The regular meeting of the Faculty Senate Executive Committee was called to order at 2:30pm on Thursday, April 25, 2019 in the Magnolia Room of the Morris University Center by President Sorin Nastasia.

Present: Sorin Nastasia, Jocelyn DeGroot-Brown, Marcus Agustin, Shadrack Msengi, Laurie Rice, Wai Cheah, Dan Segrist, Ed Navarre
Absent: None
Guests: Venessa Brown, Nancy Lutz (UPBC)

Guest Speaker:
Dr. Venessa Brown, Associate Chancellor for Institutional Diversity and Inclusion, was the guest speaker. She provided handouts, which are attached.

SIUE is on the forefront of being an inclusive campus. There are still problems, but the institution is moving forward and has embraced diversity and inclusion. She spoke to the difference of being welcome and belonging, where “welcome” is for guests and “belonging” gives a sense of family. She encouraged everyone to get to know people who are different and build relationships. She wants the University to be a beacon of light when it comes to diversity and inclusion in our community and in southern Illinois. The culture of the campus changes when people find their voice at every level, and she wants to create avenues where those voices matter.

There are many book clubs and trainings going on, but some of this is done in silos. She has been working on creating an institutional team to collaborate to make sure that services are not duplicated. There was an issue on the staff side where they were being made to take vacation time in order to attend diversity events, and the Diversity Council came up with a policy to take up issues where there are barriers because staff cannot be isolated. People were being treated differently, and that is what Diversity Council tries to prevent. The goal is to ensure that the Diversity and Inclusion Strategic Plan is a living document, and people need to be held accountable to it.

The strategic hiring initiative was created in 2015, but the funding has not been used well. It is there to help diversify our faculty and increase our retention rates. She would like to see Faculty Senate give it attention.

The floor was opened to questions and suggestions. For questions about religious exceptions as faculty and guidance on knowing what would be a legitimate observance, Dr. Brown suggested reaching out to Jamie Ball in EOA. It was suggested that the Diversity and Initiatives Strategic Plan could be helpful with recruitment and retention if it was more visible. There was a discussion about how there was a resource in the past to help connect students with someone of their own race, but there is no longer a point person for this as the campus has evolved and become more inclusive. International students who are
having issues finding summer employment should be working with the International Office, which has
increased staffing to help make sure needs are being served. There was a discussion on Diversity Day
and the celebration of the uniqueness of everyone and the work being done to move it beyond race.

Announcements:
Announcements were reviewed as listed on the agenda.

Consideration of Minutes:
The minutes for the April 11, 2019 meeting were approved as corrected.

Unfinished Business:
The changes to the Rules and Procedures Operating Papers were discussed and reviewed. The changes
are cosmetic and basic. The FSEC approved to changes to put forward to the Faculty Senate for a first
reading.

New Business:
Three appointments to the UPBC will need to be made by the Faculty Senate. Dr. Ann Popkess was
selected by the Chancellor as the next Chair, but it needs to be approved by shared governance. Her
appointment creates a vacancy for the remainder of her term, and it is recommended that Dr. Robert
Duane Douglas from the School of Dental Medicine be appointed to this position. The final
recommendation is for Dr. Dan Segrist from the School of Education, Health and Human Behavior to
begin a three-year term to replace Dr. Rakesh Bharati as his term is ending. The recommendations will
be brought forward to the Faculty Senate for approval.

Reports:
The UPBC will be completing budget request meetings with the Vice Chancellors and will be meeting on
June 7 to prioritize them.

The FDC reviewed EUE proposals and sent recommendations to the Provost. Marie Klopfenstein was
elected Chair for the next year.

The Curriculum Council heard program reviews from Chemistry and Theater and Dance. Faith Liebl was
elected as Chair for the next year.

The Rules and Procedures Council received approval to circulate the Chancellor report and is waiting to
hear back from the Provost. The operating papers state that they are supposed to send the reviews to
the President, but it has not been done previously. There was agreement to follow the papers and send
the reports. Junvie Pailden was selected as the next Chair.

The Welfare Council report was posted to SharePoint and is attached. No one has volunteered to be the
next Chair, but potential names will be submitted to DeGroot-Brown.

The Graduate Council elected Duff Wrobbel as the next Chair. There were form 92A submissions in the
last week prioritized as emergencies, but it does not leave the Council time to review them. There were
issues with CurricUNET not functioning properly, but there are also issues with the Graduate School saying that something needs to happen. There was a discussion of CurricUNET and shared governance.

The President reported that surveys were distributed regarding the SIU President, but there are some concerns about the first round of raw data being handled by Carbondale.

There were no other reports.

**Public Comment:**
There was no public comment.

**Adjournment:**
The meeting adjourned at 3:50pm.

Submitted by Anne Hunter, University Governance
I. CALL TO ORDER

II. GUEST SPEAKERS
   a. Associate Chancellor for Institutional Diversity and Inclusion Venessa Brown

III. ANNOUNCEMENTS
   a. Faculty Senate meetings, Spring 2019, guest speakers:
      i. May 2 - full Faculty Senate meeting (2:30 p.m., Mississippi Illinois Rooms in Morris University Center): Lakesha Butler, Black Faculty and Staff Association President
   b. Faculty Senate Executive Committee meetings, Spring 2019, guest speakers:
      i. May 9 – Chancellor Randy Pembrook
   c. BOT meetings:
      i. May 16 – SIUC
      ii. July 18 – Springfield

IV. CONSIDERATION OF MINUTES
   a. April 11, 2019

V. UNFINISHED BUSINESS
   a. Amending the R&P operating papers

VI. NEW BUSINESS
   a. UPBC nominations

VII. REPORTS FROM COUNCIL CHAIRS
   a. UPBC – Nancy Lutz
   b. Faculty Development Council – Shadrack Msengi
   c. Curriculum Council – Laurie Rice
   d. Rules & Procedures Council – Wai Cheah
   e. Welfare Council – Dan Segrist
   f. Graduate Council – Ed Navarre
   g. Past-President – Marcus Agustin
   h. President-Elect – Jocelyn DeGroot
   i. President – Sorin Nastasia

VIII. PUBLIC COMMENT

IX. ADJOURNMENT

The next FSEC meeting will be Thursday, May 9, 2019 at 2:30 p.m. in the Magnolia Room, Morris University Center
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ACKNOWLEDGEMENTS

The development of this SIUE Diversity and Inclusion Strategic Plan (interchangeably referred to hereafter as the plan) would not have been possible without the leadership provided by Chancellor Randy Pembrook; Associate Chancellor and Chief Diversity Officer Vanessa A. Brown; Provost and Vice Chancellor for Academic Affairs, Denise Cobb; Vice Chancellor for Student Affairs, Jeffrey Waple; and the commitment and hard work of the University Diversity Council.

The commitment to living our values is the driving force for SIUE to become an Inclusive Excellence community. A number of individuals and groups have contributed over the years to the efforts of integrating diversity and inclusion into the fabric of SIUE. We have a strong enrollment management team, along with other members in this community who continue to be committed to diversifying our campus. The members of the 2016-17 and 2017-18 University Diversity Council have listened to our campus community and worked to ensure that this plan represents the voices of all in this community.
2017-18 University Diversity Council Membership

Chair
Venessa A. Brown, Professor and Associate Chancellor;
Institutional Diversity and Inclusion

Faculty
Marcus Agustin, President, 2017-18 Faculty Senate
Jerrica Ampadu, Assistant Professor, School of Nursing
Scott Belobrajdic, Associate Vice Chancellor, Enrollment Management
Lakesha Butler, Clinical Associate Professor, School of Pharmacy
Anthony Denkyirah, Associate Professor,
School of Education, Health and Human Behavior
Gunes Ercal, Associate Professor, School of Engineering
Gertrude Panninselvam, Associate Professor, School of Business
Cornell Thomas, Assistant Dean of Students, School of Dental Medicine
Mary Weishaar, Executive Director, Office of International Affairs
Prince Wells III, Associate Professor, College of Arts and Sciences
Sonia Zamanou-Erickson, Associate Professor,
College of Arts and Sciences

