

Graduate Council 2021-2022

December 2, 2021

Members present: Iraklis Anagnostopoulos, Amaka Anaza, George Boulukos, Lingguo Bu, Phillip Chu, Otis Duncan, Buffy Ellsworth, Craig Gingrich-Philbrook, Usha Lakshmanan, Junghwa Lee, Liliana Lefticariu, Ruopu Li, Matt McCarroll, Trish McCubbin, Caleb McKinley, Rachel Nozicka, Ed O'Donnell, Kyle Plunkett, Bethany Rader, Sophia Ran, Thomas Shaw, Breanna Whitley

Ex-Officio: Lizette Chevalier, Gary Kinsel, Meera Komarraju, Austin Lane, Stephen Shih

Guests: Heidi Bacon, Camille Davidson, Ryan Freels, John Goodale, Kombe Kapatamoyo, Peter Nelson, Kevin Sylwester

Meeting started at 8:02 AM

Shaw: Consideration of the minutes?

Corrections given

Shaw: Motion to approve minutes?

O'Donnell: Moved

Gingrich-Philbrook: Seconded

Minutes approved (12-0-2)

Remarks from the Chancellor:

Lane: Good morning, everybody. I have a brief update. You'll get more information about our searches for the Vice Chancellor of Research and Dean of the Graduate School in the Spring. Our Strategic Plan will be out as early as January. A key pillar in that plan is Academic Innovation and Research. Dr. Shaw was very instrumental in this. Do you mind bringing up the committee you'll be working with?

Shaw: Basically, someone inquired about grant overhead distribution and if there could be an investigation into how that was handled. With consultation with the Chancellor and Provost, we came up with what this committee would be charged with. We are working with this committee to evaluate grant overhead distribution, sustainability, audit survivability, investigate options for grant overhead distribution, develop potential options for a new distribution model that would be more in line with the pillar of Innovation and Research. We

have 14 potential members on this committee, ranging from administrators to researchers. The Chancellor will send out an invite to these individuals, and then organize an initial meeting for the beginning of January. We are aiming to have something produced by the end of the Spring semester.

Lane: Thank you, Dr. Shaw. We are sending out a memo with plans for the Spring semester. Not much will change in regards to Covid policies. We are in communicate with the Governor's Office and we are closely tracking the numbers daily. We are excited with the registration efforts from our academic departments. There's a friendly competition in terms of which college registers the most students. Our percentages are looking good. For next Fall, our applications are up in a number of different areas, however, it is still very early. This semester has been very long. I appreciate your hard work with your students.

Remarks from the Provost:

Komarraju: Good morning, everyone. Thank you for your work in bringing the semester to this point. At the beginning of the semester, we were not sure how things would work out. It's heartening to know that things have worked out so far. As we approach finals, I want to remind everyone to be patient with your students, during this stressful time for all. We are aiming for a 100% timely grade submission; our percentages have been increasing over the past 3 years. The deadline is the Wednesday after finals week. The Registrar will be sending out friendly reminders. The College of Business and Analytics is currently leading in the Spring registration friendly competition. The 2 Dean search announcements have been made and the deadline is the Tuesday after the Martin Luther King holiday; this is for the College of Liberal Arts and the College of Arts and Media. We have 20 faculty searches underway, with some being close to completion. We are also doing internal searches for 13 School Directors. I request that everyone complete their Ethics Training. This includes graduate students and student workers. Every week, the Provost's Office receives a list of those who have yet to complete it. The remaining updates pertain to all of our enrollment efforts. I want to let everyone know that recruitment funds are available from your respective Dean's Office. As you might know, every Thursday, there is an Enrollment Management meeting. On November 10th, we host a professional development workshop, with about 150 attendees. It was organized by college and unit. Every unit identified best practices and areas to improve upon. We also set targets for 2022 and talked about how we can improve our 4-year and 6-year graduation rates. Our 6-year rate is 45% and we plan on improving it. We had an open house on November 6th, with 192 attendees. For World Language Day, on November 16th, we hosted 480 high school students from 10-11 high schools. We plan to host many such days in the Spring. We are currently 38 weeks out from Fall 2022 and applications are up 18.5% for full-time freshman and we have admitted 50% more students. For on-campus transfer students, our applications are down 8.6%, but our admissions are up 11%. The major area of growth comes from our online

students. Those applications are up 50% and admissions are up 100%. For graduate students, applications are up 29% and admissions are up 10%.

