

AGENDA
Senate of the Urbana-Champaign Campus
March 10, 2014; 3:10 pm
Levis Center – 3rd floor

- I. **Call to Order** – Chancellor Phyllis Wise
- II. **Approval of Minutes** – February 10, 2014
- III. **Senate Executive Committee Report** – Chair Roy Campbell
- IV. **Chancellor’s Remarks** – Chancellor Phyllis Wise
- V. **Questions/Discussion**
- VI. **Old Business**

Committee of the Whole House

A. Specialized Faculty Presentation

SC.14.07 Revised Draft of Provost's Communication for Specialized Faculty 1

B. Fall 2013 Report of the MOOC Strategy Advisory Committee (MSAC)

Chuck Tucker, Vice Provost for Undergraduate Education and Innovation
Laurie Kramer, Associate Dean of Academic Programs Laurie Kramer

C. Current Benefits Issues (5 min.)

John Kindt, Chair of the Senate Committee on Faculty and Academic Staff Benefits

D. Reports

FAC.13.01	2012-2013 Annual Report to the Senate	C. Koslofsky	15
HE.14.04	IBHE-FAC Report – December	A. Aminmansour	17
HE.14.05	IBHE-FAC Report – January	A. Aminmansour	19
SC.14.06	BOT Observer Report – September 12, 2013	C. Campbell H. Hilton G. Miller	21
SUR.14.02	SURSMAC Report – January 13, 2014	H.F. (Bill) Williamson John Kindt	25

VII. Proposals

SC.14.08	Resolution to Endorse the Guiding Principles of the “Draft Employment Guidelines for Specialized Faculty Holding Non-Tenure Positions”	Senate Executive Committee (R. Campbell)	27
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CC.14.08	Nominations for Membership on Standing Committees of the Senate	Committee on Committees (P. Kalita)	29
SP.14.10	Proposed Revision to <i>Election Rules for the Student Electorate</i>	University Statutes and Senate Procedures (W. Maher)	31
EQ.14.02	Resolution for Support for Awareness of Women in Engineering	Committee on Equal Opportunity and Inclusion (H. Hilton)	33

VIII. Current Benefits Issues (5 min.)

John Kindt, Chair of the Senate Committee on Faculty and Academic Staff Benefits

IX. Reports

HE.14.06	IBHE-FAC Report – February 22, 2014	A. Aminmansour	35
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X. New Business**XI. Adjournment**

Minutes
Urbana-Champaign Senate Meeting
February 10, 2014

A regular meeting of the University of Illinois at Urbana-Champaign Senate was called to order at 3:15 pm on the third floor of Levis Center with Provost Ilesanmi Adesida and Chancellor Phyllis Wise presiding and Professor Emeritus H. George Friedman, Jr. as Parliamentarian.

Approval of Minutes

02/10/14-01 The minutes from December 9, 2013 were approved as distributed.

Senate Executive Committee Report

Roy Campbell (ENGR), faculty senator and Chair of the Senate Executive Committee (SEC) commented that the comments made on Twitter in response to Chancellor Wise's decision to hold classes during cold weather were upsetting. The situation was handled well and the support for the Chancellor was tremendous.

The pension plan is somewhat of a concern when we live in a state that is having difficulties. Campbell was amazed and proud that the administration has risen to the challenge of committing to pension subsidies that are competitive with our peers.

02/10/14-02 Chair Campbell moved that floor privileges be extended to Acting Head of the Department of Biochemistry Jim Morrissey to speak to HD.14.03, Speech and Hearing Science Professor Laura DeThorne and Associate Dean of Applied Health Sciences Bill Stewart to speak to EP.14.24, and Mathematics Professor Richard Laugesen to speak to the Senate Executive Committee Report and the Specialized Faculty Presentation

02/10/14-03 Floor privileges were approved without objection.

Chair Campbell announced that the following senators have agreed to serve as tellers for today's meeting: Kevin Huang (LAS), Joyce Tolliver (LAS), and Kevin Waspi (BUS).

Campus Safety Presentation

Lieutenant Todd Short from the Office of Campus Emergency Planning presented information on campus safety in emergency situations.

Lieutenant Short discussed the unfortunate situation that occurred in 2008 at Northern Illinois University when several students were shot and killed, and many others injured. These types of situations seem to keep happening. The Office of Campus Emergency Planning wants to create a safer environment for the faculty, students, and staff on this campus, maintain a constant state of readiness to manage long-term emergencies, ensure compliance with federal and state mandates, and obtain "buy-in" from campus stakeholders to sustain momentum.

Goals for the Office of Campus Emergency Planning include creating Building Emergency Action Plans (BEAP). There are approximately 450 buildings that have enough people in them that the Occupational Safety & Health Administration (OSHA) and the state of Illinois require that each building have a building emergency action plan (BEAP). Only 200 of these buildings have completed BEAPs.

Training all employees on their BEAP is very important. Real training is going to come from honest conversations. First, everyone should have read the massmail that was sent out at the beginning of the semester that includes a 60 second script and a one page insert for the syllabus. There are colleges, departments, and others that move from one space to another every semester. This training must be done every semester. The Office of Campus Emergency Planning is working on a

graduate student plan to create a video to reiterate and reinforce the 60 second script and one page syllabus insert.

The Office of Campus Emergency Planning also plans to create unit Business Continuity Plans, and update and exercise Campus Emergency Operations Plan and Campus Violence Prevention Plan annually.

At Purdue University a teaching assistant shot another teaching assistant. There were many faculty members that stepped up and told the students where to go and what to do. Unfortunately, there were also reports that some faculty members did not know what to do and did not take the alert seriously.

Short promised that he does not send out Illini Alerts unless it is a life safety issue. If you see something, say something. If something is observed in your work area or study area that is when you should call 911.

Chancellor's Remarks

Wise reiterated the importance of the campus safety presentation that was just delivered by Lieutenant Todd Short.

Questions/Discussion

Tolliver (LAS) asked if a formal faculty union card campaign had begun. If it has not begun, what data is being used to determine that a near majority of faculty members are in support of a faculty union, and why have the union supporters decided to engage in a door-to-door signature campaign instead of holding an open discussion? Wise was unable to answer any of Tolliver's questions. Mallory (LIBR) responded that as a facilitator for the Campus Faculty Association she would be willing to address the questions Tolliver asked if the questions are sent to her.

Consent Agenda

Hearing no objections, the following proposals were approved by unanimous consent.

- 02/10/14-04 EP.14.18* Proposal from the College of Liberal Arts and Sciences (LAS) to Establish a Non-Thesis Option in the Master of Science in Chemical Engineering in the Department of Chemical and Biomolecular Engineering, School of Chemical Sciences
- 02/10/14-05 EP.14.22* Proposal from the College of Liberal Arts and Sciences (LAS) to Revise the Bachelor of Arts in Liberal Arts and Sciences in the Department of Geography and Geographic Information Science
- 02/10/14-06 EP.14.23* Proposal from the College of Liberal Arts and Sciences (LAS) to Revise the Undergraduate Minor in the Department of Geography and Geographic Information Science
- 02/10/14-07 EP.14.24* Proposal from the College of Applied Health Sciences (AHS) to Revise the Undergraduate Concentrations in the BS in Speech and Hearing Science

Proposals (enclosed)

- 02/10/14-08 CC.14.07* Nominations for Membership on Standing Committees of the Senate
- 02/10/14-09 On behalf of the Senate Committee on Committees, Chair Kalita moved approval of the nominees listed in proposal CC.14.07. There were no nominations from the floor and nominations were closed.
- 02/10/14-10 By voice vote, the slate of names on proposal CC.14.07 were approved.
- 02/10/14-11 HD.14.03* Nominations for Honorary Degrees

On behalf of the Senate Committee on Honorary Degrees, Jeremy Tyson moved approval of Phillip A. Sharpe for an honorary degree. Tyson reiterated information about Sharpe's groundbreaking biotechnology achievements and numerous accolades.

02/10/14-12 By voice vote, the motion to award Phillip A. Sharpe an honorary degree was approved.

02/10/14-13 SC.14.05* Endorsement of the Chancellor's statement on the Israeli Universities Boycott

On behalf of the Senate Executive Committee, Chair Roy Campbell moved that the full Senate endorse the Chancellor's statement on the Israeli Universities Boycott.

02/10/14-14 By voice vote, the Chancellor's statement on the Israeli Universities Boycott was endorsed by the full Senate.

Specialized Faculty Presentation

Katherine Galvin, Associate Provost for Administrative Affairs, presented information about the proposed draft of a Provost Communication regarding employment guidelines for specialized faculty holding non-tenure system positions.

The motivation for this initiative came from the Senate Task Force Report on Faculty Issues and Concerns, national concerns regarding non-tenure track faculty, title confusion and proliferation, and a desire to do more to recognize the contribution of this group of employees.

Specialized faculty members include a range of nearly 40 titles of non-tenure system employees who are categorized as "other academics" by the *University Statutes*. There are three main categories of specialized faculty; teaching, research, and clinical. Title modifiers include adjunct and visiting.

There was a desire to have a campus level document to better define this group and the policies and practices surrounding them. This document establishes foundational policies and practices include hiring procedures, offer letters, clear job descriptions and performance expectations, annual performance reviews, and access to grievance policies and procedures. We want to recruit and retain the best employees in these positions. This set of guidelines outlines career advancement by articulating promotional tracks and recognizing a "teaching professor" title. Multi-year contracts are encouraged with certain promotions/titles.

