



## Open Pathway Quality Initiative Proposal

### Institutional Template

The enclosed Quality Initiative Proposal represents the work that the institution will undertake to fulfill the quality improvement requirements of the Open Pathway.

5-6-2021

Signature of Institution's President or Chancellor

Date

Randall Pembroke

Printed/Typed Name and Title

Southern Illinois University Edwardsville

Name of Institution

Edwardsville, Illinois

City and State

The institution completes the Quality Initiative Proposal by responding to the questions in each category of the template. Proposals should be no more than 4,500 words. The institution may choose to submit a brief implementation plan or supplemental charts or graphs as appendices to the template. The Quality Initiative Proposal will be accepted beginning September 1 of Year 5. It is due no later than June 1 of Year 7.

Submit the proposal as a PDF file to [hlcommission.org/upload](http://hlcommission.org/upload). Select "Pathways/Quality Initiative" from the list of submission options to ensure the institution's materials are sent to the correct HLC staff member. Submission file names should utilize the following format: QIProposal[InstitutionName][State].pdf (e.g., QIProposalNoNameUniversityMN.pdf). The file name must include the institution's name (or an identifiable portion thereof) and state.

### Overview of the Quality Initiative

1. Provide a title and brief description of the Quality Initiative. Explain whether the initiative will begin and be completed during the Quality Initiative period or if it is part of work already in progress or will achieve a key milestone in the work of a longer initiative.

## **From Surviving to Thriving: A Holistic Retention Program for Black Students**

Southern Illinois University Edwardsville's (SIUE) Quality Initiative (QI) will be an institutional change effort focused on improving retention and graduation rates of Black students. It will invite all members of the campus community to participate in transforming SIUE's culture into one where Black students can thrive. Among these efforts, the University also recognizes the critical role recruiting and retaining faculty and staff of color can play. As scholars of retention have noted, African American students intentionally seek out faculty of color because of initial comfort and students' inherent belief that they are more likely to satisfy their desire for student centeredness (McClain & Perry 2017)<sup>1</sup>. Many of these relationships develop informally and evolve into mentorships that aid in the retention of students. Through this mentorship process, faculty of color can share life experiences and reassure self-efficacy amongst students of color. Provided the critical role of faculty and staff of color in retaining Black and other students of color, our QI will also include a focus on improving conditions for Black and other faculty and staff of color.

In planning for our Quality Initiative, the University also recognizes the need to engender certain intertwined and necessary conditions for these institutional efforts to be successful. To better describe these conditions, consider the metaphor of "tailwinds" and "headwinds".<sup>2</sup> All students enter college with a combination of "headwinds" and "tailwinds". Tailwinds are the conditions that make the college experience easier for students, such as economic stability, not having a disability, and belonging to the cultural majority or the privileged class and race. Each of these characteristics plays a role in preparing and creating favorable conditions for a student to experience success in their academic career. Headwinds, on the other hand, are the conditions and lived experiences of students that make the college journey a difficult one. They often include having economic instability at home, coming from a less privileged social position, and belonging to a marginalized racial or ethnic group. Headwinds are the institutional challenges we need to identify and acknowledge while working towards maximizing Black students' academic potential by cultivating "tailwinds" that will come in the form of high-quality instruction, support, and overall well-being.

SIUE began its planning effort for the QI in Fall 2019 with the work of the University Quality Council (UQC), which designed and distributed a campus-wide survey to gauge what members of the university community (e.g., faculty, staff, students) saw as the most pressing themes that warranted our collective attention. According to both the survey data and information gathered at a series of listening sessions, campus stakeholders identified the following pertinent themes: improving graduation and retention rates, enrollment as a university-wide priority, student well-being and mental health, and diversity and inclusion.

As the University progressed through its QI planning efforts in the spring and early summer of 2020, we did so against the backdrop of a global health pandemic and amid protests in response to the murder of George Floyd, a Black man killed in Minneapolis, Minnesota while in police custody, all of which was filmed. Both events laid bare the persistence of structural injustice and systemic racism in U.S. society and prompted deep reflection about the University's responsibility to dismantle racism as a system. It became clear that the focus of our QI should not only align with our ongoing strategic planning efforts but also affirm anti-racism as an institutional priority.

The proposed QI is a continuation of work already in progress. In June 2020, Chancellor Randall K. Pembroke convened an [Anti-racism Taskforce \(ARTF\)](#), charged to recommend meaningful actions to dismantle racism on campus. The ARTF has brought forth 78 formal recommendations to the Chancellor and other campus leaders. As a demonstration of an enduring commitment to centering antiracism at SIUE, 58 of the 78 ARTF recommendations (74%) form the basis of our proposed QI and will be implemented during the QI period, with plans to persist beyond this window.