Questions for the Provost:

Lakshmanan: I was wondering if there is any update on faculty searches.

Komaraju: I mentioned that there are 20 searches underway and some have come close to being completed.

Remarks from the Vice Chancellor of Research:

Kinsel: I would like to invite everyone to put the Research and Creative Activity Forum on their calendars. It is scheduled for April 16th. Please encourage your graduate students to submit. The Advanced Coal and Energy Research Center- soon to be the Advanced Energy Institute- put out a call for proposals. Consider applying if you have interests in energy-related research. The deadline is January 31th. Contact Ken Anderson if you have further questions. I have a couple of good news items. Some of our students won the X prize through the Elon Musk Foundation. There was a total of 23 awards made; 18 of those had to do with carbon capture and sequestration and 5 awards pertained to monitoring Co2 levels. Only 5 institutions won awards; the other 4 winners were Stanford, University of Wisconsin at Madison, Mississippi State, and University of Oklahoma. I find this to be very impressive. This prize- at \$250,000- is part of Phase 1. There is an opportunity to apply for a Phase 2 award, valued at a million dollars. Phase 3 is 100 million. We also submitted some Carnegie Foundation fellowships; there are 2 nominees from SIU. I can announce that the quarter 1 external grants and funding totaled 32 million, which is up 10 million from last year. Thank you to everyone who contributed to this. We are currently looking to update the software packages in the Office of Sponsored Projects. We are looking at pre-award and post-award software. This is not inexpensive, but it will make the submission and grant management process much easier for everyone. Our goal is to identify what packages we need by the end of the fiscal year and start implementing the new software for the upcoming fiscal year.

Questions for the VCR:

McCubbin: Thank you for the information for the big jump in the grants and the breakdown of the energy proposals. It's always exciting to hear that.

Komaraju: As part of our yearly performance report to the Board of Trustees, I will be highlighting our research gains and our status as the number 1 R2 university- behind UIUC and UIC. Thank you for Gary for keeping track of this information.

Remarks from the Associate Dean and Director of the Graduate School:

Shih: Good morning, everyone. The Graduate School and the academic colleges and schools is working together to bring 3-minute thesis-3MT- to SIU. All active PhD students are eligible to participate. This year, we are adopting a 2-step selection. The initial selections will be conducted at the college level; each college will select the top 3. By February 18th, this selection will be made. We will then hold the in-person presentations on February 25th. A group of judges will choose the final top 3. The first-place winner will represent SIU at the Midwestern Association of Grad Schools meeting on April 6th.

Lakshmanan: Do they have to present it within 3 minutes?

Shih: Yes. This idea was developed by another university in 2008. Over time, this contest has exploded in popularity. I will release the announce soon.

Lakshmanan: I'm wondering if there's any significance to the number '3'. Maybe it's more conducive for students in certain area of research-like lab work- to win.

Shih: Basically, it's an avenue for students to train their communication skills in presenting their research to non-experts. In terms of the number of winners, I think 3 is a reasonable number of winners; it will be out of 27 participants. I will be getting feedback from the Deans.

Lakshmanan: I would suggest having 2 different tracks, so we can reflect the diversity of research.

Shih: That's a point well taken, but we are ultimately developing the original model. Having more than one track would make the competition complicated. We could possibly launch a different type of competition.