The next steps planned are conversations with units and consideration of budgetary implications with control and timeline at the unit level. The Senate's input is also very important.

Benson (LAW) asked for more obligatory language to be used; using shall instead of should. Benson also suggested holding an open forum for those in this employee group, and gave her opinion that "specialized" was not an appropriate title. Other senators also disliked the title "specialized".

Oberdeck (LAS) commended administrators for taking up this area of need, but expressed her concern over the "specialized" title. Oberdeck also mentioned that representation to the Senate for this group of "other academics" was only apportioned one seat. This population has grown and suggested that the apportionment for this group be revisited.

Romero (LAS) questioned if affirmative action numbers are available for this employee group. Galvin responded that the Office of Diversity, Equity, and Access (ODEA) supplies diversity numbers to units and those numbers for this employee group should be included in this report.

Mallory (LIBR) expressed her concern that teaching associates have notice rights and this document did not appear to address notice rights.

Barbara Wilson, Executive Vice Provost for Faculty and Academic Affairs, added that her office has spent almost two years developing this document in consultation with numerous members of this campus. Most of these titles and most of these tracks are currently in use, and the promotional lines are also in use. This document serves to codify the information in one place so it is easier to find.

Campbell (ENGR) asked that the full Senate join him in approving of the principals that are outlined in the draft Provost Communication document.

Tolliver noted that in the *University Statutes*, sabbaticals are only available to those faculty members that are tenure track. Are sabbaticals and other leaves of absence something that might be considered for the specialized faculty? Galvin responded that that this question has not been previously discussed, but would be open to discussing this in the future.

Friedman, member of the Senate Committee on University Statutes and Senate Procedures (USSP), noted that there are a few areas of the *University Statutes* that would need to be amended in order for the *Statutes* and the draft Provost Communication document to be in line.

- 02/10/14-15 Tolliver made a motion that the full Senate endorses the principles laid out in the draft Provost Communication document. The motion was seconded.
- 02/10/14-16 By voice vote, the principles of the draft Provost Communication document were endorsed.
- 02/10/14-17 Mallory (LIBR) raised a point of order. The vote to endorse the principles of the draft Provost Communication document was taken before further discussion was allowed.
- 02/10/14-18 The point of order was declared well-taken and the vote to endorse the principles in the draft Provost Communication was nullified.
- 02/10/14-19 The Presiding Officer was then asked to determine if a quorum was present. By count of the tellers, it was determined that quorum set at 100 was not present.
- 02/10/14-20 The Senate moved into Committee of the Whole House. Unfinished business on today's agenda will be considered as old business at the March 10, 2014 Senate meeting.

Fall 2013 Report of the MOOC Strategy Advisory Committee (MSAC)

Charles Tucker, Vice Provost for Undergraduate Education and Innovation, and Laurie Kramer, Academic Programs Associate Dean in the College of Agriculture, Consumer, and Environmental Science, are co-chairs of the MSAC.

Coursera courses so far have been exploratory, high-quality, and popular. Recommendations related to Coursera include continuing the partnership with Coursera, issuing a new RFP for Coursera MOOCs (massive open online courses) soon, continuing the campus-level review process for MOOCs, re-using MOOC materials in multiple course formats, exploring options for other software platforms, expanding research efforts using our MOOC data, and increasing staffing for MOOC and online course production.

Some existing regular online courses were postponed in order to produce MOOCs. Regular online courses cannot continue being postponed. The Center for Innovation in Teaching & Learning (CITL) has been active in looking at the data that is obtained about MOOCs. CITL has approval to hire more positions to expand research efforts.

There are many options between a traditional online course and open MOOCs. There are many potential audiences and options for MOOCs and online programs. High school advanced placement (AP) or dual-credit courses, AP teacher preparation, college readiness/bridge courses, low-cost general education courses, lower-cost baccalaureate degrees, low-cost graduate or

professional degrees, professional development, certification, continuing education, extension courses, and lifelong learners.

Any strategic option should be evaluated on alignment with our educational mission, investments required (including faculty & staff time), income generated, and how it is distributed, impact on existing programs and courses, impact of not developing the new program, and what we would learn that would help us in other areas.

Why should Illinois do any of this? To promote learning, expand access with quality, help students control costs, improve student success and reduce time to degree, innovate in instruction (including data analysis and course improvement), promote our campus brand and reputation, and increase enrollment and revenues in sustainable ways. The Committee is still discussing faculty compensation.

Current Benefits Issues

Kindt (BUS), Chair of the Senate Committee on Faculty and Academic Staff Benefits, reminded those present that if an individual chooses to contact a representative regarding an issue, University resources cannot be used in support of any political activities and any political activities must not interfere with employment obligations to the University.

Kindt reported that there are currently three cases that have been filed in opposition to the pension reform. A fourth case was recently filed and a fifth case is anticipated. More information about pension reform can be found on the State Universities Retirement System (SURS) website, www.surs.com.

Reports

02/10/14-21	<u>FAC.13.01</u> * 2012-2013 Annual Report to the Senate
02/10/14-22	<u>HE.14.04</u> * IBHE-FAC Report – December 2013
02/10/14-23	<u>HE.14.05</u> * IBHE-FAC Report – January 2014
02/10/14-24	<u>SC.14.06</u> * BOT Observer Report – September 12, 2013
02/10/14-25	<u>SUR.14.02</u> * SURSMAC Report – January 13, 2014

New Business

No new business.

Adjournment

The meeting adjourned at 4:57 pm.

Jenny Roether, Senate Clerk

*Filed with the Senate Clerk and incorporated by reference in these minutes.

DRAFT DOCUMENT FOR DISCUSSION PURPOSES ONLY
02/19/14

Provost's Communication XX

EMPLOYMENT GUIDELINES FOR SPECIALIZED FACULTY
HOLDING NON-TENURE SYSTEM POSITIONS

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DRAFT DOCUMENT FOR DISCUSSION PURPOSES ONLY
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Provost's Communication XX

EMPLOYMENT GUIDELINES FOR SPECIALIZED FACULTY
HOLDING NON-TENURE SYSTEM POSITIONS

I. Overview

The University Statutes recognize a category of employees called “other academics.” University *Statutes*, Art. IX, Section 3c. In contrast to faculty, defined by the Statutes as being the tenure system faculty,¹ “other academic” positions are often singularly focused on either the teaching or the research mission of the University. These individuals perform specialized functions and their scope of work is more specific than their tenure-system peers. In recognition of the specialized nature of these positions and the contributions made by this group of employees, we will refer to this group of employees as “specialized faculty.”²

Specialized faculty members serve an integral part of the university function, through teaching and through research. These individuals may work for a single semester or may dedicate years of service to the University. Whatever the configuration, specialized faculty members make substantial contributions to the mission of the University of Illinois. Specialized faculty members often teach core courses in departments and as a result are highly influential to the student experience on campus. They often are responsible for curricular innovation as well. Specialized faculty members who focus on research are contributing to innovation and break-through knowledge in scholarship. The University is committed to the academic citizenship and well being of specialized faculty on campus, and to their overall professional growth. We prefer the term “specialized” rather than “contingent” or non-tenure system, which are phrases used at other institutions. Specialized faculty members are integral to the excellence of our campus and our terminology reflects that important status.

This Communication serves to recognize the crucial contributions of this employee group on the campus and to provide best practices regarding a number of important employment matters. This Communication is intended to provide guidance to departments, schools and colleges regarding the wide variety of employment matters affecting specialized faculty. Issues addressed in this communication include titles, promotional tracks, hiring procedures, performance evaluations, grievances, unit involvement and professional development.²

II. Guiding Principles

This section provides guiding principles for campus units regarding the hiring and employment of specialized faculty. Information regarding specific required policies and practices are

¹ University *Statutes*, Art. II, Section 3a(1) (defining faculty as being those who are tenured or who are receiving probationary credit towards tenure).

² This Communication does not create rights beyond those conferred by the University *Statutes* or established in specific employment contract with individuals.

identified in later sections of this Communication. Every department and college should examine its employment practices to ensure that policies and procedures are in place that reflect the following guiding principles:

- Specialized faculty members are important members of our campus community who make significant contributions to the teaching, research, and service missions of their individual units and to the campus.
- The academic community flourishes when the best specialized faculty members are recruited, evaluated, and retained using fair employment practices and procedures.
- Departments should identify the responsibilities and privileges that are appropriate to extend to specialized faculty within their units, given that specialized faculty do not receive the full panoply of statutory rights and privileges afforded to tenure system faculty.
- Departments and specialized faculty benefit from having bylaws that clearly identify the roles, responsibilities, and privileges of specialized faculty.
- To optimize performance and to meet objectives, hiring units must inform specialized faculty what the job duties and performance expectations are for their positions.
- Specialized faculty shall have access to department, school, college and campus grievance procedures.
- Identifying promotional paths creates opportunities for specialized faculty to invest in long-term careers at Illinois, thereby providing needed stability for these employees and ensuring the high level of excellence required in these positions.

