded to include 51 institutions, covering 45 of Illinois' 48 community colleges, as well as colleges in Texas, Missouri, Tennessee, and the entire Kentucky community college system. For 3 years in a row, SIUC has been recognized as one of the nation's top transfer-friendly institutions by the Phi Theta Kappa Honor Society. Its inclusion on the Transfer Honor Roll and the expansion of community college agreements highlight SIUC's excellence in developing and supporting dynamic and innovative pathways for community college transfer students.

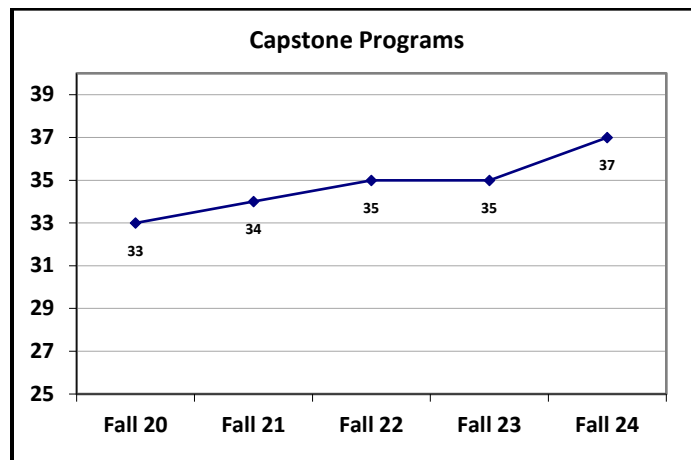


SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 10/18/2025



SOURCE: SIUC INTERACTIVE FACT BOOK ACCESSED 10/18/2025

SIUC has actively worked to maintain existing community college partnerships and establish new ones. Currently, SIUC offers academic programs, fully on site or hybrid formats, at the following community college campuses: Harper College, McHenry County College, University Center of Lake County, Truman College, and College of DuPage.



SOURCE: REGISTRAR'S OFFICE ACCESSED 10/29/2025

SIU Carbondale offers Capstone options in 37 bachelor's degree programs, allowing eligible students to reduce general education requirements from 39 to 30 credit hours and complete their degrees more efficiently. Additionally, 18 programs award academic credit for prior work experience, providing flexible pathways for nontraditional students to earn postsecondary credentials and advance their careers. These options support degree completion and lifelong learning for working adults across Illinois.



Points of Pride

Southern Illinois University Carbondale, home to the nation's only university-housed crematory and one of just six bachelor's degree programs in mortuary science and funeral services, continues to lead the field with a new continuing education program for crematory operators.

SIUC is among 239 public and private colleges and universities listed on Phi Theta Kappa Honor Society's 2024 Transfer Honor Roll, which recognizes excellence in developing and supporting dynamic and innovative pathways for community college transfer students. This is the third straight year SIU Carbondale has received the honor.

SIUC is one of five organizations in Illinois offering a state-approved program that meets updated requirements for operator certification, and students who complete the course graduate with credentials recognized by the Illinois Comptroller's Office.

The Office of Information Technology (OIT) was honored with Tikit's ITSM (Information Systems and Technology Management) Award for Best Power Automate Flow. This international award celebrates the ingenuity and hard work that went into developing an automated process to provide swift and effective technology solutions.

The Center for Teaching Excellence transformed its conference room into a vibrant art gallery, hosting three exhibitions over the past year. Each show featured a keynote presentation and artist-led discussion, offering students, faculty, and guests a unique opportunity to explore the intersection of art and science. The exhibits showcased stunning photographs of regional plants, flowers, and birds, while also highlighting the biological characteristics of various species found in southern Illinois. These sessions highlighted the intersection of art and science, inspiring students from both disciplines to explore interdisciplinary approaches through photographic techniques and regional species studies.

A faculty member in the School of Biological Sciences won \$624,500 NSF-CAREER grant to develop microbes to mitigate plastic waste.

An associate professor of civil and environmental engineering was awarded a three-year grant of nearly \$500,000 from the National Science Foundation to investigate using magnetic nanomaterials to treat groundwater contaminated with per- and polyfluoroalkyl substances, or PFAS.

Southern Illinois University Carbondale dedicated the new \$7.2 million, 10,000-square-foot BioLaunch lab on October 4, 2024, offering cutting-edge life sciences research space and public tours following the ribbon-cutting ceremony. Funded in part by a \$2.7 million grant from the

Illinois Department of Commerce and Economic Opportunity, BioLaunch is the latest addition to the iFERM Hub, supporting faculty, students, startups, and private firms across the region.

An assistant professor of information technology received a \$150,000 grant from the USDA National Institute of Food and Agriculture to develop an AI-based rapid detection method for finding the microbe salmonella in onions destined for human consumption.

The STEM Education Research Center (SERC) was recognized by the American Geosciences Institute (AGI) in the 2024 Earth Science Week Highlights Report for its exemplary programming celebrating the theme “Exploring Earth and Our Place in Space.”

The Southern Illinois University Carbondale Flying Salukis, winning each of the nine events they competed in, won their 13th straight National Intercollegiate Flying Association (NIFA) Region VIII championship.

Military Times magazine, 2024, ranked SIU Carbondale third among colleges and universities in the Midwest as “Best for Vets: Colleges” list. SIUC was ranked first in Illinois and 57th among 304 schools in the nation.

SIUC’s online business and administration program earned national recognition for excellence, making its debut on the U.S. News & World Report 2025 Best Online Programs rankings. The program is ranked No. 54, placing it within the top 25% of online business programs nationwide.

An associate professor of electrical and computer engineering received a two-year, \$200,000 grant from the National Science Foundation to support advancements in memristor-crossbar-array (MCA). The project aims to improve human interactions with technology and accelerate progress in cognitive computing.

An assistant professor of computer science received a \$175,000 grant from the National Science Foundation’s Computer and Information Science and Engineering Research Initiation Initiative to pursue “united learning.” The computing approach allows users to leverage diverse computing power together, including PCs, smartphones and Internet-of-Things (IoT) devices, to train large AI models – avoiding the need for costly new processors.

The School of Aviation was ranked No. 4 by College Factual among the best schools for students pursuing a bachelor’s degree in aviation/airway management and operations, standing out for its strong academic focus, resource allocation, and accreditation. SIUC was also named one of the Top 10 Best Aviation Colleges for Pilot Training in the nation for 2025 by The Wright Experience.

SIU Carbondale, along with two SIU Online and Extended Campus locations in Florida and California earned “2025-2026 Military Friendly® School” by [VIQTORY](#), a service-disabled, veteran-owned small business.

Southern Illinois University Carbondale is one of only 16% of institutions, or 479 nationwide, that have earned the new Carnegie Classification designation of Opportunity Colleges and Universities – Higher Access, Higher Earnings.

Southern Illinois University Carbondale is one of only 21 institutions in the country to be included on the Carnegie Classification of Institutions for Higher Education's lists for Research 1 and Opportunity Colleges and Universities.

The Flying Salukis earned a third-place finish at the National Intercollegiate Flying Association (NIFA) championships.

The Imagine SIU 2030 fundraising campaign continues to gain momentum with more than \$400 million in commitments toward its historic \$500 million goal. It is the fifth-largest fundraising campaign in Illinois public university history.

Southern Illinois University Edwardsville

Summary Statement:

Since opening its doors in 1957, Southern Illinois University Edwardsville (SIUE) has steadfastly embraced its role as a catalyst for positive change, offering high-quality academic programs, fostering innovative research and creative work, and engaging deeply in community service. Anchored in the second largest metropolitan statistical area of Illinois, that includes southwestern Illinois and the St. Louis metro area of Missouri, SIUE maintains its dedication to spurring economic growth and powering the workforce for the region.

At the heart of SIUE's mission lies a commitment to broadening access to higher education—especially for students from communities historically underrepresented in college attainment—and equipping every graduate to step into their careers ready to lead and serve as changemakers. With its reputation for affordability, distinguished faculty, and a welcoming environment, SIUE emphasizes inclusive excellence, career readiness, and meaningful community engagement. The university remains a leading producer of bachelor's degrees in the St. Louis region, affirming that SIUE is not just preparing the workforce of today—SIUE is shaping the leaders of tomorrow.

Aligned with the broader values of the Southern Illinois University System, SIUE's current strategic plan has made access and success foundational pillars—positioning SIUE as a national exemplar of equity-driven excellence and student success. SIUE's commitment to social mobility is reflected in measurable efforts to close equity gaps and build a richly diverse community of professionals prepared for global change. The institution's Equity Plan outlines bold strategies meant to accelerate progress toward those goals.

SIUE also deepened its commitment to affordability. Through the SIUE Commitment—a “last-dollar” award for Illinois undergraduate students from households earning up to \$113,575 who also meet the asset threshold—the University reinforces the belief that higher education is a transformational and accessible investment for social mobility. As part of this equity effort, SIUE rolled out expanded dual credit and dual enrollment programs, crafting earlier and more accessible pathways to college for local high school students. Meanwhile, internal program enhancements included Direct Entry to Major, redesign of high D-/F/Withdrawal (“DFW”) courses, co-requisite models replacing the remaining non-credit developmental English and Math, and inclusive-pedagogy training for faculty and staff via the Association of College and University Educators (ACUE)—all focused on student success and belonging.

SIUE's regional footprint continues to expand and increase the university's economic impact. The University remains engaged with state agencies and regional partners to align curricula and programs with 21st-century workforce demands. Under this mission, SIUE's Southwestern Illinois Justice and Workforce Development Campus in Belleville offers unique programming—including the region's only master's in forensic sciences—and houses the Center for Crime

Science and Violence Prevention alongside the Institute for Community Justice and Racial Equity as well as non-credit programming to serve the community. SIUE is also the primary educational partner at the Wedge in Alton, a new innovation center positioned to serve the broader region and to bolster the entrepreneurial ecosystem in the region.

Southern Illinois University Edwardsville proudly achieved a highly successful reaffirmation of accreditation from the Higher Learning Commission (HLC), underscoring the university's unwavering commitment to excellence in education, research, and service. The HLC review team praised SIUE's visionary leadership, robust academic programs, and deep dedication to student success and continuous improvement. This outstanding outcome reaffirms SIUE's position as a premier institution of higher learning, poised to advance its mission and impact for years to come.

Mission

Southern Illinois University Edwardsville is a student-centered educational community dedicated to communicating, expanding and integrating knowledge. In a spirit of collaboration enriched by diverse ideas, our comprehensive and unique array of undergraduate and graduate programs develop professionals, scholars and leaders who shape a changing world.

Vision

Southern Illinois University Edwardsville will achieve greater national and global recognition and academic prominence through innovative and interdisciplinary programs that empower individuals to achieve their full potential.

Values

Civic Engagement

Social, civic and political responsibility — globally, nationally, locally, and within the University

Active partnerships and a climate of collaboration and cooperation among students, faculty, staff, alumni and the larger community

Sustainable practices in environmental, financial and social endeavors

Excellence

High-quality learning within and beyond the classroom

Continuous improvement and innovation

Outstanding scholarship and public service

Inclusion

A welcoming and supportive environment

Openness to the rich diversity of humankind in all aspects of university life

Respect for individuals, differences, and cultures

Intellectual freedom and diversity of thought

Integrity

Accountability to those we serve and from whom we receive support

Honesty in our communications and in our actions

Wisdom

Creation, preservation, and sharing of knowledge

Application of knowledge in a manner that promotes the common good

Lifelong learning



Goal 1: Equity

SIUE's strategic plan and academic mission are built around an inclusive excellence framework, prioritizing access, opportunity, and equity. Significant progress has been made in embedding these principles across divisions and throughout students' experiences. SIUE continued to expand the number of early college partnerships in 2025, increasing the number of dual credit and dual enrollment students to nearly 130. Southern Illinois University Edwardsville continued to see improvement in retention rates in fall 2024-25. SIUE experienced a robust increase in retention among all first-year full-time students from 72.1% to 75.7%. The university also began a rapid transition to offer direct entry to majors for all incoming and transfer students, effective Fall 2024.

SIUE is dedicated to making education both accessible and affordable for all students. Through a need-based aid strategy with the recent SIUE Commitment, the university leverages institutional aid, MAP, and Pell grants to provide last dollar awards for first-year and transfer students from Illinois with family income less than \$113,575 and assets less than \$50,000.

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

Proactive and Comprehensive Advising: SIUE uses a proactive, data-informed advising model to promote student persistence and success, aiming for a 90% first-to-second-year retention rate. To align with student success and Direct Entry Major goals, SIUE established the First Year and Transitional Advising (FYTA) office, which—alongside SOAR, Honors, and Athletics advising—supports students through their first 30 credit hours. Exploratory students receive continuous guidance until they declare a major, ensuring all first-year students experience consistent, proactive advising and a smooth transition to departmental advisors.

Initial results are promising: a 2024–25 survey of 603 students reported 96.9% felt welcomed at the front desk, 98.6% during appointments, and 99.1% were comfortable contacting advisors. Most students (98.6%) said requirements were clearly explained, 88.5% were shown how to navigate CougarNet, and 84.6% were highly satisfied overall.

FYTA advisors maintain three checkpoints each semester and, during the assessment period, held 6,465 appointments, with 4,919 attending. Advisors receive training grounded in NACADA principles, advising theory, and cultural competence, and many have completed ACUE's belonging training and use Starfish retention scores to design targeted interventions.

This structured approach ensures consistent engagement, early intervention, and ongoing support for students throughout their first year. First-Year Advisors continue to complete comprehensive training when needed based on NACADA principles, advising theories, and cultural competencies, equipping them to proactively address diverse student needs in ways that foster persistence, engagement, and retention. They also had the opportunity to participate in the ACUE training on fostering a culture of belonging, and some have begun to use the Starfish predicted retention score to prioritize and design intentional and effective individualized intervention strategies.

SIUE expanded its Starfish platform to include the Student Success Academic Plan, supporting structured, proactive interventions for first-year students. Aligned with First-Year Learning Outcomes, this tool lets advisors raise flags, assign tasks, and track engagement in real time. It offers tailored academic, social, and cultural activities that, once completed, generate data to evaluate persistence and success.

Increasing Access to High-Impact Practices: SIUE’s new Strategic Plan ensures that every undergraduate student engages in at least two intentional, high-impact learning experiences. The university has long been recognized for its Senior Assignment capstone—required for all seniors—and is now expanding inclusive high-impact practices to further enhance learning and student success throughout the curriculum.

Current curricular reform efforts, related to the Changemakers initiative, build on the University’s strength and high impact practices, particularly Senior Assignment, the Undergraduate Research and Creative Activities (URCA) program, community engagement activities, and other existing efforts. URCA remains a cornerstone of SIUE’s undergraduate strength and offers opportunities from a student’s first year through graduation. Highlighted by the American Association of Colleges and Universities (AAC&U) as a model for the Liberal Education and America’s Promise (LEAP) Challenge, SIUE’s Senior Assignment and URCA programs exemplify Signature Work for all students. In URCA, undergraduates collaborate with faculty mentors either as Assistants, contributing to faculty-led scholarly or creative projects, or as Associates, developing their own faculty-mentored projects.

Beyond the Senior Assignment and URCA, SIUE students participate in a wide range of other high-impact practices, summarized in the table below.

High-Impact Educational Practices FY 25

Activities	Number of Students*
Internships for academic credit	452
Co-op and non-credit bearing internships	306**
Course-based undergraduate research	1024
Graduate research	648

Freshmen experience	1,375
Study abroad	110
Service Learning	527
Field experience	1,082
Practicum	519
Laboratory work	3,166
Clinical experiences	1,545***
Writing intense courses	3,649
Undergraduate Research and Creative Activities (URCA)	375

*Numbers might include duplications

** Co-op and Non-Academic Internships working with 156 Unique Employers

***This number excludes nursing students, who completed additional over 10,000 clinical hours

Expanding participation in High-Impact Practices (HIPs) and ensuring early and frequent access for all students is essential to achieving our goal of inclusive excellence. HIPs should be intentionally embedded and accessible to all students, not just those who are already high achieving or in select programs. We are exploring ways to expand experiential learning in every program to ensure all high-impact practices reach more students, especially those at the greatest risk of not persisting. A University-wide HIPs task force of faculty, staff, and administrators developed a plan for centralizing the coordination, assessment, and visibility of HIPs across the university.

The University has launched Changemakers, an institutional effort focused on shaping distinction in SIUE's undergraduate experience, deepening alignment with our mission, and advancing our goals for student recruitment and success. One of the working groups is exploring how to leverage SIUE's existing strengths to enhance and integrate high-impact practices (HIPs), creating clear and connected pathways for students. As we broaden the range of HIP opportunities within and beyond the classroom, we are confident that SIUE graduates will be equipped to adapt, persist, and thrive amid the complexities of a rapidly changing world.

Meeting Students' Needs: SIUE's Division of Student Affairs continued to focus its work in three areas: supporting basic student needs, student health and well-being, and career-readiness competency development.

Basic Student Needs: In Spring 2025, SIUE participated in the Basic Student Needs Survey through the Hope Center at Temple University. Close to 1,363 SIUE students responded to the survey, providing the campus with rich data that shaped our student support strategies. Key findings included that:

- 57% of survey respondents from SIUE experienced at least one of the following: food insecurity, housing insecurity, or homelessness.

- 40% of survey respondents from SIUE experienced limited or uncertain availability of nutritionally adequate and safe food, or the ability to acquire such food in a socially acceptable manner in the prior 30 days.
- 40% of survey respondents from SIUE experienced one or more challenges that prevented them from having a safe, affordable, and consistent place to live in the previous year.

