

**AGENDA**

Senate of the Urbana-Champaign Campus

May 4, 2015

3:10 – 5:15 pm

**Illini Union – Illini Room A**

- I. **Call to Order** – Chancellor Phyllis Wise
- II. **Approval of Minutes** – April 6, 2015
- III. **Senate Executive Committee Report** – Chair Roy Campbell
- IV. **Chancellor’s Remarks** – Chancellor Phyllis Wise
- V. **Questions/Discussion**
- VI. **Consent Agenda**

*These items will only be distributed via [www.senate.illinois.edu/20150504a.asp](http://www.senate.illinois.edu/20150504a.asp). If a senator wishes to move an item from the Consent Agenda to Proposals and have copies at the meeting, they must notify the Senate Office at least two business days before the meeting. Any senator can ask to have any item moved from the Consent Agenda to Proposals.*

- |          |   |  |
|----------|---|--|
| EP.15.49 | Proposal from the School of Labor and Employment Relations to Establish a New Course  | Educational Policy<br>(G. Miller, Chair) |
| EP.15.51 | Proposal from the College of Fine and Applied Arts (FAA) and the Graduate College to Revise the Master of Landscape Architecture (MLA)  | Educational Policy<br>(G. Miller, Chair) |
| EP.15.60 | Proposal to Create a Journalism Concentration and Terminate the News Editorial and Broadcast Journalism Concentrations in the Department of Journalism for the Undergraduate Major in Agricultural Communications in the College of Media and Agricultural, Consumer and Environmental Sciences | Educational Policy<br>(G. Miller, Chair) |
| EP.15.61 | Proposal to Revise the Advertising Concentration Requirements for the Agricultural Communications Major in the College of Media and Agricultural, Consumer and Environmental Sciences   | Educational Policy<br>(G. Miller, Chair) |
| EP.15.62 | Proposal to Revise Courses Specified for the General Education Requirements for the Undergraduate Major in Agricultural Communications, College of Media and Agricultural, Consumer and Environmental Sciences  | Educational Policy<br>(G. Miller, Chair) |
| EP.15.63 | Proposal to Establish a New Master of Science in Strategic Brand Communication (M.S. in S.B.C.), to be jointly offered by the Department of Advertising in the College of Media, and the Department of Business Administration in the College of Business                                       | Educational Policy<br>(G. Miller, Chair) |
| EP.15.64 | Proposal to Establish a Graduate Concentration in “Biomechanics” jointly in the Department of Bioengineering and Mechanical Science and Engineering, College of Engineering   | Educational Policy<br>(G. Miller, Chair) |

EP.15.65	Proposal to Establish a Graduate Concentration in "Cancer Nanotechnology" in the Department of Bioengineering, College of Engineering	Educational Policy (G. Miller, Chair)
EP.15.66	Proposal from the College of Liberal Arts and Sciences to Correct the Program of Study Listing for the PhD Program in Chemistry	Educational Policy (G. Miller, Chair)
EP.15.68	Proposal to Revise the Master of Accounting (MAS) Program	Educational Policy (G. Miller, Chair)
EP.15.69	Proposal to Change the Name of Department from Department of Human and Community Development to Department of Human Development and Family Studies	Educational Policy (G. Miller, Chair)
EP.15.71	Proposal to Transfer the Illinois Program for Research in the Humanities from the College of Liberal Arts and Sciences to the Office of the Vice Chancellor for Research	Educational Policy (G. Miller, Chair)
EP.15.72	Proposal from the Illinois Informatics Institute to Revise the Undergraduate Minor in Informatics	Educational Policy (G. Miller, Chair)
EP.15.73	Proposal from the College of Liberal Arts and Sciences to Revise the BSLAS in Astronomy	Educational Policy (G. Miller, Chair)
EP.15.74	Proposal from the College of Fine and Applied Arts to Revise the BFA in Industrial Design	Educational Policy (G. Miller, Chair)
EP.15.75	Proposal from the Graduate School in Library and Information Science and the Graduate College to Establish a New Master of Science in Information Management in the Graduate School of Library and Information Science (GSLIS)	Educational Policy (G. Miller, Chair)
EP.15.76	Proposal to Change the Name of the Graduate Major from Human and Community Development to human Development and Family Studies	Educational Policy (G. Miller, Chair)
EP.15.77	Proposal from the College of Fine and Applied Arts to Rename and Revise the B.A. in Urban Planning	Educational Policy (G. Miller, Chair)
EP.15.80	Proposal to Establish a Graduate Concentration in Structures within the Existing Master of Science in Architectural Studies (MS in AS) Degree Program	Educational Policy (G. Miller, Chair)

## VII. Proposals (enclosed)

SC.15.10	2015-2016 Senate and Senate Executive Committee (SEC) Calendar	Senate Executive Committee (R. Campbell)	1
SP.15.17	Proposed Revisions to the <i>Statutes</i> to transfer the provisions regarding Intellectual Property from the <i>General Rules</i> to the <i>Statutes</i>	University Statutes & Senate Procedures (W. Maher)	3

SP.15.18	General Revisions to the <i>Statutes</i> , Final Reconciliation, Motions #1 through #8	University Statutes & Senate Procedures ( <i>W. Maher</i> )	13
EP.15.81	Proposal for Deloitte Center for Business Analytics in Accountancy	Educational Policy ( <i>G. Miller, Chair</i> )	23
EP.15.78	Proposal to Establish a Winter Session in the Academic Calendar	Educational Policy ( <i>G. Miller, Chair</i> )	33
EP.15.42	Proposal from the College of Business and the Graduate College to Establish an Online MBA Program	Educational Policy ( <i>G. Miller, Chair</i> )	61
SC.15.11	Endorsement of the “USC Statement on Budget Planning and Reform”	Senate Executive Committee ( <i>R. Campbell</i> )	103
<b>VIII. Reports (enclosed)</b>			
EP.15.79	EPC Administrative Approvals – April 13, 2015	Educational Policy ( <i>G. Miller, Chair</i> )	105
	Verbal Report on Campus Diversity Climate Questionnaire	Equal Opportunity and Inclusion ( <i>K. Oberdeck</i> )	
UC.15.08	USC Report – April 21, 2015	J. Tolliver	107
XSR.15.01	Report of the Seventh Senate Review Commission	Senate Review Commission ( <i>A. Aminmansour, Chair</i> )	113
<b>IX. Provost Communication #3 Draft</b>			
	Kathrine Galvin, Associate Provost for Administrative Affairs		123
<b>X. New Business</b>			
	<i>Matters not included in the agenda may not be presented to the Senate without concurrence of a majority of the members present and voting. Items of new business may be discussed, but no action can be taken.</i>		
<b>XI. Adjournment</b>			

*Reception Immediately Following Adjournment  
Hosted by the Chancellor  
Illini Room B*



**Minutes**  
**Urbana-Champaign Senate Meeting**  
April 6, 2015

A regular meeting of the University of Illinois at Urbana-Champaign Senate was called to order at 3:11 pm in room 314 A & B at the Illini Union with Vice Provost for Faculty Affairs and Academic Policies Abbas Benmamoun presiding with Professor Emeritus H. George Friedman, Jr. as Parliamentarian.

**Approval of Minutes**

04/06/15-01 The minutes from March 9, 2015 were approved as distributed.

**Senate Executive Committee Report**

Senate Executive Committee (SEC) Chair and faculty senator Roy Campbell (ENGR) announced that senator and Educational Policy committee member Steve Michael (BUS) suffered a house fire over the weekend.

The SEC 2015-16 Chair and Vice Chair election will be held online April 7-10, 2015. The 2015-16 Elections and Organizational meeting will be on April 20, 2015 and is a very important meeting. The University is facing a critical budget challenge with the anticipated budget cuts. Campbell and a few colleagues have put together a job description for faculty senators and the responsibilities as senators. At the May Senate meeting, a draft of the revised Provost Communication #3 will come to the Senate as a report, but comments are welcome. At the University Senates Conference (USC) level, discussions about academic freedom and tenure continue.

04/06/15-02 Tellers for the meeting were faculty senators Nicholas Burbules (EDUC) and Bettina Francis (LAS), and student senator Sam LeRoy (BUS).

**Chancellor's Remarks**

Vice Provost for Faculty Affairs and Academic Policies Abbas Benmamoun spoke in the Chancellor's absence. Benmamoun noted the incredible amount of time that has been spent reviewing possible budget outcomes for next year. The anticipated state budget cut could be 31.5% for fiscal year (FY) 2016. Urbana's portion of the \$208 million reduction is \$86-114 million. The range depends on if tuition dollars are included. The Office of the Provost will continue to reach out to various groups on campus, including the Senate, the Campus Budget Oversight Committee (CBOC), and the SEC. Illinois must remain accessible and true to its mission without raising tuition. To overcome this challenging budget situation, a collective effort is required. It is anticipated that the pension and benefits costs will also be gradually shifted to the University.

**Questions/Discussion**

Student senator Dickey (LAS) encourage follow senators to contact legislatures and let them know the negative impact the budget cut will have and how important Illinois is to the state. Benmamoun noted that there are some funds at the departmental level, but not at the center level. Much of the central level funds are earmarked for capital projects. The solution must be long-term.

Robert-Lieb (AP) commented on the senator job description mentioned by SEC Chair Campbell. Roberts-Lieb (AP) noted that academic professional (AP) senator duties are a little different than faculty senators.

Chair of the Senate Committee on Equal Opportunity and inclusion (EQ) Harry Hilton announced that EQ is preparing a questionnaire on the diversity campus climate. The survey will go out to faculty right now, and other groups may be included in the future.

**Consent Agenda**

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

04/06/15-03 EP.15.20\* Clarification of Policies on Graduate Minors and Concentrations

- 04/06/15-04 EP.15.26\* Proposal from the School of Social Work and the Graduate College to revise and rename the graduate concentration in Advocacy, Leadership, and Social Change
- 04/06/15-05 EP.15.46\* Proposal from the College of Agricultural, Consumer, and Environmental Sciences (ACES) to Rename and Revise the Integrated Pest Management Concentration in the BS in Crop Sciences
- 04/06/15-06 EP.15.47\* Proposal from the College of Agricultural, Consumer, and Environmental Sciences (ACES) to Revise the Concentrations in Agroecology, Biological Sciences, Crops, Crop Agribusiness, and Plant Biotechnology and Molecular Biology and to Add a New Concentration in Horticultural Food Systems to the Bachelor of Science in Crop Sciences
- 04/06/15-07 EP.15.48\* Proposal from the College of Liberal Arts and Sciences (LAS) to Revise the Bachelor of Science in Psychology by Adding New Concentrations
- 04/06/15-08 EP.15.50\* Proposal from the College of Applied Health Sciences (AHS) and the Graduate College to Revise the Master of Science Curriculum in the Department of Recreation, Sport, and Tourism (RST)
- 04/06/15-09 EP.15.52\* Proposal from the College of Agricultural, Consumer, and Environmental Sciences (ACES) to Revise the Bachelor of Science Major in Human Development and Family Studies in the Department of Human and Community Development
- 04/06/15-10 EP.15.53\* Proposal from the College of Agricultural, Consumer, and Environmental Sciences (ACES) to Revise the Minor in Horticulture in the Department of Crop Sciences
- 04/06/15-11 EP.15.57\* Proposal from the College of Liberal Arts and Sciences (LAS) to Revise the Undergraduate Minor in Chemistry
- 04/06/15-12 EP.15.58\* Proposal to Revise the BSLAS in Molecular and Cellular Biology in the School of Molecular and Cellular Biology in the College of Liberal Arts and Sciences
- 04/06/15-13 EP.15.59\* Proposal to Revise the Undergraduate Curriculum in the Department of Recreation, Sport and Tourism (RST), College of Applied Health Sciences (AHS)
- 04/06/15-14 EP.15.67\* Proposal to Transfer the PhD in Neuroscience from the School of Molecular and Cellular Biology to the Neuroscience Program

#### **Proposals**

- 04/06/15-15 CC.15.10\* Nominations for Membership on Standing Committees of the Senate Committee on Committees
- On behalf of the Senate Committee on Committees, Chair Kalita moved approval of the nominee on proposal CC.15.10. There were no floor nominations and nominations were declared closed.
- 04/06/15-16 By voice, the motion to approve the nominee on CC.15.10 passed without opposition.
- 04/06/15-17 SP.15.15\* General Revisions to the *Statutes*, Motions #6, #7, and #8
- On behalf of the Senate Committee on University Statutes and Senate Procedures (USSP), Chair Maher introduced proposal SP.15.15. Maher noted that he would be making three separate motions; one motion for each of the three recommendations and included the following amendments for each corresponding motion.
- 1.2, line 4: "suggested" changed to "recommends"
- 1.4, line 3: close quote mark after the word "assistant"
- 1.7, line 7: replace "wording and consistency with" to read "wording and to maintain consistency with"
- 3.2, line 4: add the text "USSP recommends against approving the addition of "special arrangement" to the *Statutes* until such time as its implications can be studied."
- 04/06/15-18 On behalf of USSP, Chair Maher moved approval of Recommendation One, Motion #6 and discussion followed.
- 04/06/15-19 Recommendation One, Motion #6 was approved by voice.

