Graduate Council

March 4, 2021

Members present: Randolph Burnside, George, Boulukos, Phillip Chu, Saran Donahoo, Otis Duncan, Buffy Ellsworth, Themistoklis Haniotaksi, David Iacono, Karen Jones, Usha Lakshmanan, Junghwa Lee, Liliana Lefticariu, Ruopu Li, Adrienne Long, Matt McCarroll, Trish McCubbin, Caleb McKinley, Grant Miller, Marc Morris, Rachel Nozicka, Julie Partridge, Kyle Plunkett, Yuhosua Ryoo, Thomas Shaw

Ex-Officio: Scott Collins, Lizette Chevalier, Gary Kinsel, Meera Komarraju, Stephen Shih

Guests: Randall Auxier, Frank Liu, Olusegun Ojewuyi, Justin Schoof, Tao Zhang

Meeting started at 8:02 AM

Morris: Good morning. Corrections to the minutes?

Corrections given

Morris: Motion to approve the minutes?

Moved

Seconded

Minutes approved (16-0-0)

Remarks from the Provost:

Komarraju: Good morning, everyone. I have a few items to cover for today. The first pertains to the current Spring semester. The Provost's Office has been receiving queries from students regarding whether we will be allowing for the Pass/No Pass grading policy. Some reasons being cited for extraordinary challenges include home obligations and lack of resources for the online format. For Fall, we are planning to have a traditional semester with masks and the appropriate safety guidelines. We need to clarify our plans especially for prospective students, who will be making their decisions based on what we tell them. Our plan is in line with many universities. Plan B, however, will defer to the instructors' preferred modality.

Other updates pertain to the reorganization. There are 8 RME's that are in progress; some have reached the Faculty Senate and some are on the way. The RME's are for (1) Physics and Applied Physics, (2) Theater and Dance, (3) Languages and Literature, (4) Anthropology, Political Science, and Sociology, (5) Journalism, Advertising, and Communication Studies, (6) Africana

and Multicultural Studies, (7) moving ITEC to School of Computing, and (8) Forestry and Agriculture. The dean searches for the newly-formed College of Agricultural, Life, and Physical Science and College of Health and Human Sciences are in process. On a note of good news, the Chancellor has approved a recruitment position for the Graduate School; this individual will work closely with all of the graduate programs and School of Law to help yield more graduate applications and admissions. Lastly, I would like to talk about some of the efforts we are putting in regarding increased enrollment. Every Thursday, all those heavily involved in recruitment meet to share tips and best practices with one another. In terms of enrollment data, we have an upward trend in first-time, full-time freshman applications, with 8494 apps; this is a 13.6% increase from the same time last year. Our admitted students are 15% higher than same time last year, with 5925 admissions. While this is good news, our aim is to yield as many applicants as possible. Last year, our yield rate was 23%. The national yield rate is 30%, so there is room growth. In terms of graduate student applications, we are flat in comparison to same time last year. Our grad admissions are currently 4% higher than last year. In terms of transfer student numbers, we are doing better off-campus than on-campus. Our on-campus numbers have been doing better as of recently, but we are still not trending in a positive direction compared to last year. We were showing a double-digit decrease, but, right now, we are at a 4% decrease.

Questions for the Provost:

Shaw: Will there be restrictions on classroom size for the Fall?

Komarraju: Plan A is a typical semester, but with masks. Plan B would copy what we have done with this semester and last: any class capacity over 50 students will automatically be online.

Schoof: In speaking with students, I have found that there are two groups of preferences. The majority want to return to a normal format, but some-maybe 20%- like the way we have it now. I hope that there is a plan to accommodate all of our students, not just the ones that want to be on campus. I do worry that some students may choose not to return if we aren't accommodating for either preference.

Komarraju: We are modeling Fall 2021 plans on the Fall 2019 semester. All courses designated as online courses will remain online, while all on campus courses will be face-to-face. We are not taking away online courses all together.

McCubbin: Will you require students to be vaccinated before they come on campus?

Komarraju: Anyone in the residence halls for this semester had to be tested.