Lee: I was a judge for the last 3MT. It was impressive to see variety of research. The 3-minute length felt about right, because it captured their essence of research. I support this to go on the way it is.

Komaraju: I agree that 3 minutes is a good way of capturing the essence of the study. By including the colleges in the selection process, we feel that the diversity will be encouraged.

Lakshmanan: In the past, what type of research has won?

Shih: I can send you the newsletter. We have a detailed list of all participants.

McCarroll: I am wondering if prospective applicants know about this yet and the colleges have enough time to do the internal competition.

Shih: As I mentioned, the draft is almost ready. We have about 2 and half months until February 18th.

McCarroll: Yes, but do bear in mind most students are not on campus for a large chunk of that time. But, I think it will be helpful if the information gets out.

Shih: We will send out a number of reminders.

Report from Chair:

Shaw: I'm pulling up the charge for the ad hoc committee I mentioned earlier. Does the council look at this as being a fairly decent charge for this committee and would answer concerns that faculty researchers might have? I'll give a little more background on it. We were having a meet and greet, talking about the Strategic Plan, and one of the faculty members brought it up. I have to give credit to the Provost, who thought the Grad Council might help investigate this. From there, it has just evolved. We are waiting for the Chancellor to send out invites to the potential members. Once he does, I will follow up with a meeting schedule, hopefully in the first few weeks of January. I'll be leaning on Gary and Phillip, who are better versed in the area of research.

McCarroll: The makeup of this committee will be very important, because different types of stakeholders have different concerns. I think this is a great process, and something that should have been done 15 years ago.

Shaw: Here is the list of potential members. I tried to get a wide variety of disciplines, as well as some administrators.

McCarroll: It looks great.

Shaw: Is the rest of the council in agreement? Are there any major issues?

Ellsworth: Will this committee just be in charge of investigating where indirects are going or making suggestions on where they should go?

Shaw: 'To investigate options of overhead distribution and develop potential options for new distribution.' From my understanding, we are going to look at our practices, look at other universities, and then try to pull in the best practices that meet our needs. The only thing we can do is propose. Ideally, we would have one or two good options. I would think part of this charge is developing a model for the university.

Komaraju: I wanted to clarify that you may want to add someone from the School of Education, because the person you have under that designation is actually from Health and Human Sciences.

Bu: He used to be in the College of Education and Human Services and now is in a different college. I am wondering if somebody from the STEM Center or who does a lot of grant work within the School of Education that can be added to this committee.

Shaw: We will look for a member from the School of Education.

Ran: Is the committee looking at how much of the funds go to direct projects?

Shaw: I believe that the part about sustainability and survivability would be areas to focus this question towards.

Ran: Are you going to have a survey for the faculty at-large? I think it would be really useful for the committee to know the faculty needs.

Shaw: I feel confident that the committee would be interested in getting this sort of feedback.

Lakshmanan: When looking at the list, I see that only the School of Medicine is represented by a woman faculty member. We need to be more inclusive.

McCubbin: This was exactly my comment. There's an incredible gender imbalance, embarrassingly so.

Kinsel: That's fair. We will go back and make appropriate changes.

Lakshmanan: You don't necessarily need to replace names, but you need to see that there are a sufficient number of female faculty representing this important body.

Report from GPSC:

McKinley: Good morning. We had our last Fall meeting November. Therefore, I have nothing new to report. I would like to remind everyone that we have conference funds available. \$150 for students who are presenting; \$75 for attending. I would like to clarify that the conference funds are meant as a reimbursement. You bring us your receipt and we help you where we can.

Report from Vice Chair:

Lee: Nothing to report.

Report from Dean's Council:

No report.