- 04/06/15-20 On behalf of USSP, Chair Maher moved approval of Recommendation Two, Motion #7. This motion captures all the specialized faculty titles that are in Provost Communication #25.
- 04/06/15-21 Recommendation Two, Motion #7 was approved by voice.
- 04/06/15-22 Recommendation Three, Motion #8. 3.3 general rules intellectual property Senate has to be consulted. USC wants to move intellectual property into the *Statutes*.
- 04/06/15-23 On behalf of USSP, Chair Maher moved approval of Recommendation Three, Motion #8. A very short discussion followed.
- 04/06/15-24 Recommendation Three, Motion #8 was approved by voice.  
USSP Chair Maher reported that USC has to reconcile what the Urbana campus approved with what the other two campuses approved. There is a reconciliation document and USSP hopes to have a recommendation on this document prepared for the May 4 Senate meeting.
- 04/06/15-25 RS.15.09\* Resolution Supporting Faculty, Staff and Student Participation in Title IX Conduct Hearings  
Student senator Hill (LAS) stated that this is the first time the federal government has classified rape and sexual assault as Title IX. Feel that faculty and students be included in the adjudication process. Concerns were raised that the University would be in violation of Title IX. Dickey (LAS) reported that it was his understanding that this is only a recommendation and would not jeopardize compliance with Title IX compliance.
- 04/06/15-26 Hill (LAS) moved approval of Resolution RS.15.09 with the following amendments.  
The second sentence in the background statement, "The DCL also stated..." should be struck and replaced with "It was the first time the federal government classified sexual violence as a civil right issue under Title IX".  
And to add the following language after the last be it resolved statement. "Let it further be resolved, that the Senate does urge the UI administration ignore not to accept the recommendation by the Department of Education and include students with faculty, and academic professionals as adjudicators on Title IX hearing boards."
- 04/06/15-27 The motion was seconded and discussion followed.  
Vice Chancellor Romano felt that if students are trained as well as faculty, they should be able to be on the hearing board.
- 04/06/15-28 Burbules (EDUC) made a motion to substitute "not to approve" in place of "to ignore" in the further be it resolved statement. The motion was seconded and the amendment was approved.
- 04/06/15-29 Taylor (ENGR) moved to strike the fourth whereas statement regarding jurors.
- 04/06/15-30 The motion to strike the fourth whereas statement was seconded and approved by voice.
- 04/06/15-31 Steinburg made a motion to replace "oppose" with "not accept" in the seventh whereas statement and the third be it resolved statement. The motion was seconded and a short discussion followed.
- 04/06/15-32 The amendment to replace "oppose" with "not accept" was approved by voice.
- 04/06/15-33 Hill made a motion to remove "faculty and staff" in the first whereas clause. The motion was seconded and approved by voice.
- 04/06/15-34 Hill made an additional motion to replace "university" with "universities" in the first whereas. The motion was approved by unanimous consent.
- 04/06/15-35 The resolution RS.15.09 was approved as amended.

### Reports

- 04/06/15-36 EP.15.56\* Administrative Approvals – March 2, 2015  
04/06/15-37 EP.15.70\* Administrative Approvals – March 30, 2015

04/06/15-38 SC.15.09\* BOT Observer Report – March 12, 2015

04/06/15-39 UC.15.07\* USC Report – February 25, 2015

### **Background Checks**

Director of Academic Human Resources Deborah Stone opened the discussion by informing the Senate of the new University-wide policy on background checks for all new hires. The policy has been written and will be applicable on all three campuses and University Administration (UA). Current policies require background checks for security sensitive positions and positions that interact with minors. This policy will not affect graduate and undergraduate hourly employees. June 2015 has been set as the targeted implementation date, but the tracking system must be in place before the policy can be implemented. A third party company will conduct the background checks. The Urbana Campus will build and use an integrated system to track background checks. Current searches that have been started are not affected by this new policy. Only new searches that start after the policy has been implemented will be affected. The adjudication process has not been determined at this time. Stone then opened the floor and a lengthy discussion followed.

Stone responded to questions with the following statements. The new background policy has come from the Board of Trustees (BOT). A criminal conviction is not an automatic bar from employment. Each case is determined individually. The criminal conviction question on the civil service applications will be removed. A contingent offer must be issued before the background check is conducted. The background check is a one-time event conducted for a specific position. No ongoing monitoring is performed.

Concerns were expressed about the additional expense of requiring background checks for all new employees when the University is expecting significant budget reductions from the state. Each background check will cost approximately \$45. The hiring department will be charged the fee for performing the background check.

Associate Provost for Human Resources Elyne Cole discussed the committee that would review the background check results. The information from the background check would go to central Human Resources (HR) and to the individual. The individual has a right to appeal what is listed on the report. A committee including HR personnel would be convened to determine if a nexus exists. The committee would determine if the hire is approved, not the department. The third-party vendor will not be interacting with the committee. The adjudication process has not been finalized and is still in development. Senators were assured that faculty will be included on the adjudication committee. The Office of University Counsel has been actively engaged in the entire process. There is a current background policy in place. The new policy would cover all new hires instead of only security sensitive positions or positions that interact with minors.

Several concerns were voiced that the required background check for new hires may intimidate, or make potential employees feel targeted, and have an adverse effect on the University. Some felt the more inclusive background check policy may create a decline in underrepresented groups.

Cole closed the discussion by thanking senators for their feedback regarding the new background policy and indicated that the feedback will be considered as procedures are developed and the policy is implemented.

### **New Business**

None.

### **Adjournment**

The meeting was adjourned at 5:13 pm.

Jenny Roether, Senate Clerk

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



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

SC.15.10 2015-2016 Senate and Senate Executive Committee (SEC) Calendar

All Senate and SEC Meetings, and the Annual Meeting of the Faculty begin at 3:10pm.

All SEC meetings are held in 232 English Building and all Senate meetings are held at the Illini Union.

The deadlines for Senators to propose an item to be placed on the Senate Agenda are at 5:00 pm on the business day prior to the regular SEC meeting. Generally, this is a Friday.

		<u>SENATE</u>	<u>Senate Agenda Items Due 5:00 pm</u>	<u>Senate Packet Items Due 12pm noon</u>	<u>SEC</u>
<b><u>2015</u></b>	Instruction Begins Monday, August 24, 2015				AUG 24 SEP 14
	Illini Union	SEP 21	SEP 11	SEP 15	
	Illini Union	OCT 19	OCT 9	OCT 13	OCT 12
	<i>Annual Meeting of the Faculty, Illini Union</i>	<i>OCT 26</i>			
	Illini Union	NOV 16	NOV 6	NOV 10	NOV 9
	Thanksgiving Vacation Nov 21-29				
	Illini Union	DEC 7	NOV 25	DEC 1	NOV 30
	Final Examinations, December 11-18				
<b><u>2016</u></b>	Instruction Begins Tuesday, January 19, 2016				JAN 25 <sup>1</sup> FEB 1
	Illini Union	FEB 8	JAN 29	FEB 2	
	Illini Union	MAR 7	FEB 26	MAR 1	FEB 29
	Spring Vacation March 19-27				
	Illini Union	APR 4	MAR 25	MAR 29	MAR 28
	<i>2015-2016 Organizational Meeting, Illini Union</i>	<i>APR 18</i>	MAR 25	APR 12	
	Illini Union	MAY 2	APR 22	APR 26	APR 25
	Final Examinations, May 6-13				
	Commencement, May 15				
					MAY 16 <sup>2</sup> JUN 13 <sup>3</sup> JUL 11

<sup>1</sup> Annual Special Meeting with the University President

<sup>2</sup> Executive Session with the Chancellor to evaluate the Vice-Chancellors

<sup>3</sup> Executive Session with the President to evaluate the Chancellor

**2015-2016 SENATE/SEC CALENDAR**

**August-2015**

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	SEC	25	26	27	28	29
30	31					

**September-2015**

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	A	12
13	SEC	P	16	17	18	19
20	SEN	22	23	24	26	27
28	29	30				

**October-2015**

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	A	10
11	SEC	P	14	15	16	17
18	SEN	20	21	22	23	24
25	AMF	27	28	29	30	31

**November-2015**

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	A	7
8	SEC	P	11	12	13	14
15	SEN	17	18	19	20	21
22	23	24	A	26	27	28
29	SEC					

**December-2015**

Su	Mo	Tu	We	Th	Fr	Sa
		P	2	3	4	5
6	SEN	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**January-2016**

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	SEC <sup>1</sup>	26	27	28	A	30
31						

**February-2016**

Su	Mo	Tu	We	Th	Fr	Sa
	SEC	P	3	4	5	6
7	SEN	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	A	27
28	SEC					

**March-2016**

Su	Mo	Tu	We	Th	Fr	Sa
		P	2	3	4	5
6	SEN	8	9	10	11	12
13	14	15	16	17	A	19
20	21	22	23	24	25	26
27	SEC	P	30	31		

**April-2016**

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	SEN	5	6	7	8	9
10	11	P	13	14	15	16
17	ORG	19	20	21	A	23
24	SEC	P	27	28	29	30

**May-2016**

Su	Mo	Tu	We	Th	Fr	Sa
1	SEN	3	4	5	6	7
8	9	10	11	12	13	14
15	SEC <sup>2</sup>	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**June-2016**

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	SEC <sup>3</sup>	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**July-2016**

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	SEC	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

<sup>1</sup> Annual Special Meeting with the University President

<sup>2</sup> Executive Session with the Chancellor to evaluate the Vice-Chancellors

<sup>3</sup> Executive Session with the President to evaluate the Chancellor

**ORG** Senate Organizational Meeting

**AMF** Annual Meeting of the Faculty

**SEC** Senate Executive Committee meeting

**SEN** Senate meeting

**P** Senate packet deadline

**A** Senate agenda item deadline

UNIVERSITY OF ILLINOIS  
URBANA-CHAMPAIGN SENATE

Committee on University Statutes and Senate Procedures  
(Final; Action)

SP.15.17 Proposed Revisions to the *Statutes* to transfer the provisions regarding Intellectual Property from the *General Rules* to the *Statutes*

**BACKGROUND**

As part of the general revisions of the *Statutes* and *General Rules* that has been ongoing this year, the University Senates Conference has proposed that the University regulations on intellectual property, now found in the *General Rules* in Article III, be moved to the *Statutes*, becoming a new Article XIII. There are two main reasons for this proposal.

The primary and more important reason is that the rules on intellectual property rights and reciprocal obligations between creators and the University are fundamental, core principles of faculty rights. They are not merely operational matters, as are most issues dealt with in the *General Rules*.

The second reason is that revisions to this article of the *General Rules* are already required to go through a “statutes-like” review process of approval by the Senates, mandated in the *Statutes*, Article XII, Section 5. Thus, it is anomalous to say, “Changes to the *General Rules* do not require Senate review, except for this one article, which does.”

If the University is already treating it like a statutory matter, then it should simply be moved into the *Statutes*. Meanwhile, a few edits have been proposed to the text that already existed in the *General Rules*, and those are marked accordingly below.

**RECOMMENDATION**

The Senate Committee on University Statutes and Senate Procedures recommends approval of transferring the Intellectual Property provisions from Article III of the *General Rules* to become the new Article XIII of the *Statutes*, with revisions to the text as shown below. The existing Article XII, Section 5 of the *Statutes*, quoted below, will be superseded, and therefore is to be deleted. The existing *Statutes* Article XIII, General Provisions, is to be renumbered Article XIV. Text to be added is underscored and text to be deleted is indicated by ~~strikeout~~ (e.g., ~~sample text for deletion~~).

**PROPOSED REVISIONS TO THE STATUTES, ARTICLE XII, SECTION 5**

1 ~~Section 5. Rules about Research, Patents, and Publications~~

2 ~~The General Rules Concerning University Organization and Procedure shall contain rules and~~  
3 ~~regulations governing patents, copyrightable works, recordings, sponsored periodicals, and the~~  
4 ~~acceptance of contracts, gifts, and grants for research, and the procedures to be followed.~~

5 ~~Proposed changes in The General Rules related to patents, copyrightable works, or recordings shall be~~  
6 ~~sent to the University Senates Conference which shall move as expeditiously as practicable and, if~~  
7 ~~necessary, reconcile the views of the senates and advise the president and through the president the~~  
8 ~~Board of Trustees before such a rule change is adopted.~~

9 **PROPOSED ADDITION TO THE STATUTES, NEW ARTICLE XIII**

10 **ARTICLE XIII. INTELLECTUAL PROPERTY**

11 **Section 1. Objectives**

12 Technical information, inventions, discoveries, copyrightable works and other creative works that have  
13 the potential to be brought into practical use may result from the activities of University employees in  
14 the course of their duties or through the use, by any person, of University resources such as facilities,  
15 equipment, or funds.