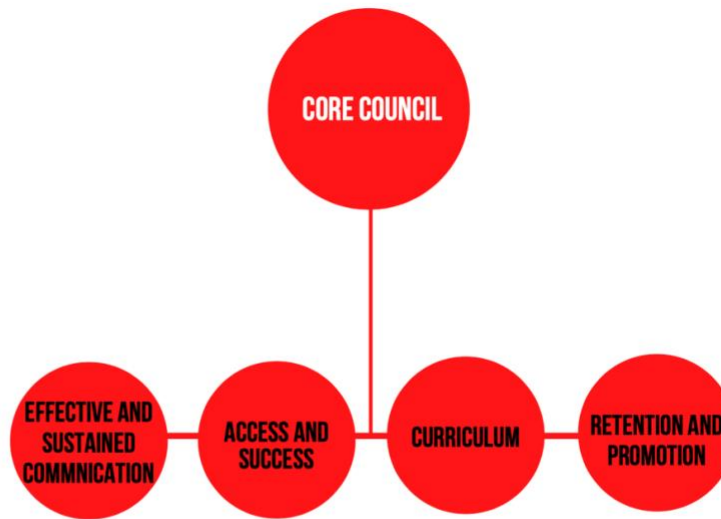
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<sup>1</sup> McClain, Kevin S. and Perry, April (2017) "Where Did They Go: Retention Rates for Students of Color at Predominantly White Institutions," College Student Affairs Leadership: Vol. 4 : Iss. 1 , Article 3. Available at: <http://scholarworks.gvsu.edu/csaj/vol4/iss1/3>

<sup>2</sup> More about the concept of "headwinds" and "tailwinds" can be found here: <http://www.academicssupportindex.com/home.html>

# ANTI-RACISM TASK FORCE

Charged with taking swift, meaningful action to dismantle racism, the Task Force is working with a "Fierce Urgency of Now" to make substantive and transformative change, but is acutely aware that racism is not a momentary issue. It is a systemic issue that demands our immediate and sustained attention.



## Alignment: Quality Initiative Goals and Anti-Racism Taskforce Recommendations

	Student Recruitment	Retention & Graduation	Grad/Pro. Students	Campus-Wide Training	Faculty and Staff Recruitment and Retention
<b>Goal</b>	Support Black students along the educational pipeline by developing a pathway for their enrollment at SIUE.	Improve retention and graduation rates of Black students at SIUE by achieving year to year increases in retention, and by increasing the six-year graduation rate.	Develop and nurture pathways to graduate and professional school and/or employment for Black students graduating from SIUE.	Provide ongoing diversity, equity, and inclusion education, training and resources, through various modalities, to support self-awareness and professional development.	Enhance efforts to recruit and retain Black faculty and staff
<b>ARTF Alignment</b>	<p><b>Subcommittee #1 Recommendation 1.A.4:</b> ESL-Edwardsville Relationship (ESTL Charter HS/TRIO Upward Bound Programs)</p> <p><b>Subcommittee #2, Section 1:</b> Enhanced accessibility for recruitment of BIPOC students.</p>	<p><b>Subcommittee #2 Section 2:</b> Improved retention and graduation rates for BIPOC students.</p> <p><b>Section 4:</b> Analysis of barriers</p>	<p><b>Subcommittee #2 Section 1:</b> Enhanced accessibility for recruitment of BIPOC students.</p> <p><b>Section 2:</b> Improved retention and graduation rates for BIPOC students.</p> <p><b>Section 4:</b> Analysis of barriers</p>	<p><b>Subcommittee # 1 Recommendation 1.12:</b> DEI Training for Faculty and Staff</p> <p><b>Subcommittee #3, Section 1:</b> Training &amp; Evaluation of Faculty [Staff, and Administrators]</p> <p><b>Subcommittee #4: Recommendation 4.A.1:</b> Anti-Racism and bias training for supervisors/ evaluators</p>	<p><b>Subcommittee #4 Recommendations:</b></p> <p>4.A.2: Process for 360 evaluation of every staff person            4.A.3: Eliminating current SETs use for evaluation            4.A.4: Recognizing " Invisible Labor"            4.A.5: Remove 4th criteria            4.A.6: Review promotion process            4.A.7: Staff development planning            4.A.8: Professional Development            4.A.9: Policies around retaliation            4.B.10: Cluster hiring            4.B.11: Affirmative Action data in searches            4.B.12: Diverse search committees            4.B.13: Job descriptions review for bias            4.B.14: Recruitment efforts improvement            4.B.15: Supplement/update Search Committee training            4.B.16: Equity Advisors in all searches            4.B.17: Mid-point review in searches            4.B.18: Changes in SUCCS rules</p>



## Sufficiency of the Initiative's Scope and Significance

### 2. Explain why the proposed initiative is relevant and significant for the institution.

SIUE is a doctoral/professional institution, providing students with a high quality, affordable education. Located in the city of Edwardsville, Illinois, and only 25 miles from downtown St. Louis, SIUE is the only mid-sized state four-year institution on the Illinois side of the Mississippi River in the St. Louis region and in southwest Illinois. Serving post-industrial and industrial towns with steel mills, coal fields, oil refineries, an air force base, as well as agricultural counties and suburbs, SIUE was established in 1957 with the goal of providing a strong liberal arts education to the children of blue-collar workers. Expanding access to higher education and supporting the region remain hallmarks of the university. The University's mission, vision, and values can be found [here](#). As part of ongoing efforts to align the University's mission and vision, SIUE has engaged in extensive strategic planning processes. As a testament to our commitment to diversity and inclusion, in 2018, we unveiled our seven-year [Diversity and Inclusion Strategic Plan](#). The proposed Quality Initiative will advance all goals of the plan; however, it is particularly aligned with goal 1: to enhance recruitment for students of underrepresented groups for both undergraduate and graduate programs and improve retention and graduation rates for underrepresented groups.

In early 2019, we revised the [University's strategic plan](#). The plan will go into effect fall 2021 and will be valid until 2025. As part of a collective effort that included all university constituencies, over 120 people participated in reviewing and updating the six goal statements of the strategic plan. Three goals are particularly connected to the proposed Quality Initiative:

**Goal 1:** Optimize enrollment of prepared and diverse students; Increase the recruitment of a diverse student body ready for the evolving challenges of higher education and lifelong learning.