Report from Faculty Senate:

Rader: We met in November, where we approved 3 members to serve on the Chancellor's ad hoc committee on Enrollment and Academic Excellence. We also approved a resolution to approve the School of Journalism to the School of Journalism and Advertising. We also voted to reject a resolution that included the Pass/No Pass option for undergraduate students. There was a problem with our online voting not making a distinction between a Faculty Senate and non-member, so, going forward, we will be doing roll call voting. We also had a special meeting, where we approved a resolution to award posthumous degrees to the four undergraduate students that died this semester and we discussed the outcomes of the student and faculty forum regarding mental health.

Report from New Programs Committee:

O'Donnell: We have two resolutions today. The first is from the School of Health Sciences and the School of Law. Professor Bu will present this resolution.

Bu: Thank you. This is a resolution to recommend approval of the RME to create a joint degree the Master of Health Administration and the Juris Doctorate, whereas, the healthcare industry is the fastest-growing employment sector in the US and healthcare creates substantial opportunity for health lawyers, and, whereas, a joint MHA and JD degree program will allow students to develop the knowledge and skills to obtain positions across the healthcare spectrum, and whereas, the student will have the option to complete the MHA through an on campus or online format, with online MHA coursework counting against JD distance education credit limit, and, whereas, the anticipated cost will be minimal and associated with admin functions, and, whereas, only positive impacts of the proposed JD and MHA program, with potential for enrollment growth and a minor increase in duties related to marketing, scheduling, advisement and other clerical assistants, and, whereas, both the MHA degree in the School of Health Sciences and the JD degree in the School of Law will continue to exist independently, and, whereas, no other educational units or curricular are affected, and, whereas, assessment of student learning will focus on learning objectives outlined on the Master's syllabi, and, whereas, faculty in the School of Law support the joint degree by a vote of 27-0-0, and, whereas, the faculty in the School of Health Sciences support the joint degree by a vote of 11-0-0. Whereas, the New Programs Committee of the Grad Council recommends support of this RME by a vote of 5-0-1. Therefore, be it resolved that the Grad Council

recommends approval of the RME to create a joint MHA and JD degree between the Master of Health Administration and the Juris Doctorate.

Shaw: Do we have a motion?

McCubbin: Moved

Shaw: Second?

Gingrich-Philbrook: Seconded

Shaw: Do we have representatives from either unit that would like to voice their comments.

McCubbin: The Law School does these joint programs fairly regularly and they benefit both schools.

Davidson: I agree.

Lakshmanan: I know UC Berkeley has something similar to this, but I think it's more open to other schools as well. I think one thing would be to look at other ways of having the JD degree link up with other schools.

Davidson: We actually have quite a few from Social Work to Business to Accounting to Education. We may not do a very good job at promoting them.

McCubbin: In case you all don't know, this is Dean Davidson from the Law School, who has been with us for about a year and a half and is doing an outstanding job.

Chevalier: No only are there graduate program with joint degrees, but we also have joint undergraduate degrees with the School of Law. We do actively pursue these, but I agree that we do not advertise them enough. We'll work on that.

Shaw: Let's take a vote.

Resolution to recommend approval of the RME to create a joint program between MHA and JD passes (21-0-0)

O'Donnell: Next resolution is for an RME to change the name of the Master's degree in the College of Business. Whereas, the current name makes it difficult for potential applicants to find this program, and, whereas, changing the name would likely make SIU more visible in search results, and, whereas, budgetary effects will be minimal, and, whereas, renaming will have no impact on existing staff, and, whereas, no impact is anticipated on assessment and student learning, and, whereas, no equipment or facilities will be impacted, and, whereas, the faculty of the School of Analytics, Finance, and Economics supported the change by a vote of 11-0-2 and, whereas, the College of Business and Analytics Curriculum Committee supported the change by a vote of 8-0-0, and, whereas, the New Programs Committee of the Graduate Council recommends support of this RME by a vote of 5-0-1. There, be it resolved that the

Graduate Council recommends approval of the RME to rename the Master of Science in Strategic Analytics to the Master of Science in Business Analytics.

Shaw: Do we have a motion?