16 The ~~primary~~ first purpose of this intellectual property policy is to provide the necessary protections and  
17 incentives to encourage both the discovery and development of new knowledge, its transfer for the  
18 public benefit and its use for development of the economy; a second purpose is to enhance the  
19 generation of revenue for the University and to provide financial and reputational benefits for the  
20 creator(s); and a third purpose is to preserve the University's freedom to conduct research and to use the  
21 intellectual property created by that research or pursuant to an institutional initiative. The University is  
22 guided by the following general objectives:

23

- 24 (i) To optimize the environment and incentives for research and for the creation of new  
25 knowledge at the University;
- 26
- 27 (ii) To ensure that the educational mission of the University is not compromised;
- 28
- 29 (iii) To bring technology into practical use for the public benefit as quickly and effectively  
30 as possible;
- 31
- 32 (iv) To protect the interest of the people of Illinois through a reasonable consideration for  
33 the University's investment in its intellectual property.
- 34

35 **Section 2. Definitions**

36 (a) Intellectual Property. The term "intellectual property" is broadly defined to include  
37 inventions, discoveries, know-how, show-how, processes, unique materials, copyrightable works,  
38 original data and other creative or artistic works which have value. Intellectual property includes that  
39 which is protectable by statute or legislation, such as patents, registered or unregistered copyrights,  
40 registered or unregistered trademarks, service marks, trade secrets, mask works, and plant variety  
41 protection certificates. It also includes the physical embodiments of intellectual effort, for example,  
42 models, machines, devices, designs, apparatus, instrumentation, circuits, computer programs and  
43 visualizations, biological materials, chemicals, other compositions of matter, plants, and records of  
44 research and experimental results.

45

46 (b) Traditional Academic Copyrightable Works. "Traditional academic copyrightable  
47 works" are a subset of copyrightable works created independently and at the creator's initiative for  
48 academic purposes. Examples may include class notes, books, theses and dissertations, instructional  
49 materials and software that creators may design for courses, ~~educational software (also known as~~  
50 ~~courseware or lessonware)~~, articles, non-fiction, fiction, poems, musical works, dramatic works  
51 including any accompanying music, pantomimes and choreographic works, pictorial, graphic and  
52 sculptural works, or other works of artistic imagination that are not created as an institutional initiative  
53 (as specified in Section 4(a)(2) below).

54

55 (c) Creator. “Creator” refers to an individual or group of individuals who make, conceive,  
56 reduce to practice, author, or otherwise make a substantive intellectual contribution to the creation of  
57 intellectual property. “Creator” includes the definition of “inventor” used in U.S. patent law for  
58 patentable inventions and the definition of “author” used in the U.S. Copyright Act for copy written  
59 works of authorship.  
60

61 (d) University Resources Usually and Customarily Provided. When determining ownership  
62 and license rights in copyrightable works, “University resources usually and customarily provided”  
63 includes office space, library facilities, ordinary access to computers and networks, or salary. In  
64 general, it does not include the use of students or employees as support staff to develop the work, or  
65 substantial use of specialized or unique facilities and equipment, or other special subventions provided  
66 by the University unless approved as an exception.  
67

68 Exceptions are expected in units where the tradition is to provide subvention to some  
69 faculty in the form of graduate assistants to help prepare traditional academic copyrightable works.  
70 Exceptions are also expected in situations where creators use University-provided facilities and  
71 resources in the creation of works of artistic imagination, for example, use of studios, pottery wheels, or  
72 kilns for the creation of paintings, sculpture or ceramics; use of high end computer hardware and  
73 software in the creation of artistic graphical images; and so on. Other individual exceptions may be  
74 approved on a case-by-case basis [see section 7(k)].  
75

### 76 **Section 3. Application**

77 This policy is considered a part of the conditions of employment for every employee of the  
78 University and a part of the conditions of enrollment and attendance at the University by students. It is  
79 also the policy of the University that individuals (including visitors) by participating in a sponsored  
80 research project and/or making significant use of University-administered resources thereby accept the  
81 principles of ownership of intellectual property as stated in this policy unless an exception is approved  
82 in writing by the University. All University creators of intellectual property shall execute appropriate  
83 assignment and/or other documents required to determine ownership and rights as specified in this  
84 policy.<sup>1</sup>  
85

86 This policy applies only to intellectual property disclosed after the effective date of the policy  
87 (September 3, 1998).  
88

---

<sup>1</sup>The creator’s obligation to assign rights to the University is subject to the provisions of the Illinois Employee Patent Act, which provides in part:

*A provision in an employment agreement which provides that an employee shall assign or offer to assign any of the employee’s rights in an invention to the employer does not apply to an invention for which no equipment, supplies, facilities, or trade secret information of the employer was used and which was developed entirely on the employee’s own time unless (a) the invention relates (i) to the business of the employer, or (ii) to the employer’s actual or demonstrably anticipated research or development, or (b) the invention results from any work performed by the employee for the employer Any provision which purports to apply to such an invention is to that extent against the public policy of the state and is to that extent void and unenforceable. The employee shall bear the burden of proof in establishing that his invention qualifies under this subsection.*

89 **Section 4. Copyrights**

90 (a) Ownership. Unless subject to any of the exceptions specified below or in Section 4(c),  
91 creators retain copyright rights to academic copyrightable works as defined in Section 2(b) above. (See,  
92 however, Sections 4(b)(2) below.)

93

94 The University shall own copyrightable works as follows:

95

96 (1) Works created pursuant to the terms of a University agreement with a third  
97 party, or

98

99 (2) Works created as a specific requirement of employment or as an assigned  
100 University duty that may be specified, for example, in a written job description or an employment  
101 agreement. Such specification may define the full scope or content of the employee's University  
102 employment duties comprehensively or may be limited to terms applicable to a single copyrightable  
103 work. ~~Absent such prior written specification, ownership will vest with the University in those cases~~  
104 ~~where the University provides the motivation for the preparation of the work, the topic or content of~~  
105 ~~which is determined by the creator's employment duties and/or when the work is prepared at the~~  
106 ~~University's expense.<sup>2</sup>~~

107

108 (3) Works specifically commissioned by the University. The term "commissioned  
109 work" refers to a copyrightable work prepared under an agreement between the University and the  
110 creator when (1) the creator is not a University employee, or (2) the creator is a University employee but  
111 the work to be performed falls outside the normal scope of the creator's University employment.  
112 Contracts covering commissioned works shall specify that the author convey by assignment, if  
113 necessary, such rights as are required by the University.

114

115 (4) Works that are also patentable. The University reserves the right to pursue  
116 multiple forms of legal protection concomitantly if available. Computer software, for example, can be  
117 protected by copyright, patent, trade secret and trademark.

118

119 (b) University Rights in Creator-Owned Works

120

121 (1) Traditional academic copyrightable works created using University resources  
122 usually and customarily provided are owned by the creators. Such works need not be licensed to the  
123 University.

124

125 (2) Traditional academic copyrightable works created with use of University  
126 resources over and above those usually and customarily provided shall be owned by the creators but  
127 licensed to the University. The minimum terms of such license shall grant the University the right to  
128 use the original work and to make and use derivative works in its internally administered programs of  
129 teaching, research, and public service on a perpetual, royalty-free, non-exclusive basis. The University  
130 may retain more than the minimum license rights when justified by the circumstances of development.

131

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<sup>2</sup> Provisions (1) and (2) above define those works that fall within the scope of University employment as that term is used in the definition of "work made for hire" in the U.S. Copyright Statute (see Title 17, USC, Section 101).

132 (c) Student Works. Unless subject to the provisions of paragraph (a) or provided otherwise  
133 by written agreement, copyrightable works prepared by students as part of the requirements for a  
134 University degree program are deemed to be the property of the student but are subject to the following  
135 provisions:

136

137 (1) The original records (including software) of an investigation for a graduate  
138 thesis or dissertation are the property of the University but may be retained by the student at the  
139 discretion of the student's major department.

140

141 (2) The University shall have, as a condition of awarding the degree ~~award~~, the  
142 royalty-free right to retain, use and distribute a limited number of copies of the thesis, together with the  
143 right to require its publication for archival use.

144

145 (d) Copyright Registration and Notice. University-owned works ~~should~~ shall be protected  
146 by copyright notice in the name of the Board of Trustees of the University of Illinois. Such copyright  
147 notice ~~should~~ shall be composed and affixed in accordance with the United States Copyright Law.  
148 Registration of the copyright for University-owned works shall be in accordance with the operational  
149 guidelines and procedures established by the vice chancellor for research on each campus. The  
150 University may also decide to release a work to the public domain and if so, should so indicate.

151

152 (e) University Press Publications. The University Press shall be responsible for copyright  
153 registration of works owned by the University and published by the Press and for administering  
154 contracts with its authors. Such contracts shall define the rights and obligations of the author and the  
155 University and shall be processed as other University contracts.

156

157 (f) Compliance with the Copyright Act. University units that administer activities  
158 involving any usage regulated by the Copyright Act are responsible for knowing applicable regulations,  
159 monitoring their continuing evolution, and conducting their programs in full compliance with the  
160 applicable laws and regulations.

161

## 162 **Section 5. Other Intellectual Property**

163 Ownership. Except as otherwise specified in this Article or by the University in writing,  
164 intellectual property shall belong to the University if made: (1) by a University employee as a result of  
165 the employee's duties or (2) through the use by any person, including a University employee, of  
166 University resources such as facilities, equipment, funds, or funds under the control of or administered  
167 by the University. (See also Section 4(a)(4) above.)

168

169

## 170 **Section 6. Trademarks**

171 Trademarks and service marks are distinctive words or graphic symbols identifying the  
172 source, product, producer, or distributor of goods or services. Registration of trademarks or service  
173 marks, at the state or federal level, shall be approved by the appropriate campus or University level  
174 officer. Proceeds received from  
175 commercialization of a registered or unregistered mark that is related to an intellectual property license  
176 for associated intellectual property will be shared with all creator(s) of the associated property as  
177 specified in Sections 8(b) and 8(c) below. For proceeds received from commercialization of a mark that  
178 is licensed independently and is not directly related to an intellectual property license, the share that

179 would normally be distributed to the creator(s) will be assigned to the unit(s) from which the trademark  
180 or service mark originated. Except as provided herein or subject to prior written agreement between the  
181 creator(s) and the University, the University will not share the proceeds from commercialization of a  
182 mark with the individual(s) who created the mark.  
183

184 **Section 7. INTELLECTUAL PROPERTY ADMINISTRATION**

185 (a) Disclosure. All intellectual property in which the University has an ownership interest  
186 under the provisions of this policy and that has the potential to be brought into practical use for public  
187 benefit or for which disclosure is required by law shall be reported promptly in writing by the creator(s)  
188 to the designated campus officer through the appropriate unit employee using the disclosure form  
189 provided by that unit. The disclosure shall consist of a full and complete description of the subject  
190 matter of the discovery or development and identify all persons participating therein. The creator(s)  
191 shall furnish such additional information and execute such documents from time to time as may be  
192 reasonably requested.  
193

194 (b) Evaluation and Exploitation Decisions. After evaluation of the intellectual property and  
195 review of applicable contractual commitments, the University may develop the property through  
196 licensing, to an established business or a start-up company, may release it to the sponsor of the research  
197 under which it was made (if contractually obligated to do so), may release it to the creator(s) if  
198 permitted by law and current University policy, or may take such other actions considered to be in the  
199 public interest. Exploitation by the University may not involve statutory protection of the intellectual  
200 property rights, such as filing for patent protection, registering the copyright, or securing plant variety  
201 certification. All agreements regarding intellectual property must be executed by the vice president/chief  
202 financial officer and comptroller and attested to by the Secretary of the Board of Trustees or their  
203 designees.  
204

205 (c) Questions Related to University Ownership. In the event there is a question as to  
206 whether the University has a valid ownership claim in intellectual property, such intellectual property  
207 should be disclosed in writing to the University by the creator(s) in accordance with Section 7(a). Such  
208 disclosure is without prejudice to the creator's ownership claim. The University will provide the creator  
209 with a written statement as to the University's ownership interest.  
210

211 (d) Informing Creators of Decisions. The University will inform principal creators of its  
212 substantive decisions regarding protection, commercialization and/or disposition of intellectual property  
213 which they have disclosed. However, specific terms of agreements with external parties may be  
214 proprietary business information and subject to confidentiality restrictions.  
215

216 (e) University Abandons Intellectual Property. Should the University decide to abandon  
217 development or protection of University-owned intellectual property, ownership may be assigned to the  
218 creator(s) as allowed by law and current University practice, subject to the rights of sponsors and to the  
219 retention of a license to practice for University purposes. The minimum terms of the license shall grant  
220 the University the right to use the intellectual property in its internally administered programs of  
221 teaching, research, and public service on a perpetual, royalty-free, non-exclusive basis. The University  
222 may retain more than the minimum license rights, and the assignment or license may be subject to  
223 additional terms and conditions, such as revenue sharing with the University or reimbursement of the  
224 costs of statutory protection, when justified by the circumstances of development.  
225



226 (f) Commercialization. The University may, at its discretion and consistent with the public  
227 interest, license intellectual property on an exclusive or non-exclusive basis. The licensee must  
228 demonstrate technical and business capability to commercialize the intellectual property. The licensee  
229 may include clear performance milestones with a provision for recapture of intellectual property if  
230 milestones are not achieved. The licensee may be required to assume the cost of statutory protection of  
231 the intellectual property.