**Goal 2:** Optimize high-quality undergraduate and graduate academic offerings to prepare students to become leaders who will contribute to a dynamic and diverse global community.

**Goal 4:** Recruit, support and retain high quality, accomplished, student-centered and diverse employees who continually strive for excellence in achieving University goals.

The proposed Quality Initiative's focus on diversity, equity, inclusion, and anti-racism also advances the mission and goals of the SIU System. To promote inclusive excellence across all campuses, SIU President Daniel Mahony recently announced the appointment of the system's inaugural Vice President for Anti-Racism, Diversity, Equity and Inclusion and Chief Diversity Officer. The SIU System is also currently undergoing a strategic planning process. SIUE's QI specifically supports Goals 1, 2 and 5 of the [strategic plan](#).

#### **Goal Theme 1: Academic Innovation and Student Success**

Our innovative and accessible academic programs will provide interdisciplinary and experiential components that empower our students to address regional, national, and global challenges. While maintaining the strengths of each campus, we will engage in system-wide collaboration to create new opportunities for students and support lifelong learning.

#### **Goal Theme 2: Anti-Racism, Diversity, Equity and Inclusion**

We will be a national model of anti-racism and anti-oppression that promotes diversity, inclusion and equitable access and opportunity for all individuals.

#### **Goal Theme 5: Faculty and Staff**

We will foster an equitable environment where our diverse faculty and staff can be successful and satisfied

This QI also aligns with the [Illinois Board of Higher Education Strategic Plan](#), which has identified the following key priority areas: closing equity gaps, increasing postsecondary attainment and affordability.

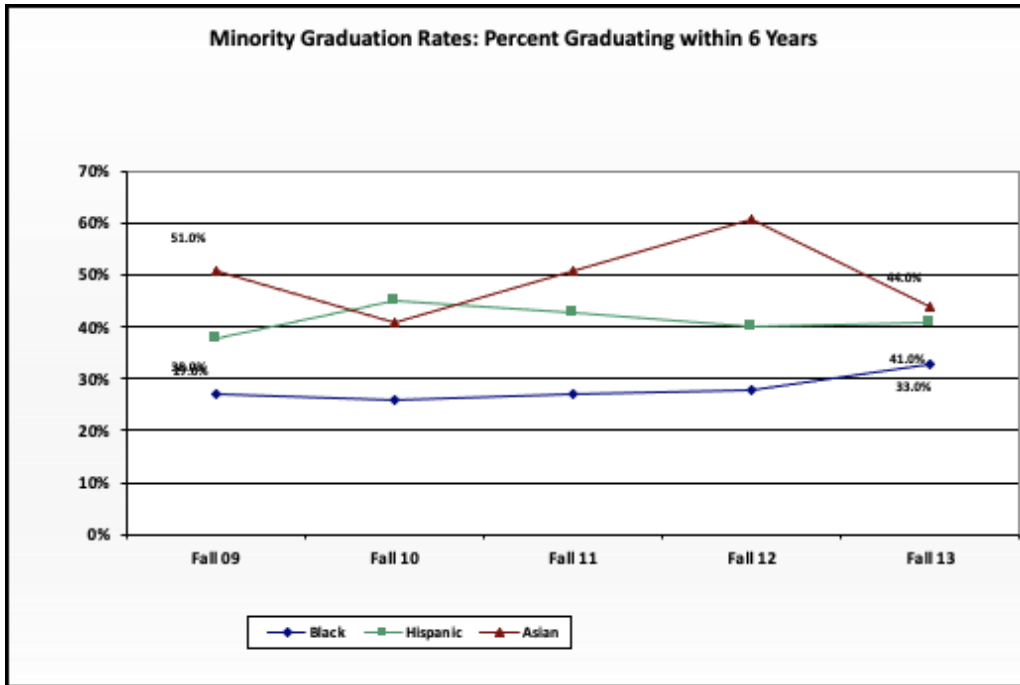
Like the nation at large, SIUE’s student population has diversified over time, calling for analysis of institutional outcomes based on cultural identities such as race. As an institution, SIUE has recognized that retention and graduation rates for Black students is an area in need of considerable improvement. The table below offers a comparison of the persistence and 4-, 5-, and 6-year graduation rates of the entire student population to those rates for Black students dating back to the Fall 2011 first year cohort. It highlights that this is a significant area of opportunity for improvement and requires the dedicated attention of our institution.

Graduation rates for Black students had remained flat from fall '05 through fall '08; but declined with the most recent three cohorts. These rates are lower than SIUE’s targets and the overall rate for the University. While the table indicates that our 4-, 5-, and 6-year graduation rates have improved from 7%, 22% and 27% in 2011 to 11%, 26% and 33% in 2013, it still shows that we have a long way to go to reach rates comparable to those of the overall rate.