McCubbin: I'm asking about vaccination requirements pertaining to all enrolled students.

Komarraju: We are still discussing this.

McCubbin: Will the faculty have input on this decision?

Komarraju: I'll get back to you on this.

McKinley: Will the in-person classes be mandatory, or will there be an online option?

Komarraju: The option for preferences will be Plan B.

Haniotakis: Recently, I heard that faculty members will be teaching up to 4 courses, depending on their research performance. Will research performance be judged on last semester or the last several years? Also, when we look at the number of courses faculty teach, shouldn't we also be looking at the number of students enrolled per course? In my experience, it's completely different to teach a large class vs small class.

Komarraju: In general, the deans do the workload assignments. The expectations differ per units. Judging whether a faculty member is productive in research or not is also based on the unit. These discussions are always ongoing. The class size does not factor into workload assignment; number of credit hours determine this.

McCubbin: I heard in passing that the Chancellor is conducting a salary study. Do you know about this?

Komarraju: I don't have many details, but I know that the Vice Chancellor for Finance and Administration is looking at it.

Morris: I haven't heard a lot about sporting events in regards to the upcoming Spirit Week.

Komarraju: We will be weaving in a list of athletic events to the schedule.

Remarks from the Vice Chancellor of Research:

Kinsel: Good morning, everybody. First, I want to mention that we've received 32 applications for the REACH Awards. The results of the awards will be announced at the Research Forum, which is to be held on April 15th. Please encourage your students to consider submitting a poster to the forum. Registration is currently open.

We've finally got the Quarter 2 proposals and funding completed. The awards through the second quarter stand at over 42 million dollars. At this pace, we can exceed last year's number of 65 million. Applications are down from last year, but not by a substantial amount. In relation to this, we've been sending out a newsletter called Research and Grant Writing Newsletter. This newsletter has very useful information relevant to all disciplines, so I would encourage faculty to read through them or at least sign up to receive this newsletter. We are in the process of scheduling a workshop for faculty who want to apply for the NSF Career; the date is currently April 21st. We haven't determined the modality of this workshop yet. Please don't assume that just because it's the National Science Foundation, there aren't funding opportunities for researchers outside of STEM.

Remarks from Associate Dean and Director of the Graduate School:

Shih: Good morning, everyone. I have a few updates for today. First off, the Graduate School just hosted the 2021 3MT competition last month, where there were 22 students presenting their research. 3 winners were named: Narges Asefifeyzabibi- PhD student in Biochemistry- Ryan Crawford- PhD student in English- and Ali Parizad- a PhD student in ECE. As the first-place winner, Narges will be representing SIUC at the Midwestern Association of Graduate Schools 3MT Competition later in March. Additionally, all 3 winners will be recognized at the Research and Creative Activities Forum.

We had a great turnout for the meetings with the Directors of Graduate Studies. We discussed graduate school procedures and issues. One issue that came up was in regards to graduate students' mental health. To help address this, we are going to be working with the Deans of Students and wellness and health service to facilitate a workshop. The Graduate School is organizing a series of graduate recruitment workshops. We are going to target various groups of prospective students and, as a pilot workshop, we will invite SIU undergraduate students; students will be provided with a snapshot of the grad programs here, financial assistance opportunities, admissions criteria, trends in graduate and professional education, and employment outlooks; this first workshop will be held on March 30th.

Finally, Deon Thompson, Director of Grad Recruitment and Admissions, just finished his first tour of speaking with some Directors of Graduate Studies. They discussed how the Graduate School and all Directors of Grad Studies can work together to closely engage with prospective and current students. Our next step is to work with all of the directors to devise effective strategies in turning student inquiries into applications, and, for long-term, how to create a high yield.

Report from Chair:

Morris: I'll start off with some general good news. As you may know, the School of Accountancy hosts local high school and community college students with an accountancy challenge. This year, the event was virtual. Many teachers were very pleased with how the event turned out. We learned that we can attract non-local students, as well, in this format. I will now turn in over to George Boulukos for the Research Spotlight.