Professional Staff
James Boyle, Interim Director, Disability Support Services
Terra Cole Brown, Member, Black Faculty and Staff Association
Jesse Dixon, Director, SIUE East St. Louis Center
Gretchen Fricke, President, 2017-18 Staff Senate
Gina Jeffries, Director, SIUE East St. Louis Charter High School
Tamika Johnson, Human Resource Manager, Human Resources
Chad Martinez, Director, Office of Equal Opportunity,
Access and Title IX Coordination

Undergraduate Students
Kelai Delgado, Student Diversity Officer, 2017-18 Student Government
Kamón DeShazer, Student Body President, 2017-18 Student Government

2016-2017 University Diversity Council Members
(Not Previously Listed)

Faculty
Jeffrey Sabby, President, 2016-17 Faculty Senate
Prince Wells III, President, 2016-17 Black Faculty and Staff Association
Tian Yu, Professor, School of Education, Health and Human Behavior

Professional Staff
Kirt Ormesher, President, 2016-17 Staff Senate

Undergraduate Students
Luke Jansen, Student Body President, 2016-17 Student Government
SIUE STATEMENT ON DIVERSITY

The SIUE Statement on Diversity reflects SIUE’s commitment to recognizing and valuing the contributions of the breadth of humankind. This statement, adopted in April 2013, replaces an earlier version.

All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice and the development of full human potential, we must build on this diversity and inclusion.

- Southern Illinois University Edwardsville nurtures an open, respectful, and welcoming climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

- Southern Illinois University Edwardsville is committed to education that explores the historic significance of diversity in order to understand the present and to better enable our community to engage the future.

- Integral to this commitment, Southern Illinois University Edwardsville strives for a student body and a workforce that is both diverse and inclusive.

Adopted April 2013
SIUE MISSION, VISION AND VALUES

Mission
Southern Illinois University Edwardsville is a student-centered educational community dedicated to communicating, expanding and integrating knowledge. In a spirit of collaboration enriched by diverse ideas, our comprehensive and unique array of undergraduate and graduate programs develops professionals, scholars and leaders who shape a changing world.

Vision
Southern Illinois University Edwardsville will achieve greater national and global recognition and academic prominence through innovative and interdisciplinary programs that empower individuals to achieve their full potential.

Values
Citizenship
- Social, civic and political responsibility — globally, nationally, locally, and within the University
- Active partnerships and a climate of collaboration and cooperation among students, faculty, staff, alumni and the larger community
- Sustainable practices in environmental, financial and social endeavors

Excellence
- High-quality learning within and beyond the classroom
- Continuous improvement and innovation
- Outstanding scholarship and public service

Inclusion
- A welcoming and supportive environment
- Openness to the rich diversity of humankind in all aspects of University life
- Respect for individuals, differences, and cultures
- Intellectual freedom and diversity of thought

Integrity
- Accountability to those we serve and from whom we receive support
- Honesty in our communications and in our actions

Wisdom
- Creation, preservation and sharing of knowledge
- Application of knowledge in a manner that promotes the common good
- Life-long learning
Message from the
CHANCELLOR

Welcome to the pages of what is one of the most important and defining living documents of Southern Illinois University Edwardsville, a testament to our commitment to diversity, inclusion and respect for the individual. SIUE is dedicated to the pursuit and promotion of a diverse campus population. Diversity is vital to societal well-being and, within higher education, is critical to student success.

The SIUE campus community is a rich collection of human perspectives, backgrounds and ethnic and cultural heritages. We are stronger for it and that strength leads to healthy dialogue and the ability to shape the world around us. It also prepares students to better navigate the world and to make important decisions based on the greater good. Please join us in our quest to set the example for an open and inclusive environment, where each community member is valued for individuality and contributions to the welfare of the whole.

On behalf of the faculty, staff and students of SIUE, I extend my thanks to Dr. Venessa Brown and the University Diversity Council for their efforts in developing SIUE’s first Diversity and Inclusion Strategic Plan. I embrace this renewed commitment to inclusion and respect and look forward to future updates regarding successes in this area.

Dr. Randall C. Pembrook
SIUE Chancellor
Message from the
ASSOCIATE CHANCELLOR AND
CHIEF DIVERSITY OFFICER

The SIUE Diversity and Inclusion Strategic Plan continues the work of the previous Diversity Plan and supports SIUE in “Living Our Values.” SIUE has made great strides in diversifying the campus in so many ways, and our faculty, staff, students and community must benefit from diversity in ways that go beyond being harmonious and welcoming. The new plan challenges us to go beyond the number, and embrace diversity and inclusion as central to every decision and outcome associated with education and our interaction with external communities.

The SIUE Diversity and Inclusion Strategic Plan is the product of a process that included all members of this community. This plan expects the campus leadership to take ownership of the implementation of the diversity and inclusion efforts at SIUE. This plan was developed with input from the SIUE Diversity Summit held in the spring of 2017, which included our governance groups and the surrounding community. It is our hope that the ultimate success of this plan will continue to be shaped by ongoing dialogue, diversity and inclusion activities, and enhanced policies to address social justice and equality. This SIUE Diversity and Inclusion Strategic plan is being presented to a different University than the SIUE that existed when the planning process began. SIUE is being transformed by our new leadership and a desire for diversity and inclusion.

As we implement the objectives of this plan—and much has already begun—it is important for us to assess the ongoing impact of our actions and be mindful of the change in SIUE that will result from our collective efforts. We must be flexible and responsive to both an ever-changing campus and society.

I look forward to celebrating the success of this plan through our commitment and dedication over the next few years.

Respectfully,

Venessa A. Brown, PhD
Associate Chancellor for Institutional Diversity and Inclusion
Chief Diversity Officer
PROGRESS REPORT
(2013-2016)

Southern Illinois University Edwardsville (SIUE) commits to live its values of citizenship, excellence, inclusion, integrity and wisdom. Increasing the diversity of our faculty, staff and students is key to that commitment. The SIUE vision states that SIUE "will achieve greater national and global recognition and academic prominence through innovative and interdisciplinary programs that empower individuals to achieve their full potential." Achieving this recognition cannot be accomplished without living our mission as "a student-centered educational community dedicated to communicating, expanding and integrating knowledge." The mission continues by stating, "In a spirit of collaboration enriched by diverse ideas, our comprehensive and unique array of undergraduate and graduate programs develops professionals, scholars and leaders who shape a changing world." SIUE students develop into productive citizens with integrity who value inclusion by studying and learning on an inclusive campus. SIUE faculty and staff from the rich diversity of humankind create a high-quality learning environment that is attractive to future employees and potential donors.

This SIUE Diversity and Inclusion Strategic Plan builds on the previous "We Are One" Diversity Plan (2013-2016) which included three broad goals, eight objectives, and a variety of suggested strategies. SIUE met or exceeded the goals and objectives set forth in the plan. These milestones attest to the fact that we are continually striving for a more diverse and inclusive campus community.

The following are some of our most significant accomplishments in the last three years, as they relate to each of the goals:

GOAL 1
INSTITUTIONAL LEADERSHIP

Campus Administration will provide leadership and support, as well as oversight, for all diversity and inclusion initiatives.

In 2014, Chancellor Julie Furst-Bowe charged the Associate Chancellor and Chief Diversity Officer with leading the revamping of the Meridian Scholars Program selection process to ensure a diverse pool of students.

In 2015, the Faculty Strategic Hiring Initiative was developed and Interim Chancellor Steve Hansen committed approximately three million dollars for the next five years to diversify the faculty.

Enrollment Management recruited the largest number of African American and Latino students in the history of the University.
GOAL 2
CURRICULAR AND CO-CURRICULAR TRANSFORMATION

Curricular and co-curricular activities will incorporate diversity and inclusion into instructional materials, classroom discussions, and student assignments, activities and University events.

The Office of Institutional Diversity and Inclusion developed a campus-wide Mentoring Resource Booklet that summarizes all mentoring opportunities available to students, faculty and staff across the entire campus.

The Office of Institutional Diversity and Inclusion hosted six new book clubs for faculty, staff and students.

