

Graduate Council 2021-2022

November 4, 2021

Members present: Iraklis Anagnostopoulos, Amaka Anaza, Kristen Barber, Randy Burnside, Phillip Chu, Buffy Ellsworth, Craig Philbrook-Gingrich, Usha Lakshmanan, Junghwa Lee, Liliana Leticariu, Ruopu Li, Adrienne Long, Matt McCarroll, Trish McCubbin, Caleb McKinley, Rachel Nozicka, Ed O'Donnell, Kyle Plunkett, Bethany Rader, Thomas Shaw, Breanna Whitley

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

Proxies: Heidi Bacon (Lingguo Bu), Ryan Netzley (George Boulukos)

Guests: Grace Gunn, Dick Kelley, Wago Kreider, Issac Lausell, Isiah Overton, Sheila Simon, Chris Walczak

Meeting began at 8:02 AM

Shaw: Good morning. Corrections to the previous minutes?

Corrections were given

Shaw: Motion to approve the minutes?

O'Donnell: Moved

McCubbin: Seconded

October minutes approved (15-0-0)

Remarks from the Chancellor:

Lane: Good morning. This fall, we're focusing on the Southern Illinois Swarm; let me tell you a little bit about that. That was a commitment to focus directly on our region, as it relates to recruitment. We really want to make sure that superintendents, principals and teachers know that we are focused on trying to keep students home; we want to be a first-choice university for them. This fall, we had a 4.5% increase in the freshman class. Graduate enrollment was up 1.3% and transfer enrollment was up as well. There're really good signs, but there's so much work to do in this area. We will be having a professional development event on November 10th. Our deans, faculty, and recruitment staff will be attending. It's a working day to set start targets on enrollment, whether that's undergraduate, graduate, or international. You've probably heard

about the SIU Takeover in Chicago that was a few weeks about. That was a great event because it was action-oriented. We signed agreements with Harper College and Oakton College. We met with Chicago public schools as well. We want to create pipelines. We've partnered with the Illinois Community College Board to allow students who aren't able to come to Carbondale stay where they are for their last two years. These students are often non-traditional, wanting to complete a 4-year degree, but can't uproot their families. As you know, our main goal is to take care of our students. We've had a few things happen this semester that have been very challenging. We've had a shooting right out of the gate that was just a senseless murder of one of our students, who came down with hopes and dreams of starting her life here; it's a devastating loss. Our students are still trying to get through this. We just had another shooting off campus. In this case, there were no deaths, but it was still a traumatic experience. We are working very closely with the Carbondale police. Next week, we are going to have a Saluki Care Day. We are going to have a lot of ongoing activities that day that promote physical and mental well-being, including yoga and bike-riding. Later, in the evening, we'll cap the day off by going to the basketball day at Banterra. We need to be mindful, heading in to the holidays, that this time of year is not joyous for everyone. Another effort related to this is the campus night walk on November. Myself, the chief of police, the provost, student leaders and participating faculty and staff will walk the campus and identify areas that may be a little too dark. On a final note, we have a lot of searches out there. We have the Vice Chancellor for Research and Dean of Graduate School search ongoing. We are close to hiring a CIO. The Vice Chancellor of Student Affairs will be announced soon.

Questions for the Chancellor:

McCubbin: I have two things. These topics build off of the conversations happening in the Law School yesterday, but I think they may be of interest to the Grad Council. One is, when one of the students spoke, she mentioned DSS. I'm not disparaging DSS, but I ask you all to think about them. They may be doing some good work, but there's also need for improvement. Also, you hinted yesterday about the salary compression and equity issue and there's an inquiry going on. Could you give us an update?

Lane: Yesterday, as Trish mentioned, we had a student, during the open forum discussion, highlight some things that needed to improve within DSS. We took that information and reached out to DSS. We need to make sure we are providing reasonable accommodations and coordinating them. The new Vice Chancellor of Student Affairs has a lot of experience in disability services, so we'll be making changes across the board.

On the Listening and Learning tour, I heard about folks not being compensated appropriately, as it relates to their counterparts on campus; it's an internal equity problem. I had HR put together a salary survey to see if we have salary compression and internal equity issues, and we do. To give an example, we may have an AMP staff member who's been here 10 years and

makes 50K and a new AMP member making 55K out of the gate. Through the Budget Planning Committee, we've put together last year, we are making the data public. We will look at job classifications, salary ranges, and monitoring and controlling offers. We are looking at a three-year project to get everyone who was compressed equal to where they need to be. There's a lot of work that needs to be done. We like to get a portfolio out to people that lists their job classification and salary range; a lot of people do not know this information.