232

233 (g) Conflict of Interest and Commitment. Commercialization activities involving  
234 University employees will be subject to review of potential conflict of interest and commitment issues  
235 and approval of a conflict management plan in accordance with applicable University policy.

236

237 (h) University's Acceptance of Independently Owned Intellectual Property. The University  
238 may accept assignment of intellectual property from other parties provided that such action is  
239 determined to be consistent with the public interest. Intellectual property so accepted shall be  
240 administered in a manner consistent with the administration of other University-owned intellectual  
241 property.

242

243 (i) Consulting Agreements. University employees engaged in external consulting work or  
244 business are responsible for ensuring that agreements emanating from such work are not in conflict with  
245 University policy, with the University's contractual commitments or with University policies regarding  
246 University-owned intellectual property. Such employees should make their non-University obligations  
247 known to the appropriate campus officer and should provide other parties to such agreements with a  
248 statement of applicable University policies regarding ownership of intellectual property and related  
249 rights.

250

251 (j) Statement by Creators. The creators of University-owned intellectual property may be  
252 required to state that to the best of their knowledge the intellectual property does not infringe on any  
253 existing patent, copyright or other legal rights of third parties; that if the work is not the original  
254 expression or creation of the creators, the necessary permission for use has been obtained from the  
255 owner; and that the work contains no libelous material nor material that invades the privacy of others.

256

257 (k) Administrative Responsibility. The president has ultimate authority for the stewardship  
258 of intellectual property developed at the University. Pursuant to Article I, Section 2, Paragraph (d) the  
259 vice president for research has direct line authority for University offices and entities involved in  
260 technology commercialization and related economic development. With the advice of the  
261 chancellors/vice presidents, and in consultation with the vice president for academic affairs and the  
262 campus vice chancellors for research, the vice president for research shall establish operational  
263 guidelines and procedures for the administration of intellectual property, including but not limited to  
264 determination of ownership, assignment, protection, licensing, marketing, maintenance of records,  
265 oversight of revenue or equity collection and distribution, approval of individual exceptions, and  
266 resolution of disputes among creators and/or unit executive officers.

267

268 (l) Campus Responsibility. Each campus may establish an office which has responsibility  
269 for administering University policies regarding intellectual property as defined in this Article.

270

271 (m) Contractual Authority. Licenses, options for licenses and other agreements related to  
272 commercialization or exploitation of intellectual property shall be granted in the name of the Board of  
273 Trustees of the University of Illinois. All such contracts shall be executed in accordance with the  
274 policies described in this Article.

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(n) Administrative Guidelines and Procedures. General guidelines and procedures for the administration of intellectual property shall be established by the president in consultation with the University Intellectual Property Committee (as specified in Section 7(o) below) and the campuses. Detailed operational guidelines and procedures for the administration of campus-based responsibilities shall be established by the vice chancellor for research.

(o) University Intellectual Property Committee. The University Intellectual Property Committee shall be appointed annually by the president to make recommendations to the president regarding procedures, guidelines, and responsibilities for the administration and development of intellectual property and such other matters as the president shall determine.

(p) Appeals. After following the administrative guidelines and procedures established by each campus, the University creator or unit executive officer may appeal to the University Intellectual Property Committee to seek resolution of complaints or questions regarding the matters addressed in this Article.

(q) Preferential Treatment of Sponsors. Sponsored research agreements shall provide that all intellectual property developed as a result of the sponsored research project shall belong to the University unless otherwise specified in writing. The sponsor may receive an option to license the resulting intellectual property on terms to be negotiated, with the option to be exercised within a specified period following the disclosure of the intellectual property. When the nature of the proposed research allows identification of a specific area of intellectual property or application which is of interest to the sponsor, the University may accept research agreements with terms which entitle the sponsor to reasonable specific commercial rights within the defined field of interest. Otherwise, the specific terms of licenses and rights to commercial development shall be based on negotiation between the sponsor and the University at the time the option is executed by the sponsor and shall depend on the nature of the intellectual property and its application, the relative contributions of the University and the sponsor to the work, and the conditions deemed most likely to advance the commercial development and acceptance of the intellectual property. In all cases where exclusive licensing is appropriate, such license agreements shall be executed apart from the sponsored research agreement and shall require diligent commercial development of the intellectual property by the licensee. The University may also determine, on a case-by-case basis and only if allowed by law, that it is in the University's interest to assign ownership of resulting intellectual property to the sponsor as an exception to this policy when circumstances warrant such action, in accordance with guidelines established by the University Intellectual Property Committee.

(r) Exceptions to Policy. Recommendations for exceptions to the provisions of the policy in this Article shall be made by the University Intellectual Property Committee to the president for presentation to the Board of Trustees. [For individual exceptions, see Section 7(k).]

316 **SECTION 8 PROCEEDS DISTRIBUTION<sup>3</sup>**

317 (a) Proceeds. For purposes of this policy, “proceeds” shall refer to all revenue and/or  
 318 equity, as defined below, received by the University from transfer, commercialization, or other  
 319 exploitation of University-owned intellectual property.

320

321 (1) Revenue. “Revenue” shall mean cash from payments including, but not limited  
 322 to, royalties, option fees, license fees, and/or fees from the sale of the University’s equity interest.

323

324 (2) Equity. “Equity” shall include, but not be limited to, stock, securities, stock  
 325 options, warrants, buildings, real or personal property, or other non-cash consideration.

326

327 (b) Revenue Distribution. When revenue is received by the University, all out-of-pocket  
 328 payments or obligations (and in some cases, a reasonable reserve for anticipated future expenses)  
 329 attributable to protecting (including defense against infringement or enforcement actions), marketing,  
 330 licensing or administering the property may be deducted from such income. The income remaining  
 331 after such deductions is defined as net revenue. In the case of multiple intellectual properties licensed  
 332 under a single licensing agreement, the University shall determine and designate the share of net income  
 333 to be assigned to each intellectual property.

334

335 (1) Creator’s Share. The creator (or creator’s heirs, successors, and assigns)  
 336 normally shall receive forty percent (40%) of net revenue. If there are joint creators, the net income  
 337 shall be divided among them as they shall mutually agree. Should the creators fail to agree mutually on  
 338 a decision, the University shall determine the division.

339

340 (2) Originating Unit’s Share. The originating unit normally shall receive twenty  
 341 percent (20%) of net revenue. If a creator is affiliated with more than one originating unit or if there are  
 342 joint creators from different units, the originating unit(s) share shall be divided among such units as  
 343 agreed in writing by the responsible unit executive officers.

344

345 (3) University’s Share. The University normally shall receive forty percent (40%)  
 346 of net revenue. Distribution of the University’s share shall be allocated in support of its technology  
 347 transfer activities and academic and research programs as determined by the vice chancellor for  
 348 research.

349

350 (c) Equity Distribution. In any instance wherein the University executes an agreement with  
 351 a corporation or other business entity for purposes of exploiting intellectual property owned by the  
 352 University and the University receives or is entitled to receive equity, revenue from the equity shall be  
 353 shared among the creator(s), the originating unit(s), and the University in the same proportions as  
 354 revenue distributions (except as specified in Section 8(d) below).

355

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<sup>3</sup> These proceeds distribution provisions shall apply only to revenue and equity received from agreements for commercialization that are executed subsequent to the effective date of this policy (September 3, 1998). Unless otherwise agreed in writing between the University and the creator(s), distribution of income for commercialization prior to the effective date of this policy shall be in accordance with the policy in effect at the time the agreement was approved. Where no policy exists (e.g., for equity), this policy shall prevail.

356 (d) Exceptions When the Creator(s) Have No Entitlement. If the University accepts  
357 research support in the form of a sponsored research agreement or unrestricted grant as part of the  
358 consideration in an intellectual property license in lieu of an option fee, license fee or royalty, the  
359 creator(s) shall have no entitlement to receive a share as personal income. For the subset of equity that  
360 is buildings, real or personal property, or other non-cash consideration, the creator(s) shall have no  
361 entitlement to receive a share as personal income.

362

363 (e) Special Distributions. Special facts or circumstances may warrant a different  
364 distribution of proceeds than specified above and such distributions will be determined on a case-by-  
365 case basis under the authority of the vice chancellor for research.

366

367 (f) Revenue from Actions for Defense or Enforcement of Intellectual Property Rights.  
368 When the University receives revenue from third parties that results from successful actions for the  
369 purpose of defending or enforcing the University's rights in its intellectual property, such revenue may  
370 first be used to reimburse the University (or the sponsor or licensee, if appropriate) for expenses  
371 incurred in such actions. The creator(s) and their originating unit(s) shall be entitled to recovery of lost  
372 royalties from the remaining net revenue, in the same proportions as specified in Section 8(b) above.  
373 The remaining net revenue shall be allocated in support of the University's technology transfer activities  
374 and academic and research programs as determined by the vice chancellor for research.

375

UNIVERSITY STATUTES AND SENATE PROCEDURES

William Maher, Chair  
H. George Friedman  
Wendy Harris  
Scott Jacobs  
Calvin Lear  
Anna-Maria Marshall  
Mark Roszkowski  
Cheyenne Wu  
Sandy Jones, *Ex officio (designee)*  
Jenny Roether, *Ex officio*  
Dedra Williams, *Observer*

UNIVERSITY OF ILLINOIS  
URBANA-CHAMPAIGN SENATE

Committee on University Statutes and Senate Procedures  
(Final; Action)

SP.15.18 General Revisions to the *Statutes*, Final Reconciliation, Motions #1 through #8

**BACKGROUND**

As per standard practice for the revisions of the *Statutes*, after each of the Senates has acted on a proposed amendment, the University Senates Conference (USC) reviews the action of each Senate to determine if there are differences in how one or more Senates dealt with the text. With the set of amendments that have been under consideration by the Senates since October, the Chicago and Springfield Senates approved the proposed texts with relatively little variation, whereas the Urbana Senate found a number of instances for which it recommended alternate phrasings or provisions. When USC reviewed the resultant differing advice of the three Senates, it prepared a reconciled text. In most cases that reconciled text corresponded with what the Urbana Senate had approved. However, for several items, USC has provided reconciled language that differs from what the Urbana Senate had approved.

Some years ago, the Urbana Senate made a clear statement that any USC reconciliations of statutory language that varied from the language approved by this Senate must come back to the Senate for final passage. Accordingly, USSP has reviewed all of these variations and prepared the following guide to the changes, and its recommendations.

To facilitate the Senate's present consideration, USSP has provided the relevant text for each original recommendation of the Urbana Senate before the text suggested by USC in its work to reconcile advice from the three campuses. Those elements where the reconciled text varies from this Senate's original recommendation are marked by yellow highlighting.

1 **ITEM ONE**

2

3 **October 24, 2014 version as modified and approved by UIUC Senate on December 8, 2014:**

4

5

**NONDISCRIMINATION STATEMENT**

6 The commitment of the University of Illinois to the most fundamental principles of academic freedom,  
7 equality of opportunity, and human dignity requires that decisions involving students and employees be  
8 based on merit and be free from invidious discrimination in all its forms.

9 The University of Illinois will not engage in discrimination or harassment against any person because of  
10 political affiliation, race, color, religion, sex, national origin, ancestry, age, marital status, genetic  
11 information, disability, sexual orientation including gender identity, unfavorable discharge from the  
12 military or status as a protected veteran and will comply with all federal and state nondiscrimination,  
13 equal opportunity and affirmative action laws, orders and regulations. This nondiscrimination policy  
14 applies to admissions, employment, access to and treatment in University programs and activities.  
15 University complaint and grievance procedures provide employees and students with the means for the  
16 resolution of complaints that allege a violation of this Statement. Members of the public should direct  
17 their inquiries or complaints to the appropriate equal opportunity office.

18

19 **February 25, 2015 version showing changes recommended by USC to reconcile text:**

20  
21 **NONDISCRIMINATION STATEMENT**

22 The commitment of the University of Illinois to the most fundamental principles of academic freedom,  
23 equality of opportunity, and human dignity requires that decisions involving students and employees be  
24 based on merit and be free from invidious discrimination in all its forms.

25 The University of Illinois will not engage in discrimination or harassment against any person because of  
26 race, color, religion, sex, national origin, ancestry, age, marital status, genetic information, political  
27 affiliation, disability, sexual orientation including gender identity, unfavorable discharge from the  
28 military or status as a protected veteran and will comply with all federal and state nondiscrimination,  
29 equal opportunity and affirmative action laws, orders and regulations. This nondiscrimination policy  
30 applies to admissions, employment, access to and treatment in University programs and activities.