Through the Office of International Affairs, the number of participants in study abroad programs increased from 127 (FY15) to 200 (FY 16).

The Office of International Affairs provided leadership for the organization, planning and implementation of support services, and clear communication for international students, faculty and staff following the January 27 Presidential Executive Order (and subsequent orders) affecting immigration.

The Office of International Affairs collaboratively planned and implemented (with the Provost’s Office and Chancellor’s Office) the international student graduation celebration.

The Office of International Affairs planned the launch of a successful Peace Corps Prep program (non-credit, budget-neutral curriculum map to assist students who want to strengthen viability for the Peace Corps program).

Student Government created a Diversity Week celebrating diversity.
Southern Illinois University Edwardsville will be a welcoming and inclusive climate for all faculty, staff, students and visitors both in the classroom and the work environment.

SIUE was a recipient of the Higher Education Excellence in Diversity (HEED) Award for five years (2014, 2015, 2016, 2017 and 2018) from INSIGHT Into Diversity. The HEED Award is a national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion. It "measures an institution’s level of achievement and intensity of commitment in regard to broadening diversity and inclusion on campus through initiatives, programs and outreach; student recruitment, retention and completion; and hiring practices for faculty and staff."

(insightintodiversity.com)

In August 2014, the Office of Institutional Diversity and Inclusion held a Town Hall Meeting regarding the death of Michael Brown and the events in Ferguson, Mo., which led to a drive for non-perishables, among other initiatives.

In fall 2014, SIUE opened its first Multicultural Center, which has been instrumental in ensuring a major increase in diverse and inclusive campus programming.

In 2016, the Office of Institutional Diversity and Inclusion hosted three Black Lives Matter Conferences that were open to the entire campus community and the region. The conferences facilitated open dialogue on the Black Lives Matter movement, microaggressions and understanding white privilege. SIUE welcomed nearly 300 participants in the first conference and close to 400 participants in the third conference.

In the summer of 2016, the Office of Institutional Diversity and Inclusion developed a handbook on the History of Diversity and Inclusion at SIUE.

SIUE has taken steps to improve our campus for LGBTQ+ students, faculty and staff, with initiatives like the installation of gender neutral restrooms. Our commitment resulted in SIUE's Campus Climate/Campus Pride Index increasing to 4.5 in 2016, from 3 in 2013.

An increase in campus-wide coverage of diversity and inclusion initiatives is evident. Our Marketing and Communications unit promoted specific programs to ensure that our diverse initiatives are visible on all three campuses. The Alcette has increased its coverage of diverse and inclusive stories during the past three years.

The Faculty Mentoring Student-Athletes Program was extended to include staff who wanted to mentor student-athletes. The program has grown since its inception to include men’s and women's basketball, and now softball.

Bridging Universal Inclusion and Leadership Development (BUILD), a faculty-student mentoring program, was and has served as a model of consistent support and a way to foster one-on-one relationships with individuals of varying backgrounds.
INTRODUCTION

A supportive and welcoming environment for all members in the SIUE community allows us to continually improve, be innovative, create high-quality experiences within and beyond the classroom, and create an environment that is respectful, embraces differences and culture, and promotes life-long learning. SIUE values excellence in learning and innovation within the campus community. Diversity, inclusion and social justice together form a key foundation to support excellence. High quality scholarship, creative activities and high impact learning practices characterize accomplishments by faculty and students.

All individuals in the SIUE community can benefit by working together to improve learning and innovation. We must first start by acknowledging and respecting our differences. We must learn from the perceptions on daily operations of our students, faculty and staff. Then, we need to build on this feedback to enhance our campus community. We must acknowledge our differences, embrace them and celebrate them as they are what make us unique. We must create an environment where all underrepresented groups have a voice and feel included. Every member of our community should feel respected, appreciated and welcome to engage in every aspect of learning.

The foundation for excellence in diversity and inclusion requires institutional commitment and leadership that drives an ever-changing university. Wisdom and integrity are two key SIUE values that allow us to remain committed to ensuring that our students, faculty and staff leave SIUE with a commitment to shape a changing world. Our institution thrives on honesty in communication and actions. SIUE is accountable to those we serve and from whom we receive support. Alumni, private donors, community organizations, funding agencies, and corporate partners are also a part of the SIUE community. These entities can be both influential and be persuaded by our efforts to create a more diverse and inclusive campus. Social media has allowed our students to interact even more in a global environment, and each day our campus looks more like the world. Our internal and external relationships should reflect our commitment to diversity and inclusion. This SIUE Diversity and Inclusion Strategic Plan details our next seven-year commitment to an inclusive campus community at SIUE.
INCLUSIVE EXCELLENCE FRAMEWORK OVERVIEW

Inclusive Excellence is a framework designed to help campuses integrate diversity and quality efforts. As a model, Inclusive Excellence assimilates diversity efforts into the core of institutional functioning to realize the educational benefits of diversity. Applying Inclusive Excellence concepts leads to infusing diversity into an institution's recruiting, admissions and hiring processes; into its curriculum and co-curriculum; and into its administrative structures and practices. Inclusive Excellence means an institution has adopted means for the cohesive, coherent and collaborative integration of diversity and inclusion into the institutional pursuit of excellence. Accepting the Inclusive Excellence model reflects the understanding that diversity and inclusion are catalysts for institutional and educational excellence, are to be invited and integrated into the very core of the educational enterprise, and are not isolated initiatives. The Inclusive Excellence framework provides specific definitions for the terms diversity and inclusion. Throughout this document, the term diversity is used to describe individual differences (e.g., personality, learning styles and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability, as well as cultural, political, religious or other affiliations) that can be engaged in the service of learning and working together. The term inclusion is used to describe the active, intentional and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural and geographical) with which individuals might connect in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

What is Inclusive Excellence?

Inclusive Excellence is a planning process intended to help each SIUE school, college, department and unit establish a comprehensive and highly-coordinated set of systemic actions that focus specifically on fostering greater diversity, equity, inclusion and accountability at every level of University life. The central premise of Inclusive Excellence holds that SIUE needs to intentionally integrate its diversity efforts into the core aspects of department and unit goals—such as their academic priorities, leadership, quality improvement initiatives, decision-making, day-to-day operations and organizational cultures—in order to maximize their success.

1 "Diversity, Equity, & Inclusive Excellence." AACU. http://www.aacu.org/inclusive/excellence/index.dfs
Why Inclusive Excellence for SIUE?

In many respects, Inclusive Excellence represents the next necessary step in our evolution as a campus community committed to creating those diverse learning environments that we know are so vital to our students’ growth, learning and achievement. Our recruitment and retention efforts, as well as our engagement in such initiatives as the campus climate surveys and our recruitment initiatives with pipeline programs with Historically Black Colleges and Universities, have taught us that our pursuit of diversity has to be a far more multidimensional, integrative and student-centered process if it is to produce the kinds of institutional transformation we seek. Inclusive Excellence is a change-oriented planning process that encourages us to continue in our diversification efforts, albeit with greater intentionality and attentiveness of how they serve the needs of our students. Informed by a well-established body of empirical research as to the institutional contexts, practices and cultures that contribute to the establishment of a diverse learning environment, Inclusive Excellence represents a shift not in the essence of our work, but how we approach it and carry it out. Above all, Inclusive Excellence asks us to actively manage diversity as a vital and necessary asset of collegiate life, rather than as an external problem.

How does Inclusive Excellence work?