### Graduation Rates of New Freshman Cohorts by Years to Degree, Race/Ethnicity and Gender

Entering Fall Term	N	Years to degree	Gender	Nonresident Alien	Hispanic or Latino	American Indian or Alaska Native	Asian	Black or African American	Hawaiian or Other Pacific Islander	White	Two or More Races	Unknown	Total Cohort
2011	2,013	4-year	Total	50%	20%	50%	34%	7%		34%	23%	0%	27%
			Men	0%	18%	100%	29%	4%		27%	28%	0%	22%
			Women	100%	22%	0%	39%	9%		40%	21%	0%	30%
		5-year	Total	100%	41%	50%	43%	22%		50%	35%	11%	43%
			Men	100%	50%	100%	41%	17%		46%	39%	0%	41%
			Women	100%	34%	0%	44%	25%		54%	33%	20%	44%
		6-year	Total	100%	43%	50%	51%	27%		55%	42%	22%	48%
			Men	100%	54%	100%	59%	20%		53%	44%	0%	47%
			Women	100%	37%	0%	44%	30%		57%	40%	40%	48%
2012	2,039	4-year	Total	33%	14%	25%	26%	8%	50%	32%	17%	29%	26%
			Men	20%	15%	33%	14%	3%	0%	25%	14%	23%	21%
			Women	43%	14%	0%	35%	10%	100%	38%	19%	36%	30%
		5-year	Total	33%	33%	25%	61%	24%	100%	50%	35%	42%	43%
			Men	20%	38%	33%	57%	16%	100%	46%	27%	38%	40%
			Women	43%	30%	0%	65%	28%	100%	53%	40%	45%	46%
		6-year	Total	33%	40%	25%	61%	28%	100%	53%	42%	42%	47%
			Men	20%	48%	33%	57%	20%	100%	51%	36%	38%	45%
			Women	43%	34%	0%	65%	33%	100%	55%	44%	45%	48%
2013	1,926	4-year	Total	55%	16%	0%	12%	11%	0%	34%	25%	18%	28%
			Men	50%	13%	0%	7%	10%	0%	28%	22%	0%	24%
			Women	60%	19%	0%	20%	11%	0%	40%	27%	25%	32%
		5-year	Total	73%	36%	0%	36%	26%	0%	50%	45%	41%	44%
			Men	67%	38%	0%	27%	24%	0%	48%	48%	40%	43%
			Women	80%	34%	0%	50%	28%	0%	52%	42%	42%	45%
		6-year	Total	73%	41%	0%	44%	33%	0%	54%	48%	41%	49%
			Men	67%	43%	0%	40%	29%	0%	52%	48%	40%	47%
			Women	80%	40%	0%	50%	35%	0%	55%	48%	42%	49%

SIUE Factbook Annex (Spring 2020); Source: IPEDS Graduation Rate Surveys.



SOURCE: SIUE FACTBOOK 2019-2020

SIUE's existing efforts to support students from underrepresented groups, including racially minoritized students, are best represented by the [Student Opportunities for Academic Results \(SOAR\)](#) program. SOAR serves many underrepresented student populations and is free to all students. Within SOAR, there are specific programs to support African American students, including a near-peer mentoring program and first year courses to bolster student success: [FAME \(Females of African descent Modeling Excellence\)](#) and [GAME \(Goal-oriented African American Males Excel\)](#). The FAME and GAME programs serve 40 first-semester students (20 new students each year in each program) at SIUE to help them succeed academically, professionally, and personally. A recent study conducted by Dr. Carrie Butts-Wilmsmeyer, Director of SIUE's Center for Predictive Analytics (C-PAN) provided quantitative data to further affirm the impact of SOAR and programs like FAME and GAME. Dr. Butts-Wilmsmeyer conducted a longitudinal analysis of all students, identifying which student cohorts are less likely to graduate SIUE and when. However, the critical time points for student groups differed. For our Black male students, that time point was during the first year. Therefore, we examined one-year retention rates for this group, with the intent of later going back and examining other racially minoritized and underserved student groups in more detail.

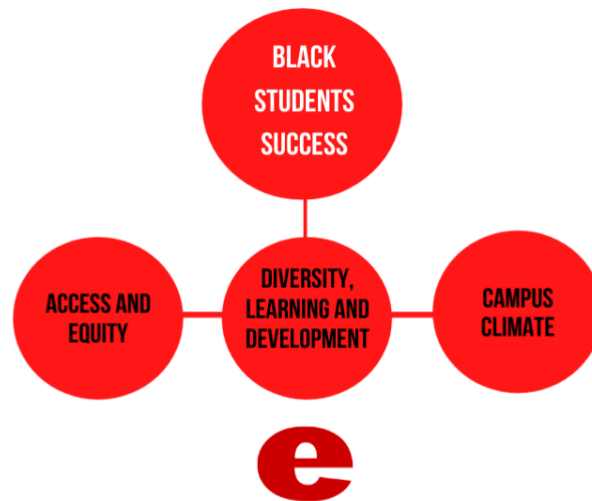
Focusing on just Black males, we identified three variables that were highly predictive of success: participation in at least SOAR or GAME, reducing their unmet need and high school grade point average (GPA). These last two variables are also important for other student groups, but in a different fashion. Campus-wide, the most predictive variable was HS GPA, followed by unmet need. However, for our Black male students, this trend is reversed. What is more, the social engagement provided through activities such as SOAR and GAME is even more important than financial and academic predictors. By providing social and financial supports, both our predicted and observed one-year retention rates of Black male students improved. Not only did these rates improve, but their retention rates also closely mirrored those of other student groups. For our female Black students, participation in both FAME and SOAR as well as on-campus housing during their first year was also found to be a significant predictor of success. Although the experience in these programs is deep and impactful, participation in the program is capped and needs scaling to accommodate more students. We have a subgroup meeting regularly and are working with various offices to develop strategies informed by this analysis.