SIUE was awarded End Student Housing Insecurity grants funds totaling \$290,000 by the Illinois Board of Higher Education. With these funds, SIUE scaled capacity by adding four Student Basic Needs Navigators, trained to provide support to students applying for SNAP and Medicaid, provided direct consultation for students, coordinated outreach events, developed marketing materials and produced a Basic Needs Resource Guide. A graduate assistant was hired to provide leadership for the Student Basic Needs Navigators, support data analysis, and help manage the Cougar Cupboard and Mini-Cougar Cupboards. Five new mini cupboards were installed across campus, hygiene kits and welcome kits were compiled and distributed to students facing basic needs insecurity. More than \$13,000 in emergency funding was provided to students facing emerging needs, a bus from Chicago to New Student Orientation in June provided safe and reliable transportation to those experiencing transportation barriers, and a partnership with Madison County Transit was established to provide access to \$1 bus tokens for students in need.

Student Health and Well-being: During FY25, SIUE continued to bolster its student mental health approach. The Spring 2023 Basic Student Needs Survey identified that 44% of survey respondents from reported difficulty finding an available mental health appointment. The Spring 2025 Survey indicated that number had dropped to 39%. FY25 was the first full year of implementation of the behavioral health urgent care model in the Counseling and Health Center at SIUE. This model provides same-day, walk-in appointments to students. This change has provided greater availability to students with fewer barriers to access. SIUE continues to heavily promote its relationship with the TimelyCare app, providing access to self-care support, 24/7 Talk Now access, and up to 9 scheduled mental health appointments per year. TimelyCare has significantly reduced barriers to availability of mental health resources for students. Since launching access to the service in November 2023, 64% of appointments have occurred after hours/weekends.

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

allow for more holistic education and greater collaboration around student health and well-being initiatives.

Career-readiness Competencies: During FY25, the Division of Student Affairs deepened its commitment to career readiness by enhancing the Student Employee Supervisor's Toolkit to more closely align with the NACE Career Competencies language. These updates reflect a strategic effort to embed career readiness practices into student employment, in alignment with the SA 4ward Focus initiative, and provide a segue into the collection of parallel student outcome data. The revised toolkit now includes updated worksheets and refined planning tools that empower supervisors to guide student employees in developing and articulating their competencies. With approximately 700 student employees across the division, the toolkit continues to serve as a foundational resource for fostering career development and enabling more intentional assessment of student success in key competency areas.

In parallel, the Career Development Center finalized the technological framework for the Career Readiness Competencies Alternative Digital Credential during FY25. Building on the pilot launched in Spring 2024, eight additional students earned the badge, and an additional 64 students began engaging with the credential modules. Designed to help students demonstrate proficiency in employer-valued competencies aligned with NACE standards, the credential will be further integrated into the student experience in FY26, with the first module scheduled to become a required assignment in the First Semester Transition (FST) program.

Instructional Material Costs and Open Educational Resources: In response to the rising costs of textbooks and digital course materials, SIUE continued offering two incentive programs to encourage faculty to adopt Open Educational Resources (OER) and/or Cengage Unlimited materials, helping reduce these costs for students. These programs are a joint effort between the Office of the Provost and the Office of the Vice Chancellor for Student Affairs; the latter oversees Textbook Service and the collection of student textbook fees.

During this fiscal year, SIUE faculty completed major work on two OER grant projects. The first is a \$150,000 block grant from the Illinois State Library and CARLI to develop three OER textbooks. The second is a nearly \$130,000 Illinois SCOERs grant supporting the creation of two additional OER texts for nurse anesthetist and mass communication students.

The SIUE OER Committee created a Textbook Affordability website featuring up-to-date information on faculty incentives for both the Open Educational Resources (OER) and Cengage Unlimited programs. Through Cengage Unlimited, all SIUE students have access to a comprehensive digital library of educational materials. Faculty have adopted dozens of these digital resources, reducing textbook costs for students while also saving physical space for the newly relocated Textbook Service.

The OER team also engaged with SIU-Carbondale to create a system-wide OER working group that seeks to partner on future OER grants. Dr. Mark Poepsel, SIUE, won a \$10,000 grant from MEHC.org to examine ways that OER creators in the State of Illinois might partner with the SIU

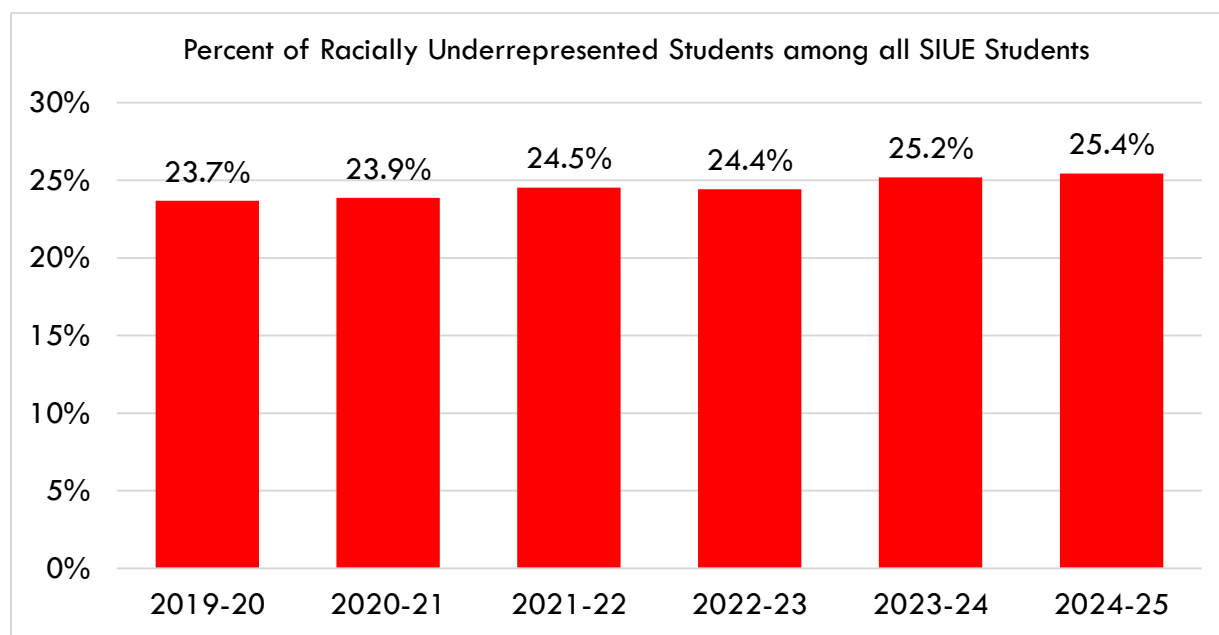
Press as a project manager for future OER textbook development efforts. As a result of such efforts, over the past 3-4 years, SIUE has saved nearly \$1 million in textbook and digital courseware fees after creating OER and Cengage Unlimited Faculty Incentive programs.

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

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

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

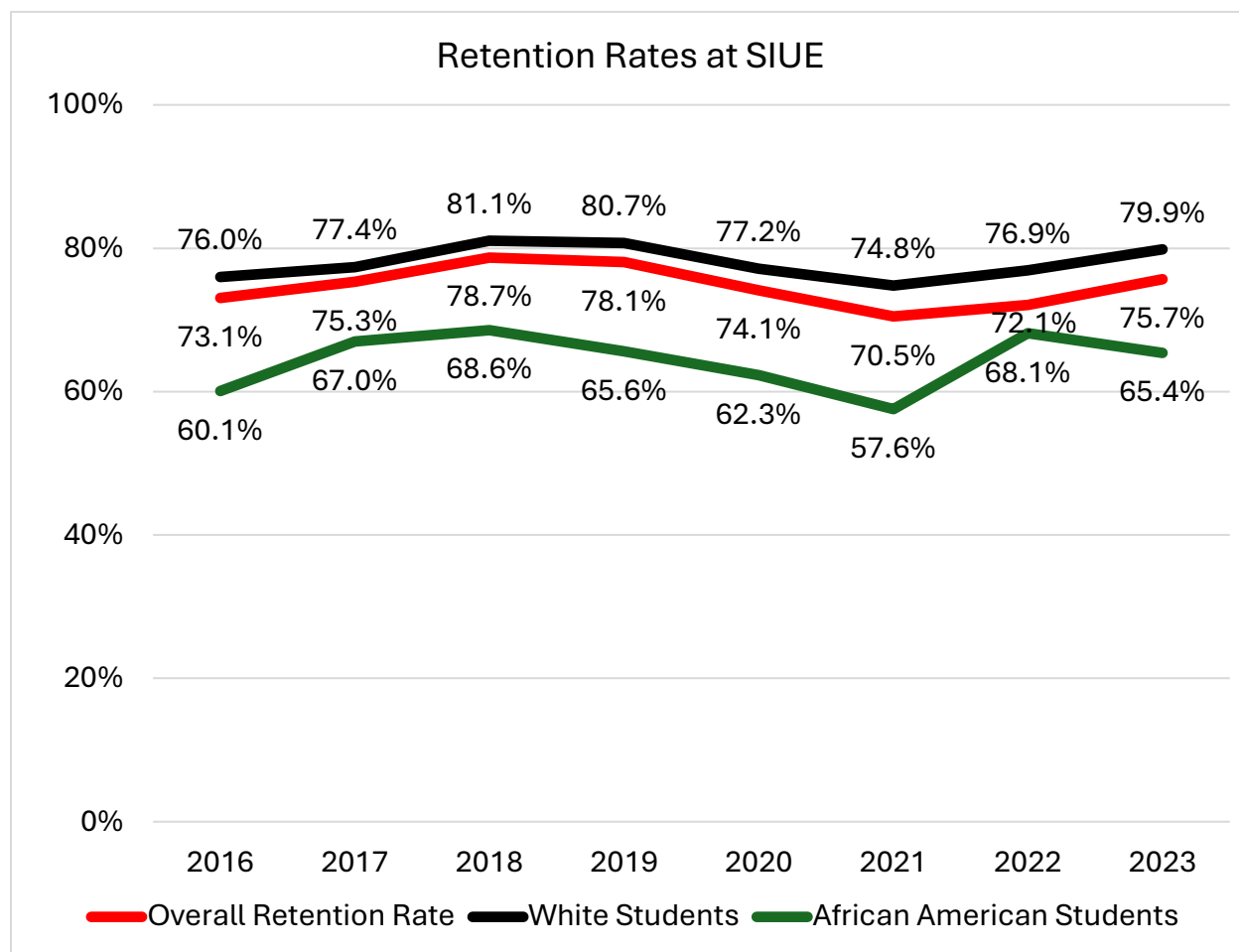
SIUE's dedication to diversity and inclusion is evident in the increasing enrollment of racially minoritized students and the expansion of campus support systems. In 2000, racially minoritized students constituted 18.6% of the SIUE student body; by 2024, this percentage had grown to 25.4%.



Source: SIUE Factbook 2024-25

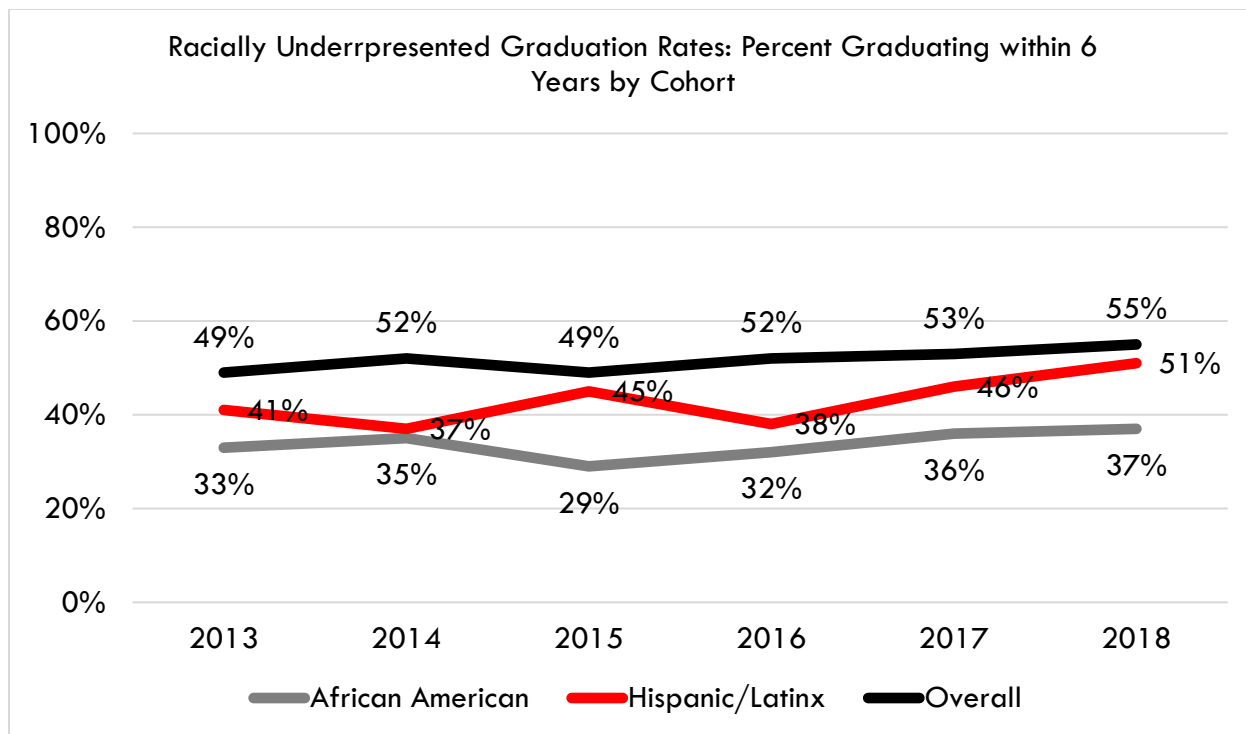
Despite the changing demographics of SIUE's total enrollment, other student success indicators reveal that the University must continue to enhance support for Black students to help them successfully complete their educational journey at SIUE.

The overall fall 2023 full-time first to second year retention rate was 75.7%, compared to 65.4% for full-time African American first-year students, indicating a slight widening of the gap. Prior to the pandemic, SIUE's retention rate climbed to 78.7% with gains across sub-populations. The University experienced a setback post-Covid, particularly with the cohort that started in 2021, but started to make incremental progress.



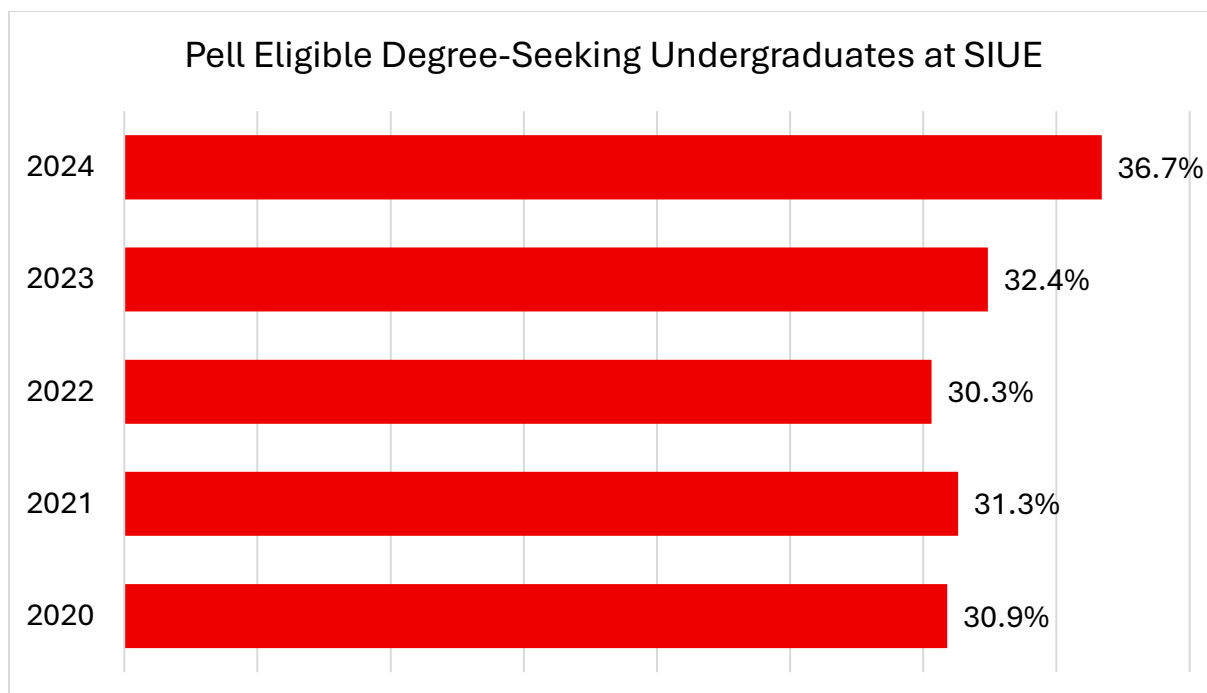
Source: SIUE Office of Institutional Research and Studies

The current six-year graduation rate at SIUE is 55%. Comparatively, just 37% of African American students graduate from the University in six years. While these data points highlight glaring inequities in student outcomes and some recent improvements, SIUE is well-positioned to close these advancement gaps by scaling successful practices.