McCubbin: Thank you. This work goes a long way in boosting morale.

Remarks from the Provost:

Komarraju: Good morning. I have a few updates. We are keeping busy with ensuring compliance in accordance to the Governor's Executive Order. We get a list of those people every week who have not done the testing. We are also following up with people who have not completed the ethics training. We are also in the middle of Spring registration, which happened last week. We are doing our best to get 90% of our students registered by the middle of December. To achieve this, our advisors are reaching out to students who have not registered, and students are seeing a pop-up when they access Salukinet. Registered students are being entered into a weekly drawing that awards a \$500 book scholarship. In addition, we have a friendly inter-college competition, to see which college gets the highest percent of registered students by December 15th. In terms of our searches, the ads for the deans for the College of Liberal Arts and the College of Arts and Media are posted. The deadline is the Tuesday after the MLK holiday. We are also in the process of selecting permanent school directors for the last of the 13 schools. We are also doing a national search for the director for the Extended Campus, which we are renaming to the Global Campus. We have ongoing internal searches for the University Core Curriculum Director, that will be launching shortly. For the professional development next week, we have 150 invitees, which includes all the deans, academic advisors, recruitment and retention coordinators, as well as other stakeholders. We will also have a student panel during lunchtime, where our freshman students will share how they heard about SIU, why they came, how the transition has been, and what we can do to retain them. The purpose of this workshop is to look at what we've learned from our fall 2021, including best practices and areas to improve upon. Each of the colleges will identify their own targets. On the retention side, we have three aspects: what we could be doing to ensure that our Fall 2021 students come back next year, looking at retaining all of our continuing students, and looking at our 4 and 6 year graduation rates. On October 11th, we had an open house, with 150 attendees. In the following weeks, we are hosting prospective students from Chicago and East St. Louis. We had a SIU Day, with over 400 area high school students, who spent the day with us. For an enrollment update, we are up in every category expect for transfer on campus students. For first time freshman, our applications are at 5129, which is 37% higher than same time last year. For on campus transfer students, our applications are up 12%, but our admissions are down

21%. Our off-campus numbers are where the growth is at. We are seeing a 49% increase in applications and 26% up in admissions. For graduate students, we are up 14% in applications and up 9% in admissions.

Questions for the Provost:

Netzley: Can students reply back to the registration text?

Komaraju: Students are told to contact their academic advisor. They can respond directly to their advisor's email.

Remarks from the Vice Chancellor for Research:

Kinsel: I have a few announcements. I hope you were able to see the NASA Challenge award that was given to Dr. Hamilton-Brehm, Dr. Jayakody and Dr. Anderson. This was a very competitive award competition. We had some faculty here that participated in the SIU System awards. There was the Illinois Innovation Network Conference in sustainability research a week ago; we had three groups from SIU participate. We went through an inspection given by the organization that monitors our animal use and research-and we passed with no probations or no mandatory recommendations. We were given a few minor recommendations. Finally, the Foundation Grant requests for proposals will be coming out shortly; keep your eyes open. The due date for the applications is January 14th. The REACH Awards will open on December 6th.

Remarks from Associate Dean and Director of the Graduate School:

Shih: Good morning. I have a few updates. This month, the Grad School has 2 important workshops. A few days ago, we held a funding workshop, which is designed for senior undergrads to learn more about the funding opportunities. I would like to thank the 12 speakers from various offices, including Dr. Kinsel, GPSC, Financial Aid, Hispanic Research Center, Black Research Center, and Women's Research Center. We have another workshop coming up on fellowships. This will focus on the process of fellowships. November 5th is the deadline for initial paper submission for fall graduation. November 12th is the deadline for final submission. Starting from early October, the grad school team has been holding a series of meetings with the Grad Studies team by college. We've held 10 meetings and have 2 more to go. The primary purpose for these meetings is to maintain communication between the academic programs and the grad school and exchange ideas on what we can do better. We'll be sending out feedback forms. I've been working with the Ed. Policies Committees on changes to the graduate catalog and grad school operating papers. On the catalog, we are working on the number of committee members, because there is no reference to the maximum number of

outside committee members. The other change is having to do with removing the standardized test from the fellowship application, because the grad school doesn't require any test for admission, so there's an issue here. It's not a level playing for students in programs that didn't need a test to be admitted into their program.

Questions for Dr. Shih:

Netzley: Why isn't the fellowship requirement something you can just waive? The GRE requirement is with an 'or'.

Shih: It is specified in the catalog that a test score is needed for the fellowship. I can't simply waive.