More recent efforts as of the 2019-2020 academic year included a collaborative pilot between Student Affairs and Academic Affairs, the Scholarly Connections and Rewarding Engagements (SCoRE) program aimed to increase access and participation in high-impact practices, particularly for students from racially minoritized groups. High-Impact Practices are recognized for their positive impact on retention and learning outcomes for students across

many backgrounds. During its pilot year, the SCoRE program engaged 125 first-year students from underrepresented groups in experiential learning activities. Another program currently being developed is Reigning Innovative Scholars of Excellence (RISE). RISE is a comprehensive academic program to promote the social and academic integration of Black males into SIUE.

3. Explain the intended impact of the initiative on the institution and its academic quality.

The proposed QI and its focus on Black student retention and success will directly contribute to ongoing efforts to operationalize the inclusive excellence change model at SIUE. As the institutional change model adopted in the university's Diversity and Inclusion Strategic Plan, Inclusive Excellence encourages the integration of diversity with institutional quality improvement efforts. The four dimensions of the [inclusive excellence](#) framework, as defined by the American Association of Colleges and Universities (AAC&U), and its core principles (diversity, inclusion, equity, and equity mindedness) undergird the proposed QI. The three dimensions are as follows: Access and Equity, Diversity, Learning and Development and Campus Climate. SIUE has adapted these dimensions as follows for the proposed QI:



**Access and Equity:** Calling attention to the demographic diversity of the university and ensuring equitable opportunities for all faculty, staff and students to succeed

**Diversity Learning and Development:** Involves active engagement with diversity for fostering student learning and development through the intentional incorporation of diversity into the curriculum and co-curriculum; also includes support for faculty, staff and administrators in acquiring knowledge and developing skills needed to approach their work with cultural competence, cultural humility and an equity mindset

**Campus Climate:** The creation of a campus community where all feel welcomed, embraced and valued

### Clarity of the Initiative's Purpose

4. Describe the purposes and goals for the initiative.

**Purpose:**

To acknowledge structural racism as a predictor of educational and career outcomes among Black students and to build a multilevel program designed to enhance their daily experiences by reducing incidence, prevalence, and impact of minority stress and cultural trauma perpetuated by the institution. Interventions will directly address students and indirectly address faculty and staff concerns as they may be currently impeding progress toward the goals stated below.

**Goals:**

1. Support Black students along the educational pipeline by developing a pathway for their enrollment at SIUE
2. Improve retention and graduation rates of Black students at SIUE by achieving year to year increases in retention, and by increasing the six-year graduation rate
3. Develop and nurture pathways to graduate and professional school and/or employment for Black students graduating from SIUE
4. Provide ongoing diversity, equity, and inclusion education, training and resources, through various modalities, to support self-awareness and professional development
5. Enhance efforts to recruit and retain Black faculty and staff

5. Select up to three main topics that will be addressed by the initiative.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Advising            | <input type="checkbox"/> Leadership                            | <input type="checkbox"/> Retention                                       |
| <input type="checkbox"/> Assessment          | <input type="checkbox"/> Learning Environment                  | <input type="checkbox"/> Strategic Planning                              |
| <input type="checkbox"/> Civic Engagement    | <input type="checkbox"/> Online Learning                       | <input type="checkbox"/> Student Learning                                |
| <input type="checkbox"/> Curriculum          | <input checked="" type="checkbox"/> Persistence and Completion | <input type="checkbox"/> Student Success                                 |
| <input type="checkbox"/> Diversity           | <input type="checkbox"/> Professional Development              | <input type="checkbox"/> Teaching/Pedagogy                               |
| <input type="checkbox"/> Engagement          | <input type="checkbox"/> Program Development                   | <input checked="" type="checkbox"/> Underserved Populations              |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Program Evaluation                    | <input type="checkbox"/> Workforce                                       |
| <input type="checkbox"/> First-Year Programs | <input type="checkbox"/> Quality Improvement                   | <input checked="" type="checkbox"/> Other: Faculty and Staff Development |
| <input type="checkbox"/> General Education   |  |  |

6. Describe how the institution will evaluate progress, make adjustments and determine what has been accomplished.

**Mechanism to evaluate progress/make adjustments** (organized around the adapted dimensions of the inclusive excellence framework):

**Access and Success**

- Monitoring the enrollment of Black students into undergraduate and graduate programs
- Tracking and analyzing the impact of participation of Black undergraduates in at least SOAR and/or FAME or GAME; reducing unmet need for Black male students and on-campus, first-year housing for our Black female students on retention.
- Office of Retention and Student Success (e.g., measuring semester-to-semester retention and year-to year retention and graduation rates)
- Review of data from Office of Institutional Research and Studies and Enrollment Systems, Research, and Analysis (ESRA), a unit within Enrollment Management (e.g., review of D, F, W rates for classes and majors in which Black students have historically been less successful)



- Monitoring hiring, retention, and promotion data for Black faculty and staff

### **Diversity Learning and Development**

- Feedback captured during co-curricular programs [as reported in a centralized space like Anthology (formerly Campus Labs)]
- Monitoring of Black student participation in High Impact Practices and leadership development opportunities
- Key data from NSSE surveys pertaining to Inclusiveness and Engagement with Cultural Diversity and High Impact Practices
- Tracking learning outcomes related to diversity, equity and inclusion in the curriculum and co-curriculum through annual reports and program review
- Tracking staff development and growth through data from the employee excellence program's annual evaluations; and for faculty, progress will be tracked through annual reviews and promotion and tenure dossiers; for administrators, through CHAPA performance evaluations