III. Summary of Specialized Faculty Titles and Attributes

Specialized faculty are represented in the following four main categories: those focused primarily on teaching; those focused primarily on research; those focused primarily on providing specialized instruction borne out of practical experience; and those who function in all academic components of teaching, research, and service but with a time-limited contract. These categories point to the primary focus of those hired in these positions, which is not to say that there is no overlap with other types of contributions. Those who mostly teach may do some service, and those who mostly conduct research may do some teaching. This section is intended to guide departments in the use of the Specialized Faculty titles, relying on both established practices regarding the use of the respective titles as well as best practices for promotional tracks.

A. Specialized Faculty: Teaching Focused

Currently, specialized faculty who are primarily involved in the teaching mission of the University can have the following titles: instructor, senior instructor, lecturer, senior lecturer, and teaching associate. In recognition of the significant contributions to the teaching mission made by the most accomplished of our specialized faculty, an additional track of teaching professor titles (assistant, associate and full) will be created. The campus criteria for teaching professor and each of the specialized faculty teaching-focused appointments are outlined below. Additionally, this section outlines fundamental principles for promotional processes.

i. Instructors and Lecturers

Instructors and lecturers are members of the specialized faculty that are engaged primarily in providing classroom instruction, although employees in these positions may have ancillary service or administrative duties. The distinction between the instructor and lecturer title is whether the employee holds the terminal degree in the relevant discipline or profession. The instructor title should be used when an appointee does not hold the terminal degree. When an appointee holds the relevant terminal degree, the lecturer title should be used.

ii. Senior Instructors & Senior Lecturers

When lecturers and instructors have made significant contributions to the department's teaching mission, including contributions to the curriculum, appointment or promotion to a senior title is appropriate. Each department must define the specific substantive criteria for the "senior" level but its fundamental characteristic is that it denotes a higher level of contribution to the unit. The senior modifier should NOT be used simply because a person has been in a title for a certain amount of time, although length of service and contribution to the department should be a factor that is evaluated. Departments should have clear promotion policies that identify the criteria governing the advancement of individuals to senior instructor and senior lecturer titles. Appointment to a senior instructor or senior lecturer title must be supported by a candidate-prepared dossier that demonstrates that the individual's experience and qualifications meet the departmental criteria. Final approval for promotion or appointment to senior instructor or senior lecturer shall reside with the college. Promotion to a senior-level appointment should ordinarily be accompanied by a uniform promotional increase in base salary, as set and funded by the department. Similarly, as a general matter, departments should consider offering a multi-year contract with senior-level appointments. Provost's Communication No. 17 sets forth the policy and procedures regarding multi-year contracts.

iii. Teaching Professorial Appointments

Appointment or promotion to a teaching professor title (assistant, associate and full) will require demonstration that the individual is making an instructional and curricular impact both within the department and beyond, either through scholarly publications, invited talks, or other related activities involving their discipline, pedagogy and student interactions. Appointment to a teaching professor title must be supported by an extraordinary record of accomplishment and should only occur when such a record exists, regardless of the length of service of the candidate. Because of the differing requirements for the teaching professor ranks, there is no presumption

that a senior lecturer position will automatically advance to the teaching professor track. The expectation is that teaching professorial titles will be reserved for appointment of individuals with an ongoing relationship with the University, as opposed to episodic appointments.

Departments should refer to Provost Communication No. XX when evaluating what level of teaching professorship (assistant, associate and full) is appropriate for an appointee, based on the impact and maturity of the individual's record of teaching, classroom innovation, student interactions, and scholarly accomplishments. At a minimum, a candidate for a teaching assistant professor position should be able to demonstrate instructional contributions to the college, campus, and broader discipline, or, if this is to be the person's first appointment on campus, the ability to make such a contribution. Because this position carries with it the title of professor, the review of the candidate's credentials and experience must be rigorous. Letters of support from inside and outside the unit should accompany the candidate's dossier. The process for review of promotion to associate or full teaching professor should follow that set forth in Provost's Communication No. XX, including a review of the candidate's dossier that is external to the department (which may be outside the University or not, depending upon the departmental policy). A candidate does not need to have established a national reputation; rather, external reviewers will be asked to review the dossier in light of the campus and departmental expectations for the respective titles of teaching associate professor or teaching professor. Departments must submit the candidate dossier to the Office of the Provost and Vice Chancellor for Academic Affairs for an administrative review. Promotion to teaching associate professor or teaching professor should ordinarily be accompanied by a uniform promotional increase in base salary, as set and funded by the department. Consistent with the stature of the title and level of contribution expected from a teaching professor, a multi-year contract should, as a general matter, be issued with teaching associate professor and teaching professor appointments. Provost's Communication No. 17 sets forth the policy and procedures regarding multi-year contracts.

Comment [kcg1]: A new Provost Communication is being created that will address the promotion process for specialized faculty members being promoted to the rank of associate or full in a modified professorial titles (e.g., teaching, research or clinical professorial tracks).

iv. Teaching Associates

With the creation of the various titles and tracks outlined above, it is expected that the use of the teaching associate title should be used only for very unique situations. Although there may be isolated instances in which the teaching associate title is appropriate, as a normal course the Lecturer/Instructor track or teaching professor track should be used to appoint individuals whose duties and responsibilities are specialized in providing instruction. Please note that teaching associates who are employed full-time, paid on hard funds, have notice rights.

Key Characteristics of Appointment	Available Titles & Promotional Path
Does not hold terminal degree for the discipline	Instructor → Senior Instructor
Holds terminal degree for the discipline	Lecturer → Senior Lecturer
Terminal degree for the discipline; making an instructional impact both within the department and beyond, either through scholarly publications, invited talks, or other related activities involving pedagogy	Teaching Asst Professor → Teaching Assoc Professor → Teaching Professor

v. Visiting and Adjunct modifiers

Instructors, lecturers, and teaching professors (assistant, associate and full) who are less than .50FTE (cumulative of all of their university appointments) should have the “adjunct” modifier added to the title. Because of the typical appointment schedule for these titles (appointed for a period of one year or less), the “visiting” modifier should not be used with these teaching focused titles. The “visiting” modifier should be reserved for visiting professor (assistant, associate and full) appointments, see Section III(D). Under limited appropriate circumstances, the “visiting” modifier may be used with teaching associate positions. Departments must contact Academic Human Resources to obtain approval to use the visiting modifier with a teaching associate appointment.

B. *Specialized Faculty: Research Focused*

i. Research Professorial Appointments

Professorial titles with a “research” modifier may be used to create specialized faculty appointments for individuals who are focused more exclusively on the research mission of the University. Research professors (assistant, associate, and full) are required to hold a Ph.D. or equivalent highest degree and expertise in the relevant discipline. Research professors may involve students in research, including supervision of graduate students and post-doctoral research associates. Research professors (assistant, associate and full) must have part or all of their appointments in academic units. Where appropriate, a research unit may provide an affiliation appointment to a research professor. The expectation is that research professorial titles will be reserved for appointment of individuals with an ongoing relationship with the University, as opposed to episodic appointments.

Research is defined as: “not only research and scholarship as narrowly understood, but encompass[es] creative artistry and research that is inter-disciplinary and/or translational.” Provost Communication No. XX. Departments should refer to Communication No. XX when evaluating what level of research professorship (assistant, associate and full) is appropriate for an appointee, based on the impact and maturity of the individual’s scholarship. At a minimum, appointment to a research assistant professor title requires demonstration that the individual has the ability to make a substantial impact in a research area, as demonstrated by external funding, publications, invited talks, and other related activities. Research assistant or associate professor appointments initially may be funded either entirely or partially from existing grants for which principal investigators need assistance in conducting and/or managing the research. Over time, these individuals are expected to develop independent research agendas and external funding.

Provost’s Communication No. XX governs the promotional process for individuals in research professorial appointments. Pursuant to Communication No. XX, for promotion or appointment to research associate and full professor, departments must submit the candidate dossier for a rigorous review of credentials and experience, including letters of support from inside and outside the unit. At a minimum, appointment or promotion to the level of research full professor requires that the individual has a high-quality and externally funded research program. An extraordinary record of research and publication must exist for appointment to research professor and should only occur when such a record exists, regardless of the length of service of the candidate. A candidate does not need to have established a national reputation; rather, reviewers external to the department (who may be from outside the University or not, depending upon the departmental policy) will be asked to review the dossier in light of the campus and departmental expectations for the titles of research associate or full professor. Department must submit the candidate dossier to the Office of the Provost and Vice Chancellor for an administrative review. Promotion to research associate and full professor titles should ordinarily be accompanied by a uniform promotional increase in base salary, as set and funded by the department (including soft-funds if appropriate). Consistent with the stature of the title and level of contribution expected from a research professor, a multi-year contract should, as a general matter, be issued with Research Associate Professor and Research Professor appointments. Provost’s Communication No. 17 sets forth the policy and procedures regarding multi-year contracts.

ii. Research Associates

In addition to research professorial appointments, there are the following research-focused titles: research associate, post-doctoral research associate, and post-doctoral research fellow. Use of the research associate title is infrequent and units should contact Academic Human Resources before making research associate appointments. Post-doctoral research associates and post-doctoral research associate appointments are overseen by the Graduate College and more information about these appointments can be found at: <http://www.grad.illinois.edu/postdocs>

iii. Visiting and Adjunct modifiers

Specialized faculty in this research-focused category who are less than .50FTE (cumulative of all of their university appointments) should have the “adjunct” modifier added to the title. Because

of the typical appointment schedule for these titles (appointed for a period of one year or less), the “visiting” modifier should not be used with these research professorial titles (assistant, associate and full). The “visiting” modifier should be reserved for visiting professor (assistant, associate, and full) appointments, see Section III(D). Under limited appropriate circumstances, the “visiting” title may be used with research associate titles. Units must contact Academic Human Resources to obtain approval to use the visiting modifier with a research associate appointment.

iv. Appointment Term

Research professors may be offered either the academic year or twelve-month appointments. As set forth more fully in Section IV.C below, under certain circumstances, research professors may be entitled to formal notice of non-reappointment six-months prior to the end of a current appointment term.