Inclusive Excellence offers an approach for organizing our work in a deliberate, intentional and coordinated manner. This approach:

- Employs a dual focus in diversity efforts, concentrating on both increasing compositional diversity and creating learning environments in which students of all backgrounds can thrive
- Requires a more comprehensive, widespread level of engagement and commitment ensuring that every student fulfills their educational potential
- Places the mission of diversity at the center of institutional life, so that it becomes a core organizing principle, around which institutional decisions are made
- Calls for a close attentiveness to the student experience itself, including the impact of race and ethnicity, and the influence of physical ability, sexual orientation, gender expression, socioeconomic background, and first-generation status on their learning experiences
- Demands that the ideals of diversity and excellence be pursued as the interconnected and interdependent goals they are
The model for Inclusive Excellence at SIUE has four dimensions:
1. Student Recruitment and Retention
2. Administrator, Faculty, and Staff Recruitment and Retention
3. Education and Scholarship
4. Campus Climate

This framework should be conceptualized as a matrix of integrated initiatives designed to achieve institutional excellence infused with evidence of diversity and inclusion. Each dimension of the model represents an area in which initiatives are designed to achieve excellence. For planning and implementation purposes, information needs to be collected and analyzed, and programs and policies need to be modified or developed to address deficiencies within each dimension. The dimensions create a framework that helps the institution monitor the progress of diversity and inclusion efforts to ensure that they remain integrated, intentional, and central to the core mission of the University.

The goals, objectives, strategies and indicators of success outlined below are intended to guide the actions of appropriate University units, including senior leadership areas, schools, colleges, departments, and programs, in the delivery of initiatives, policies, and practices that advance diversity and inclusion. As this framework is implemented, the creation of indicators for each of the four dimensions will result in an annual report to the University community and to the SIU Board of Trustees that will include accomplishments, challenges and plans for adjustments of efforts. The report associated with this plan will be presented annually, beginning in May 2019, to the Board of Trustees. (The annual census dates for students and employees occur in the fall, and an April reporting deadline would provide time for proper data collection and analysis.) Indicators included in this plan draw on existing datasets wherever possible, especially those reports submitted to state or federal authorities that use standardized definitions and may allow cross-institutional comparisons. Institutional and national surveys of faculty, staff and students provide important information for monitoring progress, guiding continuous improvement and benchmarking against others when possible. Many units on campus participate in collecting and analyzing data cited below, including Institutional Research, Academic Affairs, Enrollment Management, Human Resources and Graduate Studies, as well as the Office of Institutional Diversity and Inclusion.

Inclusive Excellence Definitions and Terms

Inclusive Excellence brings together a comprehensive knowledge base—research and theory—from a variety of sources. Within this framework, there are some concepts and terms that are fundamentally linked to the educational mission and institutional practice, and thus deserve to be highlighted. The definitions have been categorized by four essential pillars of Inclusive Excellence—Diversity, Equity, Inclusion and Excellence.

Diversity

Diversity: Individual differences (e.g., personality, learning styles and life experiences) and group/social differences (e.g., race/ethnicity, gender, sexual orientation, gender identity or expression, country of origin, and ability as well as cultural, political, religious or other affiliations) that can be engaged in the service of learning.

Compositional Diversity: The numerical and proportional representation of various racial and ethnic groups on a campus. (Millen, Chang and Antonio, 2005)

Critical Mass: Meaningful representation. Refers to a number that encourages underrepresented minority students to participate in the classroom and not feel isolated.

Equity

Equity Mindedness: Refers to the outlook, perspective or mode of thinking exhibited by practitioners and others who call attention to patterns of inequity in student outcomes, and are willing to assume personal and institutional responsibility for the elimination of inequity. This includes being “color conscious,” noticing differences in experience among racial-ethnic groups, and being willing to talk about race and ethnicity as an aspect of equity. Equity perspectives are evident in actions, language, problem-framing, problem-solving and cultural practices. (Bensimon, 2008)

Deficit Mindedness: Deficit thinking “posits that students who fail in school do so because of alleged internal deficits (such as cognitive and/or motivational limitations) or shortcomings socially linked to the younger—such as familiar deficits and dysfunctions” (Valencia, 1997). In other words, deficit thinking “blames the student” for unequal outcomes.

Representational Equity: Proportional participation of historically underrepresented racial-ethnic groups at all levels of an institution, including high status special programs, high-demand majors and in the distribution of grades. (Bensimon, 2008)

Inclusion

Inclusion: The active, intentional and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one’s awareness, content knowledge, cognitive sophistication and empathetic understanding of the complex ways individuals interact within systems and institutions.

Excellence

Excellence: The quality of being excellent; state of possessing good qualities in an eminent degree; exalted merit; superiority in virtue.

Inclusive Excellence

Inclusive Excellence is a framework designed to help campuses integrate diversity and quality efforts,
Southern Illinois University Edwardsville
DIVERSITY AND INCLUSION STRATEGIC PLAN
2018-2025 (7-YEAR PLAN)
GOAL 1
Enhance recruitment for students of underrepresented groups for both undergraduate and graduate programs, and improve retention and graduation rates for underrepresented groups attending SIUE.

Objective 1:
Achieve increased enrollment (recruitment) of students who are underrepresented relative to the available population in the state and region, as part of an institutional enrollment management plan.

Strategy for Success 1.1.1: Develop and implement an enrollment management plan that includes strategies to increase applications, admissions and enrollment percentages for admissible freshmen and transfer students from groups historically underrepresented in higher education.

Indicator of success: Increase the yield rate (admit to enrolled percentage) for admitted students from underrepresented races and ethnicities, particularly African American and Latino groups.

Assigned to: Enrollment Management, Graduate School Admissions, Office of Institutional Diversity and Inclusion, Professional Schools, Academic Affairs.

Strategy for Success 1.1.2: Invest in the development of additional pipelines and leverage existing outreach efforts to facilitate access and opportunity to higher education (e.g., SIUE ESL Charter H.S.; Historically Black Colleges and Universities, Hispanic Serving Institutions, Hispanic Chambers of Commerce (High School Hispanic Leadership Institute, Community Colleges, Healthcare Diversity Camp).

Assigned to: Enrollment Management.

Strategy for Success 1.1.3: Continue to formally analyze and establish routine reporting of Student Tracker and Admitted Student Questionnaire data to the University Diversity Council, Chancellor’s Council and Deans’ Council for all admitted freshmen, including underrepresented students to demonstrate patterns among those accepting or declining offers of admission to SIUE.

Assigned to: Enrollment Management, University Diversity Council, Chancellor’s Council, Deans’ Council.
Objective 2:
Increase the academic success (retention and graduation) of diverse and underrepresented students as a part of an overall institutional plan to make excellence inclusive.

Strategy for Success 1.2.1: Develop a summer bridge program for 100 first generation, low income students admitted under the academic review committee and inclusive of underrepresented groups.

Indicator of success: Increase first-to-second year retention for this group relative to historic performance for similarly positioned groups.

Assigned to: Enrollment Management, Office of the Provost.

Strategy for Success 1.2.2: Continue to decrease the percentage of unmet need for our students with the lowest expected family contributions. Determine appropriate institutional aid levels required to maximize enrollment and retention while maintaining institutional net revenue goals.

Indicator of success: A decrease in the percentage of unmet need for our neediest students.

Assigned to: Enrollment Management.

Strategy for Success 1.2.3: Align and coordinate current efforts in place to support underrepresented student persistence and completion rates.

Indicator of success: Set targets for performance relative to peer institutions to ensure that SIUE is performing above the median within three years. (See BHHE, IPEDS or US News.) Align ourselves with schools having similar entrance requirements and freshman cohort diversity. Set a long-term goal of performing in the top 10 percent of peers.

Assigned to: Enrollment Management.

Strategy for Success 1.2.4: Create and expand mentoring programs for students to improve student success and retention.

Indicator of success: Increase in retention rates of students.

Assigned to: Student Affairs.

SIUE Student-Athlete
Graduation Rate 92%
GOAL 2
Increase and retain the number of faculty, staff and administrators from underrepresented groups.

Objective 1:
Enhance and improve recruiting processes (hiring policies, search committee training and search processes).

Strategy for Success 2.1.1: Develop a University-wide hiring policy that is followed by all hiring units, that ensures an equitable search process and conforms to external requirements (example: civil service).

Indicator of success: New faculty and staff hires from underrepresented groups, as reported by the Office of Institutional Research.

Assigned to: Office of Equal Opportunity, Access and Title IX, Human Resources, Academic Affairs.

Strategy for Success 2.1.2: All search committee chairs will complete training related to diversity recruitment processes.

Indicator of success: The number of training sessions and the number of people trained on how to develop action oriented plans.