### **Campus Climate**

- Monitoring Campus Climate through tracking of campus incidents in the following areas:
  - University Police Department
  - Dean of Students (e.g., Student Conduct)
  - University Housing Conduct
  - EOA and Title IX (e.g., themes of incidents reported to the extent legally allowable)
  - Bias Incidents Response Team-BIRT (review of incident reports)
  - Statements and Press Releases re: campus incidents
- Student focus groups
  - Student Organizations (Black Student Union, Black Girls Rock, Black Psychology Club, Student Government's Diversity Officer)
- Focus groups from University personnel who advise student organizations
  - Anecdotal Evidence from University services and response mechanisms:
  - CSDI (e.g., programming and resulting themes of dialogues)
  - SOAR (e.g., quality of student experience during and immediately following the first year)
  - ACCESS (i.e., what do students report at the intersection of Black and ability level)
  - Counseling Services (i.e., utilization rate and reason codes among Black students)
- Next iteration of the University Diversity Council's Climate Survey

### **Mechanisms to determine what has been accomplished**

- Annual report from the Vice-Chancellor for Equity, Diversity, and Inclusion that will identify the points of change and progress over the duration of the QI period.
- Anti-racism at [SIUE Dashboard](#)

## **Evidence of Commitment to and Capacity for Accomplishing the Initiative**

7. Describe the level of support for the initiative by internal or external stakeholders.

### **Current Climate:**

SIUE's Quality Initiative proposal is the result of a planning effort that began Fall 2019. The QI's focus and initiatives reflect the priorities considered most critical to the future of the University, regarding our efforts to operationalize inclusive excellence and move with intention toward becoming an anti-racist university.

### **Internal Stakeholders:**

#### ***University Quality Council***

The University Quality Council (UQC) is vital to creating and sustaining quality improvement for SIUE. Because planning is an essential element of quality, the UQC was formed to provide ongoing vision, guidance, and support

related to issues of quality and continuous improvement. Reporting to the Chancellor, the UQC coordinates the University's accreditation process through the Open Pathway of the Higher Learning Commission.

### ***Anti-Racism Taskforce (ARTF)***

The Anti-Racism Task Force (ARTF) launched in June 2020, was charged with recommending swift, meaningful actions to dismantle racism. Over 100 SIUE faculty, staff, students, and local community members served as members of the taskforce.

### ***Anti-Racism Core Council***

This group is comprised of the Chancellor, Vice Chancellors, Co-Chairs of the (4) ARTF subcommittees, and unit and department leaders from across the university.

### ***Chancellor's Council and Extended Chancellor's Council***

Chancellor's Council is the leadership team for the University. Members include:

- Chancellor
- Provost and Vice Chancellor for Academic Affairs
- Vice Chancellor for Administration
- Vice Chancellor for Equity, Diversity and Inclusion
- Vice Chancellor for Student Affairs
- Vice Chancellor for University Relations
- Budget Director
- Director of Athletics
- University Marketing and Communications Executive Director

### ***Extended Chancellor's Council:***

The Extended Chancellor's Council is a group of administrators from across campus who join the Chancellor's Council on a regular basis to provide input and feedback regarding University-wide issues.

Members include:

- Chancellor's Council
- Associate Vice Chancellor for Enrollment Management
- Associate Vice Chancellor for Institutional Diversity and Inclusion
- East St. Louis Center Director
- School of Dental Medicine Dean
- Associate General Counsel
- University Planning and Budget Council Chair
- Associate Vice Chancellor for Academic Computing
- Internal Audit Executive Director

### ***Black Faculty and Staff:***

The SIUE Black Faculty and Staff Association (BFSA) was organized to create better opportunities, ensure equity and inclusion, provide an engaging network, and create a welcoming environment for black faculty and staff.

### ***Faculty Senate:***

The Faculty Senate is the body empowered to act as agent for the University Faculty with the delegated power to formulate policies in regard to all academic matters and other matters of faculty concern except those that are related to the Graduate School as set forth in the Bylaws and Statutes of the Board of Trustees. The Faculty Senate consists of 39 proportionally elected members and the faculty-elected members of the Graduate Council.

### ***Staff Senate:***

The University Staff Senate represents Civil Service and Administrative Staff of Southern Illinois University Edwardsville. This body advises and assists the University Chancellor in the solution of issues and the formulation of policies and the Director of Human Resources in developing and initiating more effective personnel policies, procedures, and programs. The USS participates in the University Governance system and encourages all Civil Service and Administrative Staff employees to consult with members of the Staff Senate concerning issues, policies, and possible recommendations for appropriate Staff Senate action.

### **Student Government Association:**

Student Government represents undergraduate, graduate and professional students at Southern Illinois University Edwardsville. It consists of two branches, Executive and Legislative, and its primary function is to serve as an advocate on student issues and voice students' concerns about campus issues.

### **What do we need from them?**

- **Accountability.** The accountability of senior leadership will be integral to driving and sustaining this organizational change effort.
- **Vision and Buy-in.** The leadership of each of SIUE's respective constituency groups will serve a critical role in cultivating buy-in to the QI's vision and catalyze ongoing support for the initiative's goals.
- **Willingness to align to a common goal.** Given that we, like many institutions, often operate in siloes, it will be necessary to dismantle some of these for consistency and efficiency of resource use.