McCubbin: Moved

Shaw: Second?

Bu: Second

Shaw: Discussion?

Sylwester: I'm Kevin Sylwester, Interim Director of the School of Analytics, Finance, and Economics. Our consulting firm we've been working with suggested this change; they think it will greatly help with traffic and web searches.

Lakshmanan: As a linguist, having looked at the impact between language and cognition, labels clearly matter. In this case, it may be a positive. But, I want to make the point that labels do matter.

Shaw: Let's call for a vote.

Resolution to recommend approval for the RME to change the name of the MS in Strategic Analytics to the MS in Business Analytics passes (22-0-0)

Report from Research Committee:

Chu: I don't have anything to report now, but I will call for a meeting early next semester.

Report from Program Review Committee:

O'Donnell: Nothing to report.

Report from Educational Policies:

Gingrich-Philbrook: The first resolution is for GRE and fellowship process, which we discussed in detail last time. This is a resolution that comes out of conversations with Rose Moroz and Crystal Harris. But, in order to implement the end of the requirement for the GRE for the next round of fellowships, we need to communicate with the Grad programs directors and do a careful review of relevant documents to make sure that there's nothing in the weeds that would indicate requirement of the GRE.

Shaw: Do we have a motion to accept the resolution?

McCubbin: Moved

Shaw: Second?

O'Donnell: Seconded

Shaw: Discussion?

McCarroll: Do we need to go the full route to prohibit the GRE as part of a holistic application process for all departments? We also need to decide if we are going to extend this to all subject GRE test. It is not clear in the language.

Bu: Is this permanent or temporary?

Gingrich-Philbrook: Permanent in the sense that we don't intend it to be temporary. I'm intrigued by the idea of the specialized tests. I do think that the action step in the resolution is specifically about the fellowship review, so it wouldn't prohibit the use of those tests for admissions by departments. It just means that we don't require the GRE for fellowship review.

Bu: So, this has little to do with the admission of grad students? Because, that's program specific, I think.

Gingrich-Philbrook: The resolution doesn't impact this. The Grad School doesn't require the GRE for admission. This just operates on the fellowship application.

Boulukos: I wanted to suggest that we should at least send out a message that asks units to check their own websites regarding fellowships and admissions, because, as a former grad director, I know that was kind of the first point that our applicants looked at. We had a listing saying that we require the GRE long past the time that we actually require it. Maybe the Grad School could send out a message to all grad directors. I'm glad we're doing this.

Gingrich-Philbrook: Should we add your suggestion to the formal resolution?

Boulukos: I was just practically trying to make sure that the Grad School thought about this. I don't think we need to change anything in the resolution.

Komaraju: I just want to share some contextual information for the council to keep in mind. Sometimes, a student may not have a strong GPA, so inclusion of a standardized test, as an 'or', gives another option for a scholarship or admission.

Ellsworth: I have the understanding that the last paragraph refers to fellowships exclusively but it doesn't explicitly say that.

Gingrich-Philbrook: Yes, we can do that. Speaking to the Provost's comment, I was one of those students who was helped by the GRE. But, at the same time, if GRE data is there, committees

go to it first. Maybe, we can add that the GRE isn't required, nor is it given primary consideration.

Komaraju: My point is that if the GRE is eliminated, some students are not benefitted. You want to be as inclusive as possible.

Shih: We are talking about standardized testing in general. Should we change the wording to include tests like GMAT and MAT?

McCubbin: Are these tests considered for fellowships?

Shih: In the Grad Catalogue, 'standardized tests' are indicated.

McCubbin: We may need to change the language to say something like 'if the student chooses, the GRE may be included'.

Gingrich-Philbrook: In communication with the grad directors, we can indicate this. The impetus from the Grad School and the thinking about the GRE I don't think necessarily pertains as immediately to some of those other tests, which may be based more on quantitative reasoning- and should maybe be explored separately.