Assigned to: Office of Equal Opportunity, Access and Title IX, Center for Faculty Development and Innovation, Human Resources.

Strategy for Success 2.1.3: Confirm that all SIUE job descriptions include language regarding the importance of diversity and inclusion.

Indicator of success: Increase in the number of people applying, interviewing, and hired for faculty and staff, from underrepresented groups, as reported in the University's Affirmative Action Plan relative to the available national pool.

Assigned to: Human Resources, Office of Equal Opportunity, Access and Title IX, Department Chairs, Deans, Directors.
Objective 2:
Create pathways for faculty and staff from underrepresented groups to advance at SIUE as staff, faculty and administrators by enhancing and retaining retention processes (Development Workshops such as resumes, testing and interviewing, Mentoring).

Strategy for Success 2.2.1: Create and expand workshops on career development, effective interviewing techniques and inform the University community on these opportunities.

Indicator of success: Growth in the number of faculty, staff and administrators from underrepresented groups who achieve tenure, promotion and career advancement as reported by the Office of Institutional Research.

Assigned to: Career Development, Center for Faculty Development and Innovation, Human Resources.

Strategy for Success 2.2.2: Create and expand mentoring programs for faculty and staff.

Indicator of success: Decrease in voluntary and involuntary departure rates or turnover rates of faculty, staff and administrators.

Assigned to: Center for Faculty Development and Innovation, Office of Institutional Diversity and Inclusion, Deans, Directors.

Strategy for Success 2.2.3: Conduct exit interviews or exit surveys to find out why people leave SIUE.

Indicator of success: Compilation of data as collected through units, schools and departments reflecting improvement in retention and success to determine whether retention strategies are working.

Assigned to: Department Chairs, Deans, Directors, Human Resources.
GOAL 3
Build a community that fosters learning, scholarship, and creative activities that reflect understanding of global diversity and a commitment to inclusion and social justice.

Objective 1:
Work with Faculty Senate and Student Affairs to identify ways to strengthen the University curriculum and enhance co-curricular activities to increase learning.

Strategy for Success 3.1.1: Assess learning outcomes related to SIUE’s Objective for the Bachelor’s Degree which states, “All students will gain an understanding of the traditions that influence individuals and communities in order to develop a respect for and a sensitivity to human diversity. Students will gain a deeper understanding of global interdependence.”

Indicator of success: The general education assessment committee will provide baseline data on this outcome, and the Office of the Provost will work with stakeholders to establish targets.

Assigned to: Office of the Provost, Faculty Senate.

Strategy for Success 3.1.2: Implement the Sustained Dialogue (SD) Pilot, and determine how SD can become part of the curricular and/or co-curricular experience for students.

Indicator of success: Students, staff and faculty will complete SD training, and the SD pilots will be implemented in Honors and in co-curricular opportunities. Faculty Senate will consider whether SD can become a requirement.

Assigned to: Office of the Provost, Student Affairs.

Strategy for Success 3.1.3: Faculty will work with Faculty Senate and the Office of the Provost to determine how to strengthen the Lincoln Program or the SIUE Experience to address diversity, equity and inclusion.

Indicator of success: A completed pilot or a curricular proposal could be a result of these efforts.

Assigned to: Office of the Provost, Student Affairs, Faculty Senate.
Objective 2:
Increase awareness, competencies, and capacities of faculty and staff to effectively address issues of diversity and inclusion.

Strategy for Success 3.2.1: Enhance professional development opportunities through increased programming in support of inclusive excellence.

Indicator of Success: Plan and implement professional development activities related to diversity and inclusion at least two times annually for faculty and staff.

Assigned to: Vice Chancellors, Office of Institutional Diversity and Inclusion.

Strategy for Success 3.2.2: Provide support for faculty to transform or create courses that achieve diversity and inclusion-related learning outcomes.

Indicator of Success: Increase the number of faculty engaging in course redesigns and/or new courses to integrate inclusive pedagogies or to enhance diversity and inclusion content.

Assigned to: Academic Affairs.

Strategy for Success 3.2.3: Develop specific outreach strategies to encourage underrepresented and diverse faculty and students to participate in URCA and other high-impact practices.

Indicator of Success: Increased number of underrepresented students in URCA and increased percentage of underrepresented students completing a high impact practice prior to Senior Assignment.

Assigned to: Office of the Provost.

Objective 3:
Provide opportunities for student participation in high-impact learning experiences that promote learning related to global citizenship, diversity and inclusion, including study abroad, service learning, etc.

Strategy for Success 3.3.1: Increase opportunities for study abroad opportunities and improve funding to support study abroad experiences.

Indicator of Success: Increase number of students studying abroad, and provide greater array of study abroad opportunities across academic units and programs.

Assigned to: Academic Affairs (Academic Advising, International Affairs) and Advancement.

Strategy for Success 3.3.2: Develop and implement plans to enhance student participation in intentionally designed high impact learning experiences, whether in general education, major programs or co-curricular experiences.

Indicator of Success: Increased numbers of students participating in high impact learning experiences, whether in general education, major programs or co-curricular experiences.

Assigned to: Academic Affairs.

Strategy for Success 3.3.3: Develop plans that will strengthen the relationship between Academic Affairs and the community engagement activities of the East St. Louis Center and SIUE-ESL Charter High School.

Indicator of Success: Increased numbers of students and faculty participating in high impact learning experiences, whether in general education, major programs or co-curricular experiences.

Assigned to: Academic Affairs whether in general education, major programs, co-curricular experiences.
GOAL 4
Develop and maintain a campus climate that acknowledges, embraces, and celebrates diversity and inclusion as a core value of the SIUE community.

Objective 1:
Create a campus climate that is civil, supportive, and respectful, and that values differing perspectives and experiences.

Strategy for Success 4.1.1: Develop an annual diversity and inclusion training for all students, faculty and staff.

Indicator of success: Decreased number of reported racial and bias incidents.

Assigned to: Office of Institutional Diversity and Inclusion.

Strategy for Success 4.1.2: Expand efforts for ongoing town halls, University workshops, and open dialogue sessions focusing on diversity and inclusion that help to prevent harassment, retaliation, discrimination, and provide productive ways to resolve conflict.

Indicator of success: Faculty, staff and students will report a decrease in harassment, retaliation and discrimination reports as reflected in the campus climate survey.

Assigned to: Office of Institutional Diversity and Inclusion, Office of Equal Opportunity, Access and Title IX, Human Resources.

Strategy for Success 4.1.3: Create an annual Diversity and Inclusion Day at SIUE that includes reviewing the dashboards, guest speakers, student presentations, learning assessment outcomes, and presentations by internal and external leaders focusing on diversity and inclusion.

Indicator of success: Broad representation from students, faculty, staff and administrators across all units attend the meeting.

Assigned to: Office of Institutional Diversity and Inclusion, Student Affairs.

Strategy for Success 4.1.4: Increase connections between the Chancellor’s Council and the University Diversity Council.

Indicator of success: Chancellor’s Council and University Diversity Council hold annual joint meeting focused on diversity and inclusion; each member from the Chancellor’s Council will attend one University Diversity Council meeting annually.

Assigned to: Chancellor’s Council, University Diversity Council.

Objective 2:
Review campus culture data.

Strategy for Success 4.2.1: Conduct campus climate surveys every three years.

Indicator of success: Improvement in results of diversity and climate-related perceptions as measured by the campus climate surveys that will be conducted every three years by the University Diversity Council and other surveys conducted by the Office of Institutional Research.

Assigned to: University Diversity Council, Institutional Research.

Strategy for Success 4.2.2: Develop and implement a process for regular review of the SIUE Diversity and Inclusion Strategic Plan.

Indicator of Success: An annual report to the University community.

Assigned to: University Diversity Council.
Objective 3:
Enhance communications projecting diversity and inclusion.

Strategy for Success 4.3.1: Create a Board of Trustees (BCT) report section focusing on diversity and inclusion to be covered at each meeting.

Indicator of Success: Reports are prepared at each meeting during the year.

Assigned to: Chancellor, University Diversity Council.