### **External Stakeholders:**

- SIUE Alumni Association
- Local Chapters:
  - NAACP (Edwardsville and East St. Louis)
  - Divine Nine Organizations
  - Non-profit Organizations
- K-12 partners and community colleges

### **What do we need from them?**

- **Partnership.** Support for our Black students extends beyond the scope of the campus. We will need members of our local communities to also engage in this effort and cultivate inclusive environments for our students off campus and support pipeline development for area students into SIUE for college and post-graduation, as they prepare to enter graduate and professional schools or the workforce.

8. Identify the groups and individuals that will lead or be directly involved in implementing the initiative.

### **Leadership team:**

Dr. Scott Belobrajdic, Associate Vice Chancellor for Enrollment Management

Dr. Courtney Boddie, Associate Dean of Students for Diversity & Inclusion and Director of SIUE Counseling Services

Dr. Denise Cobb, Provost and Vice Chancellor for Academic Affairs

Dr. Geoffrey Edwards, Director, Retention and Student Success

Dr. Jessica Harris, Vice Chancellor for Equity, Diversity, and Inclusion

Dr. Elza Ibroscheva, Associate Provost for Accreditation, Assessment and Academic Planning

Dr. Earleen Patterson, Director, Student Opportunities for Academic Results (SOAR)

Rachel Stack, Vice Chancellor for Advancement

Dr. Morris Taylor, Vice Chancellor for Administration

Lindy Wagner, Director, Center for Student Diversity and Inclusion

Dr. Jeffrey Waple, Vice Chancellor for Student Affairs

Dr. Jerry Weinberg, Associate Provost for Research & Dean of Graduate Studies & Research

Under the direction of or in coordination with the Vice Chancellor for Equity, Diversity, and Inclusion, the following groups will be engaged:

- University Diversity Council
- Office of Retention and Student Success
- Center for Student Diversity and Inclusion
- SOAR
- Office of the Provost and Vice Chancellor for Academic Affairs

- Division of Student Affairs
- University Advancement
- Human Resources
- Center for Faculty Development and Innovation
- Enrollment Management
- University Quality Council
- Center for Predictive Analytics

9. List the human, financial, technological and other resources that the institution has committed to this initiative.

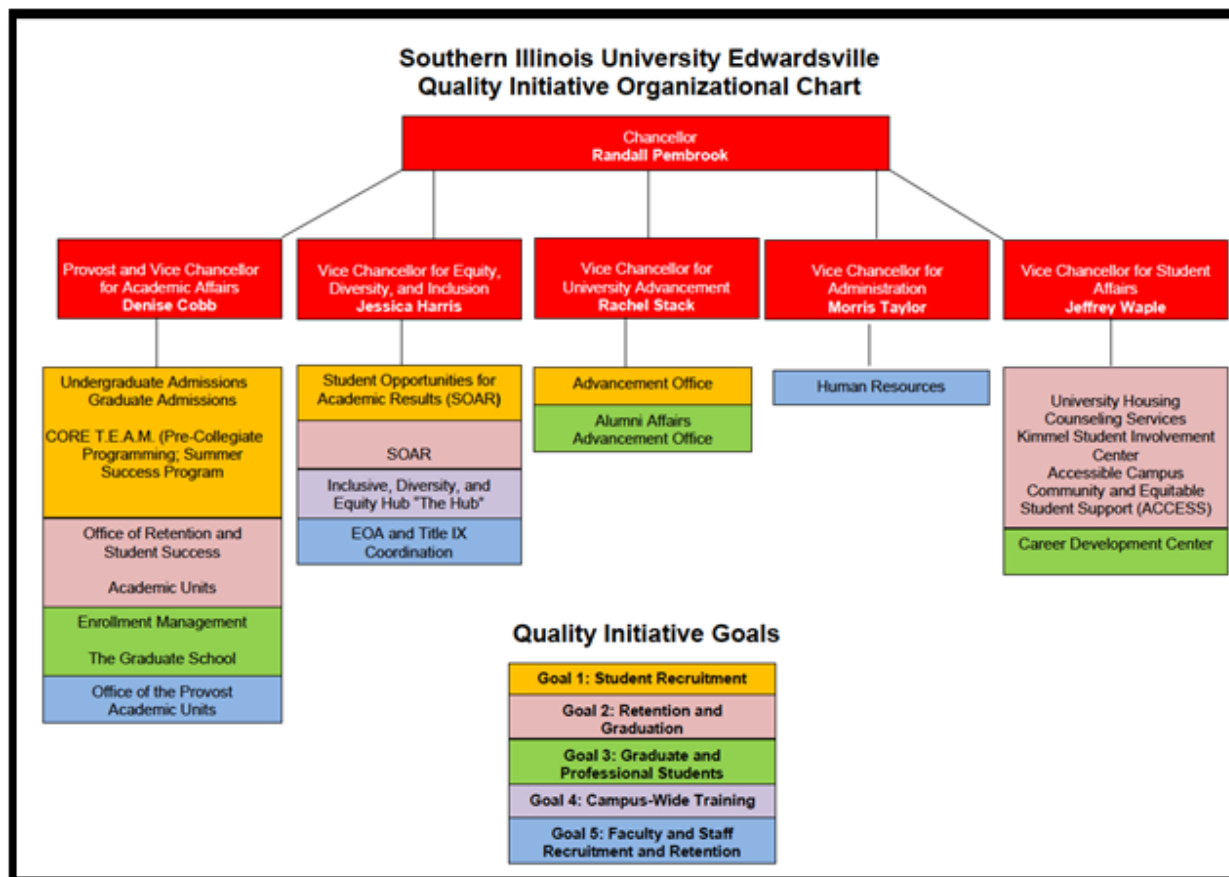
**Financial Resources:**

- SIUE’s Chancellor has dedicated new funding for this initiative in the amount of \$500,000.
- Excellence in Undergraduate Education grants \$130,000
- Strategic Hiring Initiative \$560,777 (FY20)
- Funds from VCs divisions, not just Equity, Diversity, and Inclusion
- University-wide Scholarship fund
- Innovation grants with focus on anti-racism and diversity, equity, and inclusion