Boulukos: I will turn it over to Rachel Nozicka, who did most of the organizing work for this one.

Nozicka: Thank you. Our first presenter will be Tao Zhang. She is a doctoral candidate in the Department of Communication Studies at SIUC. Her primary research includes intercultural communication, in particular post-colonial studies, identity research, autoethnography, and

critical communication pedagogy. She is currently finalizing her dissertation for committee review.

Zhang: Thank you for inviting me. For the sake of time, I'll will be talking about the rationale behind my research. My dissertation is titled 'The Necessity and Possibility of Decolonizing the Understanding of Chineseness.' Due to the political battles between the US and China, as well as the pandemic, the anti-China sentiment has rocketed high, competing with the terrorism rhetoric against Middle Easterners since 9/11, and the illegal immigration rhetoric against Mexicans. Transnational Chinese are perceived as 'red scare', which is a code or sentiment for a different political system adopted in China. They are also ascribed with another pathologized identity- 'Chinese Virus'- which is a colonial continuation of the Yellow Peril rhetoric. On the other hand, due to factors such as Western colonialism, Japanese invasion, civil war, and political unrest, many people from Hong Kong and Taiwan identify very differently from mainland Chinese. This makes for conflicting transnational Chinese identities. To restage racial and cultural differences in the context of globalization, I employ theories of transnationalism and the secret intersectionality as my conceptual framework to deconstruct lack of understanding of Chinesesness in the transnational context. I problematize the dominant US white/non-white binary for its limited capabilities of understanding and explaining identity, communication, cultural, and power. In the title, I used the term 'decolonizing', in the hope of using a singular framework narrative and ideology.

Morris: What got you interested in the area that you are studying and grad school?

Zhang: I was also trying to become a scholar and a university professor. A professor is a very respected profession in China, and my father was a teacher as well. I am a very academic person, so this is a very good path for me. I had some foundational training in humanities, so I discovered that this route was perfect for me.

McCubbin: Do you think that your research would benefit the laypeople of America? Or is this more for the academic audience?

Zhang: I think, currently, it's more for the academic audience, but my methods in ethnography is more suitable for a general audience. At the same time, I am apprehensive to talk about ideologies to a general audience, given that perception towards China from the media are largely negative.

Lakshmanan: How do you plan to conduct this study? I was also wondering if you are taking a bi-directional approach? I'm curious about your methodology and your general approach.

Zhang: Thank you. This is an important question. My research is both a decolonialization of the dominant US ideology and a decolonialization of an understanding for thinking Chinese. I interviewed 22 people from the greater China region, including people from Hong Kong, Taiwan, and mainland China, many of who are already nationalized as US citizens.

Nozicka: Thank you for your presentation. Our next presenter is Dr. Randall Auxier, a professor of Communication Studies and Philosophy. He came to SIU in 2000. He is an author, co-author or editor to over 20 scholarly books and has been the editor to 3 scholarly journals. Today, he will be talking about his upcoming textbook.

Auxier: This textbook is a collaborative between me and 2 other co-authors. It's on the topic of Dark Communication, which is gaining more traction as its own course. When I ran a course on this topic, I discovered that there was not a suitable textbook for a beginning audience to engage with. The audiences we're targeting are undergrads, grads, and, hopefully, a larger, general audience. The format is 30 essays with 1000 words each. Each author is writing 10 essays. The idea is that these essays can be read by anyone. All 3 of us are bloggers, so we know how to make an impact a relatively low word count. It's very challenging to keep readers engaged beyond 1000 words. The purpose of each essay is to provoke the reader. The idea behind 30 chapters comes from the idea of 30 class meetings in a two-class-per-week schedule. For the theory, we are applying what has been written about non-teleological virtues, which are virtues that don't lead to your happiness. When it comes to Dark Communication, you need 2 things: a theory of the dark and teleological communication. Teleological communication exists on a spectrum from non-teleological and hyper-teleological communication. Hyper-teleological communication takes the darkness of purpose and funnels it into a moment that must be acted on. Our essays are going to give examples of hyper-teleological communication, such that it becomes overly focused into achievement of some goal that isn't in the general interest. Ultimately, we don't want the sacrifice the theory and philosophy, even though we want these essays to be accessible.