Strategy for Success 4.3.2: Review web-based material to assure that diversity and inclusion is reflected.

Indicator of Success: Web-based material reflects diversity and inclusion at SIUE.

Assigned to: Marketing and Communications, University Diversity Council.

Objective 4:
Review policies and procedures pertaining to diversity, inclusion, and equity.

Strategy for Success 4.4.1: Develop an Americans with Disabilities Act committee as reflected in our Affirmative Action Plans.

Indicator of Success: An Americans with Disabilities Act Committee.

Assigned to: Office of Equal Opportunity, Access and Title IX.

Strategy for Success 4.4.2: Review University policies prohibiting discrimination, harassment and related retaliation through the University's compliance process and student conduct process.

Indicator of Success: Updated policies, procedures and changes disseminated to University community.

Assigned to: Office of Equal Opportunity, Access and Title IX, Student Affairs, University Diversity Council.

Objective 5:
Increase, enhance, and showcase our campus-wide community engagement diversity and inclusion initiatives.

Strategy for Success 4.5.1: Compile current campus-wide community engagement initiatives from all units.

Indicator of Success: Annually, campus-wide engagement activities are published on the Institutional Diversity and Inclusion website and the University calendar. Activities are also distributed to appropriate constituent groups.

Assigned to: Office of Institutional Diversity and Inclusion.

Strategy for Success 4.5.2: Develop research projects around the University connection to the Metro East communities and showcase during Diversity Day.

Indicator of Success: At least one new research project is shared during Diversity Day.

Assigned to: Academic Affairs.

Objective 6:
Enhance environments supporting diversity and inclusion.

Strategy for Success 4.6.1: Expand programs, services and staffing to support the Multicultural Center.

Indicator of Success: Increase in staff, programming and support resources to carry out our commitment to a diverse and inclusive campus community.

Assigned to: Student Affairs.

Objective 7:
Create and sustain an institutional infrastructure that effectively supports progress in achieving goals in the SIUE Diversity and Inclusion Strategic Plan.

Strategy for Success 4.7.1: Each academic and student services unit assigns a diversity coordinator to promote diversity activities. Diversity coordinators meet annually to discuss activities.

Indicator of Success: All academic and student service units actively participate in annual dialogue meetings and Diversity Day.

Assigned to: Chancellor's Council.
## APPENDIX A

### Diversity and Inclusion Strategic Plan 2018-2025 Office Assignments

**Chancellor’s Council**

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<th>Goal</th>
<th>Enrolment Management</th>
<th>Office of Institutional Diversity and Inclusion</th>
<th>Professional Schools</th>
<th>University Diversity Council</th>
<th>Chancellor’s Council</th>
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| Goal 2 | 2.1.1, 2.1.2, 2.1.3 |
| Goal 3 | 3.1.2 |
| Goal 4 | 4.1.2, 4.4.1, 4.4.2 | 4.3.2 | 4.3.1 |
## Diversity and Inclusion Strategic Plan 2018-2025 Office Assignments
### Academic Affairs

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### Department Chairs, Deans, Directors, Faculty Senate, Institutional Research

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### Diversity and Inclusion Strategic Plan 2018-2025 Office Assignments

**Student Affairs**

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Welcome!

On behalf of the SIUE Department of Intercollegiate Athletics and the Office of Institutional Diversity and Inclusion, we appreciate your decision and efforts to serve as a faculty or staff mentor to our student-athletes. We believe the mentoring program will strengthen the support that is currently available for our student-athletes and proactively assist with the retention and graduation of our student-athletes. Mentors can assist student-athletes in a variety of areas including academic assistance, major advisement, and career networking.

Program Events:
- Faculty, staff, and student meet and greet reception.
- End-of-year reception to acknowledge the success of the mentor and mentee relationships.

Program Trainings:
- NCAA Compliance training.
- Cross cultural training for students, faculty, and staff will be available through online venues.

Our Goals and Benefits to Faculty & Staff Mentors:

PSMSA has five goals that promote inclusion at SIUE:

1. Assist in personalizing the university experience for student athletes.
2. Assist students in understanding the expectations and academic challenges of college students.
3. The opportunity to impact the lives of student athletes and build lifelong relationships with them.
4. Inform students about requirements of students majoring in the faculty or staff member’s department, as well as student clubs, organizations, and internships available with that major.
5. Support student athletes by attending their games and cheering them on to success.

For more information, or to enroll as a Faculty or Staff Mentor, please contact:

Office of Institutional Diversity and Inclusion
Dr. Vanessa A. Brown, Associate Chancellor
Rendleman Hall, Room 3102
Campus Box 1021
Office: 618-650-5302
Email: vbrown@siue.edu
www.siue.edu/diversity

Faculty & Staff Mentoring Student Athletes

SIUC Cougars

Southern Illinois University
Edwardsville

Office of Institutional Diversity and Inclusion & Intercollegiate Athletics
On behalf of the SIUE Office of Institutional Diversity and Inclusion, welcome to our Online Learning Community and Training Site.

This Community is intended to promote diversity and inclusion at SIUE, and to educate the Faculty, Staff, and Students about the history and heritage of our community members as well as raise awareness on diverse issues.

To Access the Diversity and Inclusion Online Learning Community:

Go to https://bb.siu.edu/

Click the Login Button

Enter your SIUE e-ID and password as prompted

Click on the Office of Institutional Diversity and Inclusion Online Learning Community link under My Organizations

Please be aware of University policies that govern computer usage and electronic communication. Be sure to read and understand the Responsible Use Policy, which has relevance to discussion board posting and other communications through SIUE Blackboard and email.

Other important policies are the Student Rights and Conduct and Academic Integrity.

These policies can be found at:
www.siu.edu/its/policies

The Online Learning Community is a living document and will be edited and expanded as it goes forward.

For more information, please contact:
Office of Institutional Diversity and Inclusion
Dr. Vanessa A. Brown, Associate Chancellor
Rendleman Hall, Room 3132
Campus Box 1081
Office: 618-650-5362
Email: vbrown@siue.edu
www.siu.edu/diversity
COMMUNITY: This section introduces the concept of community and its role in providing support and resources for individuals. The importance of community involvement is highlighted, along with the benefits of belonging to a community. This section encourages the reader to get involved and contribute to their local community.

EVALUATION: Evaluation of the community's effectiveness is discussed, focusing on how to measure the impact of community involvement and identify areas for improvement. The importance of feedback and continuous improvement is emphasized.

RESOURCES: A list of resources and community organizations is provided, along with contact information for further support. The resources include local government agencies, non-profits, and community centers.

HOW TO NAVIGATE THE COMMUNITY: This section offers guidance on how to access community resources and participate in community events. It includes tips on how to find a sense of belonging and make meaningful connections within the community.
Institutional Diversity and Inclusion Mission & Statement on Diversity

Mission
The Office of Institutional Diversity and Inclusion will facilitate a campus climate where we embrace, appreciate, support, and celebrate the diversity among the students, faculty, staff, and surrounding community at Southern Illinois University Edwardsville.

SIUE Statement on Diversity
All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity and inclusion.

- SIUE nurtures an open, respectful, and welcoming climate that facilitates learning and growth. Each member of the University is responsible for contributing to such a campus environment.
- SIUE is committed to education that explores the historic significance of diversity in order to understand the present and to better enable our community to engage the future.
- Integral to this commitment, SIUE strives for a student body and a workforce that is both diverse and inclusive.

SIUE Diversity Day
SIUE Diversity Day is our largest campus-wide event! This educational day includes art, music, discussions, guest speakers, presentations, a community service project, and even cuisine representing the ethnic roots of our students. Save the date for Diversity Day on October 13, 2019!

Programs & Events
- Diversity & Inclusion Summits: Campus-wide discussions about relevant topics like racism, implicit bias, and more.
- Book Clubs: Previous titles include The New Jim Crow by Michelle Alexander and White American Youth by Christian Picciolini.
- Educational Culture Tours: We visit local destinations to explore the rich cultural heritage of our area.
- Phenomenal Women's Luncheon: Held during Women's History Month to honor phenomenal women in our community.
- Champion for Diversity Award: Presented to a faculty or staff member who has demonstrated a significant contribution to diversity and inclusion.