Source: SIUE Factbook 2024-25

One example of SIUE's commitment to supporting historically underrepresented students, particularly African American students, is through the Boundless Scholar Experience, a program providing cultural and educational enrichment as well as holistic support services to first-year students. In FY24, SIUE enrolled 281 students in the program, 83% of whom are Illinois residents and 73% are recipients of Pell. SIUE has experienced a large increase in the proportion of degree-seeking undergraduate students who are Pell eligible, going from 30.9% in 2020 to nearly 36.7% in 2024.



Source: SIUE Office of Institutional Research and Studies

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

The Chancellor’s Postdoctoral Fellowship Program at SIUE, launched in 2023 under the Office of the Vice Chancellor for Anti-Racism, Diversity, Equity, and Inclusion, reflects the University’s commitment to inclusive excellence and faculty development. Designed to attract emerging teacher-scholars who enhance academic quality and contribute to a diverse, engaged campus community, the two-year program balances teaching, research, and mentorship while preparing fellows for future faculty roles. Fellows teach up to three courses per year and receive structured professional development, research support, and mentoring. Institutional backing includes office space, technology resources, travel funding, and integration within the SIUE academic community.

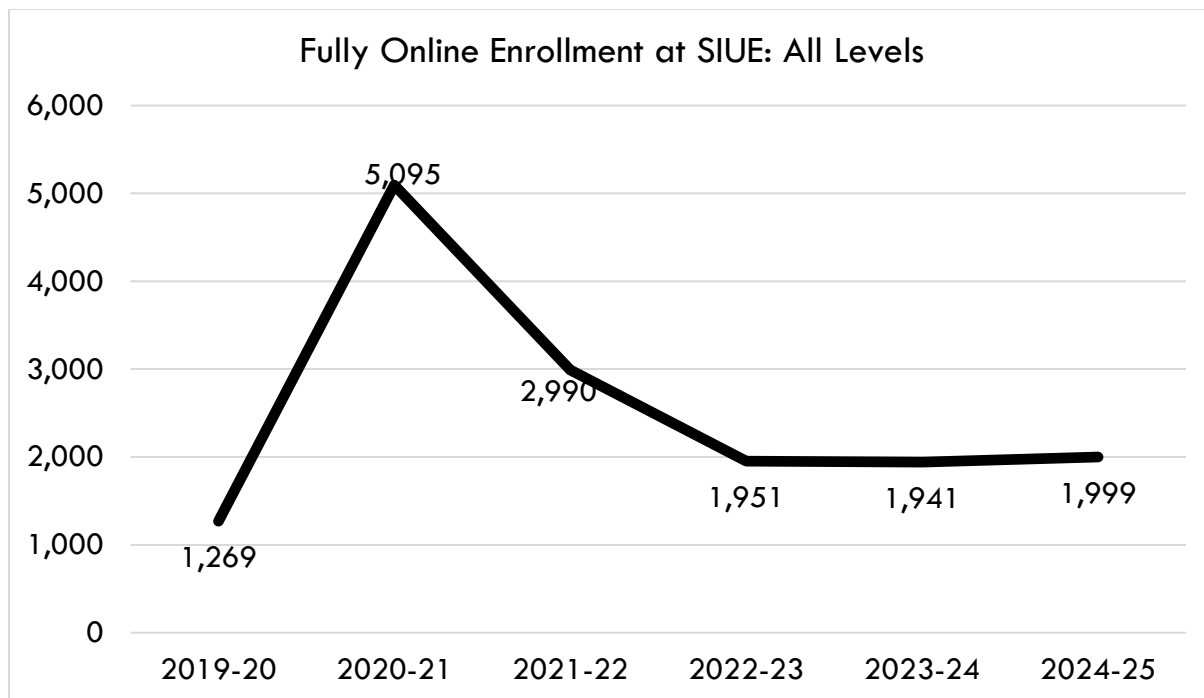
In 2024, SIUE welcomed seven inaugural Chancellor’s Postdoctoral Fellows representing a range of disciplines—Philosophy, Sociology, Honors, English, Educational Leadership, CODES/Community-Oriented Digital Engagement Scholars, and Political Science. Together, these fellows exemplify SIUE’s strategic goal of cultivating excellence, equity, and innovation across teaching and scholarship. The program also demonstrates SIUE’s intentional effort to recruit, support, and retain diverse faculty talent, strengthening the university’s academic profile and advancing its mission of excellence, equity, and access.

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

SIUE continues to address the needs of adults with some college but no degree, as well as place-bound and incoming students seeking fully online studies. Located in a metropolitan statistical area with almost 600,000 adults who have some college education but no degree, the University recognizes the opportunity to support degree completion and serve individuals' goals of upward mobility. This goal aligns with the State's pursuit of increasing post-secondary credentials.

SIUE's overall online undergraduate programs saw an increase of 29 percent since FY24. Guided by labor market data, SIUE has strengthened its online degree completion portfolio and support systems for adult learners. SIUE is also deeply involved in workforce development and creating industry-aligned digital micro-credentials. These efforts help drive talent for the region's workforce.

Online enrollment: While SIUE continuously reviews market viability of new and existing online programs, additional online courses allow all students to take advantage of accessible and often accelerated courses to remove barriers, expand options and decrease time to degree. The impact of the COVID 19 pandemic is most notably demonstrated in fall 2020, as displayed in the graph above, but the longer-term effects may be noticed into the future as educational institutions and potential students can thrive confidently in the online environment. Current students and new markets demand online experiences in post baccalaureate learning and SIUE will continue to invest in and support faculty and students who engage in online learning while ensuring that outcomes reflect SIUE's commitment to excellence, regardless of modality or location.



Source: SIUE Factbook Annex 2024-25

Online Student Services is increasing staffing and marketing to attract, admit, and retain adult learners. As of Fall 2024, 350 individuals are enrolled in innovative undergraduate online degree completion, generating 7,776 credit hours. These options help bring back stop-out students and reach new ones. Additionally, accelerated fully online graduate programs and post-baccalaureate certificates enable an additional 1,650 working adults to earn credentials while balancing work and family responsibilities.

Reimagined positions allow SIUE to explore, market, and provide targeted resources to adult students through streamlined Credit for Prior Learning (CPL) opportunities and Alternative Digital Credentials (ADCs). The Laboratory Technician Badge, developed in partnership with Thermo Fisher and Millipore Sigma, enables learners to use WIOA benefits to reskill or upskill, often leading directly to employment with these industry partners upon completion. New web content is designed to drive prospective students to explore SIUE's array of CPL opportunities. New staff will continue working with academic units and content experts to expand competency-based micro-credentials, including technical, industry-aligned credentials and 21st-century skills that cater to a broad audience seeking to upskill.

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

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

CODES (Community-Oriented Digital Engagement Scholars) program is a competitive general education program for incoming first-year students who are Pell-eligible, first-generation, or historically underrepresented in their majors. CODE Scholars take their education beyond the walls of the classroom and into the communities of metro-east Illinois and St. Louis. Scholars work alongside community partners to research the local manifestation of a global problem and share their work publicly. CODES launched in 2022 and supported three cohorts of 25 students each. With support from the Mellon Foundation, CODES expanded, admitting its first class of 100 students in 2025. In the Mellon proposal, the University described CODES as an incubator for innovative pedagogical models and a site for training faculty in student-centered classroom techniques. CODES launched its faculty fellows program in 2024 to train faculty in the program’s methods and to encourage them to use similar strategies in their other courses. An illustrative example of this innovative curriculum comes from one of the CODES student cohorts, which is studying equitable water infrastructures. CODE Scholars are working with the Jackie Joyner Kersee Food, Agriculture, and Nutrition Innovation Center (JJK-FAN) and Heartlands Conservancy in the Southern American Bottom, a collection of watersheds that together form the flood plain for the Mississippi River. These watersheds are pivotal to the health of several under-resourced towns including East St. Louis, Alorton, Washington Park, Fairmont City, Centreville, and Brooklyn, IL. CODE Scholars are working with Heartlands to imagine a more sustainable approach to water infrastructure. This approach gives Black and Brown communities control over decision-making in the management of their water systems and provides equitable access to safe drinking water, wastewater management, and flood mitigation.

The University continues its dynamic campaign focused on improving pedagogy and student support to improve pass rates, since earning a D, F or W in the first semester remains one of the strongest predictors of attrition. Addressing high DFW rates is urgent and a necessary step

toward eliminating equity gaps. In academic year 2025, SIUE continued our partnership with the Association of College and University Educators (ACUE) to support SIUE faculty and staff engagement in stackable courses that provide micro-credentials and, more importantly, a range of tools to facilitate the implementation of evidence-based interventions to improve academic progress, decrease DFW rates, and increase students' sense of belonging. A total of five cohorts of faculty and staff were enrolled in the Fostering a Culture of Belonging, Cultivating an Inclusive and Supportive Learning Environment, and Promoting Active Learning courses with shared seats across the system (including SIUC and SIU Med). Two of these cohorts were supported with concurrent learning communities hosted either in person or online alongside the course. In total, 63 unique course takers have completed new credentials. From these cohorts, representatives from across campus including faculty from all schools/colleges and staff from athletics, advising, and office support roles earning ACUE credentials.

Likewise, the Excellence in Undergraduate Education program continues to support faculty in redesigning their courses for student success including funded projects in Math, Philosophy, and History. These projects focused on alternative grading strategies, supporting student identity in education, and meaning making through the general education curriculum.



Goal 2: Sustainability

As a reflection of our commitment to careful stewardship and the public good, SIUE has consistently maintained its focus on managing its fiscal resources responsibly and efficiently to sustain its operations and continue to fulfill its mission and goals. As one of the least expensive public four-year institutions in the state, we provide excellent education opportunities at affordable rates. The University continues to explore ways in which we can generate additional revenue streams, including seeking external grants as well as setting ambitious goals related to fundraising.

In FY25, SIUE energized its alumni community like never before—expanding outreach, strengthening philanthropic support, and deepening pride in the university's mission. A record-breaking 57 alumni events spanned the nation, sparking connection and enthusiasm, while over 4,000 alumni contributed personal stories to a vibrant oral history project. Two dynamic issues of the *SIUE Alumni Magazine* reached all 100,000 addressable alumni, celebrating shared memories and inspiring renewed engagement. Signature events brought together major donors, emerging influencers, proud new graduates, and 50-year reunion celebrants, culminating in record-breaking attendance at both Homecoming and the Day of Giving—where an unprecedented \$2.9 million was raised. SIUE saw a 14% increase in individual donors, including

18% of faculty and staff, and a remarkable 59% growth in donors giving \$25,000 or more, driving private support past \$12 million for only the second time in the university's history. The SIUE Foundation distributed \$1.8 million in scholarships—reaching nearly 14% of the student body—while the endowment grew 12% to an all-time high of \$45.1 million. Meanwhile, major gift officers engaged hundreds of alumni and friends in conversations to shape the future of SIUE through a bold, multi-year fundraising campaign already gaining momentum.

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

In Fall 24, SIUE offered a total of \$2,613,294 in SIUE Commitment (Illinois). The SIUE Commitments bridges the gap between a student's gift aid (MAP, Pell, and SIUE Merit) and their tuition and mandatory fees. The program provides last dollar awards for students with eligible family AGI range from \$ 63,375 to \$ 113,575 who are below the asset threshold. Additionally, 666 new students received a combined total of \$ 977,583 in AIM High or AIM High Match funding to assist with their first semester at SIUE. SIUE commitment leverages the State's critical investment in MAP and AIM High to keep college affordable for Illinois residents.

SIUE offers the Johnetta Haley Scholarship to all students who have a high school GPA of 3.0 or higher on a 4.0 scale. This scholarship is designed to support enrollment of students who are underrepresented in their anticipated field of study. The award has a four-year value of \$8,000 dollars and may be combined with the Cougar Pride Merit Scholarship or other need-based awards. For Fall 2024 SIUE offered more than 5.7 million dollars in first-year Johnetta Haley Scholarships to 2,802 qualified first-year students (FYS) and transfers. Three hundred and eight-seven FYS and new transfers enrolled and accepted the award. Illinois residents received an average of \$ 2,988 in institutional aid in support of their education at SIUE.

Strategy 2: Allow MAP eligible students to use PELL grants for year-round study

SIUE students benefit from MAP and AIM High investments, and the institution is committed to leveraging those to keep the dream of college real and affordable for Illinois students. In FY25, 598 students received the federal Pell grant in the summer. Having a year-round Pell grant available to the students increases their access to courses needed for progression and completion, which aligns with the University goals of access and success, making this year-round option an important one for our students, while increasing affordability.

Strategy 5: Expand joint purchasing among institutions

SIUE has shared SIU System contracts for Microsoft, Ellucian, Mathematica, Argos, Formfusion, Toad, Coursedog and NeoEd. Working with a state-wide consortium the University also has a

shared purchasing and procurement agreement with Dell and Adobe which is also shared with SIUC and SOM. SIUE, SIUC, and SOM are also working collaboratively with the other state public institutions within that consortium on several initiatives including contributing to focused cross university working groups such as information security, artificial intelligence, and bandwidth agreements, but also on exploring other shared opportunities statewide.

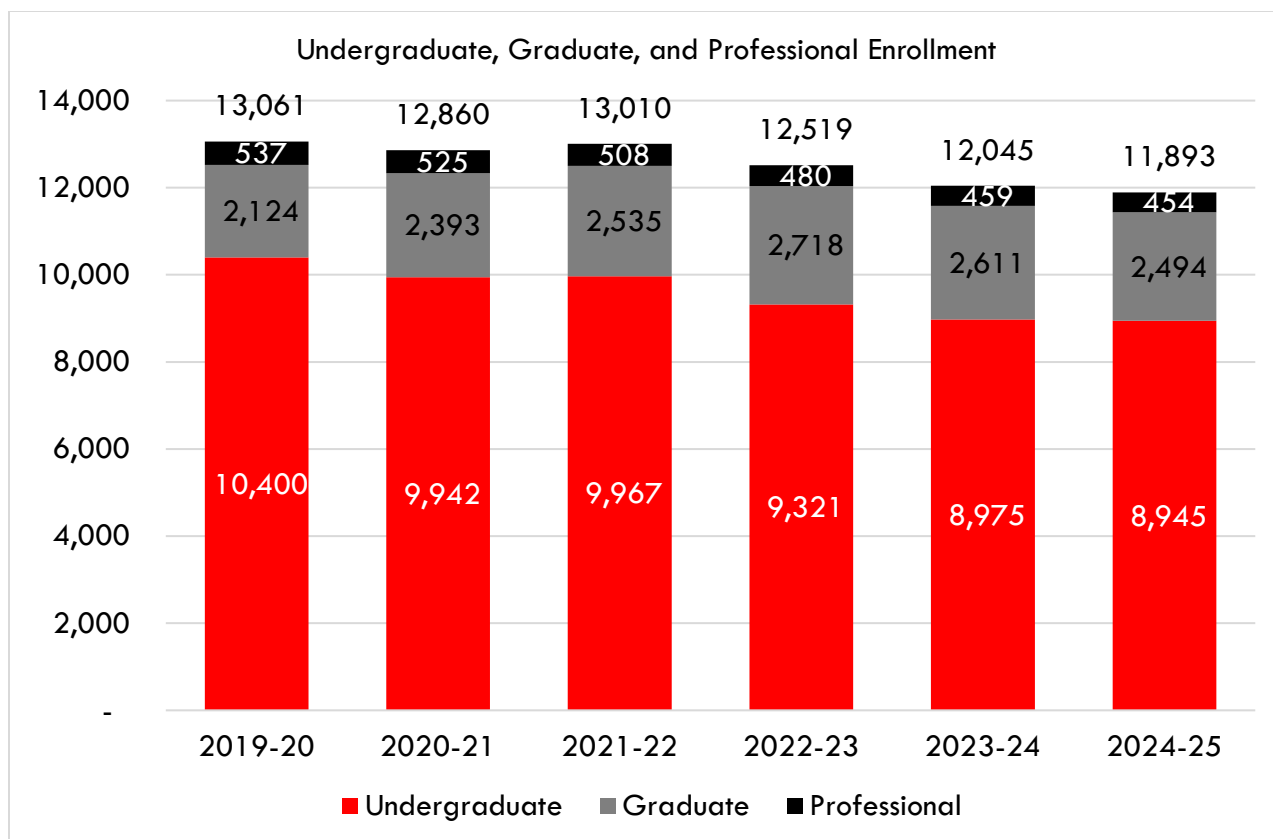
Similarly, AIS is a shared SIU system. A system-wide committee is currently examining a shared system replacement for AIS that would include a shared contract, shared system and processes. In conjunction with this effort, the CIOs are working with the statewide consortium to explore if a statewide partnership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



Goal 3: Growth

Southern Illinois University Edwardsville's fall 2024 enrollment was down overall but was marked by new records that provide important momentum for the future. As mentioned earlier, SIUE has enrolled new pre-collegiate students through dual credit and dual enrollment. The student body for fall 2024-25 included 11,893 students, who come from 45 U.S. states and 65 countries. There was continued growth in the representation of international students at SIUE as they comprised over one-fifth of graduate students (20.6%) and 8.0% of all students at SIUE. Also, there has been growth in the academic qualifications of new first-year students in 2024-25, as well over one-quarter (28.3%) arrived at SIUE with a high school GPA of 4.0 and over 60% had a high school GPA of 3.50 or higher.

In line with the University's commitment to inclusive excellence, a record 5.9% of all students and 6.5% of all undergraduates identified as Latinx, 13.9% of all students and 15.2% of undergraduates identified as African American, and 2.5% of all students and 2.4% of undergraduates identified as Asian.