Netzley: The actual requirements for eligibility don't require the GRE. Given that this is the case, what's the policy that makes you go through the process to remove it? The GRE requirement is written as an asterisk. I know what's in the catalog, but I'm talking about the fellowship description and eligibility itself. Is that written somewhere else that requires a committee to remove it or something you can do today?

Shih: We've been looking at the criteria statement. We're going to be doing a holistic consideration on how we can make necessary change.

Komaraju: I'm curious whether we need to align what's in the catalog with what's in the eligibility part. Is that the question?

Shih: Yes, that's what the team and I are looking into.

Chevalier: There's no specified policy. So, it's practice and what the criteria is for the award. You can look at the criteria as something that is determined by the grad school.

Netzley: At some point, someone decided that we are still going to require the GRE, despite the fact that it's not part of the eligibility component. I'm simply asking that if there is no policy that requires the GRE, why do we need a team to make this change?

Lakshmanan: I agree. I see this policy as very contradictory. Some students are not considered at the department level, given that they do not have a GRE score. I personally agree that it doesn't make sense to require the GRE for fellowships when it is not required for admission. And I don't think we need a committee to make this decision.

Shih: That's why we are meeting as a team. In the past, from programs that don't require the GRE or GMAT, we look at other substantial academic performance record.

Lakshmanan: I think we have to decide whether we accept the GRE or not.

Gingrich-Philbrook: I asked Rose Moroz to help identify places where language relating to the GRE would occur. The concern is that if we don't remove the 'or clause' and we accept the premise the GRE is biased, the 'or' still provides a backdoor to the historically privileged groups.

Shaw: Ed Policies is working on these issues at this time, if I understand. Hopefully, we'll have a follow-up soon.

Lakshmanan: I think we should make a decision right now, at least before December. If we wait until Spring, we'll still have the same situation.

Shaw: Maybe we could come up with a resolution for December, but it would be too cloudy to decide right now. What's the opinion of the body?

McCubbin: Agreed. We as a body can't address this at this very moment.

Netzley: What Craig is describing is a long-term process of eliminating the GRE as a metric in the catalog-and I agree, that takes time. I am looking at a fellowship document that is requiring something that we actually don't require. I'm not sure why this would require a graduate council vote. This is different that what Craig is trying to do.

Shaw: Correct me if I'm wrong, but it's an administrative document that originated from the Grad School.

Netzley: That's what I'm asking. If it's just an administrative add, you change it right now.

Shaw: Do you have this information, Stephen?

Shih: I have to look into this one.

Report from Chair:

Shaw: I'm going to turn it over to Trish for the research spotlight.

McCubbin: I'm going to introduce Adrienne Long and one other person who has joined us. Adrienne is one of the Law School's accomplished students. She is in her third and final year, which means she's graduating in May and taking the Bar Exam. She graduated from SIUE in 2017, with a degree in Political Science. She is from a small town from Winchester, Illinois, and, after she's done with the Bar Exam, she plans to move to Texas to pursue a career in transactional law. Today, she's going to talk to us about a very interesting topic that she's writing in a seminar with my colleague, Professor Sheila Simon. Sheila, can you give some information about your seminar?

Simon: The class I've been teaching this semester is a seminar on slavery, race, history, and law in Southern Illinois. It has been the best class I have ever taught. It's been a fascinating examination into our own history and legal system and the past is affecting the present.

Adrienne has been one of the amazing folks in the class who has looked at her own hometown of Winchester in a bigger historical context. Adrienne and her classmates have blown me away with their papers.

Long: I wrote about 'Sundown Towns', which I remember hearing about in my hometown of Winchester. We typically think of the south being racist, but the north had Sundown Towns, which you may have never heard of. I didn't find a lot of research, because nobody wants to talk about the racist history of America. A Sundown Town meant that only white people are allowed after sundown. They started to emerge at the turn of the 20th century. When I moved to Winchester in 2007, I was told it was a Sundown Town, so I would argue that they still exist today. The purpose of these towns was to allow for African Americans and other minorities to work in the town, but not be actual citizens of the town. Anyone in the town after sundown who was not allowed to be were run out of town or killed. I found one author from Illinois who worked for 2 decades on sundown towns. He actually found 500 sundown towns in Illinois, which accounts for 70% of Illinois. These were either actual ordinances or unwritten rules. Given that these towns existed post slavery and segregation, what was the reason that white Americans tried to keep minorities out? The only answer I was able to come up with is bias. I think implicit bias is the issue here. Implicit bias is a bias that is held but not consciously recognized. I think implicit bias is being passed down throughout generations. I want to now a little about Southern Illinois and Winchester. There's a famous story where a reporter sits down at a bar in Anna and a patron asked 'Do you know what Anna stands for?' I moved back to Winchester after living in Las Vegas and I was confused why everybody there looked like me. One of my friends in Winchester, when I was 12, told me it was a Sundown Town. But, it was not something I learned about in school. Something I've heard is that there's a photo of KKK members standing outside of the high school. I haven't been able to find it yet, but I'm going back home to look. I've also heard that the ordinance is still on the books. If this is the case, I want to go back home and get it overturned. When we can do now is not erase our history but denounce our past and apologize for it.