University Diversity Council
The University Diversity Council is an advisory and working group for coordination of the University’s diversity and inclusion efforts, and is chaired by the Associate Chancellor and Chief Diversity Officer.

Resources
- Mentoring Opportunities
  - Faculty & Staff Mentoring
    - Student-Athletes
  - BUILD (Bridging Universal Inclusion Leadership Development) - Collaboration with ACCESS (618-650-3728)
- Online Learning Community: Discussion boards, scholarship info, diversity film series trailers, and more
- Diversity & Inclusion Training: We offer trainings and webinars, as well as videos that are available for checkout by faculty and staff for university use.
- Diversity Film Series: Diverse films are shown throughout the year and are available for checkout by faculty and staff for university use.

Publications
- Embracing Diversity and Inclusion Newsletter: A monthly publication which showcases diversity and inclusion initiatives in our community and includes summaries of campus events and activities.
- Annual Report: A detailed report to the campus community that highlights the accomplishments of our office and the efforts of other diversity and inclusion champions at SIUE and in the surrounding community.
Benefits to Mentees

- Opportunities to network with other peers, faculty and staff.
- Acquire effective strategies for the university experience.
- Inclusion in social and professional activities within the program.
- A supportive environment to discuss issues and concerns.
- Programming designed to engage participants in leadership & civic activities.
- Guidance and support toward a timely graduation & career preparation.

Workshops & Trainings

Faculty & Staff will undergo a dynamic training by joint efforts of ACCESS and the Office of Institutional Diversity and Inclusion.

Cross cultural training for students, faculty and staff.

Events

Join us for cultural excursions, a Faculty & Staff Meet and Greet Reception, Civic Engagement Day, Ice Cream Social, Pizza Party, and end of the year Reception Celebration of mentor and mentees.
Rules & Procedures Council Operating Papers

I. Membership

A. The membership of the Rules and Procedures Council shall be determined by the Executive Committee of the Faculty Senate, who shall assign the members. The Council membership shall be composed of six to twelve (6 to 12) members of the Faculty Senate. The Chairperson may appoint, with the approval of the majority of the Council no more than two (2) members from each of the other constituency groups (See III, b below). These representatives shall also be voting members.

B. Terms of office shall be for one year; annual appointment being made by the Executive Committee with due regard to continuity.

II. Officers

A. The Chairperson of the Council shall be appointed by Faculty Senate Past-President, President, and President-Elect with the approval of the Faculty Senate.

B. The secretarial work of the Council shall be the responsibility of the Chairperson, to be delegated with the approval of the majority of the Council.

III. Powers and Functions

A. The powers and functions of the Council are those established by the Constitution and Bylaws of the Faculty Senate.

B. The Council shall concern itself with recommendations pertaining to structuring the Faculty Senate, specifically the reapportionment of Senate seats, seating and unseating Senators (cf. Appendix # 1), and the election of Senate Officers; the election of at-large members of Graduate Council (cf. Appendix # 2); examining the academic governance of the University per se including name changes and/or the restructuring of departments and schools; liaison with internal bodies, e.g. Student Senate, University Staff Senate, and external bodies, e.g. SIUC and the Board of Trustees; evaluation of the Chancellor and the Provost and Vice Chancellor (cf. Appendix # 2); recommending possible changes in the Board Statutes to the Board of Trustees; reviewing current practices and policies in the area of academic governance and formulating guidelines for the administration and governance of all academic units.

IV. Meetings

A. Calling of Meetings

1. The Chairperson of the Rules and Procedures Council shall call the meetings as needed.

B. The Conduct of Meetings


2. In the absence of the Chair of the Rules and Procedures, the Chair-Elect shall preside.

3. At least half of the Rules and Procedures Council membership shall constitute a quorum.

4. In accordance with the Illinois Open Meetings Act, the public is allowed to comment at meetings of the Rules and Procedures Council for a maximum of three minutes per person. A maximum of 20 minutes per meeting will be allotted for public comment.
V. Committees

A. Standing Committees

1. Constitution and Bylaws Committee.
   a. The Constitution and Bylaws Committee shall be responsible for examining the academic governance of the University, including name changes and/or restructuring of departments and schools; it shall review all suggested amendments and recommend appropriate action.

2. Evaluation and Liaison Committee.
   a. The Evaluation and Liaison Committee shall concern itself with the evaluation of the Chancellor and of the Provost and Vice Chancellor by the faculty (cf. Appendix # 2), with recommending possible changes in the Board of Statutes, with reviewing current practices and policies in the area of academic governance, and with formulating and recommending guidelines for the governance of all academic units.
   b. The Committee shall concern itself with acting as liaison with internal bodies (Student Senate, University Staff Senate) and external bodies (SIUC and the Board of Trustees).

3. Personnel Committee.
   a. The Personnel Committee shall concern itself with eligibility for membership of the Faculty Senate (cf. Appendix # 1), reappoignment of Senate seats, the seating and unseating of Senators, and the election of Senate officers.

VI. Officers and Membership

A. The Chairperson of each Standing Committee shall be appointed from among the members of the Council by the Council Chairperson with the approval of the majority of the Council.

B. The Standing Committees shall consist of additional members as approved by the Council. Committee members need not be currently serving Senators.

VII. Ad Hoc Committees

A. The Council Chairperson shall appoint Ad Hoc committees as the need arises. Appointment of chairpersons and members must be confirmed by the Rules and Procedures Council.

VII. Reports

A. The Rules and Procedures Council shall file an annual report to the Faculty Senate at the end of each academic year.

IX. Amendments

A. These Operating Papers may be amended by a two-thirds vote of the Council members present provided that previous notice of the text of the amendment has been circulated to all members at least one week prior to the meeting at which it is considered, and provided that the Faculty Senate approves.
Appendix # 1. Process for the Election of Faculty Senators

1. The regular election shall take place yearly during the spring semester.

2. Special elections to fill a vacancy may be conducted at any time by the Rules and Procedures Council (R&P) at the request of the Faculty Senate’s Executive Committee.

3. During the 1st week in February, the Chairperson of the R&P Council shall request from the Office of Institutional Research and Studies the apportionment of seats based on the number of voting faculty at the beginning of the spring semester.

4. The Chairperson of the R&P Council shall notify the Deans of the participating units of the number of seats apportioned to that unit for the following academic year, and ask them to elect and fill the appropriate number of vacancies.

5. Each academic unit shall elect its representatives in accordance with its own approved procedures, within the time period specified by the R&P Council.

6. After the completion of this process, but before the end of April, the Deans of the various units shall notify the Chairperson of the R&P Council of the names of the newly elected senators.

7. In accordance with the Faculty Senate Bylaws (1, B), faculty Senators shall be elected to three-year terms which shall begin with the new academic year.

Appendix # 2. Process for the Election of At Large Members of Graduate Council

1. The Rules and Procedures Council of the Faculty Senate shall run the nomination and election process for at-large members.

2. Self nominations are allowed.

3. Each member of the Graduate Faculty of the University shall receive an electronic or paper ballot listing the candidates for the two members-at-large positions.

4. Each Graduate Faculty member shall cast a vote for the appropriate number (no more than two) of the candidates for the members-at-large positions.

5. The Chair of the Rules and Procedures Council shall provide the name(s) of the elected member(s) and alternate(s) to the administrative support for the Graduate Council.

Appendix # 3. Process for Evaluation of the University Chancellor and the Provost and Vice Chancellor

Distribution of Instrument

1. A memorandum explaining the Senate evaluation process will be circulated to university faculty, full-time Clinical Professors, full-time Clinical Associate Professors, and full-time Clinical Assistant Professors who are eligible to vote on senate membership early in Spring Semester. They will have the option of filling out the forms either online or on paper.

2. Evaluation by paper. The paper Evaluation Forms shall be circulated to the Faculty early in February and shall be returned within two weeks. Faculty who request a paper evaluation form will not be able to change to the on-line format that same year.
3. Online evaluation. The online evaluation shall take place during the same time period as the paper evaluation and it will be conducted in the manner established by the Rules and Procedures Council.