Source: SIUE Factbook 2024-25

As SIUE works to grow enrollment and impact, partnerships are key. In FY25 SIUE strengthened partnerships with high schools, community colleges, regional and state organizations and community partners to design and offer academic programs tailored to meet the labor needs of the region and the state. Notably, SIUE launched a dual enrollment partnership with Edwardsville High School, new 2+2 articulation agreements with regional community colleges and introduced additional online degree offerings to create seamless transfer and degree pathways. These efforts demonstrate SIUE’s ongoing commitment to provide flexible and innovative pathways to degree completion for all students.

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

SIUE is actively engaged with the Illinois Innovation Network, leveraging IIN and its resources in support of both regional and statewide initiatives. Denise Cobb, the Provost and Vice Chancellor for Academic Affairs, served as Chair of the Executive Council of the Illinois Innovation Network in 2024-2025. Center for Predictive Analytics (C-PAN) Research Faculty Courtney Breckenridge

serves as Co-Chair of the Education and Workforce Development Committee, with several members of the SIUE team also serving on working groups for the IIN Council.

The planned Center for Sustainable Communities and Entrepreneurship (CSCE) renovation project received funding for planning with the Capital Development Board and is well-underway. An A/E firm is finalizing the revised floorplans with direction from CDB and SIUE and the project is expected to bid early in 2026 with construction to follow soon after. Once the floorplan in the facility has been updated, the CSCE will provide engaging spaces for collaboration and workforce development. SIUE has been a leader with IIN, particularly in workforce development. The IIN has awarded multiple seed grants to SIUE faculty and staff, 17 in the last five years totaling over \$1.4M. These include research and community impact projects ranging from water quality to robotics and machine learning to analytical chemistry to grant development workshops to build capacity in low-income communities. SIUE received three funded IIN awards in FY25: The Humanities Futures award and Sustaining Illinois Through Safe Drinking Water for All awards, for \$39,973 and \$40,000, respectively; and the Broadband READY Program, for \$99,000. SIUE faculty and staff have also served as principal investigator or partner on multiple collaborative grant opportunities to advance programs and services for historically underserved populations and to attract or expand target industry sectors.

SIUE staff alongside University of Illinois System and IIN leadership collaborated to develop the Workforce Education Exchange framework (WEX) which now serves as the framework for workforce development across IIN. The framework focuses on investment, development, and expansion of education and training pathways aligned with the local job market.

PROWD

In Fall 2022, the Illinois Department of Commerce and Economic Opportunity (DCEO) was awarded a \$10 million cooperative agreement with the U.S. Department of Labor and Bureau of Prisons under the Partners for Reentry Opportunities in Workforce Development (PROWD) program. SIUE, in partnership with the Illinois Innovation Network (IIN), was awarded \$7.5 million to support DCEO and statewide partners in implementing the initiative.

The PROWD project aims to reduce recidivism by providing education, training, and supportive services to individuals during incarceration, transition to Residential Reentry Centers, and community reintegration. Since 2023, SIUE instructors and returning resident advocates have served more than 450 participants through direct education and training services. New activities include on-site resource fairs, training for local workforce and correctional staff, and active collaboration with the Illinois Reentry Council.

At the systems level, SIUE has led improvements in cross-agency coordination between state and federal partners, supported the launch of Digiscope as a digital service platform, and contributed to the development of a statewide referral and support program linking returning

residents with local workforce areas. The project remains on target to reach 750 participants by 2026, with SIUE emphasizing capacity building among partner organizations and identifying opportunities for continued or expanded funding to sustain this work beyond the grant period.

Gateway Apprenticeship Hub

SIUE continues to be a key education and training provider within the \$5.8 million U.S. Department of Labor Apprenticeship Building America grant awarded to the Madison County Employment and Training Department. The Gateway Apprenticeship Hub unites six local workforce investment areas across the bi-state region and seeks to create 750 new registered apprenticeships in high-demand occupations within healthcare, bioscience, and education.

To date, more than 650 participants have engaged across the Hub, including over 100 pre-apprentices trained directly through SIUE programs. Thermo Fisher Scientific has joined as a new employer partner, sending all new apprentices to SIUE for pre-apprenticeship training. SIUE now houses four Registered Apprenticeship pathways in the biosciences in addition to its teacher apprenticeship programs.

The pre-apprenticeship pipeline is yielding strong results, with high job placement rates and students pursuing continued education at both undergraduate and post-baccalaureate levels. A notable success story is the Youth Apprenticeship pathway developed for TRIO Upward Bound students who have matriculated to SIUE and are employed in campus laboratories while earning their bachelor's degrees. These students will complete their first two years of study while also earning a U.S. Department of Labor Journeyman credential.

Building on these outcomes, SIUE and regional partners are exploring the development of a Medical Laboratory Assistant pathway in collaboration with area high schools and community colleges, expanding the Hub's reach and deepening its impact on the regional talent pipeline.

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

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

- SIUE is the primary educational partner at the Wedge Innovation Center in Alton.
- The NCERC secured BioMADE contracts for sustainable material research and biomanufacturing workforce training, providing hands-on experience for students, with total funding over \$1 million. Additionally, interim director Dr. Yan Zhang is now serving on Congresswoman Budzinski's Ag Advisory Council, positioning NCERC to play a central

role in connecting SIUE students with workforce training opportunities that align with the state's long-term plans for economic development.

- GeoMARC advanced its strategic federal partnership with the U.S. Department of Defense's National Geospatial-Intelligence Agency (NGA), located nearby in St. Louis. Under a five-year agreement initiated in FY22, GeoMARC delivered two major projects in FY25 through the production of 1:50,000-scale topographic maps used by U.S. and allied forces for ground troop mobility planning. Several students were trained in FY25 on NGA's rigorous mapping protocols, preparing them for careers in national security and geospatial intelligence. Beyond production, GeoMARC deepened its collaboration with NGA by initiating an Educational Partnership Agreement (EPA) with the agency to support developing and strengthening student pipelines to the economic/workforce sector of geospatial mapping and intelligence.
- C-PAN's key point of pride for FY25 is the Partners for Reentry Opportunities in Workforce Development (PROWD) project, which is a nearly \$8M project focused on reducing recidivism among individuals returning to the workforce following a period of incarceration. The SIUE team has leveraged innovations in AI and automation to support live case management and generate customized, qualified referrals. This important infrastructure is necessary for assisting residents as they return to public life, and it has been built in such a way that the infrastructure will be available for continued use past the lifetime of the grant project.
- The STEM Center's Resource Center reached 15,300 STEM educators, researchers, and students. The improved and expanded STEM Center inventory website provided area preK-12 teachers with online access to a wide variety of classroom resources and STEM activities. SIUE faculty utilized the Center's equipment and classroom space for university courses and research. We are a regional leader in STEM outreach programming, partnering with more than 55 school districts and dozens of other organizations to reach students through lessons and activities.

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

Specifically, SIUE has partnered with Illinois State Police (ISP) leadership to develop academic programming that meets the State's need for trained forensic scientists. The collaboration with the ISP Forensic Science Institute aims to address workforce challenges and establish research initiatives to tackle issues such as reducing the forensic evidence backlog, developing and validating new methods, and increasing efficiency. This partnership resulted in the approval of a master's degree in forensic sciences, which launched its third cohort in Fall 2025, with nearly triple the total number of enrolled students from Fall 2023. The program has hired a highly qualified instructor to expand student and community learning opportunities, and the location is making progress on the establishment of a DNA Lab to expand research and education capacities in forensic sciences. Additionally, the director of the program, Dr. Tom Spudich, partnered with IMSA to host a summer camp for regional students focused on forensic sciences education.

SIUE's **Center for Crime Science and Violence Prevention**, is actively engaged in outreach and collaboration with local and regional partners. In FY25, CCSVP has advanced key projects that will expand its capacities in supporting state workforce and economic initiatives that also invest in correcting historic inequities in crime reduction efforts. For example, in FY25 center director Dr. Dennis Mares has developed computer code to extract crime data from police departments and is launching a regional Open Data crime data dashboard. CCSVP also continues its work with vendor SirenGPS to provide for the evaluation of a school safety alert system (CCSVP received a state appropriation in FY25 to implement and evaluate the program). The center is also partnering with C-PAN on the "Partners for Re-entry" project (PROWD).

Reflecting SIUE's commitment to anti-racism, diversity, equity, and inclusion, the Center houses the **Institute for Community Justice and Racial Equity**. The Institute for Community Justice and Racial Equity (ICJRE), established in August 2023 at Southern Illinois University Edwardsville, has made significant strides in advancing equity and community engagement. Over the past year, ICJRE programs, including outreach and Freedom School initiatives, have positively impacted nearly 500 individuals—ranging from children and families to SIUE students, faculty, and community members. The institute has built strong partnerships with prominent local and national organizations, such as the Children's Defense Fund, Illinois Humanities, the NAACP (East St. Louis Chapter), and the National Urban League. In 2025, the ICJRE's Freedom School program tripled its reach, expanding from 50 to 150 students, representing communities from across the Metro-East, including Cahokia Heights, Madison, Brooklyn, Venice, Collinsville, Fairmont City, Granite City, Edwardsville, and East St. Louis. Looking ahead, the institute aims to expand its impact through the SIUE Futures program, engaging even more K–12 students and families, and through SIUE Excel initiatives that connect undergraduates with high-impact experiences in research, service learning, and leadership development. Notably, SIUE students also conducted racial justice research with the Equal Justice Initiative in Montgomery, Alabama, and presented their work at the 2025 Journeys to Justice Symposium in Springfield, Illinois.

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

SIUE has also been integrally involved in the planning and development of The Wedge, a new innovation center in Alton IL, opened in 2024 with a focus on developing partnerships that will drive workforce and economic development in service of the regional economy. This effort is SIU System aligned and engages SIUE’s School of Business, Center for Predictive Analytics, GeoMarc, SIUE Small Business Development Center for the Metro East and other SIUE programs, the Institute for Community Justice and Racial Equity, Online Services and Educational Outreach, along with AltonWorks and other regional partners, have been deeply involved in offering a variety of relevant community programming.

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

Corporate Partnership Students	Undergraduate	Graduate
Fall 2024 – Summer 2025		
Unduplicated Headcount	208	92

Source: Office of Online Services and Educational Outreach

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

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

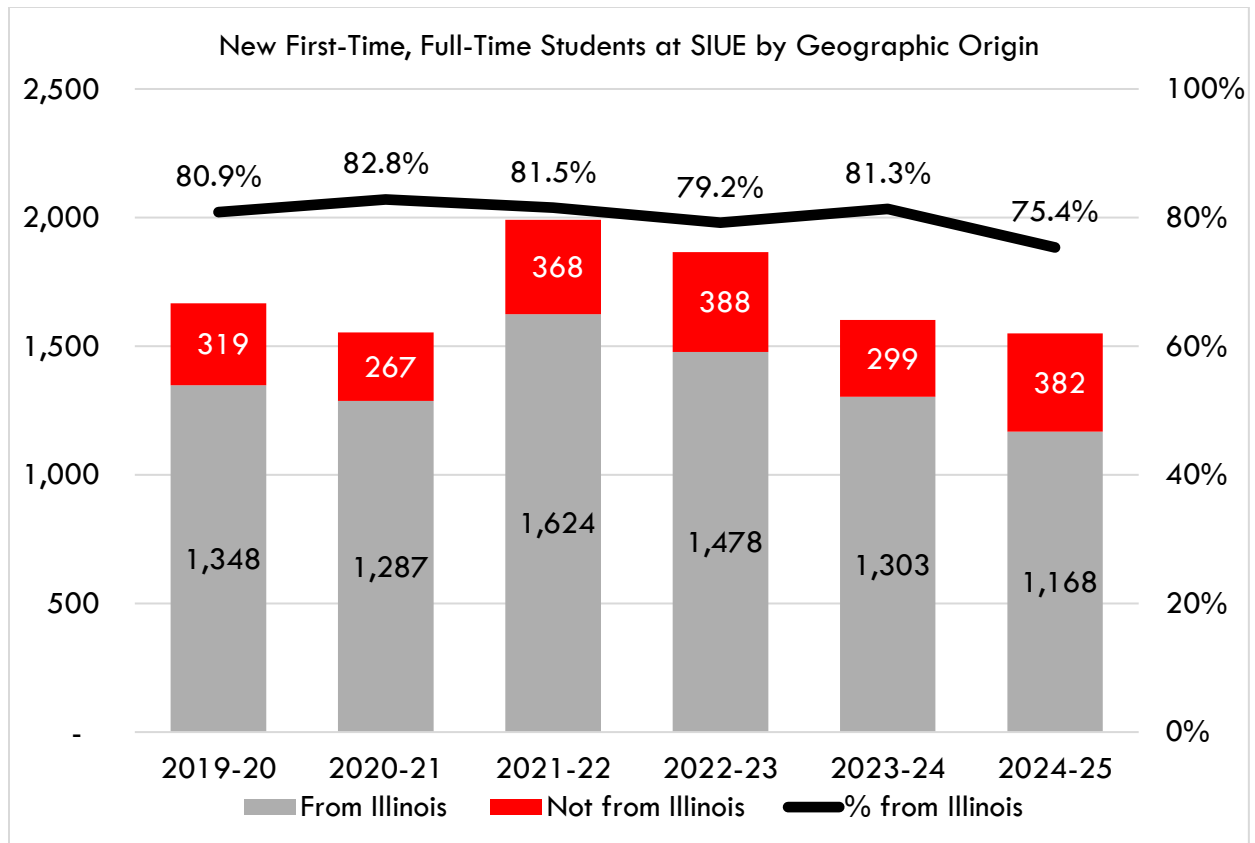
SIUE offers over 50 different alternative digital credentials and has issued a total of 882 credentials to current students and to community members who are upskilling or reskilling. In its second year, SIUE offered the Laboratory Technician credential to youth through a partnership with Venice, IL.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

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

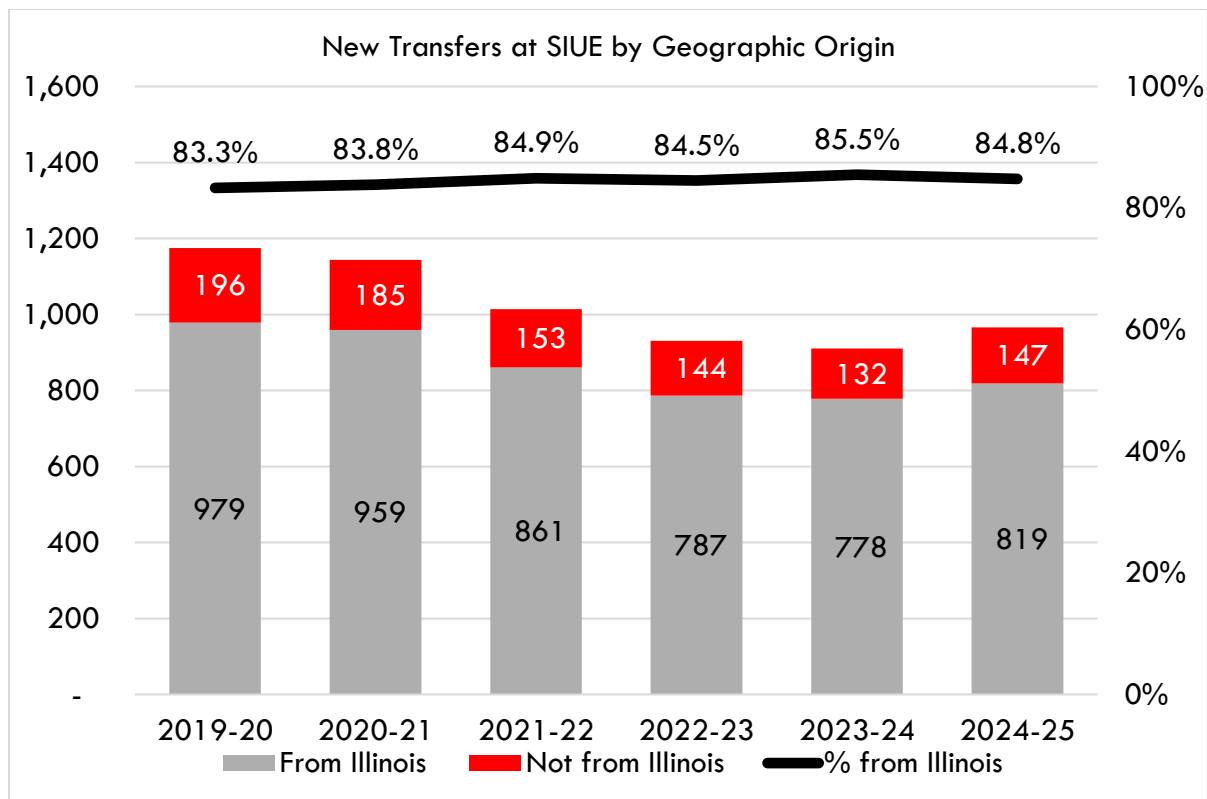
In Fall of academic year 2024-25, 75.4% of the 1,550 new first-time, full-time students and 84.8% of the 966 new transfer students were from Illinois. The proportion of new transfers from Illinois (84.8%) was slightly below the recent high in fall of 2023 (85.5%).

Among these Illinois students, 98 first-year students and 63 transfer students benefited from the SIUE Commitment program. These initiatives continue to reinforce SIUE's role in supporting Illinois talent and providing accessible, high-quality education opportunities across the state.