31 University complaint and grievance procedures provide employees and students with the means for the  
32 resolution of complaints that allege a violation of this Statement. Members of the public should direct  
33 their inquiries or complaints to the appropriate equal opportunity office.

34  
35 **USSP Comment and Recommendation:** These differ only in the placement of the phrase “political  
36 affiliation”. USSP recommends approval of the reconciled text.

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38 **ITEM TWO**

39  
40 **ARTICLE II. LEGISLATIVE ORGANIZATION**

41 **Section 1. Campus Senates**

42  
43 **October 24, 2014 version as modified and approved by UIUC Senate:**

44  
45 **a.** A senate shall be constituted at each campus of the University. The senate is the elected  
46 representative of the faculty, students, and academic professional staff in shared governance discussions  
47 across the full range of university concerns. It is the authorized partner to engage administration in  
48 planning, in policy, in implementation, and in collaborative problem-solving on matters pertinent to the  
49 well-being of the campus and its members. The basic structure of a senate, including its composition,  
50 shall be provided for in its constitution. The constitution and any amendments thereto shall take effect  
51 upon adoption by the senate concerned and approval thereof by the Board of Trustees.

52  
53 **February 25, 2015 version showing changes recommended by USC to reconcile text:**

54  
55 a) A senate shall be constituted at each campus of the University. The senate is the **sole** elected  
56 representative of **legislative assembly** representing the **faculty, students, academic professionals, and**  
57 **other staff deemed eligible by the campus** in shared governance discussions across the full range of  
58 university concerns. It is the authorized partner to engage administration in planning, in policy, in  
59 implementation, and in collaborative problem-solving on matters pertinent to the well-being of the  
60 campus and its members. The basic structure of a senate, including its composition, shall be provided  
61 for in its constitution. The constitution and any amendments thereto shall take effect upon adoption by  
62 the senate concerned and approval thereof by the Board of Trustees.

63  
64 **USSP Comment and Recommendation:** USSP objects to the addition of the word “sole”. It would  
65 seem to preclude other elected bodies, such as a student senate or the professional advisory committee,  
66 from participation in shared governance. USSP recommends against approval of the insertion of “sole”  
67 and otherwise recommends approval of the balance of the reconciled text.

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**ITEM THREE**

**ARTICLE II. LEGISLATIVE ORGANIZATION**

**Section 2. University Senates Conference**

**a. Organization**

**October 24, 2014 version as considered by the UIUC Senate:**

**USSP Comment and Recommendation:** The UIUC Senate approved only part of the changes in Article II, Section 2, because USC did not at that time have Bylaws.

(1) The University Senates Conference shall be made up of twenty members. The basic representation shall be two members from each senate. Additional members shall be apportioned to each senate, at least one from each senate, in numbers proportional to the number of faculty members on each campus. The apportionment shall be recalculated every five years. Each senate shall elect its own representatives from its membership.

(2) Senators whose senatorial terms expire before their conference terms expire shall complete their conference terms. Any faculty senator or faculty senator-elect shall be eligible for election to the conference. The term of office shall be three years beginning on the first day of the next academic year following the election. ~~Approximately one third of the conference members from each senate shall be elected annually.~~

~~(3) A quorum for conference meetings shall consist of a simple majority of the total membership of the conference. If a quorum cannot be obtained otherwise, the conference members from a senate may designate as many as two alternates from the faculty members of their own senate to serve at a specific meeting.~~

~~(34) The conference officers shall be a chair and a vice chair, who shall not be from the same senate and who shall be elected for one-year terms by and from the conference ~~and shall not be from the same senate~~. The chair shall not be from the same senate in two consecutive years.~~

~~(4 5) The executive committee of the conference shall consist of two members from each senate: the conference chair, the conference vice chair, and four additional members elected annually by and from the conference. The conference may authorize the executive committee to act on behalf of the conference between scheduled meetings.~~

**February 25, 2015 version showing changes recommended by USC to reconcile text:**

(1) The University Senates Conference shall be made up of twenty members. The basic representation shall be two members from each senate. Additional members shall be apportioned to each senate, at least one from each senate, in numbers proportional to the number of faculty members on each campus. The apportionment shall be recalculated every five years. Each senate shall elect its own representatives from its membership.

(2) Senators whose senatorial terms expire before their conference terms expire shall complete their conference terms. Any faculty senator or faculty senator-elect shall be eligible for election to the conference. The term of office shall be three years beginning on the first day of the next academic year following the election. ~~Approximately one third of the conference members from each senate shall be elected annually.~~

~~(3) A quorum for conference meetings shall consist of a simple majority of the total membership of the conference. If a quorum cannot be obtained otherwise, the conference members~~

119 from a senate may designate as many as two alternates from the faculty members of their own senate to  
120 serve at a specific meeting.

121

122 (34) The conference officers shall be a chair and a vice chair, who shall not be from the  
123 same senate and who shall be elected for one-year terms by and from the conference ~~and shall not be~~  
124 ~~from the same senate~~. The chair shall not be from the same senate in two consecutive years.

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126 (45) The executive committee of the conference shall consist of two members from  
127 each senate: the conference chair, the conference vice chair, and four additional members elected  
128 annually by and from the conference. The conference may authorize the executive committee to act on  
129 behalf of the conference between scheduled meetings.

130

131 (5) The University Senates Conference shall adopt bylaws which, except as otherwise  
132 provided in these Statutes, shall govern its procedures and practices, including such matters as  
133 committee structure and duties, calling of meetings and establishment of agenda, election of officers,  
134 and definition of quorum. The bylaws shall provide for procedures to exercise those statutory duties  
135 specified in Article II, Section 2 (b). The bylaws and any changes thereto shall be reported to the  
136 campus senates and submitted to the Board of Trustees for approval.

137

138 **USSP Comment and Recommendation:** Following the April 1, 2015 adoption of initial Bylaws by  
139 the University Senates Conference, USSP recommends approval of the reconciled text containing a new  
140 subparagraph 5.

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## 143 **ITEM FOUR**

144

### 145 **Article II, Section 2**

146

#### 147 **October 24, 2014 version as modified and approved by UIUC Senate on December 8:**

148

149 c. The conference may act and may authorize its executive committee to act as an advisory group  
150 to the Board of Trustees ~~(through the president)~~, the president, other administrative officials, and the  
151 several senates on matters of university-wide concern. It shall be a special concern of the conference  
152 executive committee to aid in maintaining harmonious relations among such officers and the units of the  
153 University.

154

#### 155 **February 25, 2015 version showing changes recommended by USC to reconcile text:**

156

157 c. The conference ~~may act and may authorize its executive committee to act~~ as an advisory group  
158 to the Board of Trustees, the president, other administrative officials, and the several senates on matters  
159 of university-wide concern. It shall be a special concern of the conference executive committee to aid in  
160 maintaining harmonious relations among such officers and the units of the University.

161

162 **USSP Comment and Recommendation:** USSP recommends approval of the reconciled text.

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## 165 **ITEM FIVE**

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### 167 **ARTICLE ILLEGISLATIVE ORGANIZATION**

#### 168 **Section 4 Faculty Advisory Committee**

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#### 170 **October 24, 2014 version as modified and approved by UIUC Senate on February 9:**



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At each campus the faculty shall elect a Faculty Advisory Committee, which shall provide a means for the orderly voicing of grievances or related concerns about the governance and procedures of academic or administrative campus units. A member of the academic staff or a retired member shall be entitled to a conference with the committee or with any member of it on any matter properly within the purview of the committee. Academic employees who are members of the Professional Advisory Committee electorate shall use the procedures outlined in Section 5 of Article II. In addition, the committee may make confidential reports on personnel matters at the request of the provost, the chancellor/vice-president, or the president. In performing these its functions, the committee shall make such investigations and hold such consultations as it may deem to be in the best interest of the campus.

**February 25, 2015 version showing changes recommended by USC to reconcile text:**

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At each campus the faculty shall elect a Faculty Advisory Committee, which shall provide a means for the orderly voicing of grievances or related concerns about the governance and procedures of academic or administrative campus units. A member of the academic staff or a retired member shall be entitled to a conference with the committee or with any member of it on any matter properly within the purview of the committee. Academic employees who are members of the Professional Advisory Committee electorate shall use the procedures outlined in Section 5 of Article II. In addition, the committee may make confidential reports on personnel matters at the request of the provost, the chancellor/vice-president, or the president. In performing these its functions, the committee **shall may, on its own initiative,** make such investigations and hold such consultations as it may deem to be in the best interest of the campus.

**USSP Comment and Recommendation:** USSP recommends approval of the reconciled text.

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**ITEM SIX**

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**ARTICLE ILLEGISLATIVE ORGANIZATION**

**Section 4 Faculty Advisory Committee—Unnumbered paragraphs**

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**Note:** In the three unnumbered paragraphs (i.e., “Items Six, Seven, and Eight” here and below) that followed the above text, there were no substantive variations between the UIUC Senate approval of October 24 text and the February 25 USC text, and they are therefore not presented here. However, there are variations to note in the final three unnumbered paragraphs of this Section which are reproduced here.

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**October 24, 2014 version as modified and approved by UIUC Senate on February 9 :**

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The committee shall elect its own chair at its first meeting of each academic year. The committee shall adopt its ~~rules of procedure~~ articles of procedure, copies whereof shall be sent to all members of the academic staff (as defined in Article IX, Sections 4a and 3c) and to the chancellor/vice president and the president. The committee shall define, in its articles of procedure, the size of its membership and a method for filling vacancies that occur between regular elections. ~~The committee shall make such reports to the chancellor/vice president, the president, the senate, and the faculty as it deems appropriate at least once a year.~~

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**February 25, 2015 version showing changes recommended by USC to reconcile text:**

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The committee shall elect its own chair at its first meeting of each academic year. The committee shall adopt its rules **or articles of procedure**, copies whereof shall be sent to all members of the academic staff (as defined in Article IX, Sections 4a and 3c) and to the chancellor/vice president and the president. The committee shall define, in its **rules or** articles of procedure, the size of its membership and a method for filling vacancies that occur between regular elections. ~~The committee shall make such reports to the chancellor/vice president, the president, the senate, and the faculty as it deems appropriate at least once a year.~~

**USSP Comment and Recommendation:** USSP recommends approval of the reconciled text.

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## ITEM SEVEN

### ARTICLE ILLEGISLATIVE ORGANIZATION

#### Section 4 Faculty Advisory Committee—Unnumbered paragraphs

##### **October 24, 2014 version as modified and approved by UIUC Senate on February 9:**

The committee shall report on the broad nature of its activities and recommendations to the senate and the faculty as it deems appropriate, but at least once a year. These reports shall maintain the confidentiality of individual personnel cases. Confidential reports of findings from individual cases may be conveyed to unit executive officers, to deans, to the provost, to the chancellor/vice president, and/or to the president, as appropriate to the nature of the case. The committee shall report on its activities and recommendations to the senate and the faculty as it deems appropriate, but at least once a year. These reports shall maintain the confidentiality of individual personnel cases, but may describe the broad nature of cases presented to it. ~~The committees shall provide for the orderly voicing of suggestions for the good of the University, afford added recourse for the consideration of grievances, and furnish a channel for direct and concerted communication between the academic staff (as defined in Article IX, Sections 4a and 3c) and the administrative officers of the University, its colleges, schools, institutes, divisions, and other administrative units on matters of interest or concern to the academic staff (as defined in Article IX, Sections 4a and 3c) or any member of it. Academic staff members who are members of the Professional Advisory Committee electorate shall use the procedures outlined in Section 5 of Article II.~~

##### **February 25, 2015 version showing changes recommended by USC to reconcile text:**

The committee shall report on the broad nature of its activities and recommendations to the senate and the faculty as it deems appropriate, but at least once a year. These reports shall maintain the confidentiality of individual personnel cases. Confidential reports of findings from individual cases may be conveyed to unit executive officers, to deans, to the provost, to the chancellor/vice president, or to the president, as appropriate to the nature of the case, **but may describe the broad nature of cases presented to it.** ~~The committees shall provide for the orderly voicing of suggestions for the good of the University, afford added recourse for the consideration of grievances, and furnish a channel for direct and concerted communication between the academic staff (as defined in Article IX, Sections 4a and 3c) and the administrative officers of the University, its colleges, schools, institutes, divisions, and other administrative units on matters of interest or concern to the academic staff (as defined in Article IX, Sections 4a and 3c) or any member of it. Academic staff members who are members of the Professional Advisory Committee electorate shall use the procedures outlined in Section 5 of Article II.~~

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**USSP Comment and Recommendation:** USSP agrees with the deletion of the following extraneous phrase “but may describe the broad nature of cases presented to it”, and therefore recommends approval of the reconciled text.