Lakshmanan: As mentioned, it should be stated that the inclusion of the GRE comes from the students. If departments impose this requirement, we are back to square one.

Gingrich-Philbrook: I have revised the resolution to include that the request to include to GRE can only come from the student.

McCarroll: If the onus is on the student to request the GRE, doesn't this get into gamesmanship?

Gingrich-Philbrook: We want to make it possible for students who maybe had a difficult GPA to have the GRE considered, but not make it a requirement for all.

Boulukos: I think we should vote on the resolution now.

McCubbin: Are you referring to the original attachment or the amended one?

Boulukos: The one with the amendments. I think it's acceptable in its current form.

Shaw: Let's vote.

Resolution to recommend approval of the RME to eliminate any requirement of GRE scores in the fellowship application process passes (16-0-2)

Gingrich-Philbrook: The second resolution comes from conversations with GPSC and its grievance committee, and it is meant to resolve the issue wherein a faculty member with whom a student had a grievance was a decider on the grievance at higher levels. For example, if that faculty member was a program director, chair or dean. The primary change, to avoid a conflict

of interest, is to move up one level of administration if a faculty member indicated in a grievance also occupies an admin position.

Shaw: Motion to accept the resolution?

McCubbin: Moved

Duncan: Seconded

Shaw: Any discussion?

Shaw: Hearing none, let's vote.

Resolution to revise the graduate student grievance process passes (17-0-0)

Research Spotlight:

Bu: It is my pleasure to introduce two of my colleagues, Dr. Peter Nelson and Ms. Kombe Kapatamoyo. Dr. Nelson is an Assistant Professor of Curriculum Studies in the School of Education. He arrived at SIU after completing his PhD at Michigan State in May 2021. Before grad school, Dr. Nelson taught 3rd grade, middle school, and high school in Chicago. His empirical and conceptual research has been published in peer-reviewed journals, like the Journal of Curriculum and Pedagogy, Theory and Research in Social Education, and the Journal of Curriculum Theorizing. In general, Peter is interested in using a wide range of qualitative methods to explore the effective dimensions of curriculum and teaching- how curriculum is understood, lived, and experienced, as well as how the inner lives of teachers bear attachments to particular texts, fantasies and futures. Peter's current research investigates how certain discourses about what teaching live can and ought to be like, and how the discourse is produced and circulated.

Ms. Kombe Kapatamoyo is currently a PhD candidate in Public Health. With a deep passion for teaching others, Kombe is committed to being an educator through various means, such lecturing, researching, podcasting, and guest speaking. Her experience working with diverse communities, such as in Africa, South America, and the US has instilled in her the ability to play a role in bridging gaps in such spaces. She is interested in community development, self-advocacy, mental health, and the social determinants of health. Kombe works on enabling others to find their own voice, approaching health in a holistic manner and improving health outcomes for individuals experiencing mental health challenges. Kombe holds a Master of Public Health and a Master of Arts in African Studies.

Nelson: Thank you, Dr. Bu. I'll start by telling you a little about myself. I'm from Maine, Bangor to be exact. I moved to Chicago when I was 18 to attend university. I ended up staying in Chicago for 12 years, earning a Master's in Education at Northwestern and teaching 3rd grade before teaching middle school and high school Social Studies and English. I left in 2016 to start