In addition, the University made a commitment to expand educational opportunities into high schools in our region by offering dual credit and dual enrollment courses to students. In fall 2024, there were 129 students enrolled in these courses.



Source: SIUE Office of Institutional Research and Studies



Source: SIUE Office of Institutional Research and Studies

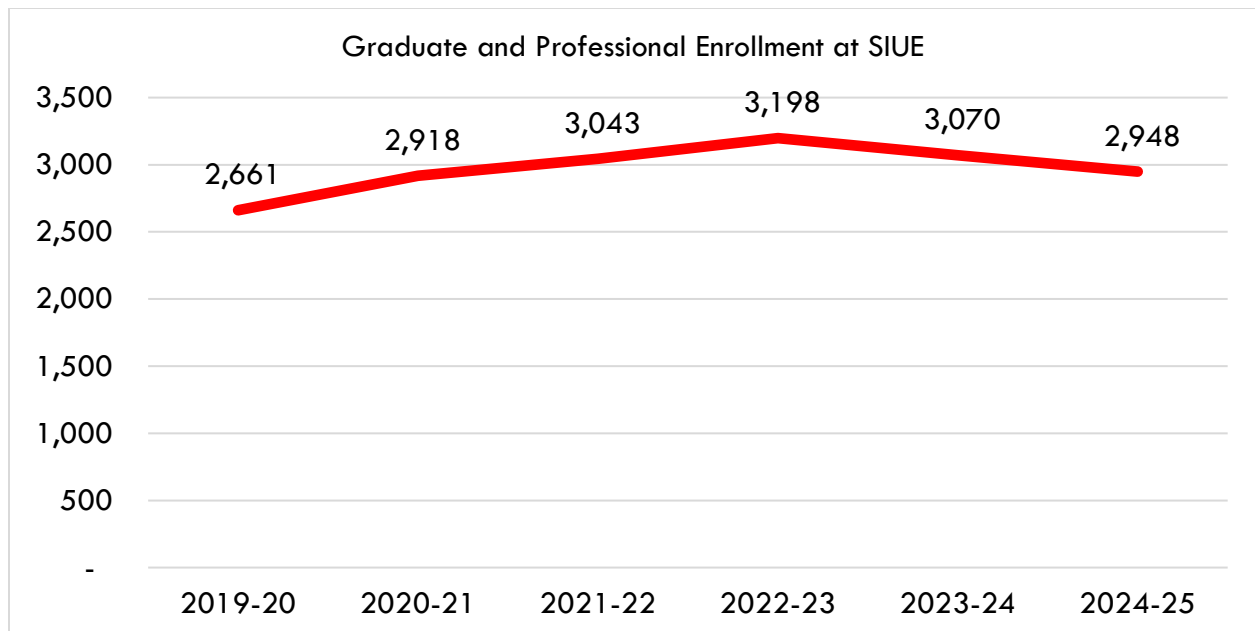
Our extra Illinois efforts include but are not limited to –

- Admissions convened a counselor fly-in to bring high school counselors from the Chicago area to campus for a two-day visit to see the campus and the region. They meet faculty, staff and students and tour SIUE facilities and the Edwardsville and Glen Carbon area. Beginning in Fall 2025, SIUE will host an on-campus counselor workshop for staff throughout the region. Counselors from target community colleges in Illinois and Missouri will also be hosted.
- In collaboration with high school guidance counselors, we offered more than 25 on-site admission programs and school visits at selected Illinois high schools. Teams of admission staff reviewed applications at the high schools and offered admission and scholarships “on-site and on the spot” to eligible students.
- Admissions managed the recruitment of students attending Hope Chicago network schools. This year saw sustained growth from 15 newly enrolled students in Fall 2024 to fifteen newly enrolled students in Fall 2025. Hope Chicago Scholars enrolled for Fall 2025 represented two of the five schools in the Hope Chicago network. Once enrolled, Admissions and the Office of First Year Persistence and Success also oversaw the retention and support of enrolled Hope Chicago Scholars as outlined in the Hope Chicago/SIU System MOU.

- Admissions hosted its second annual Admitted Student Day for all Summer 2025 – Fall 2025 admitted first-year and transfer students in April 2025. Registration for this event filled quickly, highlighting the demand from students and families for admitted student programming. 348 students registered for the program with 269 attending, an approximate 77% attendance rate for this program. The yield rate for the attendees is over 70%. A total of 761 students and guests participated.
- Admissions also showcased academic, co-curricular, and extracurricular opportunities for prospective students at four visitation days (Preview SIUE) over the course of the 2024-25 academic year. Prospective students and their families were invited, and a total of 1,718 students and guests attended.

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

SIUE continues to evaluate its portfolio of offerings to ensure that our offerings meet emerging needs for professionals and industries. At the graduate level, SIUE launched an interdisciplinary master's program in forensic sciences. Faculty and administrators from SIUE in partnership with Illinois State Police leadership developed academic programming to help meet the State's need for fully trained forensic scientists. This partnership between SIUE and the ISP Forensic Science Institute will not only address workforce challenges, but also establish research collaborations to tackle critical issues such as reducing the forensic evidence backlog, new method development and instrument validation, and increased efficiency.



Source: SIUE Factbook 2024-25

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

Strategy 5: Enhance access to educator preparation programs

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

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

The School of Education, Health and Human Behavior is also working on career pathways for working adults and career changers. In response to the regional and national shortage of teachers, SEHHB has an approved Apprenticeship Program with the US Department of Labor. Beginning in fall 2024, approximately 8 teacher apprentices will be placed in a local elementary and secondary schools and will benefit from increasing wages, continued training within their programs at SIUE as well as mentorship in on-the-job training experiences. The apprentices will earn a journeyman credential from the Department of Labor at the end of the experience. Currently, SIUE's apprenticeships are being reviewed by the Illinois State Board of Education for Secondary History and Political Science, Secondary Science, and Elementary Education and are expected to be approved in late 2025.

The Master of Arts in Teaching (MAT) – The Master of Arts in Teaching is designed to provide career opportunities for professionals working in schools who have a Bachelor's degree and are interested in a full-time job as a teacher. In FY25, the Master of Arts in Teaching was expanded to include options for licensure in Elementary Education, Secondary English, Secondary History, Secondary Political Science, Secondary Biology, Secondary Chemistry, Secondary Math, P-12 Spanish, P-12 Theater, and P-12 PE.

Supporting the Teacher Pipeline in our community: To tap into the traditional four-year pipeline, we now offer a full day Future Teachers Conference for area high school students engaged in a Career Technical program in education. The event is in its third year. In 2022, approximately 100 students attended. In 2023, approximately 200 students attended. Of those, at least 56 applied to attend SIUE in a teacher education program and 40% of applicants attended SIUE. During the event, SIUE surprised students with the opportunity to secure a scholarship to pursue their dreams of being teachers at our university. The 2024 Future Teacher Conference hosted over 300 students from 20 school districts from counties in the Metro East.

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

In Fall 2020, 159 new Illinois community college transfer students entering without a degree were invited to consider transferring credit back to earn an associate degree. Since Fall 2025, we have invited 1,686 students to consider this opportunity. To date, 17 students have earned their associate degree credential because of this initiative. In addition to new student targeted outreach each year, we promote this opportunity through the transfer resource website.

Through continued collaboration with community college partners, we have developed and maintained 1,120 program transfer agreements pathways, and with 22 community colleges. SIUE is currently in development on dozens of additional programs with multiple institutions. These agreements serve to assist students with planning when specific major intentions are identified while at the community college or university. Additionally, we maintain extensive course articulation information for all community colleges in the state to assist all transfer students in planning. Given SIUE's investments in online degree completion options, there are additional opportunities to strengthen SIUE's relationships with community college partners to offer high quality and affordable options for students who cannot relocate or who need the flexibility of an online completion path.

Transfer Center staff are actively participating in My Transfer Advisory Committee. This is a group that meets to collaborate with others from all over the state to ensure that credits from community colleges transfer seamlessly, to encourage on-time graduation, to talk about transfer choices, and to stay in touch with discussions about transfer updates happening across the state. Staff members are involved with the National Association of Higher Education Systems (NASH). The group identifies potential solutions and creates action plans to the barriers SIUE faces with regards to transfer enrollment.

In addition to statewide and international collaborations, SIUE is an active participant in the National Association of Higher Education Systems (NASH) Improvement Committees (NICs). These committees apply improvement science to identify barriers and test solutions that advance transfer student success. Improvement science emphasizes small-scale, data-driven

cycles of change that can be refined before being expanded to larger populations, reducing risk and ensuring that practices are responsive to student needs.

At SIUE, this approach has produced positive results. Proactive advising outreach through phone calls and emails has increased the number of transfer students scheduling appointments and enrolling more quickly following admission. This can be seen in the increase in transfer students in Spring 2025 (+32.9%), Summer 2025 (+35.8%), and Fall 2025 (+19.4%). Efforts to assist students with transcript release forms have reduced application delays and increased the number of completed applications, streamlining the admissions process. In addition, regular data sharing with community college partners has allowed SIUE to engage students earlier in the transfer pipeline through targeted communication, leading to stronger application and enrollment outcomes. Through continued participation in the NASH Improvement Committees, SIUE is strengthening its own transfer practices while contributing to statewide and national efforts to improve student mobility. These lessons are informing strategies for scaling proactive outreach, simplifying administrative processes, and aligning advising practices to provide consistent, seamless transfer pathways for students.

SIUE collaborates internationally to provide articulated dual degree programs and transfer degree programs. Through a program administered through the American Association of State Colleges and Universities (AASCU), SIUE partners with Suzhou University of Technology (formerly Changshu Institute of Technology) to implement an undergraduate dual degree in robotics and mechatronics. Other pathway agreements established under this program are with Guangdong Business & Technology University and Dongguan City University. SIUE also has an agreement with Northeast Normal University in China that offers students the option of a one-year visit program or a two-year transfer degree program. This year SIUE signed an agreement with the University of Central Ecuador to offer a dual MBA program to graduate students, and SIUE continued to collaborate with Vidyalankar School of Information Technology in India on a dual undergraduate transfer degree program in Mass Communications. Lastly, SIUE has developed a pathway agreement with Hochschule Mainz (University of Applied Sciences) in Germany to provide students from both institutions to earn a double degree in Civil Engineering.

SIUE Licensure Exam Rates: SIUE is proud to offer excellent professional programs with outstanding regional and national reputations. Students in Dental Medicine, Nursing, and Pharmacy have been very successful in passing national certification exams. The results in the tables below demonstrate that our students continue to excel in licensure exam performance. All the SIUE School of Dental Medicine graduates passed the Integrated National Board exam in 2024, and 93.2% passed the Regional Clinical Licensing Examination. Also, SIUE School of Nursing graduates experienced a substantial increase in NCLEX pass rates from 90% in 2023 to 94% in 2024 and are now three percentage points above the national pass rate of 91%.

School of Dental Medicine (SDM)

	Part I		Part II		Integrated National Board		Regional Clinical Licensing Examinations
	SDM Pass Rate	National Pass Rate	SDM Pass Rate	National Pass Rate	SDM Pass Rate	National Pass Rate	SDM Pass Rate
2024	NA	NA	NA	NA	100%	NA	93.2%
2023	NA	NA	NA	NA	100%	NA	93.9%
2022	NA	NA	NA	NA	98%	NA	94.0%
2021	NA	NA	NA	NA	100%	NA	95.3%
2020	NA	NA	NA	NA	100%	NA	92.6%
2019	NA	NA	86%	89.7%	NA	NA	98.7%

School of Nursing NCLEX Examination

Year	SIUE pass rate	National pass rate
2024	94%	91%
2023	90%	89%
2022	79%	82%
2021	85%	82%
2020	92%	87%
2019	94%	88%

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

	NA	FNP	FNP-ANCC	FNP-AANPCB
Year	SIUE % Score			
2024	100%		100%	100%
2023	100%		100%	94.4%
2022	100%		100%	89.5%
2021	96%		100%	100%
2020	79%		100%	100%

School of Pharmacy (SOP)

	North American Pharmacist Licensure Examination	
	SOP Pass Rate	National Pass Rate
2024	76.7%	77.5%
2023	80.3%	76.6%
2022	88.8%	77.4%

2021	90.9%	81.7%
2020	91.5%	86.2%
2019	92.2%	87.0%

Southern Illinois University Edwardsville's School of Pharmacy (SOP) graduates have again exceeded state first-attempt pass rates on licensure exams, extending the program's status as number one in Illinois for the previous 10 years. The North American Pharmacist Licensure Exam® (NAPLEX) and the Illinois Multistate Pharmacy Jurisprudence Examination® (MPJE) are components of the licensing process for pharmacists in the United States. The class of 2024 first-attempt NAPLEX pass rate is 76.7%, compared to 72.8% statewide in Illinois.

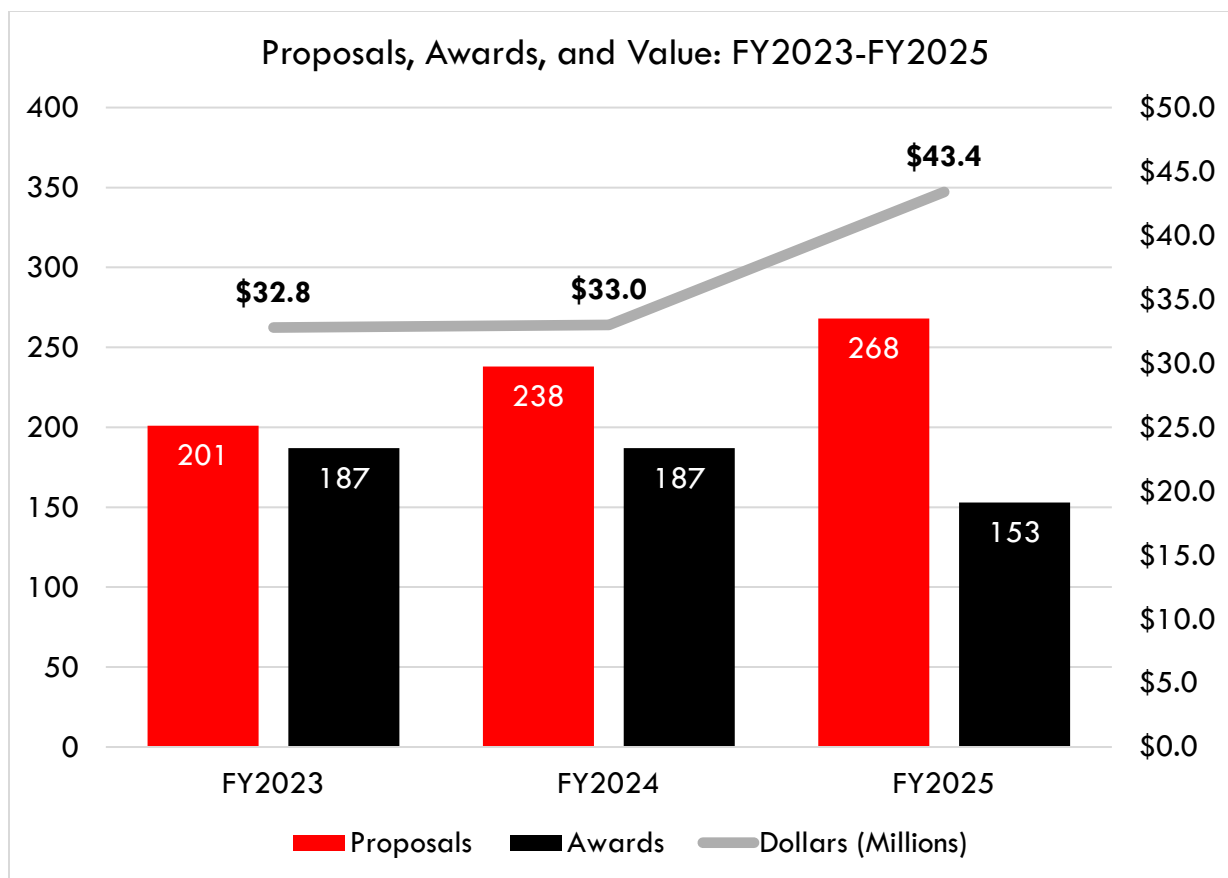


Points of Pride

Research and Creative Activities:

SIUE ranks in the top 25 for research expenditures among Carnegie Research Colleges and Universities (RCUs), according to the FY23 National Science Foundation Higher Education Research and Development (HERD) Survey, the most current data.

In FY25, faculty and staff oversaw \$43,401,720 million in grants and contracts awarded for research, teaching and service initiatives from funding organizations such as the Andrew W. Mellon Foundation, U.S. Department of Health and Human Services, National Science Foundation, U.S. Economic Development Administration, National Institutes of Health, U.S. Department of Energy, and U.S. Health Resources and Services Administration. FY25 expenditures remain consistent with FY24 numbers, which saw a significant increase from FY23. The number of submitted proposals increased significantly from FY24. While the number of awarded projects decreased, there is a marked increase in the total awarded dollar amount in FY25. SIUE researchers are pursued and were awarded larger funding opportunities in FY25.



Source: SIUE Office of Research and Sponsored Projects

The list below provides some highlights and notable grant awards received by SIUE in FY25:

Courtney Breckenridge, Research Fellow for the Center for Predictive Analytics and System Strategic Plan, was awarded \$7,250,000 from the **Illinois Department of Commerce and Economic Opportunity (DCEO)**, with Dr. Carolyn Butts-Wilmsmeyer, Associate Professor in Biological Sciences and Director of the Center for Predictive Analytics.