McKinley: This is a really important presentation. I'm from Southern Illinois. My hometown is Harrisburg and I'm one of a handful of black people in that town. I was told not to go to Benton, Anna, or Eldorado. This is very real for me. Eldorado didn't take their sundown town law off the books until 2007.

Long: I'm going to write that down.

McKinley: You can also look at Herrin and Carterville, because they were both Sundown Towns.

Burnside: You suggested that implicit bias was the problem, but I would disagree. I think it's explicit; I think they want you to know that you're not welcome there. They make it clear they don't want you here. I've had a middle school kid who played sports games in other towns, and you get the impression pretty quickly that they don't want you here and are happy to see you leave.

Lakshmanan: We need to look within our university because a lot of the people who work at SIU live in these towns.

Ojewuyi: I wonder if the sundown concept is now applied to certain neighborhoods within towns that we do not consider sundown towns. My first week here, my mailbox was egged twice. Even in Carbondale, there are neighborhoods that I don't feel safe driving through.

Lee: We have Dr. Christopher Walczak from the School of Music. He is an assistant professor of music theory and composition and holds a Master's from the University of Wisconsin-Madison and a doctorate from Rice University. His music has commissioned, performed and recorded in numerous orchestras ensembles. As a music theorist, Dr. Walczak specializes in transformational networks and synthetic tonalities.

Walczak: Thank you for inviting me. I'm a music theorist, but I'm primarily a composer of music. Today, I'll be presenting a piece I composed last week for Dr. Christopher Butler, who is Professor of Percussion at the School of Music. The piece I'm presenting is from a wonderful collaboration from him. From a research standpoint, this piece was conceived from while I was experiencing along two areas of specialization: digital manipulation of spectral data and cognition and perception of musical material within what's called rational reconstruction of the tonal system. The title 'Tricentric Space' refers to the piece on a number of layers. (*Plays the piece*)

So, the first level of tricentricity in this piece is the gravity of the three unique percussion instruments: vibraphone, marimba, and a conga. Every electronic sound that you heard was derived from one of those three instruments, by use of the spectral data as well as time stretching the digital frames. Modern software allows us to tamper with the digital software, so that a vibraphone note can become a long, sustained tone. The result is that the digital sounds grow organically from the acoustic sounds from the manipulation of the spectral data. The second level has to do with the pitch content; it relies upon what is known as rational reconstructions of the tonal system. These reconstructions were pioneered by a group of Princeton professors in the late 60's and 70's. The question is whether people can hear non-tonal music in the way they can hear tonal music if certain abstract attributes of tonality were upheld. I think the answer is 'yes'. If a tonal pitch system which informs music making has essentially its deepest structures swapped out, will music still be cognized and recognized like the natural tonal music gives? I think this is true music theory in research.

Lakshmanan: As I understand it, you are making the manipulations incrementally. I was wondering if you have any thoughts or have done experiments on categorical perception, like in Phonology. Usually, there is a boundary where certain stimuli are perceived as one or the other.

Walczak: As music teachers, we have students who take things in more differently. We have to note that musical intelligence is a separate and recognized intelligence. We are just now starting to test the perceptive abilities. What we are finding is that this all depends on how well

the composer did upholding the kinds of things that tonal music does. If it's done well, the threshold is passed.

Shaw: Thank you for your presentations. I hope you were able to look at the resolution I sent last night. The Undergraduate Student Government has a resolution in support of the Pass/No Pass grading. It's asking for our support in this resolution. What are your thoughts?

McCubbin: When was this sent to you?

Shaw: I got it Wednesday evening. I had one sent a week prior, but I didn't see it. I was thinking that due to the time constraints, it would be better to act upon it now. Any comments?

Lakshmanan: It looks like they want to keep the option we had in the spring.

Shaw: Yes, they are asking for a continuation of the Pass/No Pass.

Lakshmanan: I have no problem with this. We are not out of the woods, in some sense.

Burnside: I disagree completely. I think the time for this option is over and we need to get back to standard practice. There can always be a justification. For example, when a student's parent dies, do we give them this option? At what point do we try to get back to normal? This option will hurt students long term, when it shows up on transcripts.