Lakshmanan: I know what talked about students not wanting to read more than 1000 words at a time, but essays can still be dense while also short. What dialect will you use in your writing? To what extent will you be unorthodox?

Auxier: That's part of the reason that I asked my 2 co-authors to write with me. While they are scholars, they are also writers and bloggers with a lot of experience writing for a general audience. Rest assured that the typical academic decorum will not be in these essays.

Report from GPSC:

McKinley: I have a couple of items for today. First, I would like to introduce our newly-elected member David Iacono, from the School of Education. He was elected at a special election two weeks ago. Bethany Peppers, Vice President of Academic Affairs, wanted me to let you know that the cdra's for conferences and fee are still available, particularly for students who are confirmed to be presenting. Lastly, I have a bigger issue that I would like to bring up. A faculty member contacted me to express concern over GA funding rates, due to the forming of new schools. They said that the amount of funding in their department is committed to is still

undetermined, and this is what is being reiterated to students in acceptance letters. This may result in students choosing not to accept admission to SIU. The faculty member went on to say that, at the PhD level, they cannot guarantee 3 years of funding.

Komarraju: One thing is that disciplines do differ in regards to funding. This is even the case for newly-formed schools: there is not a flat rate among units in a school. Previously used GA unit rates will not be adjusted due to the reorganization. As for the years of funding, the letters should say that 3 years are guaranteed, providing that the student maintains a good academic standing. Since we haven't heard from anybody else, I'm assuming this might be an isolated incident. What I will do is ask the deans to talk to the school directors and graduate programs to find out if there is any confusion elsewhere.

Partridge: What is the strategy to resolve different amounts among the newly-formed schools?

Collins: Some of the responses to this question have indicated that GAU will handle negotiations. From my understanding, though, I think the rates from the old units will still be used.

Report from Vice Chair:

Shaw: We are looking for a grad rep for a national search for the IT director. If you are interested in sitting on this search committee, please email me.

Morris: If you know any colleagues that may be interested in serving, email their information to Tom.

Report from Dean's Council:

Collins: In Dean's Council, we are focusing on the main things that the Provost mentioned earlier. There is a very intense focus on yield. We are trying to make sure that enrollment is the best it can be for the upcoming semester. I want to say a thank you to everyone who has had a part in these efforts. Things are moving in a positive direction thanks to you. Another thing that every dean just participated in is SIU's Day of Giving. We had a goal of 2 million dollars, and, right now, we are at 2.83 million dollars, which was made up from 3242 gifts. Thank you for helping us exceed our goal.

Report from Faculty Senate:

Miller: Good morning. I wanted to highlight the open forum we had last week regarding the budget equity report card. Back in the summer, in the midst of social justice movements, we

debated on whether we wanted to create a separate task force around issues of diversity, equity, and inclusion or try to infuse it into our existing structure. Our Budget Committee ultimately infused this focus into their committee. Right now, it is in a data-gathering phase, but Faculty Senate is excited to see it move forward.

Report from Programs Committee:

Haniotakis: We have 3 resolutions for today. The first is for the elimination of the Mining Engineering program. They expect to teach out everyone currently enrolled by Summer. The voting from the department is 1-0-0. It is presented as written.

Morris: Do we have a motion?

Moved

Seconded

Morris: Any debate?

Resolution to recommend approval of the RME for elimination of the BS and MS degrees in Mining Engineering passes (21-0-0)

Haniotakis: The next is a resolution for the creation of the School of Theater and Dance. The faculty voting was 10-0-0. They don't expect any faculty changes. Since there are no competing proposals for the merger of either of these units to different departments, I recommend voting to approve this RME. It is presented as written.

Morris: Do we have a motion?

Moved

Seconded

Morris: Any debate?

Boulukos: What is the status of the College of Media and Arts?