Jessica DeSpain, Professor in English Language and Literature, received \$1,000,000 from the **Andrew W. Mellon Foundation**, with Dr. Jessica Harris, Vice Chancellor for Anti-racism, Diversity, Equity, and Inclusion, and Dr. Earleen Patterson, Associate Vice Chancellor for Student Opportunities, Equity, Diversity, and Inclusion.

Rebecca Dabbs-MacLean, Director of the SIUE Early Childhood Center received \$589,544 from the **U.S. Department of Education**, with Miriam Rocchia, Vice Chancellor of Student Affairs. Although the Department of Education elected to terminate this funding at the end of the current budget period, this award demonstrates SIUE's long-standing commitment to serving our student population and expanding access to higher education for student parents.

Randall Pearson, Director of the Geospatial Mapping, Applications, and Research Center (GeoMARC), and Professor of Geography and GIS, received \$640,956 from the **Illinois Department of Natural Resources (IDNR)**.

Bhargav Patel, Assistant Professor of Pharmacy, received \$180,625 from the **National Institutes of Health (NIH)**, with Joseph Schober, Professor of Pharmaceutical Sciences.

Affordability and Quality of Programs:

During FY25, Southern Illinois University Edwardsville (SIUE) achieved notable accomplishments across multiple areas that reflect its continued growth, impact, and excellence. Economically, SIUE sustained a regional impact exceeding \$1.3 billion, supporting more than 12,000 jobs throughout Illinois. This economic influence extends beyond campus, with student spending contributing over \$129 million to local businesses and alumni earnings adding more than \$516 million to the state economy.

SIUE's ongoing commitment to sustainability was also evident during FY25. The University was recognized as a Bicycle Friendly University (Bronze) through 2025 by the League of American Bicyclists and maintained its STARS Silver Institution rating from the Association for the Advancement of Sustainability in Higher Education. These honors underscore SIUE's dedication to eco-friendly operations, including LEED®-certified construction projects, renewable energy installations such as a 120-foot wind turbine and 140 solar panels, and more than 17,500 square feet of green roof space.

The University also continued to uphold its reputation for safety and community engagement. Edwardsville, home to SIUE's main campus, was ranked the 14th Safest College Town in America by Research.com—an achievement reflecting both the city's low crime rate and the University's ongoing investment in safety technologies like the Rave Guardian app and its proactive community policing initiatives.

In athletics, SIUE student-athletes continued to excel academically and professionally. The University ranked first among Illinois state universities and tied for second nationally among public universities for graduating student-athletes, according to the NCAA. Additionally, Spring 2025 marked the 38th consecutive semester that all student-athletes collectively achieved a 3.0 or higher GPA, reinforcing SIUE's commitment to excellence both on the field and in the classroom.

Together, these achievements demonstrate SIUE's strong momentum during FY25—advancing its mission of providing quality education, fostering community partnerships, championing sustainability, and supporting student success.

Southern Illinois University Edwardsville (SIUE) stands at a defining moment, positioned to advance bold initiatives that will strengthen its academic mission and public impact. The

University's enduring commitment to innovation, academic excellence, and community engagement provides the foundation for continued progress and distinction.

Through intentional strategies that expand educational access, promote affordability, and enhance comprehensive student support, SIUE is equipped to meet the evolving expectations of higher education in the 21st century. This forward-looking vision emphasizes adaptability, collaboration, and institutional resilience. By strategically integrating technology, cultivating talent, and embracing diversity, SIUE reaffirms its dedication to fostering a dynamic and inclusive academic environment that prepares students to lead with integrity and purpose in a rapidly changing world.

Southern Illinois University School of Medicine

MISSION STATEMENT:

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

VISION:

Better health for all.

VALUES OF THE SIU SCHOOL OF MEDICINE:

Discovery

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

Excellence

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

Collaboration

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

Equity

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

Compassion

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



Goal 1: Equity

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

b. Provide proactive and comprehensive advising

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

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

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

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

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

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

Service Learning and Community Service at SIU School of Medicine

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

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

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

Though not required, third- and fourth-year medical students may enroll in a variety of elective courses that include service-learning experiences in community health services and resources, patient education, nutrition, and global mission trips. First-year medical students are not required to perform service-learning in the first year of medical school; however, opportunities

to volunteer for community service projects are ample and available. One notable activity is the School's Hot-spotting program, which is a service that works with patients who are frequent visitors to the emergency room, and helps them find social, psychological, medical, and other resources to allow them to function more effectively.

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

Springfield-based medical students participate in many volunteer service opportunities to include the Shoes That Fit program that provides footwear to Headstart and school-age children at Enos School, a local neighborhood elementary school with a high number of students from disadvantaged backgrounds. All Springfield-based students are released from curricular activities for one day in the spring to volunteer for a day-of-service, and perform community service such as clearing a cluttered playground or planting trees near a school. Activities that are not student-run include volunteer opportunities at a community hospital-sponsored breadline, a local domestic violence shelter, and health education programs at several public schools. Students may also volunteer at Springfield-based free clinics that support underserved populations in Springfield to include one that provides free back-to-school physical examinations.

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

Student-involved Research at SIU School of Medicine

While the performance of a research project is not a requirement of SIU School of Medicine's medical curriculum, all medical students, including those from UIM populations, have many opportunities to participate. Each year, students can choose from over 100 ongoing research projects in basic science, clinical, medical education, medical humanities, and population science departments. Two programs, the Mentored Professional Enrichment Experience (MPEE) and the Clinical and Research Experience (CARE), begin after year one. Research is available in Carbondale, Springfield, and sites outside SIUSOM. MPEE offers eight weeks of mentored research with funding available for expenses. Projects may be laboratory, clinical, or focused on health-related fields such as rehabilitation, social work, health education, public health, or

academic medicine. Activities can be conducted with SIU faculty or external researchers. Students present their work at a school-wide seminar in September of the second year and earn three transcript credits for completion. The CARE program provides brief research or clinical experiences (minimum 15 working days), though few students choose the research option.

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

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

In FY2025, an SIU medical student was the recipient of the 2025 Carolyn Kuckein Student Research Fellowship presented by Alpha Omega Alpha national medical honor society for their research project, "Preserving cytotoxic function of human natural killer cells by selective inhibition of transforming growth factor beta." This prestigious award was only presented to 70 medical students this past year. Additionally, one of SIU School of Medicine's Ph.D. students was one of only five annual recipients of the prestigious National Fellowship Awardee presented by Graduate Women in Science, the international professional organization for women in science.

d. Support for meeting students' basic needs.

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

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

person also is not involved in the academic evaluation or promotion of the student receiving those services.

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

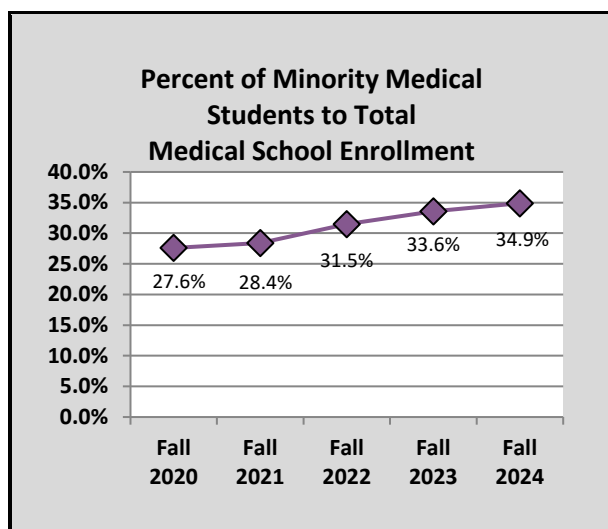
Information regarding mental health resources and crisis intervention information is provided to students during orientation for years one, two and three.

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

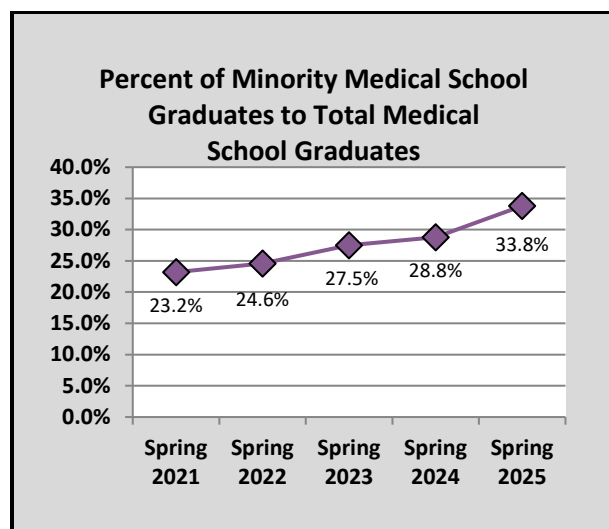
Student Assembly, an organization whose purpose is to provide a means for interclass communication and a vehicle to address student concerns and various aspects of medical education, has an elected wellness chair position for each class. Wellness chairs serve as wellness champions for their classmates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

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

SIU School of Medicine is committed to educating a physician workforce particularly well suited to addressing the health needs of the citizens of central and southern Illinois as well as to advancing diversity within the medical profession nationally. US Census data estimates for central and southern Illinois are that ethnic and racial minorities (all minorities) comprise 12.4% of the region's population. In comparison, minority students (all categories) as a percentage of total medical school enrollments at SIU averaged over 30% for the most recent five-year period displayed below. Compared to other US medical schools, SIU's medical school rated at the 88th percentile in percent of graduates who are from Black or African-American backgrounds (data for graduates from 2018-2023). These data show SIU School of Medicine's success in enrolling and graduating an ethnically and racially diverse student body.



Source: SIUC Institutional Effectiveness, Planning, & Research, October 2025

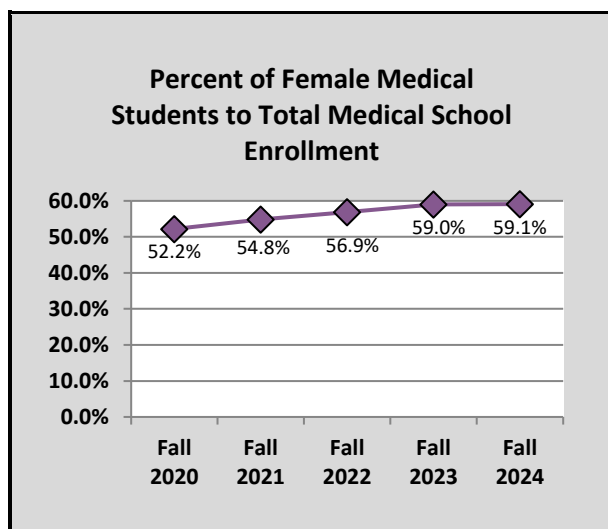


Source: SIU SOM Student Affairs, October 2025

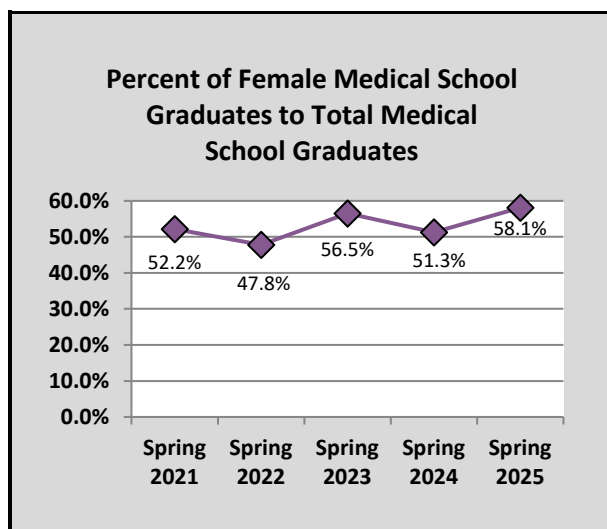
SIU School of Medicine has been successful in recruiting and retaining minority students in its MD program which matches recent trends and conditions at both the national and regional level. Nationally, the number of minority students applying to and enrolling in medical schools has increased significantly in the past five years. Since 2020, applications from African-American or Black students have increased by over 9%, to include a 14% increase in applications from African-American or Black women. While the raw number of Black or African American students in U.S. Medical Schools has increased by 21% since 2020, the total enrollment of Black or African American medical students at these schools in FY2025 was only at 8.4% of the entire student population. Competition among medical schools for these students is significant, with minority students preferring schools that offer substantial scholarships and other financial assistance, robust academic and support services to help them master the rigorous medical curriculum, and an already established community of students and faculty from minority backgrounds.

SIU School of Medicine has been able to succeed in recruiting, retaining, and graduating minority students because of its long-term focus on achieving a diverse student body, and its investment of resources and strategies employed to attract, retain, and serve minority students. Important programs have helped the medical school achieve a more diverse student body for example, the Medical/Dental Preparatory Program (MEDPREP) pipeline post-baccalaureate program, extensive academic advising and remediation activities available to all enrolled medical students, scholarships for minority and economically/educationally disadvantaged students, and the leadership of the school's Student Affairs and Equity, Diversity, and Inclusion offices in efforts to recruit, retain, and graduate a diverse student body. These efforts will continue. The medical school faculty also is diverse – SIU ranks over the 50th percentile of medical school's nationally in the percentage of faculty from African-American, Hispanic, and/or Native-American backgrounds.

Enrollment of women in SIU's MD program continues to increase and over the most recent five-year period, enrollment for this group has averaged 56.4%. This is comparable to all US medical schools where women averaged 53.5% of the nation's medical school enrollment during this same time period. SIU's medical school has several advantages in attracting female medical students, including effective pipeline programs such as MEDPREP, an innovative and flexible curriculum, and a strong reputation in primary care and service to medically underserved populations.



Source: SIUC Institutional Effectiveness, Planning, & Research, October 2025



Source: SIU SOM Student Affairs, October 2025

In 2025, SIU School of Medicine was ranked at the 73rd percentile of all medical schools for the percentage of its faculty who are women. Since FY2019, the count of women faculty at the School of Medicine has increased from 150 to 196 (a 31% increase) and women make up 48% of the overall faculty ranks, up from 44% five-years earlier. Thirty-six of sixty Executive Leadership Positions at the school (60%) and nineteen of twenty-seven (70%) of the Chairs of school-wide faculty committees are filled by women. Of note in FY2025, six SIU School of Medicine female faculty members were recognized as Annual Inspire Award winners by the American Medical Women's Association (AMWA). Only fifty-two awards total were granted in this category. This reinforces and supports the school's priority to encourage and develop female physicians for practice.

b. Campus climate surveys with action based on findings

SIU School of Medicine recognizes that soliciting, listening, and responding to the feedback of its students, faculty and staff are critical tools in moving forward to meet its organizational goals and to creating a diverse and inclusive educational and work environment. While these initiatives require the involvement of many offices and individuals, the organization at the

school most responsible for these efforts is the Center for Human and Organizational Potential (CHOP). This Center's role is to advance professional development, leadership and excellence, and to promote wellness at the School in order to foster an inclusive environment that allows individuals and organizations to learn, thrive, and excel.

Employee Engagement Surveys of all faculty and staff are conducted every two years, and the most recent survey collection was completed in fall 2025. Prior survey findings have touched on a number of topics to include the areas of rewards and recognition, professional development and growth, accountability, relationships with supervisors, change management and engagement, inclusivity, and equity/diversity/inclusivity bias. These surveys and campus responses are an important tool in cultivating a learning and work environment that is diverse and inclusive and which provides a nurturing environment for learners, faculty, and staff.

Annually, fourth-year medical students at SIU School of Medicine complete the Association of American Medical Colleges (AAMC) Graduation Questionnaire (GQ). This survey is completed by medical students throughout the US and Canada and is intended to identify and address issues critical to the future of medical education and well-being of medical students. Issues addressed include: students' satisfaction with their educational programs' ability to prepare them for residency; students' career and specialty plans; the costs of medical education; and students' experiences in the learning environment.

The tables below summarize some of SIU medical student's responses to the 2024 GQ. The column on the right identifies how SIU school of Medicine rates compared to other US and Canadian medical programs. The AAMC GQ is just one means of collecting feedback from students, however, the results from this survey allows for a comparison of SIU's programs with other medical schools and identifies those areas where improvements can be made to the medical education program.

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

Rating of general educational factors: "good or excellent" or "agree/strongly agree"	
	SIU STANDING
Communication skills needed for patients and professionals	99 th %tile+
Understand needed ethical and professional values	99 th %tile+
SIU SOM fosters my development as a person	93 rd %tile

Accommodations made available	99 th %tile+
Student Mental Health Services	93 rd %tile
Programs promote stress management and overall well-being	91 st %tile
Overall satisfaction with medical education	85 th %tile

c. Professional development designed to achieve equity

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

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

The School of Medicine's Alliance for Women in Medicine and Science (AWIMS) also plays an important role in providing professional development supporting equity. This group's mission is to provide a supportive forum to promote honest discussion and positive change in the realms of gender equity, career advancement, work-life balance, and community service, and to champion professional development and promotion of women in medicine and science. In May 2025, AWIMS conducted the Eighth Annual Women in Medicine and Science Professional Development Conference with a theme of, "Advocacy and You: Finding Your Why and Your Voice to Enact Change." This event included panel discussions, breakout sessions, and a keynote address presented by the Executive Director of the American Medical Women's Association (Dr. Eliza Chin).