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**ITEM EIGHT**

**ARTICLE ILLEGISLATIVE ORGANIZATION**

**Section 4 Faculty Advisory Committee—Unnumbered paragraphs**

**October 24, 2014 version as modified and approved by UIUC Senate on February 9:**

In performing its functions, the committee upon the request of the chancellor/vice president, the president, or any member of the academic staff (as defined in Article IX, Sections 4a and 3c), or upon its own initiative shall make such investigations and hold such consultations as it may deem to be in the best interest of the University. ~~A member of the academic staff (as defined in Article IX, Sections 4a and 3c), or upon its own initiative shall make such investigations and hold such consultations as it may deem to be in the best interest of the University. A member of the academic staff (as defined in Article IX, Sections 4a and 3c) or a retired member shall be entitled to a conference with the committee or with any member of it on any matter properly within the purview of the committee.~~

**February 25, 2015 version showing changes recommended by USC to reconcile text:**

~~In performing its functions, the committee upon the request of the chancellor/vice president, the president, or any member of the academic staff (as defined in Article IX, Sections 4a and 3c), or upon its own initiative shall make such investigations and hold such consultations as it may deem to be in the best interest of the University. A member of the academic staff (as defined in Article IX, Sections 4a and 3c), or upon its own initiative shall make such investigations and hold such consultations as it may deem to be in the best interest of the University. A member of the academic staff (as defined in Article IX, Sections 4a and 3c) or a retired member shall be entitled to a conference with the committee or with any member of it on any matter properly within the purview of the committee.~~

**USSP Comment and Recommendation:** During the UIUC Senate meeting of February 9, this text was recommended for retention primarily because the phrase “or upon its own initiative” was not found elsewhere in this section. That phrase has now been recommended by USC in another sentence (see ITEM FIVE, above). USSP therefore recommends approval of the reconciled text showing the deletion of this paragraph.

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**ITEM NINE**

**ARTICLE ILLEGISLATIVE ORGANIZATION**

**Section 4 Faculty Advisory Committee—Unnumbered paragraphs**

**USSP Comment and Recommendation:** To ensure clarity, the USC’s February 25 reconciliation recommends the addition of a cross reference in Article VIII to ensure that changes of departments beyond chair/head status must follow Article VIII, Section 4, not Article IV, Section 4:

318 **ARTICLE VIII. CHANGES IN ACADEMIC ORGANIZATION**

319 **Section 4. Changes in Existing Units**

320 From time to time, circumstances will favor changes in academic organization such as the  
321 termination, separation, transfer, merger, change in status (e.g., department to school), or renaming of  
322 the academic units specified in Section 1. The procedures for the various changes shall be the same as  
323 those specified for formation of such a unit, except that the proposal may originate in the unit(s) or at  
324 any higher administrative level. The advice of each unit involved shall be taken and recorded by vote of  
325 the faculty by secret written ballot in accordance with the bylaws of that unit. For transfer, merger,  
326 separation, and change in status (e.g., department to school), the procedures shall be those applicable to  
327 the type of unit which would result. Units affected may communicate with the Board of Trustees in  
328 accordance with Article XIII, Section 4, of these *Statutes*.

329 A reorganization of a department from a chair to a head, or from a head to a chair, may be  
330 accomplished only as specified in Article IV, Section 4 of these *Statutes*.

331  
332 **USSP Comment and Recommendation:** USSP recommends approval of the reconciled text showing  
333 this new paragraph.  
334

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335  
336 **ITEM TEN**

337  
338 **Article II, Section 3**

339  
340 **On March 9, the UIUC Senate approved the following recommendation from the USSP:**

341  
342 "Lines 250-320...Revise the wording from "tenure-track" and "non-tenure-track" to  
343 "tenure-system" and "non-tenure-system" in each instance where it is used. The term "system"  
344 more clearly incorporates both probationary faculty and those with indefinite tenure and it also  
345 reflects existing human resources practices at the University."  
346

347 The April 1 recommendation from the University Senates Conference was to not introduce the term  
348 "tenure system." Instead, USC recommended the use of the phrase "tenured and tenure track faculty" in  
349 each instance where the pre-existing *Statutes* use the phrase "tenured or receiving probationary credit  
350 toward tenure."  
351

352 **USSP Comment and Recommendation:** While USSP recognizes that by saying "tenured and tenure-  
353 track" USC avoids the confusion that was present in the October 24, 2014 proposed amendments, use of  
354 the four-word phrase is cumbersome compared to the term "tenure system." Further, "tenure system" is  
355 the prevailing phrase used in the human resources office of all three campuses. Although the USC  
356 reconciliation text is cumbersome, USSP recognizes that the proposed four-word phrase is not  
357 substantively wrong and thus passable for the moment. USSP makes no recommendation about the  
358 reconciled text.  
359

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360  
361 **ITEM ELEVEN**

362  
363 **Article IX, Section 3b**

364  
365 **On April 6, the UIUC Senate approved the following recommendation from the USSP:**

366  
367 Lines 1163-1165 ... USSP suggested revising the wording to read: "b. Appointments shall be  
368 made solely on the basis of the special fitness of the individual for the work demanded in the  
369 position and shall follow university policies and guidelines regarding recruitment, selection, and  
370 promotion."  
371

372 **April 21, 2015 version showing changes recommended by USC to reconcile text:**

373

374 b. Appointments shall be made solely on the **bases** of the special fitness of the individual for the work  
375 demanded in the position and shall follow university policies and guidelines regarding recruitment,  
376 selection, and promotion.

377

378 **USSP Comment and Recommendation:** USC members felt that appointments are often made, not  
379 “solely” on the basis of “special fitness”, but often with consideration of other factors such as diversity.  
380 As a compromise with the desire of the Urbana Senate to retain the word “solely”, the word “basis” was  
381 changed to the plural “bases”. USSP recommends approval of the reconciled text.

382

383

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384 **ITEM TWELVE**

385

386 **Article IX, Section 5c**

387

388 **On April 6, the UIUC Senate approved a recommendation from the USSP** designed to amend  
389 language which seemed vague (such as a reference to “appropriate administrator”) and to remove a  
390 restriction on excess service within a person's own department.

391

392 **On April 21, USC,** after consultation with HR, determined that the level of detail in this subsection was  
393 best left to the *General Rules*, and so recommended deletion of the entire subsection from the *Statutes*.  
394 (The following subsection 5d then becomes 5c.)

395

396 **USSP Comment and Recommendation:** USSP believes that the provisions that are in the current text  
397 of this section are important for inclusion in the *Statutes* and thus subject to Senate review. Therefore,  
398 USSP recommends against the deletion and instead recommends retention of the current, unaltered text  
399 of Article IX, Section 5c.

400

401 c. Full-time employees shall not receive compensation for services with the University  
402 in excess of a normal schedule except for a reasonable amount of instruction in  
403 continuing education and public service programs or for the grading of special  
404 examinations (outside regular course work) stipulated by the University, all to be done  
405 at a time that does not conflict with other university duties. Exceptions may be made to  
406 this rule in special cases which are approved by the dean of the college of which the  
407 employee is a member provided that if such additional payments exceed a nominal  
408 amount the advance approval of the chancellor/vice president shall be secured. These  
409 exceptions shall be held to a minimum.

410

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411 **ITEM THIRTEEN**

412

413 **Article XII, Section 2b**

414

415 **On April 6, the UIUC Senate approved the following observation by the USSP:**

416

417 Lines 2024-25 propose “Funds to meet these indirect costs must be provided either by the  
418 sponsors, by special arrangement, or by tax funds.” USSP questions whether “special  
419 arrangement” is appropriate for what it imagines is at issue here.

420

421 **April 21, 2015 version showing text recommended by USC:**

422

423 Funds to meet these indirect costs must be provided either by the sponsors, by tax funds, or by special  
424 arrangement approved by the University Chief Financial Officer.

425

426 **USSP Comment and Recommendation:** USSP recommends approval of this reconciled text.

427

428 However, USSP has noticed an additional problem. The next sentence following the one discussed  
429 above is, “In the latter case, because such activities come into direct competition for funds with other  
430 interests within the University, careful consideration shall be given the acceptance of such contracts.”  
431 With the newly edited sentence above, “latter case” refers to the wrong case. Thus, USSP recommends  
432 approval of the following edited sentence to preserve the original meaning: “In the latter case of tax  
433 funds, because such activities come into direct competition for funds with other interests within the  
434 University, careful consideration shall be given the acceptance of such contracts.”

435

436

UNIVERSITY STATUTES AND SENATE PROCEDURES

William Maher, Chair

H. George Friedman

Wendy Harris

Scott Jacobs

Calvin Lear

Anna-Maria Marshall

Mark Roszkowski

Cheyenne Wu

Sandy Jones, *Ex officio (designee)*

Jenny Roether, *Ex officio*

Dedra Williams, *Observer*

**TITLE OF PROPOSED UNIT:**

Deloitte *Center* for Business Analytics in Accountancy (*Center*)

**CONTACT INFORMATION:**

Dr. Jon Davis

Professor and Head, Department of Accountancy, R.C. Evans Endowed Chair in Business

217-300-0489

jondavis@illinois.edu

**PROPOSED STATUS:** (*Indicate whether this proposal is for creation of a Phase 1 or Phase 2 unit. Also, describe the basis for the choice of Phase 1 or Phase 2 status and, if Phase 2, why it should not first demonstrate its value through Phase 1 status.*)

This proposal is for creation of a Phase 2 (Permanent) status Center. The proposed Center has secured stable funding, through the establishment of a \$7.5 million gift from Deloitte in 2015, which will be a combination of a \$6.5 million endowment and \$1 million in current-use funds. The long-term vision of the unit has been determined, and was a required component to secure external funding.

**DESCRIPTION OF THE CHARTER:**

- *Begin the proposal with an explanation of the nature of the opportunity – e.g. stating the external situation or problem which requires or has encouraged the creation of a unit as the solution. Detail the charter or mission of the proposed unit.*

The role of accountants as business partners is broadening dramatically in scope in response to the increased availability of data and concomitant changes in technology in the business enterprise. These data and technology-related changes are reshaping the accounting profession. Audit technology is rapidly evolving and the tasks that tax and accounting consulting professionals are being called upon to perform are now requiring a set of knowledge, skills and abilities that are not provided in a traditional accounting education. The changes in practice and a broad overview of the anticipated educational needs are detailed in a December 2014 PwC whitepaper, *Data Driven: How Students Can Succeed in the New Business World*.<sup>1</sup> The report underscores that the profession must anticipate the changing needs of business while supplementing its technical expertise with a broad understanding of the application of existing and emerging technologies and the new skills that they demand.

The changes identified in the PwC whitepaper, noted above, have also been recognized by the principal accounting education accrediting body, the AACSB. In 2013, a new accreditation

<sup>1</sup> See (<http://www.pwc.com/us/en/faculty-resource/assets/PwC-Data-driven-paper-Feb2015.pdf>).

standard for accounting programs was introduced, requiring coverage of business analytics in the accountancy curriculum by 2017.

That need for business analytics for Illinois accountancy graduates was also identified by the department advisory board (consisting of 15 accountancy alumni), who participated in a curriculum retreat in 2014 to provide input to the department faculty on the currency and appropriateness of the current courses required for our students. The most important change identified in the retreat was the integration of analytics education throughout the curriculum, including a mandatory three-course sequence in the masters program.

We intend that the *Center* will lead the accounting academy in the creation of new, detailed model curricula for analytic education in business and accountancy that will be disseminated to universities throughout the United States and abroad. These model curricula will be an important guidepost for accounting programs (including our own) as they begin to develop a response to the need for analytics education.<sup>2</sup>

The *Center* will act as a conduit, providing the academy with new information on the evolving role of analytics in business and the profession, along with regular updates to the model curricula. It will also be charged with providing analytics education to accountancy faculty throughout the United States and in other countries (accounting faculty currently lack requisite knowledge in this area of accounting practice), working with faculty at Illinois and other institutions to develop (and sponsoring the development of) curricular materials (e.g., cases, projects, etc.) on analytics that can be used in accountancy education, creating increased awareness among accountancy students and engaging them in analytics-related competitions, and other outreach activities related to understanding and advancing the role and value of data in the contemporary business environment.

- *Discuss the unit's alignment with the strategic direction(s) of the campus/college/school/department to which it will report.*

The Department of Accountancy has long been recognized as a global leader in accounting education (currently ranked #2 in the nation), and is committed to providing innovative learning experiences that engage the highest quality faculty and students in all aspects of scholarship. This *Center* is consistent with the Land-Grant mission of the University and is vital to training students and advancing faculty knowledge of analytics in the accounting profession. The formation of the *Center* is aligned with the mission of the Department of Accountancy, and will allow the Department of Accountancy to continue in a leadership role in accountancy education as curricula evolve to incorporate analytics as a core skill.

- *What is the proposed time period for existence of the unit?*

The *Center* is proposed as a permanent unit, funded through a permanent gift endowment.

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<sup>2</sup> Note that the *Center* will not dictate the curriculum that the accounting faculty at Illinois adopt. Rather, it will serve as a resource and advocate for analytics education at Illinois and other institutions.



