

Anti-Racism Task Force
Sub-committee Access and Success
9/11/2020

Access and Success:

Enhance recruitment for students of underrepresented groups for both undergraduate and graduate programs and improve retention and graduation rates

- A. *How do we make SIUE more available to Black, indigenous and other students of color? Can we expand current scholarship funding available to students from these groups? Can we create new scholarships and race-conscious policies?*

1. Test-blind (optional) admissions

a. Undergraduate

- i. Moratorium/Pilot for fall 2021
- ii. Permanent update to policy 1e1 for future admission terms

b. Graduate

- i. Review of required tests for 2021 terms and possibility of waiver of tests for admission
 1. These would include the follow programs and done at the program level: Accountancy, MBA, MMR, Art Therapy Counseling, Environmental Science, CMIS, Computer Science, Industrial Engineering, Mechanical Engineering, Psychology, Speech Language Pathology, and Pharmaceutical
- ii. Critical review of all graduate programs' admission criteria for future admission terms (2022 and beyond)
 1. Identify possible implicit biases
 2. Redesign processes to mitigate biases while moving toward a more holistic review

2. Increased Scholarships for Black Students upon admission (but see below for scholarships for continuing students)

a. Build upon Johnetta Haley -recognized name

- i. Scholarships for Black students; SOAR already has many of these students, create scholarship support to accompany the existing structural for SOAR students(new/continuing)
- ii. Do we need to give more dollars to less students?
- iii. Targeted to specific areas?
 1. Examples:

a. University of Missouri Columbia-

<https://admissions.missouri.edu/scholarships/>

- i. *Diversity and George C Brooks Scholar Award*
- ii. *Ron Brown Scholar Program-*

<https://www.ronbrown.org/section/apply/eligibility-requirements>

b. Enhance the Johnetta Haley Scholars program

- i. More formalized
- ii. Structural support, including individuals doing the invisible labor
- c. infrastructure to support the students coming in; similar to SOAR structure (reference Group B regarding mentoring)

3. Minority Website (ex: Eastern Illinois University)

- a. Listing scholarships
- b. Other resources for students

4. Expansion of Group Visits (such as TRIO; Upward Bound)

- a. Expand options and opportunities when they visit
- b. Partner with CORE Team regarding programming and connections



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B. How do we increase retention and graduation rates for students for Black, indigenous and other students of color using current programs such as the African American Male Initiative, as well as new programs?

1. Increase retention and graduation rate of Black students by the creation of a centralized mentoring program for students who do not have the opportunity through another group

- a. Important to involve faculty – connection to students in class
 - i. Utilization of Starfish and early alert policy
- b. Peer mentoring
- c. Mentoring from alumni and broader community

2. Financial Assistance (scholarships) for continuing students

- a. Money to support educational costs
 - i. Increase value each year (assist with retention)
- b. Money to support costs associated with fees/support/etc.
 - i. Structural support in SOAR; possible opportunity for scholarship recipients.

3. Study Tables

- c. Formalization of using StarFish

4. Programming (ex: Housing and Athletics)

- d. What programs are there for Black students
 - i. allowing to build relationships with students as well as students connecting with other students
- e. Include Graduate students

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C. How do we develop partnerships and pathway programs (e.g., Charter High School, other area high schools, TRIO Upward Bound, East St. Louis programming, NCCJ St. Louis' Anytown program, St. Louis Alive and Well, Relationships with HBCUs)?

1. Implementation of an Anti-Racism Daily Newsletter

a. Similar to "e" today; this would provide updates on efforts throughout the year.

2. Mentorship program for Black students (particularly males) within Music program

a. Initiate this model within other departments

3. Exploring program (Exploring.org).

a. A subsidiary organization of the Boy Scouts but it is open to all students and they are active throughout the metro St. Louis and metro-East area. The program creates links between individual students (mostly high school) and individual career exploration opportunities.



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D. What University policies present barriers for student success?

1. Review of drop-payment for policy

- a. Impact on underrepresented students
 - i. Ex: SOAR students
 - ii. Establish enhanced communication

2. Standardized test score – not requiring official/how to collect for all necessary data

- a. Need sub-score for proper placement and advisement
- b. But if do away; look at moving straight to placement testing

3. Mandate Execution of Early Alert Policy (Starfish)

- a. Help to identify students' progress early on
- b. Useful information from faculty to assist advisors and staff
- c. Work to coordinate all efforts that support black students throughout the campus community to minimize silos.