C. *Specialized Faculty: Clinical Focused*

i. Clinical Professorial Appointments

Professorial titles with a “clinical” modifier may be used to create specialized faculty appointments for individuals who provide instruction that draws on and provides specialized knowledge gained from practical experiences in a discipline or profession. Clinical faculty are most often found in medical areas, such as the College of Medicine and College of Veterinary Medicine as well as the College of Applied Health Sciences and the College of Social Work. In some cases, the College of Education and the College of Fine Arts have used these categories to indicate faculty that are closely aligned with providing practical skills rather than theoretical knowledge. Clinical faculty are primarily focused on teaching both in and out of the classroom, but they may also contribute to the University’s public engagement mission and conduct research. The following titles are available for such appointments: clinical assistant professor, clinical associate professor, and clinical professor.

Departments should evaluate and determine minimum criteria that are appropriate to warrant a clinical professorial appointment. Factors to consider include requirements regarding level of education and degree obtained, years of experience in the relevant field, areas of expertise, and specialized knowledge necessary to fill curricular needs. The expectation is that clinical professorial titles will be reserved for appointment of individuals with an ongoing relationship with the University, as opposed to episodic appointments.

Departments should refer to Communication No. XX when evaluating what level of clinical professorship (assistant, associate or full) is appropriate for an appointee, based on the impact and maturity of the individual’s clinical and scholarly contributions. Similarly, Provost’s Communication No. XX governs the promotional process for individuals in these clinical appointments. Pursuant to Communication No. XX, for promotion or appointment to clinical associate or full professor, departments must submit the candidate dossier to the Office of the Provost and Vice Chancellor for Academic Affairs for an administrative review. Promotion to Clinical Associate and Clinical Full Professor should ordinarily be accompanied by a uniform promotional increase in base salary, as set and funded by the department. Consistent with the

stature of the title and level of contribution expected from a clinical professor, a multi-year contract should, as a general matter, be issued with Clinical Associate Professor and Clinical Professor appointments. Provost's Communication No. 17 sets forth the policy and procedures regarding multi-year contracts.

ii. Clinical Associates

The University *Statutes* authorize a clinical associate title but this is not a title in use on the Urbana campus. Units should not make appointments using the clinical associate title without first consulting and getting approval from Academic Human Resources

iii. Visiting and Adjunct modifiers

Specialized faculty in this category who are less than .50FTE (cumulative of all of their university appointments) should have the "adjunct" modifier added to the title. Because of the typical appointment schedule for these titles (appointed for a period of one year or less), the "visiting" modifier should not be used with these clinically-focused titles. The "visiting" modifier should be reserved for visiting professor (assistant, associate, and full) appointments, see Section III(D).

iv. Appointment Term

Clinical professors (assistant, associate and full) may be offered either for the academic year or twelve-month appointments.

D. Specialized Faculty: Visiting Professors

Specialized faculty who are more broadly involved in all three of the University's missions of teaching, research and service but who are here for a limited time period should be designated as "visiting" professor (i.e., visiting assistant professor, visiting associate professor, and visiting professor). In some cases, visiting faculty members have regular appointments at another institution. Communication No. 9 should be used as a guide for departments as they determine the appropriate level of appointment for this group of specialized faculty.

Faculty in this category who are less than .50FTE should use the "adjunct" title rather than the "visiting" modifier.

Key Characteristics of Appointment	Available Titles & Promotional Path
Primarily engaged in the research mission, housed in academic unit, and capable of independently developing and securing funding for a research program	Research Assistant Professor → Research Associate Professor → Research Professor
Primarily providing instruction based on practical expertise, often with some scholarly activities as well	Clinical Asst. Prof → Clinical Assoc. Prof. → Clinical Professor
More broadly involved in teaching, research and service missions, on a limited time appointment	Visiting Assistant Professor → Visiting Associate Professor → Visiting Professor

IV. Hiring Specialized Faculty

Just as careful attention is paid to the recruitment and hiring of tenure-system faculty, it is critical that departments hire specialized faculty based on established standards and pursuant to regularized hiring procedures. Every department must evaluate the roles played by these faculty members and identify the appropriate departmental criteria and standards.

Departments should strive to engage in strategic and long term planning regarding the hiring of specialized faculty. This planning requires a careful assessment of departmental needs and the role that specialized faculty will play in meeting immediate and long-term departmental goals. Although it is inevitable that last minute unanticipated hiring needs will occur, it is imperative the department work to anticipate and regularize its hiring of specialized faculty.

A critical aspect of strategic planning is having established criteria and hiring standards for specialized faculty positions, including identifying minimum job qualifications, educational and degree requirements, and substantive knowledge and experience required for each specialized faculty position. Such standards are necessary to ensure that specialized faculty will meet the performance expectations, curricular needs, and research objectives of the unit.

A. Hiring Procedures

Guidance regarding the campus procedures governing academic searches and hiring can be found in the following:

- The Office of Diversity, Equity and Access website: <http://www.diversity.illinois.edu/academicsearch.html>, in particular Guidelines and Procedures for Academic Appointments, http://www.diversity.illinois.edu/NewSearchManual/search_guidelines_and_procedures.pdf
- Provost's Communication No. 2, Offering Academic Positions, http://www.provost.illinois.edu/communication/02/Comm02_policy.pdf,
- Provost's Communication No. 3, Appointments of Faculty and Academic Professionals, <http://www.provost.illinois.edu/communication/03/Comm03.pdf>,

Positions should generally be filled through an open and competitive process, especially with those positions that include the professorial title. However, when urgent and unforeseen circumstances arise requiring the immediate filling of a specialized faculty to further the campus' mission and objectives, a waiver may be requested. The waiver should generally be for a limited time (i.e., one semester) to address the immediate need. When possible, it is suggested that an open and continuous search process is used to assist with positions that are continuously needing to be filled and re-filled (i.e., lecturers for a multi-section course). This process allows the search to be open for up to a year with applicants ready for review at any point during the year. For more information regarding this process, please contact the Office of Diversity, Equity, and Access.

B. Offer Letters

Each specialized faculty appointment shall be accompanied by a written offer letter that clearly states the title, unit of appointment, service period, percentage of appointment, salary and a statement of the duties for the position.

Job descriptions can provide greater details about duties and performance expectations, but offer letters must provide at least a general statement of the duties associated with the position. Additional issues that should be addressed either in the offer letter or by separate communication include:

- Service expectations, if any
- Expectations regarding attendance at departmental meetings
- If applicable, expectations regarding office hours and course preparatory time
- Policies governing required attendance at departmental meetings, preparatory time, and cancelled courses
- Access to office space, staff or other institutional resources

Typically, the duration of a specialized faculty appointment is for a period of time that is one year or less.³ Specialized faculty may, however, be re-appointed on an on-going basis, either for

³ Multiple year appointments are available under certain circumstances, discussed in more detail in the following section and Provost Communication No. 17.

consecutive appointments or as otherwise dictated by the department's needs. Each reappointment requires an offer letter and a written acceptance from the candidate for the appointment to be processed.

Providing as much advance notice as possible of an appointment offer is in the mutual best interests of our departments and our specialized faculty. Departments should attempt to extend employment offers as soon as is reasonably practicable, but particular circumstances will dictate how much advance notice of an appointment is feasible. Strategic and long-term planning should enable greater predictability of appointments and thus, stability for departments and for specialized faculty members.

C. Formal Written Notice of Non-Reappointment is Required for Certain Appointments

In general, formal written notice of non-reappointment is **not** required for most specialized faculty appointments. However, the University *Statutes*, Article X, Section 1(a)(7), does require written notice of non-reappointment for individuals who have full-time appointment (100% FTE), are paid solely from hard funds and who are appointed in the following titles: teaching associate, research associate, clinical associate or research professor (assistant, associate, and full). When all three of these conditions exist (i.e., 100% FTE, solely supported by hard funds and in one of the qualifying titles), specialized faculty are entitled to receive formal notice of non-reappointment **at least six months** prior to the end of a current contract. Provost Communication No. 11 provides greater guidance on when formal written notice of non-reappointment is required for members of the academic staff that are not in the tenure system. Unit administrators should be familiar with the statutory requirements and the procedures laid out in Provost's Communication No. 11.