- *Describe the unit's proposed Research and/or Public Service activities as they relate to the charter or mission.*

The *Center* will create and disseminate model curricula and associated educational resources, educate faculty about business analytics, and engage students with the goal of leading the accounting academy in business analytics education. The *Center* will provide a mechanism to establish a national and global network of core faculty at Illinois and other institutions dedicated to advancing the knowledge base of business analytics issues. A *Center* website and social media tools will allow for rapid dissemination of information, such as educational program content and best practices. The *Center* will engage accounting and business leaders and professional organizations to ensure the model curricula and curricular resources retain currency and effectively prepare students. Members anticipated to be affiliated with the *Center* will have responsibilities for developing national conferences to encourage adoption of the new curricula and highlight both student and faculty development opportunities.

### **JUSTIFICATION:**

- *How does the formation of this unit fulfill needs not already met by colleges, schools, departments or other entities on campus?*

While other departments and colleges are addressing opportunities in data analytics, none of these units are able to fulfill development of a curriculum specific to the accountancy profession. The *Center* can serve as a mechanism for faculty in other departments to partner with the Department of Accountancy on multi-disciplinary efforts and these partnerships are anticipated.

- *How will the unit help position the campus/college/school/department in a current or emerging field of inquiry?*

The Association to Advance Collegiate Schools of Business (AACSB) has announced a new standard requiring inclusion of business analytics in the accounting curriculum. The *Center* will enable the Department of Accountancy and College of Business to not only successfully meet, but also provide academic leadership in addressing, this new standard.

### **PROPOSED STRUCTURE:**

- *Describe the direct reporting line(s) of the proposed unit. How will the unit be situated in the organization's hierarchy?*

The *Center* will be a unit in the Department of Accountancy with faculty affiliates interested in business analytics, accountancy and related disciplines.

- *Describe the proposed organizational structure and how the structure will permit the unit to meet its stated objectives.*

The *Center* will have a Director and an academic professional as well as Board of Advisors with two Accountancy faculty, two representatives from Deloitte and two at-large representatives drawn from units on campus and/or from accountancy practice. Faculty and at large board members will be selected by the Head in consultation with the *Center* Director. Deloitte Board members will be selected by Deloitte or its designee. Each Board member will serve for a

renewable two-year term. Board member terms will be staggered. The Board of Advisors will provide input to the activities engaged in by the *Center* and help promote the activities of the *Center*. At least one annual meeting of the Board of Advisors will be held as determined by the Board. The Head of Accountancy will have full budgetary control of the *Center*.

- *Describe the staffing needs of the center/institute and plans for the leadership of the unit.*

The staff of the *Center* will consist of a Director, an academic professional and currently utilized support staff in the Department of Accountancy. The Director will be a tenured professor. Graduate students may be involved in projects of the *Center* and may assist with the development of outreach materials and activities.

- *List all faculty (current or proposed) and their associated titles.*

Michael Williamson, A. C. Littleton Professor of Accountancy

John Chandler, Associate Professor, Accountancy

Gary Hecht, Associate Professor, Accountancy

Clara Chen, Associate Professor, Accountancy

Jessen Hobson, Associate Professor, Accountancy

Tom Vance, Assistant Professor, Accountancy

Heather Pesch, Assistant Professor, Accountancy

Mike Shaw, Leonard C. and Mary Lou Hoeft Chair of Information Systems, Business Administration

Feng Liang, Associate Professor, Statistics

Jana Diesner, Assistant Professor, Library Science

## **ACADEMIC IMPLICATIONS:**

- *Will tenure-stream faculty hold appointments in the unit? If so, describe the structure of the appointments.*

Tenure-stream faculty will not hold appointments in the *Center*. The Director will be a tenured professor with an academic appointment in Accountancy.

- *Describe any plans for the unit to offer courses or contribute to academic programs.*

The *Center* will create, disseminate, and continue to refine model curricula providing accounting students with a comprehensive education in business analytics and to provide education resources to support business analytics education. There are no plans for the *Center* to offer courses. The *Center* will also create and host a variety of conferences addressing issues pertinent to the introduction of business analytics in Accountancy education.

- *Describe the potential impact this unit may have on other units use of campus resources (e.g., budget allocations by the Library for acquiring new materials to support the unit, increased demand on CITES' open computer labs, etc.). If applicable, include supporting letters associated with use of these campus resources.*

The *Center* will have no impact on other units' use of campus resources.

## **BUDGET AND FUNDING STRATEGY:**

- *Detail an initial budget. Please distinguish between initial, startup, or one-time expenses and ongoing or operating expenses.*

The proposed annual budget for the *Center* is approximately \$275,000. The Head of the Department of Accountancy will have full budgetary control of the *Center*. The funding will be provided through endowed and current-use funds from the Deloitte gift and may be supported by existing Departmental and University funding sources during an accumulation period of five (5) years while the funding commitment is completed. An academic professional will be hired in the Department of Accountancy using funds from the *Center*. The Director will maintain his/her academic appointment in the Department of Accountancy and receive a stipend from the *Center* for their service. Current-use funds and endowment income from the *Center* will also be used to fund curriculum development grants, related curriculum development expenses, and expenses related to conferences and outreach.

- *Outline campus and other financial commitments for unit startup. If proposing permanent status, describe anticipated ongoing campus financial commitments and other sources of funding.*

The *Center* is intended to be created with permanent status.

- *Describe the funding strategy, including any internal or external support, and as applicable, plans for replacing internal funding support with external funds and endowments.*

Deloitte has agreed, in principle, to provide \$7.5 million in support over a five (5) year period. This support will be a combination of endowment and current-use funds. Additional funds for *Center* programs and research projects/practicum will be actively sought from private and competitive funding sources. We anticipate that the *Center* will be self-supporting after the five-year endowment phase.

## **OUTCOMES:**

- *Describe the criteria and outcomes that will be used to demonstrate the quality and effectiveness of the unit.*

### **Criteria:**

- Extent to which the *Center* and the Department of Accountancy are recognized as leaders in business analytics in Accountancy, using metrics developed from rankings, surveys and press coverage, regionally and nationally
- The number of institutions adopting one or more of the model curricula
- The number of faculty nationally (and worldwide) that are engaged in case and curriculum development through the *Center*
- Dissemination of relevant insights to industry leaders/practitioners

**Outcomes:**

- New national or global faculty and student organizations devoted to Accounting analytics
- Model curricula advancing analytics education in Accountancy
- Regular updates to the model curricula to reflect the rapid evolution of analytics in Accounting practice
- Student case competitions on analytics in Accountancy
- Educational resources for faculty in Accountancy analytics

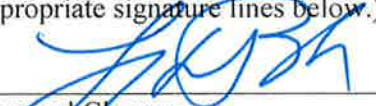
- *Describe how the unit will be evaluated. What external inputs will be used, including methods of evaluation and frequency? Indicate, as applicable, how members of an Advisory Board (external and/or internal) will be chosen, including proposed qualifications, term of appointment, responsibilities and meeting schedule.*

The unit will be evaluated every 5 years by the Board of Advisors consisting, as stated above, of two faculty in the department of Accountancy, two representatives from Deloitte, and two members at large drawn from other campus units and/or from accountancy practice. Metrics for evaluation will be based on the criteria for effectiveness noted above, together with qualitative inputs from professional accounting firms and faculty engaged in analytics education in accounting.

**CLEARANCES:**

A letter of support from the unit to which the proposed unit will directly report must be included.

(Clearances should include signatures and dates of approval. **These signatures must appear on a separate sheet.** If multiple departments or colleges are sponsoring the proposal, please add the appropriate signature lines below.)

  
\_\_\_\_\_  
Proposal Clearances:  
Larry DeBrock

  
\_\_\_\_\_  
Date:

\_\_\_\_\_  
Proposal Clearances:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Proposal Clearances:

\_\_\_\_\_  
Date:

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

Department of Accountancy  
College of Business  
360 Wohlers Hall  
1206 South Sixth Street  
Champaign, IL 61820



Jon S. Davis  
*Robert C. Evans Endowed Chair*  
Head, Department of Accountancy

17 April 2015

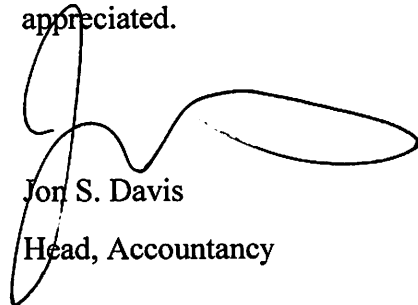
Dear Members of the Educational Policy Committee:

The proposed Deloitte Center for Business Analytics in Accountancy (*Center*) will address the changing role of accountants as business partners. In particular, it will focus on the role that data and technology-related changes are playing in reshaping the accounting profession. Audit technology, tax engagements, and consulting work are rapidly evolving requiring auditing, tax, and accounting professionals to be equipped with a new set of knowledge, skills and abilities that do not currently exist in accounting education. The Center will take the lead in the creation of a new curricula, faculty and development opportunities and outreach activities related to understanding and advancing the role and value of data in the contemporary business environment.

The Department of Accountancy is committed to providing innovative learning experiences that engage the highest quality faculty and students in all aspects of scholarship. This Center is consistent with the Land-Grant mission and is vital to training students and advancing faculty knowledge of analytics in the accounting profession and business. This Center will provide the mechanism to administer such innovative learning for our students and to enhance our recognition as a global leader in accounting education.

The College of Business Education Policy Committee has approved the Center proposal and the Department of Accountancy will take charge of the creation and execution of the Center strategy.

Your consideration, and ultimately, confirmation of the Center proposal is greatly appreciated.



Jon S. Davis  
Head, Accountancy

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

College of Business  
Office of the Dean  
260 Wohlers Hall  
1206 South Sixth Street  
Champaign, IL 61820-6980



To: Kristi Kuntz  
Assistant Provost for Undergraduate Academic Affairs  
Provost & Vice Chancellor for Academic Affairs  
204 Swanlund Administration Building  
601 E. John, MC-304

From: Larry DeBrock  
Joseph and Margot Lakonishok Endowed Dean

*LDB 4/17/15*

Date: April 17, 2015

Re: Approval of the Deloitte Center for Business Analytics in Accountancy

The College of Business requests approval of the Deloitte Center for Business Analytics in Accountancy.

The proposal has been reviewed by the appropriate committees at the department and college levels and approval has been recommended. I also recommend approval.

If you have questions, please call 333-2747.

/mls  
Enclosures

Cc: Waqar Ahmed, Chair, College of Business, Educational Policy Committee  
Jon Davis, Department Head, Accountancy

Office of the Provost and Vice Chancellor  
for Academic Affairs

Swanlund Administration Building  
601 East John Street  
Champaign, IL 61820



April 17, 2015

Gay Miller, Chair  
Senate Committee on Educational Policy  
Office of the Senate  
228 English Building, MC-461

Dear Professor Miller:

Enclosed is a copy of a proposal to establish the Deloitte Center for Business Analytics in the Department of Accountancy.

Sincerely,

A handwritten signature in cursive script that reads "Kathryn A. Martensen".

Kathryn A. Martensen  
Assistant Provost

Enclosures

c: J. Davis  
L. DeBrock





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## Proposal to the Senate Educational Policy Committee

**PROPOSAL TITLE:** Offer a Winter Session through 2016-2017

**SPONSORS:**

Deanna Raineri  
Associate Provost for Education Innovation  
(217) 333-6677  
[raineri@illinois.edu](mailto:raineri@illinois.edu)

Charles Tucker  
Vice Provost for Undergraduate Education and Innovation  
(217) 333-6677  
[cltucker@illinois.edu](mailto:cltucker@illinois.edu)

**BRIEF DESCRIPTION:**

The campus seeks to continue offering a Winter Session through 2016-2017 at which time the campus will engage in a formal review. The purpose is to provide an opportunity for students, both current University of Illinois students and non-degree students from other institutions, to meet degree requirements and possibly reduce their overall time to degree completion. Courses offered during Winter Session would be delivered primarily online, with potential for consideration of hybrid-type courses pending resolution of logistics around facilities.

**JUSTIFICATION:**

Winter Session offers a way to potentially reduce time to degree, perhaps to lighten a traditional semester course load, and can provide access to some high-demand courses. While students' reasons for choosing to take a course during the Winter Session may vary, offering courses during this additional term gives access to the high quality instruction they have come to expect from the University of Illinois. The 2014-2015 Winter Session pilot was offered to compete with the growing number of winter course offerings at other institutions. This pattern suggests a number of students are seeking opportunities to take courses between academic semesters. In recent years, online courses have been increasingly utilized by Illinois students. While online courses have long been part of our distance learning graduate and professional programs, online course registrations by undergraduate students now outnumber graduate registrations. Undergraduate students tell us they prefer Illinois' online courses to other alternatives because of the high quality of Illinois courses, and because taking an Illinois course eliminates concerns about transfer articulation. While summer has been the most popular time for residential students to take online courses, Winter Session offerings provide students an additional opportunity to earn credit hours.