Another example of SIU School of Medicine's support to community partners is its Center for Equity in Professional Development. First established in 2022, and supported in part by \$2 million in new federal funding, this Center brings together employers and industry leaders in central Illinois for purposes of planning, developing, coordinating and implementing new

education and training for learners in the region. The goal is to develop and reinforce more equitable and diverse professional development pipelines. The Center focuses on research related to equity and diversity in the workplace and identifies best practices to improve professional development offerings for employers in our region. Entities such as K-12 schools and higher education, insurance companies, banks, community-based not-for-profits, and others can utilize the center to develop industry-specific training programs and services for their employees.

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

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

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

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

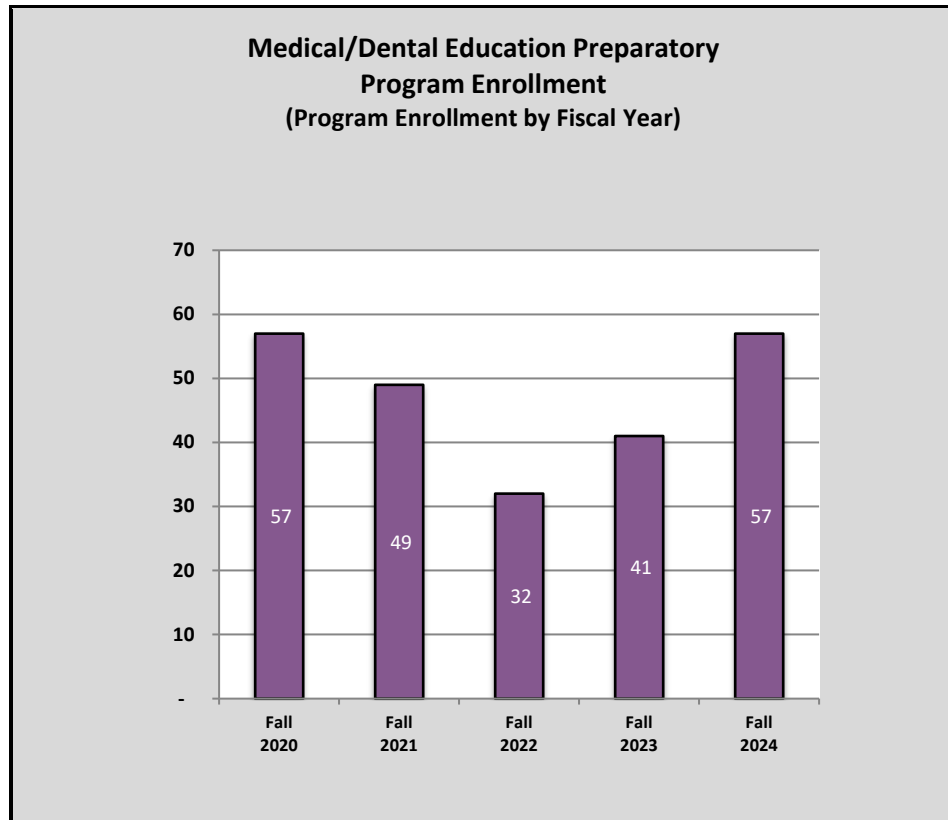
Other School of Medicine initiatives that support an equitable work environment include Equity Ambassadors, the Equity Support Team, and the Antiracism Task Force. Equity Ambassadors are individuals from various departments who regularly collaborate on issues affecting equity in the workplace and who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

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

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

Established in 1972, the Medical/Dental Education Preparatory Program (MEDPREP) is SIU's nationally recognized post-baccalaureate program of preparatory learning for minority and educationally and economically disadvantaged students tracking towards health professions. The program's mission is to increase the numbers of underrepresented minority and disadvantaged students who enter and graduate from health professions schools. MEDPREP graduates have attended the nation's leading health professional schools and in academic year 2024 - 2025, seven MEDPREP Graduates enrolled in at SIU School of Medicine.

Since the program's founding, 1,749 students have participated in MEDPREP. In the most recent five-year period, the program had an 89% completion rate and 82% of these students entered medical or dental school, other health professions schools, or health-related graduate programs upon completion of MEDPREP studies. Underrepresented in medicine (UIM) students make up 87% of MEDPREP program alumni and 62% of program alumni are female.



Source: MEDPREP, October 2025



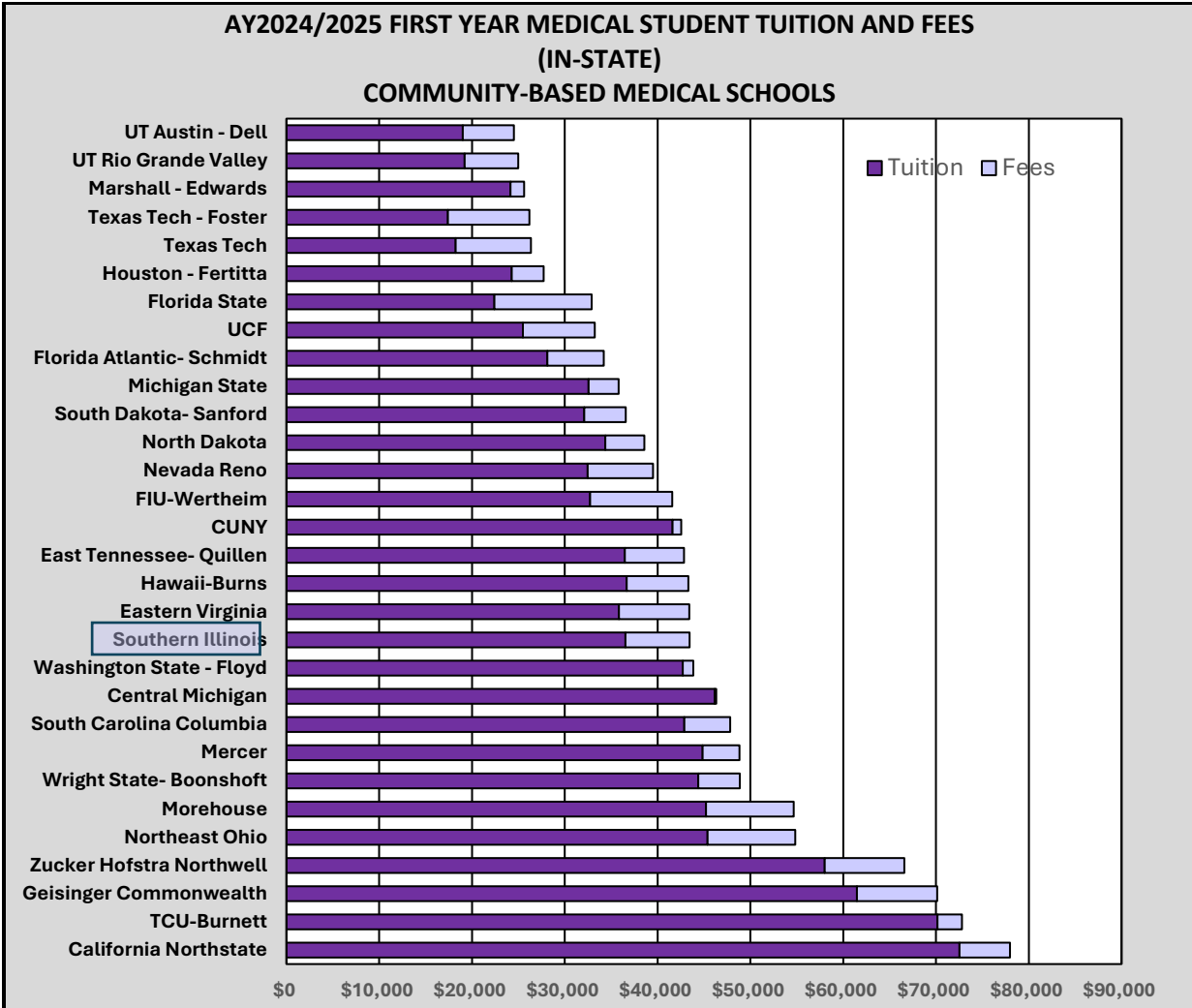
Goal 2: Sustainability

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

Ensure affordability for all students.

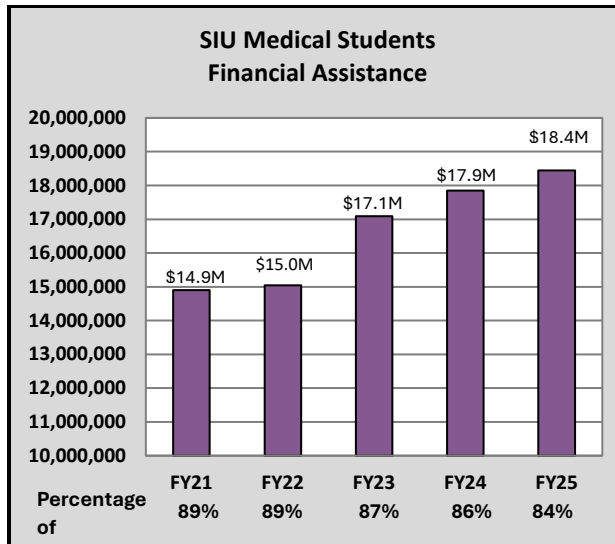
SIU School of Medicine - Medical Student Affordability and Educational Debt

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

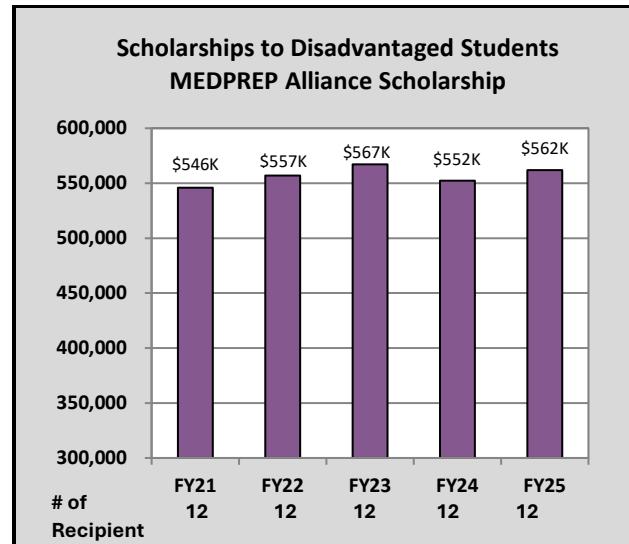


Source: Association of American Medical Colleges, January 2025

SIU’s medical school tuition and fees are comparable to those of other community-based medical schools (medical schools that neither own nor are owned by teaching hospitals). These comparable costs allow SIU’s medical school to remain competitive with other schools in attracting well-qualified medical students interested in practicing medicine in the region. Tuition and fees from medical students provided 5.1% of the school’s FY2025 operating budget (excluding SIU Medicine funds).



Source: SIU SOM Student Affairs, October 2025



Source: SIU SOM Student Affairs and Office of Management and Budget, October 2025

SIU School of Medicine assists medical students by awarding financial aid to help pay for their medical education. Because scholarship funds are limited, most financial need is met by combining various loan and scholarship programs. Over the most recent five-year period, 87% of SIU's medical students received financial assistance. SIU School of Medicine provides scholarships for graduates of the school's Medical/Dental Education Preparatory Program (MEDPREP) and other students from disadvantaged backgrounds to attend SIU's medical school and study in the MD program. Student awards through the MEDPREP Alliance Scholarship have remained steady and averaged over \$556,000 per year over the past several years.

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

A significant issue in medical education nationally is the rising amount of debt incurred by medical students. Students at SIU School of Medicine are no exception. For those SIU medical students graduating with debt in FY2024 the mean educational debt (including premedical school debt) was \$249,311. Additionally, fifty-four percent of the 2024 graduating class incurred total educational debt in excess of \$250,000, a significant increase compared to 2019. (From 13 students in 2019 to 43 students in 2024.) With these debt levels exceeding the national average for all public medical schools, the amount of debt being carried by SIU's medical school graduates remains a continuing concern. This is a special concern for physician workforce shortages. When medical student debt tops \$200,000, students are less likely to choose lower paying specialties for their careers. These specialties include family medicine, general internal

medicine, geriatrics, psychiatry, endocrinology, infectious disease, and several others. Large debt contributes significantly to the severe shortage of primary care physicians.

Strategy 5: Expand joint purchasing among institutions.

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

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

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

Advantages to utilizing IPHEC are:

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

- Collaborative best practices for internal and external compliance audits
- Vendor assistance with supply and demand issues
- IPHEC staff manage the vendor contract awards and hold periodic review meetings
- New commodities and services are added on an annual basis
- Compliance form repository

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



Goal 3: Growth

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

SIU School of Medicine Community Health Center Program (FQHCs)

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

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

The FQHCs have collaborated with a number of subspecialty clinics to provide services on-site in their clinics. Services include Cardiology, Pulmonology, Psychiatry, Infectious Disease and consults from the Neuroscience Institute. In addition, the FQHCs also collaborate with a number of public health departments and mental health centers in the state. FQHCs are co-located with five Illinois County Public Health Departments (Adams, Pike, Morgan, Logan, and Sangamon County) and with two Mental Health Centers [Memorial Behavioral Health (Springfield) and Transitions of Western Illinois (Quincy)].

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

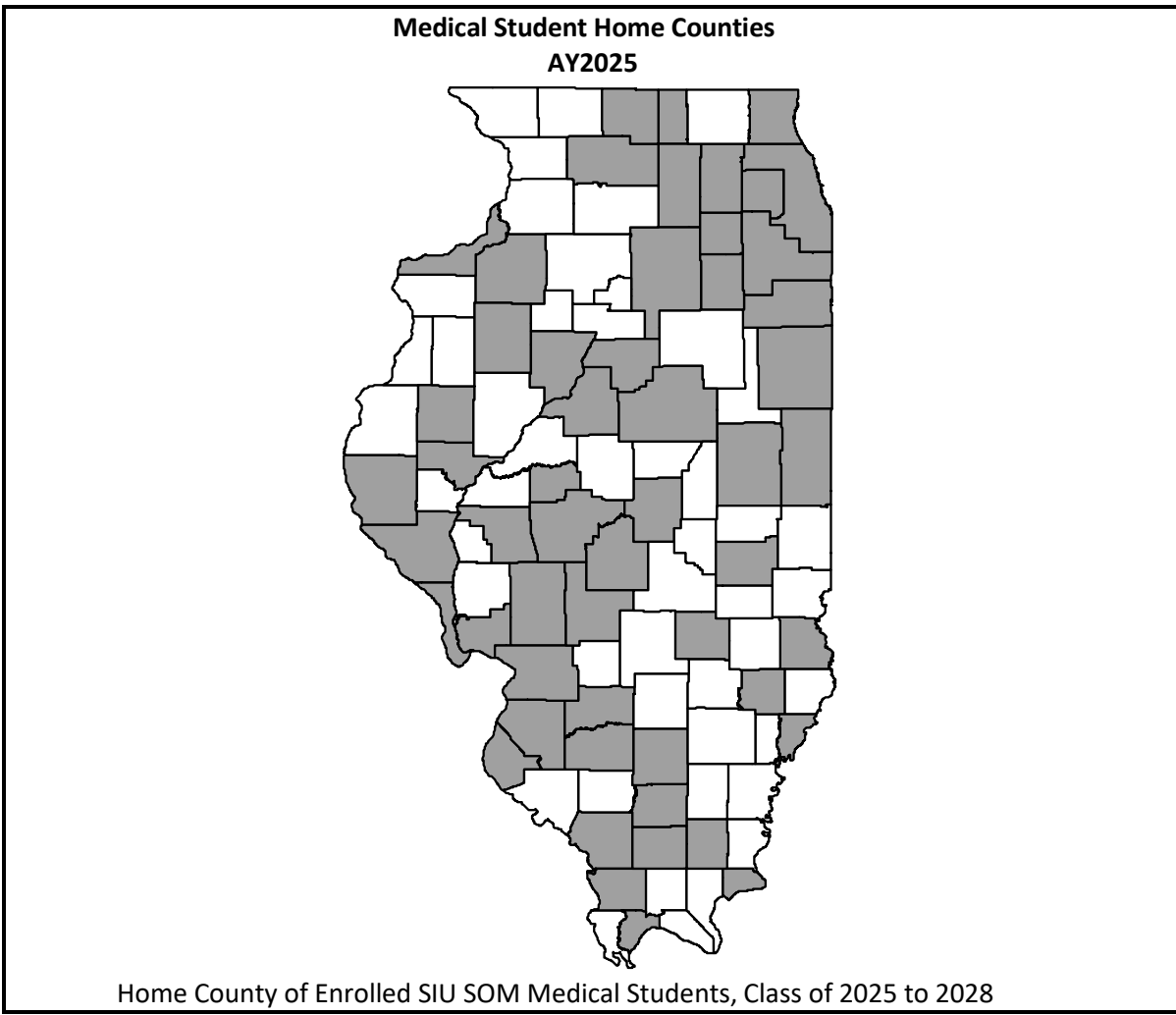
SIU School of Medicine Office of Community Health Work (OCH)

The Office of Community Health Work (OCH) at Southern Illinois University School of Medicine was formed in 2019 with an intent to improve health outcomes and access to care for residents in central and southern Illinois. Through a team of experienced community health workers, nurses, health educators, and social workers, OCH delivers research-informed, compassionate care and training using evidence-based approaches like motivational interviewing and trauma-informed care. Their programs train and support community health workers, foster partnerships with local organizations, and address complex medical, psychological, and social needs. By focusing on reducing barriers to care, supporting underserved communities, and promoting holistic, community-centered solutions, OCH enhances population health and builds trust and resilience throughout the region. Over the past year, ten Community Health Workers received on-site training at SIU SOM and another 174 were trained via the tele-education program.