D. Multi-Year Contracts

Pursuant to the University of Illinois *Statutes*, academic units may develop policies for offering longer employment contracts to certain categories of employees.⁴ Specifically, departments may offer contracts for appointment periods of up to three years. Provost's Communication No. 17 outlines the policy and the procedures that units must follow in offering multiple-year contracts. The purpose of the Multiple-Year Contract policy is to help departments recruit and retain the best available personnel. Therefore, as a general matter, an offer of a multi-year contract should accompany appointment to "Senior" level titles and to teaching, research and clinical associate professor and full professor titles. In addition to these appointments, departments are encouraged to evaluate whether and under what circumstances multiple-year contracts are appropriate and how these appointments meet the mission of teaching, research and service.

⁴ Per University of Illinois *Statutes*, Article X, Section 1.a. (6-7), certain academic staff eligible for multi-year contracts are defined as Adjunct Faculty (Adjunct Assistant Professor, Adjunct Associate Professor, or Adjunct Professor), Associate (Clinical Associate, Research Associate, including Postdoctoral Research Associate, or Teaching Associate), Clinical Faculty (Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor), Research Faculty (Research Assistant Professor, Research Associate Professor, Research Professor), Instructor and Lecturer.

V. Evaluations of Specialized Faculty

In accordance with campus expectations, all academic staff should receive appropriate feedback and guidance regarding job performance (see Provost's Communications No. 21, Annual Faculty Review, and No. 22, Annual Review of Academic Professional Employees). Thus, every department shall have a policy and procedures governing how specialized faculty will be evaluated. Provost's Communications No. 21 and No. 22 provide guidelines on how to structure review procedures and other guidance on the requirements, objectives and importance of annual performance evaluations. Consistent with departmental bylaws and circumstances, departments may incorporate policy and procedures for performance evaluations of specialized faculty into existing practices or may design separate processes for such evaluations.

VI. Grievances

Departments, schools and colleges shall have grievance policies and procedures available to specialized faculty. Academic units may explicitly state that specialized faculty have access to existing grievance policies or provide a separate grievance process for specialized faculty. Specialized faculty members may have access to campus grievance policies and committees if the complaint or issue falls within the jurisdiction of the committee. Consistent with the governing policies and bylaws, departments should notify specialized faculty about applicable appeal rights or access to campus-level grievance policies and committees.

VII. Unit Orientation, Involvement and Governance

Across campus, specialized faculty are heavily engaged in carrying out our teaching, research and service missions. Departments should consider how the following practices can be adopted and for which positions they are appropriate.

A. Orientation

Taking into consideration the nature and scope of the position, departments should ensure that new faculty members receive an appropriate orientation to departmental and campus policies and procedures, curricular objectives and standards, and other relevant practices and terms and conditions of employment. How such orientation is delivered may vary depending upon the job duties and full-time equivalency status of the position. Formal orientation sessions may not be feasible or appropriate, depending upon the type and duration of appointment.

B. Unit Involvement and Governance

To the extent appropriate, departments should seek to incorporate specialized faculty into the academic life of the unit. Decisions about what level of participation within a given department is appropriate will vary across campus and will be impacted by the types of job duties, years of experience, and other unique factors of the specialized faculty positions within a department and by the departmental structure, accreditation requirements, and other factors. The University *Statutes* state that tenure system faculty have inherent rights in academic policy and governance, including enacting bylaws that govern the internal administration of their academic units. Tenure system faculty can adopt bylaws that extend certain faculty privileges to non-tenure

system academic staff members (e.g, non-tenure system professorial titles, instructors and lecturers) within their units. University *Statutes*, Art II, Section 3(a)(2). After careful consideration and pursuant to a vote of the tenure system faculty, departments should develop consistent practices and policies related to specialized faculty appointments, including but not limited to, (a) attendance and participation in departmental meetings, (b) eligibility and expectations for service, and (c) participation in curricular discussions and decisions. Departments using the promotional tracks outlined in this document should consider involving specialized faculty in the review process for promotions of specialized faculty members. It is important, however, to ensure that significant tenure system faculty involvement occurs in promotion reviews of specialized faculty and any decisions impacting the academic mission of the unit.

VIII. Professional Development Opportunities

To best serve students, departments must pay attention to the ongoing professional development of the faculty and staff providing instruction to students inside and outside the classroom. Accordingly, departments should consider to what degree they are able and/or should pursue the following activities:

- Mentoring of specialized faculty, either by other specialized faculty members or by those in the tenure system, possibly including peer-review of teaching
- Providing departmental funds for professional development activities to specialized faculty and allowing them to participate in departmental teaching academies and workshops

Departments should work to ensure that specialized faculty members are aware of campus resources, such as the services of the Center for Innovation in Teaching and Learning, <http://cte.illinois.edu/>, and the eligibility requirements for campus funds. For example, specialized faculty may be eligible to apply for funds from the Teaching Advancement Board, <http://provost.illinois.edu/committees/tab/guidelines.html> (e.g., full time faculty members or lecturers with significant instructional involvement are eligible to apply for travel awards), and Campus Research Board's Scholars' Travel Fund, <http://research.illinois.edu/stf/> (full-time lecturers eligible to apply for conference support).

IX. Assistance

- Academic HR
- Provost's Office

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
FACULTY ADVISORY COMMITTEE
Annual Report to the Faculty
2012-2013

The Faculty Advisory Committee (FAC) is established by the *University Statutes*, Article II, Section 4. At the Urbana-Champaign campus, the FAC is comprised of nine tenured faculty; each year three members are elected directly by the faculty and serve three-year terms. The FAC offers added recourse for the consideration of grievances, and furnishes a channel for direct and concerted communication between the faculty and the administrative officers of the University. Any faculty member, current or retired, may voice a suggestion for the good of the University or request a consultation with the FAC through any of its members. The FAC prefers to investigate a suggestion or grievance only after other University avenues of appeal (typically at the unit and college level) have been exhausted. All interactions with the FAC are kept confidential.

The FAC meets twice each month, year-round, to consider issues brought to its attention by faculty and administrators. Committee meetings follow the requirements of the Illinois Open Meetings Act, with all personnel matters discussed confidentially in closed session. The FAC also meets periodically with the Provost to discuss specific cases and broader faculty issues. The Committee reports annually to the Chancellor, the President, the Senate, and the faculty.

The members of the FAC are charged first and foremost with the best interests of the University. The Committee advocates for fairness and equity in the application of campus policy and procedures as they apply to faculty. The FAC is ably supported by Christine Pierson from the Office of Academic Human Resources, Suite 420, Illini Union Bookstore Building, MC-310.

We encourage faculty to considering nominating themselves or a colleague to serve on the FAC: any tenured member of the faculty is eligible to serve on the Committee, except those who hold an administrative appointment. Elections are held in April; details are on the FAC site at www.fac.illinois.edu. The annual election to the FAC is administered by the Clerk of the Campus Senate.

* * *

The 2012-2013 academic year began with newly-elected member Sally Jackson (LAS) joining returning / reelected members Andreas Polycarpou (Engineering), Mary Arends-Kuenning (ACES), Sandra Kopels (Social Work), Craig Koslofsky (LAS), Mary Laskowski (University

Library), Gabriel Solis (Fine and Applied Arts), and Billie Theide (Fine and Applied Arts). Professor Polycarpou resigned from the FAC in November 2012 to accept a position at another university.

In August 2012 Craig Koslofsky was elected chair of the FAC for 2012-13. Over the academic year the FAC met with ten faculty members; in most cases we met with individual faculty members more than once to discuss their concerns and grievances, and help them find the appropriate channels for their issues. In October 2012 the committee issued a report to the Provost concerning a grievance in the College of Fine and Applied Arts. We met with the Chancellor to provide advice on a proceeding under Article X, section 1(e) of the University Statutes concerning the dismissal of a tenured professor. Again, in all our work with faculty we maintain strict confidentiality.

The Committee works for faculty across campus. We also continue to advise Executive Vice Provost for Faculty and Academic Affairs Barbara Wilson concerning adjunct faculty and their access to grievance committees. Billie Theide, current member and former chair of the FAC, spoke at the annual campus workshop on promotion and tenure sponsored by the AAUP in November 2012. In July 2013 FAC members Craig Koslofsky and Sally Jackson met with the Promotion and Tenure subcommittee of the Senate Executive Committee's ad hoc Task Force on Faculty Issues and Concerns. We assessed promotion and tenure procedures and practices, and the handling of requests for reconsideration in promotion and tenure process.

In April 2013 two new members were elected: Peter Kuchinke (Education) and Amy Wagoner Johnson (Engineering). Gabriel Solis (Fine and Applied Arts) was re-elected to the FAC. Their terms began on August 15, 2013 and run through August 14, 2016.

Further information on the Faculty Advisory Committee, including our Articles of Procedure and contact information, can be found at www.fac.illinois.edu.

Respectfully submitted,

A handwritten signature in black ink that reads "Craig Koslofsky". The signature is written in a cursive, flowing style.

Craig Koslofsky
Professor of History and Germanic Languages and Literatures
Chair, Faculty Advisory Committee

February 10, 2014

**UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE**
(Final; Information)

HE.14.04 Report on the December 12, 2013 meeting of the FAC to the IBHE.

The [Faculty Advisory Council \(FAC\)](#) of the [Illinois Board of Higher Education \(IBHE\)](#) held a regularly scheduled meeting at the [Illinois Association of School Boards](#) office in Springfield on Friday December 12, 2013 with 30 member institutions present. Traditionally, the December meeting is hosted by the IBHE staff.