**Human and Technological Resources:**

Conversations with the Chancellor and Vice Chancellors are ongoing to determine the addition of new positions and/or repurposing of existing positions to advance the goals of the proposed Quality Initiative. Assessment of the existing technological resources at the University and the possibility of acquiring and integrating services such as university-wide texting services to keep in touch with students and technology platform add-on components like Campus Lab (Anthology) to track HIPs are also ongoing.





## Appropriateness of the Timeline for the Initiative

(The institution may include a brief implementation or action plan.)

10. Describe the primary activities of the initiative and timeline for implementing them.

The QI will include the following **primary activities**:

1. Pipeline development to provide greater access to higher education on both the undergraduate and graduate levels;
  - Reviewing and revising admissions policies, including the use of standardized test scores; reviewing the graduate admissions process
  - Expansion of [SIUE's Pre-Collegiate Program](#)
  - Creating scholarships for Black students, including the recently created Racial and Social Justice Scholarship
  - Strengthening partnerships with Historically Black Colleges and Universities (HBCU recruitment visit; HBCU summer research experience)
2. An integrated and comprehensive first-year experience;
  - Further incorporate and develop diversity and inclusion sessions at Springboard (summer orientation) and SIUE Experience (Pre-Class Orientation)
  - Develop a new general education foundations course on Diversity, Inclusion, Antiracism and Social Justice.
  - Common Reading Program focused on Diversity and Inclusion
  - Offer Sustained Dialogue as an opportunity for first-year students

3. Scaling academic and social support for students throughout the duration of their enrollment
  - Create mentoring opportunities in a variety of venues and creating a centralized hub to manage mentoring
  - Provide mentoring support and other intentional programming to support the success of the graduate student population
  - Provide extensive mandatory faculty and teaching assistant training to ensure inclusive classrooms and curriculum
  - Revise Student Evaluation of Teaching to assess inclusiveness in classroom environment and curriculum
  - Create support groups for underrepresented students in STEM majors
  - Provide resources to support student mental health, including aid to any costs associated with the Counseling Services.
  - Provide Student Academic Success Sessions (SASS) focused on coping with the trauma associated with living in racist structures.
  - Incorporate antiracism language into the Student Code of Conduct
  - Develop a [HIPs HUB](#) for High Impact Practices and experiential learning opportunities on campus (scale and expand the SCoRE program)
  - Collaborate with URCA and the SCC to increase participation and engagement in these activities for Black Students
  - Increase opportunities for student employment and internships on campus
4. Enhancing efforts to recruit and retain Black faculty and staff
  - Antiracism training for Deans, Chairs and Supervisors
  - Revise policies to make the invisible labor of Black faculty and staff visible and acknowledge its value to SIUE.
  - Review Promotion and Tenure process
  - Review job descriptions to minimize bias
  - Use Equity advisors in all searches
  - Provide antiracism training for all parties involved in searches
  - Revise policies around retaliation to better protect Black faculty and staff
  - Advocate for a recurring funding to support the Strategic Hiring Initiative
  - Develop a program to support proactive recruitment activities
5. The implementation of intentionally designed professional development opportunities for faculty and staff, and curricular and co-curricular pathways for students, intended to cultivate an inclusive and equity-minded campus culture.
  - Revising the US and Global Cultures Experience to better address the topic of racism, diversity, and inclusion.
  - Implementing mandatory antiracism training for all faculty and teaching assistants that would include how to develop more inclusive and representative curriculum and syllabi.
  - Trauma-informed teaching, including effective use of trigger warnings and “mental health first aid”
  - Leading discussions in diverse classrooms across disciplines
  - Creating cohesive faculty development opportunities framed in the culture of care

### Projected Timeline:

#### Year 1 AY 2021-2022

- Complete the process of proposing and approving the changes for the Gen Ed for those changes to be implemented 2022-2023
- Increase the number of IMPACT trainers to commence in the Spring and into Summer and Fall of 2022
- Finalize and implement the common reading. The focus for this year will be on first-year students.
- Implement changes to the SET as recommended SET Continuous Improvement Review Committee.
- Implement training program on Trauma-Informed Care as applied to various elements of University operations (e.g., supervising, teaching, advising)

### **Year 2 AY 2022-2023**

- Implement revisions to the Gen Ed curriculum.
- Hire new faculty, postdocs, staff that the changes require.
- Departments submit courses for approval of new US Cultures Experience and Global Cultures Experience.
- Begin implementation of the HIPs HUB to connect with Black students and track their experiences
- New assessment director begins work on aligning assessment processes in both academic and student affairs to reflect the value of diversity as related to baccalaureate learning objectives

### **Year 3 AY 2023-2024**

- A large-scaled assessment on student outcomes, engagements, faculty and staff climate will be conducted to gauge success and challenges.
- Data from this assessment will be used to complete QI final report

## **Institutional Contact for Quality Initiative Proposal**

Include the name(s) of the primary contact(s) for the Quality Initiative.

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