Whitley: As a graduate, I want to express my support for this resolution because of the issues mentioned earlier. Students are facing extraordinary times in their lives. GPSC did recommend changes to the language that explicitly states how a student may be affected in the future if they opt for this.

Lakshmanan: As a recall, I did ask last semester if we have numbers for how many students opted for this. It seemed that the number wasn't very high. I don't recall if we got a specific number.

Ellsworth: I wanted to say that I agree with everything Dr. Burnside said.

McKinley: The version you are seeing is the latest version that had some edits made to it. Isaiah Overton, the president of USG, I've asked to rejoin the meeting to make some comments and answer questions. GPSC supported these edits. There's an issue with CAPS not having the personnel to support the number of students in need of these services. This, in part, inspired the resolution.

Overton: This pandemic has hurt all of us-students, faculty and staff- and we need to know that we are supported. We drafted this document with the Pass/No Pass, because a lot of students were withdrawing, because people are not connected to their campus or classes. Since the document has passed USG, we've been working with administration on different parts of it. We've started to speak to CAPS. The university has agreed to have one mental health day this

semester and another few maybe next semester. The GPSC recently approved the bill. The Dean of Students also signed on to. I'll be willing to take any questions.

Barber: I personally provided the Pass/No Pass option to a lot of students over the past year and a half. I find that I have to remind students throughout the semester that this is an option. I don't feel like it affects motivation in a course, but rather provides support for students that are struggling. As far as the perception down the road, I believe the context Pass/No Pass was given in is understandable.

Chevalier: I want with the statement made that CAPS doesn't support our students. I had a school director call me in panic over CAPS, so I immediately pulled the CAPS director Jamie Clark into a Teams meeting and she talked about the various places that students could access mental health counseling, both in the residence halls and the SSB. If we put out the statement that mental health counseling is not available, students will think that it's not available. I would encourage this council to let Jamie Clark give a presentation, so we can better support the story we're providing and the support our students need.

McCarroll: I wonder if the Pass/No Pass is the right thing to address these types of issues. We still have mechanisms for individual cases, like incompletes and administrative withdrawals, when students can't finish a course.

Overton: That statement is not saying that CAPS is doing a terrible job. CAPS, however, can't provide ongoing care right now. They have a waiting list for seeing a scheduled counselor for week to week. Also, there are not enough employees. We are working with the university to fix this. Touching on the withdrawals and incompletes, those are two options. Personally, I don't like the withdrawals, because there is a high chance that those students will not come back. I love the incomplete option, but professors and students don't know about it. A lot of professors are not going to offer that up to students. This resolution is not just a CAPS issue, but an academic affairs and student affairs issue.

Plunkett: Was there any research into other universities that are doing this for Fall 2021. From my quick search, it looks like everyone has moved on from this option.

Overton: The Provost has spoken to other universities about the Pass/No pass and she said within the state system, SIU is the only school to have this the pass three semesters. But, Jamie Clark has done a presentation, and she has showed that SIU has a lot more mental health issues than most other universities across the state.

Lakshmanan: I want to touch on incompletes. The university guidelines clearly say that incompletes are given only when there is only one missing requirement. So, there is a difference between incompletes and the Pass/No pass. Also, we haven't been talking about what it means to 'pass' a course.

Barber: I appreciate this comment, because incompletes are given to students who would otherwise pass the class. In my cases, I prefer to work with the student through the course,

because incompletes have to be completed; we can't assume that the students would be under a better situation to complete the course on the second attempt. Also, I've been teaching a graduate course on teaching. We've been reading a book called 'Ungrading' which is a challenge to grade more flexibly and creatively. We can still be a research university and employ these practices.

Shaw: Do we have a motion?

Lakshmanan: Moved

Barber: Seconded

Shaw: Any discussion?

Burnside: Do we have enough people to have a vote?

Shaw: Yes, we have a quorum.

Plunkett: I haven't had a chance to talk to any of my constituents, so I'll be voting 'no'.

Resolution passes (12-8-1)

Report from GPSC:

McKinley: Our president set up a pride rally, because of LGBT History Month. Recently, the quad in front of Faner has had a homophobic minister harassing students. Students came to GPSC and Diana, and she organized a pride rally. There was a massive turnout.

Report from Faculty Senate:

Rader: We had a relatively short meeting last month where we approved an RME to change credit hours for admission of transfer students from 24 to 12. We affirmed candidates for the Ad Hoc Committee on Enrollment and Academic Excellence, as well as candidates for other university-wide committees.

Report from New Programs Committee:

O'Donnell: We are currently evaluating an RME from the College of Business and Analytics and should have that done next week.

Report from Research Committee:

Chu: No report

Meeting adjourned at 10:39 AM