Komarraju: It's been approved by the IBHE.

Resolution to recommend approval of the RME for the School of Theater and Dance passes (19-0-0)

Haniotakis: The next is a discussion of a proposal for Anthropology, Political Sciences, and Sociology. Voting records from the 3 departments were 0-4-0, 0-2-1, 0-3-1. It's clear that the faculty do not want to merge. It's unclear how the committee should proceed, so this is why we're bringing it here. My opinion is that we should not allow these units to each have their own school. A school with only 20 or 30 students is not a good look for the university.

Morris: Discussion on this?

Lakshmanan: I don't see how the number of students precludes having a school. I don't think this should be a reason to go against the faculty wishes. I'm troubling by linking the number of students to the status of a school.

Miller: Faculty Senate has been asking similar questions. I agree that it's not number of students alone. The question may be over concern that a lower enrollment means an increased likelihood for programs to be sunset. To what extent would we be making single-unit schools vulnerable?

McCubbin: The lack of faculty support for this proposal is pretty powerful, for me. I would like a little more background on why the proposal is at this stage without the support from faculty before voting.

Haniotakis: The problem I see here is that everybody wants their own school. This is not a problem for departments with large enrollment, but we would be setting a precedent by creating schools for units with only a handful of faculty and students. If we look outside SIU, we see schools made up of 40-50 faculty members. I think number of students is important because it dictates faculty hires. At some point, we have to merge smaller units with each other.

McCubbin: It sounds like you're are implicating that there is opposition due to each unit wanting to become its own school. You also said within your committee, you are unclear on how to proceed. Is that correct?

Haniotakis: I personally think we should proceed with the merger, but others say 'no' because the faculty disagree.

Morris: Just to be clear, it's in committee now. The reason is that the committee thinks it is a good idea to receive input from the body. This is why we are discussing this matter at this moment.

Komarraju: I want to provide some general information. One is that the IBHE has guidelines for programs that would need to justify its existence. For undergraduate, you have to have about 14 majors and graduate 9 every year. For graduate programs, you need to have 10 majors and graduate 5 every year. For doctoral programs, you need 10 majors and graduate 2 every year. Second is that running a university is dependent on enrollment, so we need weigh size of the unit heavily. Lastly, the collaborative nature of the reorganization, in part, protects programs from being cut.

Boulukos: Our discussion is assuming the rationale behind the negative votes of the faculty. I'm worried that we are putting words in their mouths. Is it possible for the committee to gather more information and resume this discussion when we are better informed? I see the problem if each unit wants their own school, but I don't know if they are looking at alternative mergers.

Haniotakis: One of the departments said that they would have preferred to go with Linguistics. But, I want to clarify that we can't draw out the reorganization. If units want make a change after a merger, they can do that. These placements are not forever.

Lakshmanan: Like George mentioned, I would be interested to know the reasoning provided by the faculty.

Morris: Maybe the next step should be inviting the affected units to speak to the committee.

Haniotakis: Yes, we can proceed with that.

Boulukos: Can I request a briefing document from that meeting as part of our materials for the next council meeting? I also want to argue to point made about moving a second time. The process can be very time-consuming and disruptive, so I think getting it right the first time is better.

Chevalier: With the RME, we include a program change plan, which includes comments from faculty and the period of 7-day responses in between the proposal and the plan. That packet was received by Grad Council and should have been reviewed by the committee. There's no reason why this document can't be shared.

Morris: I'll make sure to share this document with Grad Council.

Report from Research Committee:

Jones: Noting to report.

Report from Program Review Committee:

Donahoo: Nothing to report.

Report from Educational Policies Committee:

Partridge: We have a resolution for today. It was borne out of a working group created to review the graduate admissions policies. I'm presenting it as written. Thank you to the Ed. Policies Committee, especially Trish McCubbin, for getting this ready to go.

Morris: Do we have a motion?

Moved

Seconded

Morris: Any discussion?

Resolution on changes to Graduate Catalogue for international admission requirements passes (19-0-0)

Meeting adjourned at 9:59 AM