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

SIU School of Medicine prioritizes the recruitment of medical students from the region as one key strategy in developing the physician workforce and healthcare needed for central and southern Illinois. This gives these students the opportunity to attend medical school as well as encourages them to remain and practice in the region. To accomplish this goal, SIU intentionally recruits medical students from rural areas, small towns, and cities throughout Illinois. In FY2025, medical students came from 54 of Illinois' 102 counties and of these students, 90% were from downstate Illinois and 32% came from rural counties. Exactly one-half (50%) of the class matriculating in academic year 2024/2025 came from communities of 25,000 or fewer citizens.

Recruiting medical students from these geographical areas is one factor contributing to the school's success in preparing its graduates for practice in rural and medically underserved areas, particularly within Illinois. SIU ranks at the 85th percentile of all medical schools in terms of the percentage of its graduates practicing in rural areas, at the 57th percentile of graduates practicing in-state, at the 54th percentile of graduates practicing in underserved areas, and the 94th percentile of percent of graduates practicing in primary care. (2025 AAMC Missions Management Tool, graduates from 2011 to 2015).



Source: Fall 2024 Enrollment Questionnaire, SIU SOM Student Affairs

Support new and existing regional partnerships

Behavioral Health Workforce Center (BHCW)

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

the Illinois Department of Human Services and administered by the Illinois Board of Higher Education.

In conjunction with a secondary hub at the University of Illinois Chicago, SIU School of Medicine is working to establish the BHWC as a model for ongoing research and collaborative programs. These efforts will facilitate and improve teamwork between state agencies, all state universities and community colleges, K-12 schools, mental health professionals, and behavioral health professional organizations.

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


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

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





Health and Health Science for Illinois

SIU School of Medicine's academic and patient care programs enhance Illinois' economic environment through direct impact upon the health care market and related industries. These programs exemplify the school's contribution to regional economic development and health care service. Consistent with its mission, SIU School of Medicine has been successful in advancing the health of the people of Illinois, particularly in central and southern Illinois. Graduates of the school's MD program, residencies and fellowships practice medicine in 76 of Illinois' 102 counties. Clinical outreach, educational sites, and affiliations with community hospitals and health care providers extend the school's patient care services to numerous locations throughout central and southern Illinois. Regional community health and telehealth programs further extend the medical school's reach in support of community needs. These relationships have been nurtured and strengthened over the medical school's history.


Health and Health Science for Illinois

 Counties with SIU Physician Graduates,
Clinical Residents and/or Fellows in Medical Practice






Clinical Service/Educational Outreach Sites

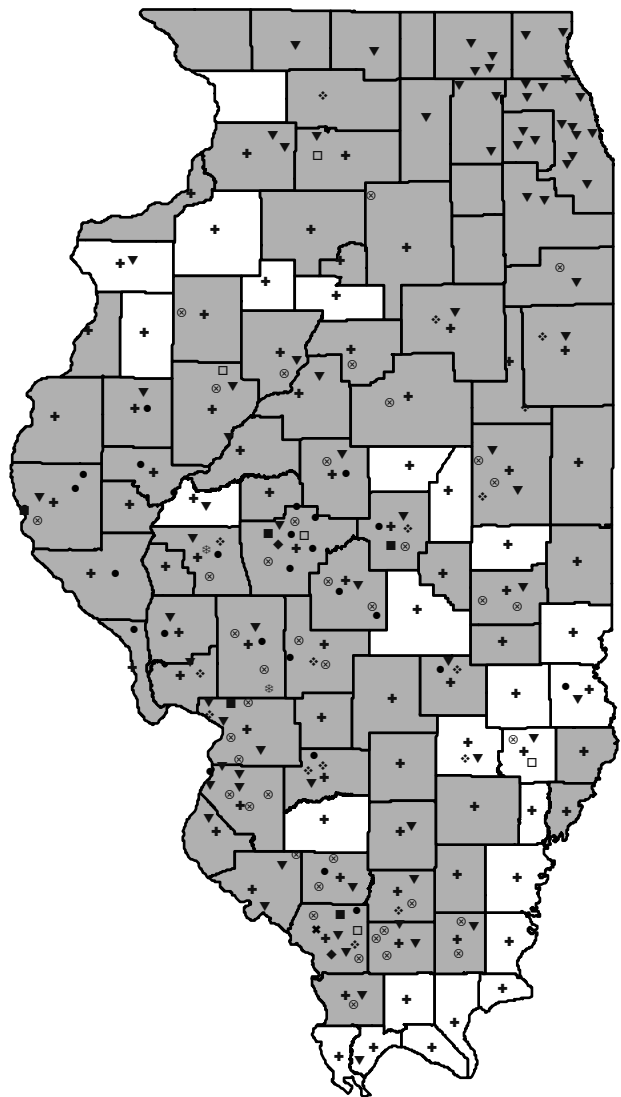
-  Alzheimer's Disease and Related Disorders
-  Simmons Cancer Institute
-  Patient Care/Training Clinics (Family and Community Medicine, Internal Medicine, Neurology, OB/GYN, Pediatrics, Psychiatry, and Surgery)
-  Telehealth & Professional Development Partnerships

Rural Health Initiative

-  Rural Health Partnerships

Community-Based Educational/Research Sites

-  Science and Research Campuses
-  Family Practice Residency Sites
-  Community Preceptors
-  Center for Rural Health and Social Service Development Regional Offices
-  Physician Assistant Program



Location approximate within county; one or more sites or projects per location. Site locations are current as of Fall 2024

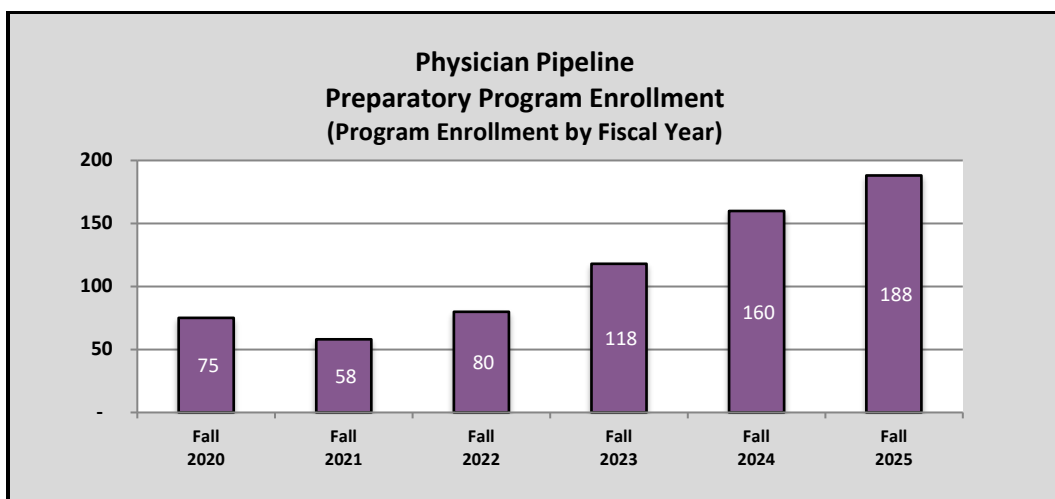
Strategy 3: Encourage high school graduates to enroll in our higher education system and keep talent in Illinois

McNeese Scholars/ Physician Pipeline Preparatory Program (P⁴)

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

The first P⁴ class (Class of 2013) began the program in fall 2009 and consisted of 22 students. These individuals were mentored for two years before another cohort was accepted. Beginning in fall 2011, a new cohort of students has been accepted each year. Except for a dip in enrollment in Fall 2021 due to the pandemic, interest in the program has steadily increased and in fall 2025 (FY2026), the program enrolled 188 students, the largest class in its history. Some P⁴ graduates are presently matriculating at SIU School of Medicine and other health allied schools. This program is funded by the Dean and implemented through the Office of Equity, Diversity, and Inclusion.

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



Source: SIU SOM Office of Equity Diversity and Inclusion, October 2025

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

Umbrella Graduate Program

In FY2025, SIU School of Medicine continues its Umbrella Graduate Program. This is an interdepartmental program that allows graduate students to train and earn degrees in multiple departments. The program employs an initial common curriculum which provides students the opportunity to explore their career interests before deciding on an advisor's department and laboratory. This new program serves the SOM Departments of Pharmacology, Medical Microbiology and Immunology, Population Science and Policy, and Biomedical Sciences Carbondale (which is composed of the former departments of physiology, biochemistry and microbiology, and anatomy and neuroscience in Carbondale). It also serves the SIU Carbondale Department of Microbiology, and expands upon the previous MBMB program. It is envisioned that over time this new program will increase graduate student enrollment and research output.

Southern Illinois University School of Medicine Lincoln Scholars Program

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

in rural hospitals, assignment to a "rural" mentor, basics of health policy with an emphasis on rural issues, and a team learning environment with SIU PA students and other SIU health care students, (nursing, clinical pharmacy and behavioral health).

The first class of Lincoln Scholars graduated five students from the SOM in FY2024 and of those, three accepted residency programs in downstate IL (Springfield, Quincy, and Carbondale). In June 2025, the sixth class of eight students enrolled in the School of Medicine's Lincoln Scholars Program (LSP), which maintains the total current enrollment at its maximum level of thirty-two students for all four academic years. With the program's full implementation, total baseline enrollment in the SIU medical program is 320 students.

Southern Illinois University School of Medicine Doctor of Medical Science program

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

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

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

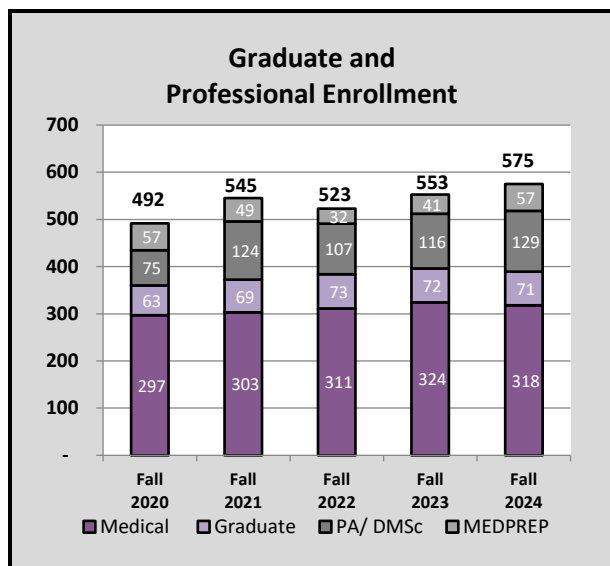
Upon completion of the DMSc program, graduates will be prepared to take on high-level administrative, leadership and clinical roles within their organizations and communities and be a trusted resource during disaster situations. PAs who complete the DMSc are expected to be more prepared, adaptable, competitive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

The Doctor of Medical Science (DMSc) degree is administered by the School of Medicine Department of Family and Community Medicine Physician Assistant (PA) Program. Since the program's inception in 2021 and through fall 2025, 208 PAs have enrolled in the program and 116 have graduated.

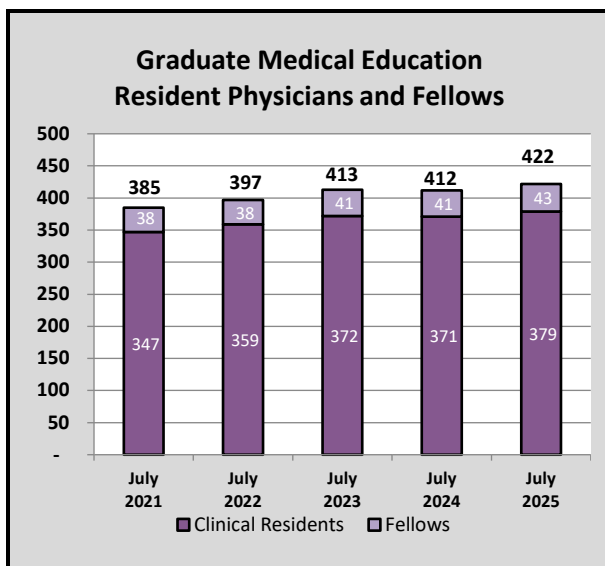


Points of Pride

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



Source: SIUC Interactive Factbook and MEDPREP

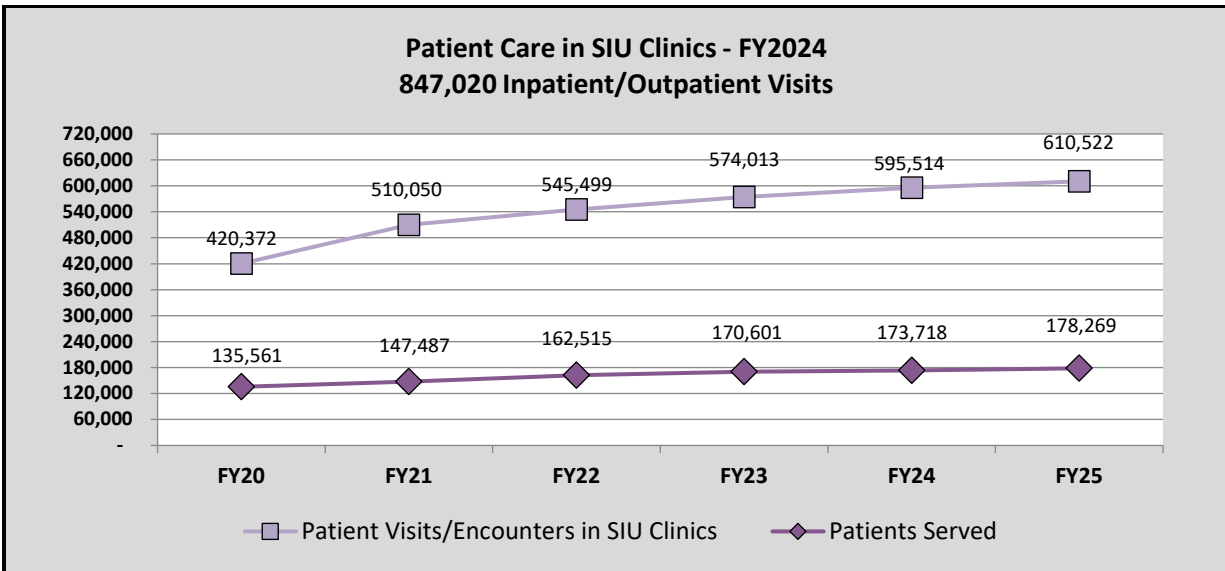


Source: SIU SOM Graduate Medical Education Program, Years Noted. ACGME-Accredited Programs Only

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

Graduate medical education (GME) is formal medical education following medical school graduation that provides specialty training that prepares medical school graduates to become board certified in a medical specialty; it includes residencies, fellowships, and medical internships. SIU School of Medicine, in cooperation with its affiliated teaching hospitals, provides GME in 21 residencies and 16 fellowships. These programs grew to over 420 positions in 2025; a 28% increase in positions since 2017. In 2025, 19 graduates from SIU School of Medicine enrolled in these residency and fellowship programs, representing 27% of SIU's 2025 graduating class. These increases are vital to the School's mission to provide healthcare to the region.

Since its founding in 1970, SIU School of Medicine has graduated over 3,300 medical students and over 3,500 physicians have also graduated from the school's residency programs and fellowships. Graduation rates for SIU School of Medicine remain high and nearly all MD students at SIU graduate from medical school with most completing their studies in four years. Since 2021, 87% of MD students completed their degrees in four years and 98% graduated in six years. SIU MD graduates have been successful in obtaining highly competitive clinical residencies. Since 2006, nearly 1,350 graduates have entered 29 different specialties, nearly 60% of which are in the primary care fields of Family Medicine, Internal Medicine, Emergency Medicine, Pediatrics, and OB/GYN. Of all SIU Medical School alumni since the school's founding, 2,126 are in practice of which 852 (40%) practice in Illinois and 671 (32%) practice in primary care.



Source: SIU Medicine, October 2025

Through its physician practice organization, SIU Medicine, SIU School of Medicine offers primary and specialty physician services to central and southern Illinois patients, addressing patient needs not otherwise met in the area. These services complement health care provided by affiliated hospitals and community physicians. In FY2025, 344 full-time faculty physicians practiced at SIU Medicine; an increase of over 40% since FY2016. Physician assistants, audiologists, and other non-physician health care providers and clinical staff number over 300 to assist SIU's physicians. During this year, SIU physicians provided services to over 178,000 patients during greater than 610,000 visits/encounters in SIU clinics; a nearly 32% increase in patients served and 45% increase in visits conducted compared to FY2020. When both hospital (inpatient) and clinic (outpatient) services are included, SIU physicians provided over 847,000 patient visits this year. SIU Medicine is the largest multi-specialty, academic-based physician practice organization in downstate Illinois.

SIU School of Medicine's research programs focus on diseases and health conditions prominent in the region and contribute to improvement in both health care and medical training in central and southern Illinois. In FY2025, the School received over \$20.5 million in external grants and contracts for research, teaching, and public service; an over 50% increase in funding compared to FY2015. Over this same time period, the school has annually averaged 110 medical school faculty members with active grant funding. This past year, the School's faculty engaged in 585 clinical research studies in fields such as Alzheimer's disease, cancer of the breast and prostate, and noise- and drug-induced hearing loss.