IBHE staff present at the meeting included the following: Harry Berman, Karen Helland, Jonathan Lackland, Dan Cullen, Candace Mueller, Michael Afolayan, Ocheng Jany, Tracy Goodall, Malinda Aiello, Matt Berry and Amanda Winters.

Chair Aminmansour called the meeting to order at 9:00 AM. After introduction of members present and announcements, John Bennett reported on his participation on behalf of FAC in the interview with the four finalist candidates for the position of IBHE Executive Director.

Dr. Karen Hunter-Anderson, Executive Director of the Illinois Community College Board (ICCB), and Roger Eddy, Executive Director of the IASB join the Council for a conversation about education as a continuum (P-20). Eddy is a former school principal, superintendent, and legislator. A question/comment session followed.

Given that this was the FAC's 50th anniversary meeting, a panel discussion was organized by IBHE Executive Director Harry Berman with the following former individuals from IBHE in the past: Kathleen Kelly, John Hunter, Ed Hines (FAC member from 1989 to 1997 and served one year as chair), Tom Layzell, and Bill Feurer. The panelists gave their perspectives on higher education then and now. A questions/comment session followed.

After lunch, Dr. Dan Cullen IBHE Deputy Director for Academic Affairs updated the Council on the activities of his department and noted that staffing in his department is close to full now. Also, Matt Berry of IBHE staff went over his previously distributed PowerPoint presentation on the FY14 higher education budget review and the outlook for FY15.

In other business, the Council approved minutes of the November 15, 2013 meeting and elected John D'Anca as the At-Large Community College FAC Member.

Given the impending winter storm, the Council decided to not hold caucus meetings. The meeting was adjourned at 1:45 PM.

The next FAC meeting is scheduled for January 13, 2014 at John Logan College.

Respectfully submitted

Abbas Aminmansour

**UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE
(Final; Information)**

HE.14.05 Report on the January 13, 2014 meeting of the FAC to the IBHE.

The [Faculty Advisory Council \(FAC\)](#) of the [Illinois Board of Higher Education \(IBHE\)](#) held a regularly scheduled meeting at the [John A. Logan College](#) (JALC) in Carterville, Illinois on Friday January 13, 2014 with 22 member institutions present.

Special guest at this meeting included Illinois Lieutenant Governor Sheila Simon; JALC President Dr. Mike Dreith, Dr. Deb Payne, JALC VP for Instruction, Dr. Valerie Barko, Dean of Academic Affairs at JALC and JALC's Board of Trustees Jake Rendelman, who was past president of the Illinois Community College Board (ICCB) Trustees Association.

Chair Aminmansour called the meeting to order at 9:05 AM. After introduction of members present, President Dreith addressed the Council. He noted the decreasing trend in enrollment of about 5% in college enrollment and attributed this decline to the fact that college education may have become out of financial reach for some students and/or their families.

Aminmansour announced that Dr. Harry Berman's last day as IBHE Executive Director will be February 14th. Dr. James Applegate's appointment as the new Executive Director begins February 17.

The portion of the program set aside for Anthony Fiorentino (UIUC student) from the IBHE Student Advisory Committee to discuss student debt will be rescheduled for the March FAC because the speaker was unable to attend the meeting.

FAC Secretary Steve Rock announced dates and host institutions of our 2014-15 FAC meetings. The three caucuses of the Council (four year public universities; community colleges and private/independent institutions) met separately and reported back to the Council later in the day.

Dr. Valerie Barko, Dean of Academic Affairs at JALC, gave a PowerPoint presentation titled, "Goal 2025: Perspectives from a Rural Community College." She noted that more jobs in the future will require post-secondary education. She stated that benefits of higher education include higher income, lower unemployment rates, reduced crime, and increased political participation. She spoke about the educational attainment rate in the JALC district and pointed out some barriers to meeting the 60% of adults having post-secondary educational credentials by the year 2025 goal. She added that the federally funded TRIO program at JALC has been successful. Dr. Barko also spoke about remediation along with the use of Dual Credit. She stated that the Higher Learning Commission has just issued a report on this topic and its barriers.

Lieutenant Governor Sheila Simon joined the Council for a lunch meeting. During the Q/A session that followed her introductory remarks, she was asked about what needs to be done to fix the Illinois political system. She responded that term limits for political leaders (not individual legislators) might be a solution.

Lt. Governor was asked about the role and responsibility of state government in providing financially viable post-secondary education for its citizens. Simon agreed that this is an important issue and recognized that accomplishing this goal has become difficult due to the state's financial problems. She noted MAP funding as an

issue that needs to be increased to allow students with financial needs to attain post-secondary education. Lt. Governor was also asked about her views on a pending bill that would require public higher education institutions to accept AP courses based on an assessment score and whether it is appropriate for the legislators to dictate academic policy. She agreed that that should not be the case and that institutions should be able to establish their own criteria for accepting AP credits.

In response to a question, Lt. Governor Simon noted that we need to look at the big picture and emphasized that our educational system was set up to give people upward mobility. She added that we need sound bites to connect with the public and emphasize the opportunities that a higher education creates for students.

In other business, the Council approved minutes of the December 12, 2013 meeting. The Community College Caucus nominate Donna McCauley to be an at-large alternate. She was elected by a vote of the Council. Marie Donovan reported for the Private Caucus and expressed concern about legislation such as AP mandates creeping into the classroom, the role of advising, the 60% by 2025 goal, and CCS and their impact and differences with PARCC. The Public Caucus discussed financial issues, declining enrollments, university mission statements, and duplication among institutions versus specialization.

The meeting adjourned at 1:45 PM. The next FAC meeting is scheduled for February 21, 2014 at the College of DuPage.

Respectfully submitted

Abbas Aminmansour

**UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE**
Urbana Senate Observer
(Final; Information)

SC.14.06 Report on the September 12, 2013 meeting of the Board of Trustees held at the University of Illinois Urbana-Champaign campus

MORNING SESSION

SUMMARY: The beginning of the morning session was delayed while the BOT was in executive session and started at 9:55 am. The meeting began with introductions and with presentations by the three Chancellors, Board of Trustees committee reports, presentation of the budget by Vice President of Academic Affairs Christophe Pierre, and the Hospital dashboard during.

BUDGET REPORT: Vice President for Academic Affairs Christophe Pierre presented the budget. He pointed to the steady decline in state revenues since FY 1990, which today fall below the 1966 level in absolute terms when adjusted for inflation. The proposed budget shows an increase of 1.2% from the prior fiscal year. Tuition is the principal contributor to any unrestricted revenue growth (increased by \$52M). Sponsored research funds are decreasing. As major concerns for the future of the financial strength of the University, he pointed to the urgent need to rebuild and maintain faculty strength, the ongoing decline of general revenue funds (GRF), capital requirements for deferred maintenance and the need to implement a comprehensive funding plan for economic development.

State appropriations to UI are flat. Per student state tax appropriations declining from \$14,000 in 1990 to present \$8,000.

SOME STATISTICAL DATA: The following is an abbreviated report.

Freshman class had 33,000 applications and the number of Illinois applicants increased although number of high school grads decreased.

Number 1 students do not come because of high tuition

7330 freshman class increase takes in international 11% out of state, 100 countries 16% out of country.

1000 transfer students from Illinois, 1600 of them first time family to college.

ACT scores up 28.6 (max 35).

Diversity higher in Latino and Afro-american students.

119 faculty members increase, these faculty add to excellence and diversity.

500 new faculty in next 7 years, some to replace lost faculty. Strategic hiring will be used as well as cluster hiring. Humanities social sciences to be emphasized.

Construction on campus - State Farm center. \$500 million deferred maintenance and \$ 370 million for capital projects.

BOT COMMITTEE REPORTS: The Health Care Committee Chair Trustee Koritz reported on the current funding availability from the \$75 million bond issue. He was optimistic that needed improvement would be made in terms of hospital safety and other metrics. Trustee Hasara of the Academic Affairs committee worked on faculty and staff appointments and received a UIUC diversity presentation at their most recent meeting.

APPROVED RESOLUTIONS: Next the Board approved by unanimous voice and/or roll call votes, several items including incentive-based compensation for President Easter, appointments of the Dean of the Veterinary College UIUC and the acting dean of Education at UIC, as well as a number of faculty and staff appointments, security clearance exclusions for University officers and trustees for access to information for research purposes relating to the Illinois Research Park, the FY2014 University budget and several appropriation requests.

All approved resolutions are listed on the agenda website in [1].

DASHBOARD REPORTS: Next the three Chancellors went into detailed cross-campus dashboard reports on faculty hiring, size, representativeness, class size, and salary, measured against standard peer group institutions for each campus. A retention report on faculty receiving firm outside offers was also presented for each campus.

The Faculty to student ratios are slightly under the peer median for UIC, lower at UIS and higher at UIUC. The number of tenure system faculty is larger at UIC than the peer median, about on par for UIS and UIUC. The percentage of faculty from underrepresented groups is higher than the peer median at all three campuses. The average faculty salary at UIC is higher than the peer median and lower at UIS and UIUC (Lower than aspirational peer median at UIC). Percentage of classes with less than 20 students lower than peer median at UIC and UIUC, are on par for UIS. Percentage of classes with more than 50 students is higher than peer median at UIC, less for UIS, and about average at UIUC. UIUC has fewer National Academy members than its peers (59 as compared to a peer average in the 70s). The recent UIC upward movement if continued would put it on or above average.