my doctoral studies for a number of reasons. I was burned out from the teaching life I was embodying. It wasn't sustainable and I struggled to maintain the pedagogical practices that led me to teaching in the first place. These issues of a teaching life are what led me to grad school: what it is to be a teacher, what it can look like, what it can feel like. My research invokes a few different fields: Curriculum Studies, Social Studies Education, and Teacher Ed. I use a range of methods in my work, from phenomenological studies of lived experiences, ethnography, and humanities-oriented methods to conceptual approaches that draw from History, Comparative Literature, Philosophy, and Cultural Studies. In this way, I'm aiming to realize the interdisciplinary potential that's inherent to fields like Social Studies. Broadly, my research is interested in the affect of realm of Curriculum and Instruction. I'm not juxtaposing the affect with cognitive, because, as my work shows, this binary can be misleading. Indeed, we feel before we think, and I'm interested in how a Social Studies teacher feels about, for example, the past. Are their feelings brought to bear in their work with their students? My empirical dissertation study, which I defended in May, was entitled 'Affect in Social Studies Teaching'. Two recent publications of mine used new materialist theories to theorize a Social Studies curriculum that's less anthropocentric. By this, I mean how Social Studies- probably the most human-centered of school subjects- might expand its bounds of inquiry. In this sense, the 'social' in Social Studies includes the non-human because of what troubling, top-down human sovereignty might teach us about entanglement and our responsibilities to one another. Right now, I'm working on a handful of articles, conceptual and empirical, and I'm also preparing to conduct my first empirical research study as SIU faculty, which is really exciting. Kombe and I will be working on that project next semester. The particulars of that study are still coming together, but our general aim is to extend, by recent theorizations, the new materialist Social Studies curriculum. Our empirical study will explore how teacher candidates at SIU both conceptualize and engage with a particular set of what may be called 'vibrant matter'. So, it's a curated collection of historical artifacts and local history of Southern Illinois. Another article I'm really excited about stems from a qualitative study I conducted with four teachers. This paper explores how four teachers, ranging in classroom experience from 2 to 15 years, embody diverse teaching lives that, while not perfect, provide glimpses of what livable, joyful teaching lives look like and feel like. My article connects those findings to how teacher educators talk about teaching lives to teaching candidates. The last project I'll mention is a conceptual piece that uses humanities-oriented research methods, position Richard Power's recent novel 'The Overstory', as an affective aesthetic test that offers alternative visions of what our relationships with the non-human can be. I discussed the curricular and pedagogical implications of these visions. I want to give a quick plug that is also an invitation to you all. We have what we're calling a Critical Studies Reading Group in Wham. We meet each Thursday from 2 to 4 to discuss a text, whether that's an article from Cultural Studies, a short story or a film. If you would like to join, come to Wham 321 and reach out to me, so that I can put you on the mailing list. Thank you, everyone. I'll hand it off to Kombe now.

Kapatamoyo: Good morning, everybody. I'm a PhD candidate in the School of Education and I'm focusing on Public Health. I'm going to share my dissertation research. My topic is 'Attitudes, Beliefs, and Strategies of African International Students towards Mental Health.' The need for this study stemmed from a few things. I was combing through the literature and I realized that there was a very huge gap in how this population of student is regarded in regards to mental health and how their beliefs, attitudes and experiences influenced their mental health. There's also a lack of mental health services that cater to their needs, specifically regarding their cultural awareness and how their experiences can be modeled. I've also realized that African international students are not very keen to seek mental health services. I'm hoping that this study helps to influence a community here on campus and the public health field to help see how we can address this issue. My theoretical background is hinging on the Constructivist Paradigm, in which individuals actually build their own experiences on what their worldview is like. I'll also be using the Health Belief Model, which looks at how an individual perceives a certain condition or disease, which, in turn, affects their behavior towards addressing that condition or disease. I have four research question, hinging on the beliefs that the students have regarding mental health, and if studying in the US affects and influence their mental health, as well as their strategies to address any mental health problems that may arise. Currently, I am in the analysis stage. My research is qualitative in nature and I am using the narrative case study because I really want to get information from the students and how they really view mental health. I used focus group discussion and individual interviews. Beyond choosing African international students, I also specified that the participants be single, because I believe that (lack of) social support is a component that would influence their mental health. After analyzing the data, I'm going to get the results and interpretation and planning to defend next year in the Spring.

Shaw: Thank you for your presentations. If there are no further questions, we can adjourn.

Meeting adjourned at 10:10 AM