Security of Returns

1. The Rules and Procedures Council shall take all necessary steps to insure that faculty responses remain anonymous.

2. The Rules and Procedures Council shall insure that only those qualified to vote in election of Senators take part in the evaluations.

3. Faculty shall return paper Forms directly to the Chairperson of the Rules and Procedures Council in a sealed and signed envelope. A double envelope system shall be employed. The outer envelope will be signed. The unmarked inner envelope shall contain the form.

4. Paper Forms shall not be removed from a secure place designated by the Chairperson of the Rules and Procedures Council.

5. Opening of the envelopes and tallying of the electronic results shall take place in the presence of the Chairperson of the Rules and Procedures Council.


7. All typing of the analysis shall be done in the presence of either the Chairperson of the Rules and Procedures Council or the members charged with the conduct of the analysis.


9. The Rules and Procedures Council membership shall inspect the report and shall approve copy for distribution to administrators. All copies and drafts shall remain in the care of the Chairperson.

Distribution of Reports

1. Upon approval of this form of the report, the Chairperson of the Rules and Procedures Council shall deliver a copy of the Provost and Vice Chancellor's Evaluation Report to the Provost and Vice Chancellor and shall deliver a copy of the Chancellor's Evaluation Report to the Chancellor. This shall be done before the end of March. The Chancellor and the Provost and Vice Chancellor shall be invited to respond to the Rules and Procedures Council either in writing or through discussion with the Chairperson of the Council or the full membership of the Council within ten working days after their receipt of the report.

2. The Rules and Procedures Council shall then approve the final copy of the Evaluation Reports which shall include any written responses received from the administrators.

3. Typing and reproduction of copies of the final report shall be done in the presence of the Chairperson of the Rules and Procedures Council and all copies of the report and drafts shall remain in the care of the Chairperson of the Rules and Procedures Council.

4. The Chairperson of the Rules and Procedures Council shall deliver a final copy of the Provost and Vice Chancellor's Evaluation Report to the Provost and Vice Chancellor and Chancellor and shall deliver a final copy of the Chancellor's Evaluation Report to the Chancellor and to the President.
5. Upon the completion of the process, the Chairperson of the Rules and Procedures Council shall notify the faculty and report to the Faculty Senate the results of the evaluations at the last Senate meeting of the Spring Semester. Interested faculty may choose to attend the Faculty Senate meeting, or to request the information from their senators.

6. An additional final report shall be deposited in the University Archives for permanent retention. All other copies of the Report shall be destroyed. The Senate President-Elect, the Senate President, and the Chairperson of the Senate Rules and Procedures Council shall have access to archived reports. Others’ access to archived reports will be by written permission of the Faculty Senate Executive Committee.

Analysis of Reports

1. In the fourth year, the Council shall carry out once more its evaluation procedure. However, after the final report has been distributed, as described in step C4, the Council will prepare a Summary Report of the results of the evaluation reports of the previous four academic years, receiving from the University Archivist the annual reports of the previous three Councils. Clear note of problems solved and unsolved, and the degree with which faculty concerns were addressed shall be made.

2. The Chairperson of the Rules and Procedures Council shall deliver a copy of the Provost and Vice Chancellor’s Fourth Year Evaluation Report to the Provost and Vice Chancellor and shall deliver a copy of the Chancellor’s Fourth Year Evaluation Report to the Chancellor. The Chancellor and the Provost and Vice Chancellor shall be given 10 working days to respond before step D3.

3. The Fourth Year Summary Report shall be distributed to the President, the Chancellor, the Provost and Vice Chancellor for Academic Affairs, the Chairperson of the University Planning and Budget Council (for use by the Chairperson of the Committee for Higher Administrator Performance Appraisal), and to Faculty Senators at the next Senate meeting after the completion of the process, but within the same calendar year.

4. The Rules and Procedures Council will return the annual reports to the University Archivist, along with a copy of the fourth year summary report.

Approved by Faculty Senate on December 5, 2013 (RP# 01-13/14)
UPBC Nominations – for April 24, 2019 FSEC and May 3, 2019 FS meetings

1. Dr. Ann Popkess, Nursing, to become UPBC Chair Designate (Chair-in-Training) July 1, 2019-June 30, 2020, and then UPBC Chair July 1, 2020-June 30, 2023 (replacing Nancy Lutz, whose term as UPBC Chair expires June 30, 2020).

2. Dr. Robert Duane (“Duane”) Douglas, School of Dental Medicine, to fill out the one remaining year of Ann Popkess’s term on UPBC as a faculty representative, July 1, 2019-June 30, 2020. (He could then also possibly be considered for a regular three-year faculty term on UPBC after that.)

3. Dr. Dan Segrist, Psychology in EHHB, to begin a three-year term as faculty representative, July 1, 2019-June 30, 2022 (replacing Dr. Rakesh Bharati, whose second three-year term ends June 30, 2019).
FSCC Report
Chair: Laurie Rice

The curriculum council met on April 18, 2019.

The program review for the undergraduate program in Chemistry came before the curriculum council. After hearing from a representative from the program review team (Mingshao Zhang), Chair Leah O’Brien and CAS Dean Greg Budzban, the curriculum council determined that the program is in good standing and that its enrollment is sustainable at present levels. The council noted that the issue with TA training is not unique to this program and will suggest in its letter to the Provost that a university wide initiative address this.

The program review for the undergraduate program in Theater and Dance came before the curriculum council. After hearing from a representative from the program review team (Flo Mastita), Chair Chuck Harper and CAS Dean Greg Budzban, the curriculum council determined that the program is in good standing and that its enrollment is sustainable at present levels.

The curriculum council discussed leadership for next year and voted Faith Liebl as Curriculum Council Chair, pending FS approval.

The following Council roles were also approved:
Undergraduate Programs Committee Chair: John Foster
Undergraduate Courses Committee Chair: Erik Krag
Secretary: Kathryn Brady

The curriculum council approved new Graduation Appeals Committee members: Becky Luebert, from the School of Nursing, and Emily Petruccelli, from the College of Arts & Sciences (Biology)

The curriculum council heard reports from its standing committees and various ex officio members.

Items of note include:

- The Undergraduate Courses Committee reviewed 11 proposals (9 approved, 2 pending revisions)
- General Education Committee reported that as part of ongoing revisions to IS, the committee voted to allow existing IS courses to be taught by a single instructor as this aligns with the revisions the Senate approved in Spring 2018. These courses will be capped at 35 students and must meet all IS requirements. The committee discussed the possible need for an application to teach an existing IS course as a single-instructor but felt that this wasn’t needed as each new instructor for team-taught courses have not been approved by the committee.

The Committee on Assessment has completed all of its reviews. Follow-up letters are in process and will be forwarded to all programs by May 10, 2019.

Registration is now open for Summer and Fall 2019. Catalog copy revisions must be finished by April.
Rules & Procedures Council (RPC) Report

Chair: Wai Hsien Cheah
4/25/2019

RPC met on Thursday (April 18, 2019). The first draft of the Chancellor’s annual evaluation report was submitted to the Chancellor on April 11, 2019. The Chancellor has 10 working days to respond. The Provost also received her report on April 11, 2019 as well. Like the Chancellor, she also has 10 working days to submit her responses. RPC discussed the changes to its operating papers, and since these changes were for clarity purposes, the RPC members approved the changes. The Chair-elect, Dr. Junvie Pailden has agreed to serve as Council Chair for academic calendar year 2019-20. Thanks.
Report from Welfare Council Meeting
April

- Welfare Council met on April 18, 2019

- The council discussed specific changes to the Faculty Grievance Procedures/Operating Papers. Work on revising the FGC Procedures/Operating Papers will continue in the Fall.

- The council discussed the HDDSA Committee's request for additional members. The council will invite a member of HDDSA to visit a Fall Welfare Council meeting to discuss this request further.

- The council briefly discussed the 2018 Ombuds report. The Ombuds will be invited to talk with Welfare Council in a Fall meeting.