UIUC Chancellor Wise indicated that the strategic plan for the Urbana campus had been submitted to President Easter and was now available at: <http://strategicplan.illinois.edu/theplan.html>. She also commented on the five year 500 faculty hiring and salary enhancement plans. The 500 represent replacements as well new hires. Entire presentations of UIUC, UIC and UIS dashboards may be seen at [1].

The last dashboard presentation was the UI Hospital. The FY 2013 preliminary expense report comes in about .7% below budget and the financial outcomes for the year were better than expected. Dashboard figures showed improvements in hospital safety and other metrics, although the low rankings relative to other facilities seemed relatively unchanged.

AFTERNOON SESSION

Dean Tanya Gallagher of the UIUC Applied Health Sciences College presented an overview of the mission and status of the Health Science programs consisting of three departments and 18 degree programs. All are top ten programs and the Disability Resources and Educational Services is nationally ranked as number one. Dean Gallagher indicated that disabled students at UIUC graduate and obtain jobs at the same rate as the population at large—something that is not generally true at other universities nation-wide. She also pointed to innovations such as the Center for Wounded Veterans and the Beckwith Support services to permit residential living on campus for 70 disabled students.

Vice President Larry Schook reported on the development of UI LABS. He called special attention to the bid to receive major funding from the Department of Defense. UI LABS is the lead partner in a consortium that includes other universities and businesses. The grant proposal placed in the funding competition finals. The winning award will be announced by DoD in December 2013.

REVENUE AND EXPENSES REPORTS: 1. In the matter of Quarterly Update of the State Economic Report, Dr. David Merriman offered a somber report on the state of the Illinois economy. He noted in particular the worst unemployment figures in the Midwest (9.2%) and the phase out after 2015 of the tax increase that has bolstered state revenues. The state position improved somewhat this year, but base revenues are down and federal revenues are dropping off with the end of the stimulus programs. He also added that pension reform will not resolve Illinois budgetary woes.

2. Vice President/Chief Financial Officer and Comptroller Walter Knorr reported that (the overall figures are on-line)

-- The problem of delayed state payments persists

-- Moody rating of University finances are the lowest grade among those evaluated in the Big Ten (although the agency notes the relation of state revenue declines to this rating)

-- The endowment met its investment benchmarks

-- Of particular interest might be slide #10 in the presentation on-line consisting of pie charts which show the distribution of student financial aid (percentages of those pay full tuition, less than full tuition, and nothing)

Tom Farrell of the University of Illinois Foundation reported some major gifts (from the Robert Woods Johnson Foundation and the Granger Foundation) and briefly discussed the Foundation's goal setting strategies. The fundraising statistics are on-line.

Loren Taylor of the University of Illinois Alumni Association presented a Score Card (on-line presentation slide 3) designed to reflect the number of alumni and access to them; he reported a high level of capability to locate alumni and high level of contact with them—with the biggest on-line community in the Big Ten. The alumni association is planning a large survey of alumni attitudes, and working to design a History and Traditions program both in the Alumni Center on the Urbana Campus and on a web portal with links to multiple university sites, including historical materials like yearbooks and memoirs—"Our Stories".

FACULTY REPORT: Professor Jorge Villegas introduced himself as this year's chair of the USC, and stressed the need for coherent strategic and tactical interaction between the Trustees, University

Administration and USC. He described the USC committee structure and its design to parallel the activities of the board and develop expertise and partnership on the issues considered by each committee.

PUBLIC COMMENT SESSION: Student Anthony Fiorentino argued that bankruptcy protection is afforded to all federal loans except for student loans and spoke in favor of bankruptcy protection for student loans as well.

Stu Umholtz, a local citizen and prosecutor, expressed continuing concern about what he termed unresolved issues from 2010 about the use of public money for other than public purposes. He was not specific about what those issues were, but rather emphasized the general principle that university resources should not be used for profit-making activity.

Peter Whitney represented a student environmental group concerned about university involvement with the coal industry. He said that the Board had not responded to their earlier initiatives on disinvestment in coal and reinvestment in renewable energy, and that the group therefore planned to buttonhole individual trustees after the meeting. Chair Kennedy said that would not be a good idea.

Tara McCauley spoke on behalf of the 1800-person UIUC ACFsME unions about the growing salary inequalities between higher administration and the lower level work force, offering statistics on the differentials.

Harriet Murav, professor in Russian language and Comparative Literature echoed these concerns, and expressed support and asked respect and greater financial recognition for the lesser paid staff of the university.

In the announcement of future meetings, it was noted that the next BOT retreat will occur in January 2014.

This report is with thanks based on the report by Professor Carol Skalnik Leff, the USC Observer.

REFERENCES

[1] <http://www.trustees.uillinois.edu/trustees/agenda/September-12-2013-BOT/>

Respectfully Submitted by,

Roy H. Campbell

Harry H. Hilton

Gay Y. Miller

University of Illinois
Urbana-Champaign Senate
(Final; Information)

SUR.14.02 Report on SURSMAC* Meeting January 13, 2014

SURSMAC met at the SURS headquarters in Champaign from 10:30 a.m. to 2:00 p.m. for a special meeting on the implications of the Pensions Law Changes resulting from Public Act 98-599. We attended the meeting representing the Senate along with Laura Czys from University Office for Human Resources.

SURSMAC chair John Shuler (UIC) chaired the meeting and welcomed the participants who introduced themselves. He also noted that this special meeting is part of the efforts of SURSMAC to help the SURS staff communicate more effectively with the members.

This was followed by a presentation on “Public Act 98-599: Pensions Reform in a Nutshell” by General Counsel Michael B. Weinstein, Associate Counsel Albert J. Lee and Legislative Liaison Jeff Houch. (This PowerPoint presentation is available at the “Pension Reform” link on the SURS web site home page: www.surs.com). They noted that it will be unclear as to how the provisions of this Act will be implemented until later this spring. SURS staff will be working with the legislature on possible trailer legislation a part of this process. These efforts will help clarify certain aspects of the legislation such as the fact that the effective dates are different for various provisions of the act. For example, the effective date of the new earnings cap is June 1, 2014; the provisions regarding the change in the Effective Rate of Interest start on July 1, 2014; and the new rules for calculating the Automatic Annual Increase (AAI) start January 1, 2015. The new defined contribution plan for at most five percent of the Tier 1 members is scheduled to go into effect July 1, 2015. The presenters noted that it may not be possible to meet that deadline given the need to obtain IRS approval.

The presenters noted that there are three legal challenges already in the courts and others are likely to follow. With regard to these challenges, they pointed out that a number of items will be treated as an inseverable block including the new AAI rules and the AAI skipping (younger Tier 1 members will not get an AAI for one or more alternating years after they retire). This means that if any one of these inseverable items is struck down in a suit, they are all struck down.

The effect of changing the Effective Rate of Interest (ERI) was also discussed. The new rule starting July 1, 2014 will be that the ERI will be the U.S. Treasury Bond rate plus 0.75% rather than a rate determined by the SURS Board of Trustees. Currently, this would mean the ERI would be lower. As an example, they noted that as of January 8, 2014, the ERI under the new rule would have been 4.65% (the bond rate was 3.90%) in contrast to the ERI currently in effect of 7.00%. One result of this change is that for those eligible to use the Money Purchase Formula to estimate their retirement annuity, a lower ERI means smaller annuity payments over the same lifespan.

It seems clear that the SURS staff will have a number of major tasks facing them this spring with regard to such issues as counseling annuitants about the effect of this law on their retirement plans and working with the campuses on the implementation of the decrease in Tier 1 employee contributions from 8.0% to 7.0%.

The meeting concluded with a discussion led by Chair Shuler and SURS Executive Director William Mabe about the future role of SURSMAC. This will include reviewing the way in which SURSMAC was established, the Bylaws that guide its actions, procedures for improving attendance, and methods for improving communication from SURSMAC (and SURS) to the groups the organization represents. These will be the important agenda items for the next regular SURSMAC meeting in April.

H.F. (Bill) Williamson
John Kindt
UIUC Senate Representatives

*SURSMAC is the State University Retirement System Members Advisory Committee to the SURS Board of Trustees. Members are faculty and staff representing the various institutions and agencies affected by SURS: public universities, community colleges, state surveys, and retiree organizations. It normally meets twice a year in October and April at SURS headquarters at 1901 Fox Drive in Champaign.

UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE
Senate Executive Committee
(Final; Action)

SC.14.08 Resolution to Endorse the Guiding Principles of the *Draft Employment Guidelines for Specialized Faculty Holding Faculty Non-Tenure System Positions*

The Senate Executive Committee unanimously endorses the following principles expressed in the *Draft Employment Guidelines for Specialized Faculty Holding Faculty Non-Tenure System Positions*.

GUIDING PRINCIPLES

This section provides guiding principles for campus units regarding the hiring and employment of specialized faculty. Information regarding specific required policies and practices are identified in later sections of this Communication. Every department and college should examine its employment practices to ensure that policies and procedures are in place that reflect the following guiding principles:

- Specialized faculty members are important members of our campus community who make significant contributions to the teaching, research, and service missions of their individual units and to the campus.
- The academic community flourishes when the best specialized faculty members are recruited, evaluated, and retained using fair employment practices and procedures.
- Departments should identify the responsibilities and privileges that are appropriate to extend to specialized faculty within their units, given that specialized faculty do not receive the full panoply of statutory rights and privileges afforded to tenure system faculty.
- Departments and specialized faculty benefit from having bylaws that clearly identify the roles, responsibilities, and privileges of specialized faculty.
- To optimize performance and to meet objectives, hiring units must inform specialized faculty what the job duties and performance expectations are for their positions.
- Specialized faculty shall have access to department, school, college and campus grievance procedures.
- Identifying promotional paths creates opportunities for specialized faculty to invest in long-term careers at Illinois, thereby providing needed stability for these employees and ensuring the high level of excellence required in these positions.

RECOMMENDATION

The Senate Executive Committee proposes that the Senate of the Urbana-Champaign Campus endorse the guiding principles listed above.

Senate Executive Committee

Roy Campbell, Chair	Harry Hilton
Kim Graber, Vice-Chair	Prasanta Kalita
Abbas Aminmansour	Calvin Lear
Michel Bellini	Melissa Madsen
Damani Bolden	William Maher
Pat Gill	Gay Miller
Shao Guo	Joyce Tolliver
John Hart	Matthew Wheeler

UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE
Committee on Committees
(Final; Action)

CC.14.08 Nominations for Membership on Standing Committees of the Senate and the General Education Board

Campus Operations

To fill one faculty vacancy created by the resignation of Benjamin McCall (LAS)

William Bullock	FAA	Term Expires 2015
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Conference on Conduct Governance

To fill two student vacancies created by the resignation of Scott Grubczak (DGS) and Tim Knudsen (LAW)

Jinghua Xing	LAS	Term Expires 2014
Calvin Lear	GRAD	Term Expires 2014

Educational Policy

To fill one student vacancy created by the resignation of Danielle Maynard (EDUC)

Kamil Merchant	LAW	Term Expires 2014
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General Education Board

To fill one student vacancy created by the resignation of Benjamin Deese (LAS)

Noopur Walia	LAS	Term Expires 2014
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COMMITTEE ON COMMITTEES

Prasanta Kalita, Chair
Sara Benson
Anthony Fiorentino
Tim Flanagan
William Gropp
Shao Guo
Rachel Heller
David O'Brien
Joyce Tolliver
Jenny Roether, *ex officio*

Nominations from the floor must be accompanied by the nominee's signed statement of willingness to serve if elected. The statement shall be dated and include the name of the position to be filled. If present, the nominee's oral statement will suffice.

UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE

University Statutes and Senate Procedures
(Final; Action)

SP.14.10 Proposed Revisions to *Election Rules for the Student Electorate*

BACKGROUND

The current Senate procedure for replacement of a graduate student senator (*Election Rules for the Student Electorate*, 16.3.iii) requires the advice and consent of the Illinois Student Senate's Subcommittee on Graduate and Professional Student Affairs. This clause is a holdover from a time when the subcommittee was granted greater prominence within the Student Senate's committee structure and served as the sole selector of replacement graduate student senators.

While this procedure has performed well in the past, the subcommittee membership was not appointed this year by the Student Body President – a power granted exclusively to that office by the Student Senate's constitution. The lack of a subcommittee has left the Standing Committee on Internal Affairs unable to select replacement graduate senators, despite a pool of willing applicants.

RECOMMENDATION

The Senate Committee on University Statutes and Senate Procedures recommends approval of the following revisions to *Election Rules for the Student Electorate*. Text to be added is underscored and text to be deleted is indicated by ~~strikeout~~ (e.g., ~~sample text for deletion~~).

PROPOSED REVISIONS TO *ELECTION RULES FOR THE STUDENT ELECTORATE*

- 1 **16. Resignations and Vacancies**
2 16.3 *Vacancies*. A vacant student Senate seat may be filled by appointment by the Illinois
3 Student Senate. In selecting the replacement for a student senator, priority should be given, in
4 descending order, to:
5 (i) The first runner-up (if any) in the appropriate election unit;
6 (ii) The successive runners-up (if any) in the appropriate election unit; and
7 (iii) candidate(s) selected in a search conducted by the Illinois Student Senate's Standing
8 Committee on Internal Affairs in consultation with the Clerk of the Senate, ~~and as to~~
9 ~~graduate representatives with the advice and consent of the Committee on Graduate and~~
10 ~~Professional Student Affairs.~~ In the case of graduate student vacancies, the Committee on
11 Internal Affairs must seek the advice and consent of the Subcommittee on Graduate and
12 Professional Student Affairs or of the USSP, when the former has not been constituted.

UNIVERSITY STATUTES AND SENATE PROCEDURES

William Maher, Chair
Jennifer Baldwin
H. George Friedman
Wendy Harris
Scott Jacobs
Calvin Lear

Mark Roszkowski
Sandy Jones, *Ex officio* (designee)
Jenny Roether, *Ex officio*
Dedra Williams, *Observer*

Anna-Maria Marshall

**UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE**

Prefiled Resolution
(Final; Action)

EQ.14.02 Resolution on Support for Awareness of Women in Engineering

WHEREAS, There exist present and expected future pervasive national shortages of female engineers, and

WHEREAS, University of Illinois at Urbana-Champaign's College of Engineering has current enrollments of 7,786 undergraduate and 2,975 graduate students, which places it in the ranks of a major supplier of high quality graduate engineers, and

WHEREAS, The Engineering undergraduate program consists of only 17-20% female students, which is significantly less than the overall female campus population of ~47%, and

WHEREAS, In accordance with Chancellor Wise's Strategic Plan for 2013-2016 for the promotion of a campus commitment to diversity by increasing the percentage of underrepresented students in the undergraduate and graduate levels, and

WHEREAS, It is in the best interests of the profession for the University to promote awareness and to strengthen diversity and inclusion of women in Engineering on the UIUC Campus;

BE IT THEREFORE RESOLVED that the UIUC Senate recommends that:

1. The College of Engineering is strongly encouraged to continue enhanced efforts to recruit and retain female, minority and underrepresented groups of faculty and students
2. A statue of one or more female engineers with particular care to include minority representation to be erected on the UIUC Engineering Campus.
3. The Dean of the College of Engineering appoint a committee to recommend the selection of statue candidate(s), specific location, artist creator and funding sources for such a statue.
4. The Clerk of the Senate transmit this resolution to the Dean of the College of Engineering, Chancellor Wise, President Easter, and the Board of Trustees.

Senate Committee on Equal Opportunity and Inclusion

Harry Hilton, Chair
Alejandra Aguero
Amy Ando
Augusto Espiritu
Erik Hemingway
Andrew Kim
Kathryn Lacoste
Kathryn Oberdeck

UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE
(Final; Information)

HE.14.06 Report on the February 21, 2014 meeting of the FAC to the IBHE.

The [Faculty Advisory Council \(FAC\)](#) of the [Illinois Board of Higher Education \(IBHE\)](#) held a regularly scheduled meeting at the College of DuPage (CoD) in Glen Ellyn, IL with 32 members present. Dr. Robert Breuder, President of the College of DuPage was the special guest at the meeting.

Chair Aminmansour called the meeting to order at 9:10 AM. He reported that Dr. Jim Applegate had recently begun his term as the new IBHE Executive Director. Aminmansour has sent an email to Dr. Applegate welcoming him and extending an open invitation to him to attend any FAC meeting that his schedule permits. Aminmansour also reported that he was a participant in a discussion with the Washington office of Senator Dick Durbin about the Affordable College Textbook Act that he has sponsored. Aminmansour reminded FAC members that the Council will have a lunch meeting with the Illinois Board of Higher Education on April 1, 2014.

Vice Chair Donovan reported that he had spoken at the last IBHE meeting relative to the “alternative educator licensure program for teachers by not-for-profit organizations.” She expressed concern about this decision and felt that FAC may want to consider responding to this decision. She added that IBHE staff understand the concerns, but feel obligated to recommend approval in the absence of any guideline to evaluate such proposals.

President Breuder of CoD welcomed and addressed the Council. He reported that the college has about 28,500 students, 900 full time employees, and 225 programs of study. CoD has also established a number of 3+1 programs with five other institutions. Joe Collins, Executive Vice President of CoD who was also present at the meeting stated that currently there are 38 sections of courses being taught by faculty from their 3+1 partner institutions on the CoD campus. President Breuder expressed concerns over the increasing cost of education to students and/or their families.

The three caucuses of the Council (four year public universities; community colleges and private/independent institutions) met separately and reported back to the Council later in the day.

Dr. Julie Peters of UIC, one of the first recipients of the IBHE Faculty Fellows Program thanked the Council for having initiated the program and reported on her plans and activities during her fellowship.

Council Secretary Steve Rock reported that Western Illinois University has established a policy prohibiting commercial solicitation on campus. This policy has led to a directive banning textbook buyers from the university.

Under the business portion of the meeting, the Council approved minutes of the January 17, 2014 meeting at Logan College. There was a brief discussion on potential subjects to raise with the Board at our April 1 meeting.

The meeting adjourned at 1:55 PM. The next FAC meeting is scheduled for March 21, 2014 at Waubonsee.

Respectfully submitted

Abbas Aminmansour