Students in consultation with academic advisors, can determine if taking a course during the Winter Session is a good choice for them.

Feedback from students, instructors, academic advisors, and academic unit offices regarding the 2014-2015 Winter Session was moderately to strongly positive. Demand both to take classes by students and to offer classes by academic units has been noted. Interestingly, in a survey of students who completed Winter Session courses conducted by ATLAS, around 40% of the students said that they were moderately likely to have taken a similar course at another institution if it had not been offered during the 2014-2015 Winter Session at Illinois. While Winter Session offers another enrollment option for students, the campus will continue to support other options for students to earn course credit, including concurrent enrollment with the area community colleges as well as transfer articulation agreements.

In evaluating enrollment, student success, impact on college office operations, and costs following the 2014-2015 Winter Session, all factors suggest it was a generally positive undertaking for the campus. Final enrollments and percentage of capacity information for all eight courses offered can be found in Appendix A, the Winter Session 2014-2015 Summary presented by Kristi Kuntz to the Senate Educational Policy Committee on March 30, 2015. Initial enrollment was 91% of course capacity and final enrollment was 71% of course capacity. This level of attrition is approximately equal to the campus average in a traditional Fall or Spring semester. Unlike the Fall and Spring semesters, when students have ten days to add a course, the last day to add Winter Session courses was the same day the term started, December 22. Hence, the seats that were dropped did not have students in waiting who could then add them for Winter Session courses. Therefore, the capacity of over 70% is particularly remarkable.

Students were, on the whole, successful in their 2014-2015 Winter Session courses. Grade distribution data have been provided to departments that offered courses and, although a myriad factors contribute to these data, generally speaking there was nothing to suggest concern about grade distributions being markedly different than prior iterations of the courses with the same instructors. Average grades and percentages of students who failed the courses in the 2014-2015 Winter Session were not markedly different than prior offerings, both online and face-to-face, of the same courses over the past two years. Appendix B details grades in these eight courses each term offered over the past two years.

In a survey of students conducted by ATLAS, 82% of Winter Session students rated the overall quality of the courses as good or excellent and 80% rated their overall experience as good or excellent. Email invitations to join a focus group about the Winter Session experience were sent to all students on all eight course rosters, which included those who dropped the courses. All participants (100%) in this voluntary student focus microgroup indicated they were (1) happy with their decision to take an online course during Winter Session, (2) that they would recommend taking an online course during Winter Session to other students, and (3) that they would like to take an online course(s) in future Winter Sessions.

Though no formal measurement of learning outcomes was conducted for the Winter Session courses, instructors' comments provide insight that suggests the 2014-2015 pilot offerings were fundamentally on par with prior iterations of the course. Multiple instructors noted that the discussion board postings by students enrolled in the Winter Session courses were of a higher quality and indicative of a higher level of understanding than postings in the same class when offered online in the summer. For example, journal entries in Winter Session SOC 100 averaged 369 words each compared to 274 words per entry in Fall 2014 SOC 100. For ECON 202,

Professor Joe Petry noted the Winter Session offering was identical to the online summer offerings “in all respects except the time of year and the length of time allowed to cover the material.” This included the midterm exams, which were identical between the summer and winter course using a base of questions from which a random drawing is done for each student and exams not released after the fact. Likewise, in ECON 102, the exams in the Winter Session offering were exactly the same as prior offerings from the past three iterations (each exam pulls random questions from a database), and the exam scores as well as the final grades for these three iterations were comparable (see Appendix C for details). The grading structure of ATMS 120 in the Winter 2014-2015 mirrored prior offerings, both online and in person, in that points come from three tests, seven to ten intensive problems, and online homework assignments. No significant difference was found in final grades for ATMS 120 when comparing summer online, winter online, and face-to-face offerings over the past three years.

With regards to impact on college office operations, the Offices of the Provost and Registrar sent several messages to target groups to facilitate preparations for 2014-2015 Winter Session registration and associated academic processes. College-level IT and Center for Innovation in Teaching and Learning support staff were available to address LMS and other technical questions, of which there were very few. Even though the drop deadline for Winter Session courses in 2014-2015 fell on a reduced service day for the campus, there were zero complaints or issues brought forward by academic units, and there were only a handful of direct student inquiries that necessitated any type of attention by the Office of the Registrar or the Office of the Provost. During the pilot Winter Session, financial aid was not widely available. Appendix D details all types of financial aid awards, number of recipients, and amounts from Winter Session 2014-2015. Student feedback, not surprisingly, suggested they would like aid to be available. The Office of Student Financial Aid (OSFA) is currently researching the types of federal, state, and institutional aid programs that may be available. Financial aid from federal or state sources that students potentially receive during the Winter Term will likely reduce the amount of aid that is available to them for the subsequent spring term. Drop and refund policies will also be reviewed to ensure the University is in compliance with all federal and state guidelines. Outcomes of this research will inform decisions about the availability of financial aid and about the refund policy.

Student comments from the ATLAS survey best capture the 2014-2015 Winter Session experience. A sampling of those comments can be found on pages 12 and 13 of Appendix A.

Courses offered during Winter Session would be delivered primarily online, with potential for consideration of hybrid-type courses pending resolution of logistics around facilities. Almost 90% of the students who took a course in the 2014-2015 pilot were not in the local area, defined as Champaign, Urbana, or Savoy, during the time the course was offered. Operation of facilities that would be needed to offer hybrid or on-campus courses would pose a logistical challenge. For this reason, the winter pilot featured only online courses. Future Winter Session offerings in formats other than online will require careful consideration and consultation between the academic unit offering the course, the Office of the Provost, Facility Management and Scheduling in the Office of the Registrar, and the Senate Educational Policy Committee, along with other campus units as determined necessary. If graduate-level courses are to be considered for future Winter Session offerings, a focused conversation with the Graduate College and the Senate Educational Policy Committee will be necessary. Specific considerations include appropriate courses, course development, and the impact on tuition waivers.

In the pilot high quality teaching and learning in a shortened format was ensured by carefully following roadmaps in place from peer institutions. Prior to the 2014-2015 Winter pilot, the

CITL's Instructional Design team conducted research on the best pedagogical and design practices in short-format (four-week) courses. Interviews with these peer institutions and independent research produced the roadmap for the high-quality course design, development and delivery that was used in the pilot courses. All eight 2014-2015 Winter Session courses used best practices for short-course formats such as structured pre-course online orientation, highly detailed syllabi and course calendars, high-touch support, rapid assignment feedback, and student-to-student problem-solving forums, which were given as examples of strategies used by peers to achieve successful learning outcomes in short-format online winter courses. These same strategies and best practices would continue to be applied in future Winter Session course offerings. Given that best practices for short-course formats suggest a four-week model, Winter Session likely would not be offered in years when the time between the fall and spring semesters is only three weeks.

As was done in the 2014-2015 pilot, CITL and the academic units offering Winter Session courses will communicate the expectations of online winter courses to faculty and students up front to ensure that contact hours, course learning objectives, assessments, and content are consistent with campus standards. CITL has offered to work with faculty, as they do for all courses, to think carefully about measurable course outcomes for the given timeframe and appropriate assignments when designing winter courses.

Illinois winter courses were developed with each weekday (~17 days per Winter Session) having the equivalent amount of contact hours as a traditional course week (~16 weeks per semester).. Since online students do not sit in a "seat" to obtain their contact hours, the contact time in online courses are commonly defined as engagement in learning experiences including videos, lectures, quizzes, group synchronous work, online research, and participation in discussion boards.

Procedure for academic standing for the Winter Session pilot was vetted with the Council of Undergraduate Deans and the Assistant and Associate Deans groups. As is generally the practice with Summer Session I, it was determined that academic units would not use grades earned in winter enrollment to impact, either positively or negatively, academic standing for the subsequent spring term. This practice for academic standing would be carried forward in future Winter Sessions.

**BUDGETARY AND STAFF IMPLICATIONS:** *(Please respond to each of the following questions.)*

1) Resources

- a. How does the unit intend to financially support this proposal?

Tuition assessed for the Winter Session will cover instructional costs and, as enrollment grows, the Winter Session will generate revenue. Tuition will be assessed on a per-credit-hour basis as it is in the Summer Session. The Summer Session rate schedule will be used for the following Winter Session (e.g., the Summer 2015 rate schedule will be used for the 2015-2016 Winter Session).

- b. How will the unit create capacity or surplus to appropriately resource this program? If applicable, what functions or programs will the unit no longer support to create capacity?

Each unit opting to offer a course will need to determine how the Winter Session will impact the instructor's teaching load. The Summer Session tuition model distributes a

higher percentage of the tuition back to the College to help cover instructional costs. Units will likely factor Winter Session teaching into instructors' workload and compensation using the models they now use for other online course offerings.

- c. Will the unit need to seek campus or other external resources? If so, please provide a summary of the sources and an indication of the approved support.

No, external resources are not necessary.

- d. Please provide a letter of acknowledgment from the college that outlines the financial arrangements for the proposed program.

The specifics of the financial arrangements are determined by the college on a course-by-course basis.

## 2) Resource Implications

- a. Please address the impact on faculty resources including the changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

We do not expect that units would hire any additional faculty to staff Winter Session courses. Class sizes will be determined by the colleges in discussion with CITL and will be based on best practices for online course delivery.

- b. Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units.

Winter Session offerings will be prioritized towards courses where student demand during the spring and fall semesters exceeds the capacity of the unit's offerings. Thus, Winter Session courses could relieve some enrollment pressure on spring and fall sections, and allow more students to take the courses they want and need. Any enrollment shifts between winter, spring, fall, and summer would be felt only within the unit.

- c. Please address the impact on the University Library.

The University Library was consulted prior to the 2014 – 2015 Winter Session pilot and new library resources were not required. As Winter Session offerings continue to grow, ongoing consultation with the Library will be necessary to ensure potential impacts are addressed. A letter of support from the University Library is attached in Appendix E.

- d. Please address the impact on technology and space (e.g. computer use, laboratory use, equipment, etc.).

Technical support for the courses will be provided by CITL on an as-requested/resource-available basis. Support from the colleges who opt to offer Winter Session courses should also be made available to instructors by those academic units. Students opting to enroll in the Winter Session will need access to a personal computer.

For new degree programs only:

- 3) Briefly describe how this program will support the University's mission, focus, and/or current priorities. Include specific objectives and measurable outcomes that demonstrate the program's consistency with and centrality to that mission.
- 4) Please provide an analysis of the market demand for this degree program. What market indicators are driving this proposal? What type of employment outlook should these graduates expect? What resources will be provided to assist students with job placement?
- 5) If this is a proposed graduate program, please discuss the programs intended use of waivers. If the program is dependent on waivers, how will the unit compensate for lost tuition revenue?

**DESIRED EFFECTIVE DATE:**

The proposal is to offer a Winter Term in the 2015-2016 and 2016-2017 academic years and to then reevaluate the term in 2017-2018. If approved, student registration for Winter Term 2015-2016 would begin during the same time that students register for their Spring 2016 courses, which will be November 2, 2015.

**STATEMENT FOR PROGRAMS OF STUDY CATALOG:**

Should the Winter Term be offered beyond 2017-2018, a revision to EP.05.29 will be required. Suggested calendars for the 2015-2016 and 2016-2017 terms are attached in Appendix F.

**CLEARANCES:** (Clearances should include signatures and dates of approval. *These signatures must appear on a separate sheet. If multiple departments or colleges are sponsoring the proposal, please add the appropriate signature lines below.*)

Signatures:

D. M. Rawen

4/27/2015

\_\_\_\_\_  
Unit Representative:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
College Representative:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Graduate College Representative:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Council on Teacher Education Representative:

\_\_\_\_\_  
Date:

### Winter Session 2014-2015 Summary

#### Overview

This year, for the first time, the University of Illinois offered a winter session between the fall and spring semester. Eight online courses were offered from December 22, 2014 to January 16, 2015. Registration for on-campus students opened November 22, 2014 and registration for non-degree students opened November 25. While there were no registration restrictions on the courses, registration was limited to one course. Of the 1,070 seats available across the eight courses, enrollment peaked at 980 the night of December 22 (92% of capacity), with enrollments declining slightly between the start of classes through the Self-Service drop deadline of January 2 at 11:59 p.m., when enrollment was at 773 (72% of capacity). All enrolled students did have the ability to petition their college office or contact CITL to drop after January 2, but there were no refunds of any tuition or fees for those dropping the course after the deadline. Using data gathered in mid-February, 2015, a total of 764 students were enrolled in the eight courses (71% of capacity). Appendix A has enrollment details by course.

Information for students, academic units, and technical support staff on Winter Session 2014-2015 was available on CITL's website, [online.illinois.edu/winter](http://online.illinois.edu/winter); the Office of the Registrar's website, [registrar.illinois.edu](http://registrar.illinois.edu), and through five memos sent to various audiences from the Office of the Provost.

A course evaluation survey was administered to the students near the end of the course period to gauge their experiences. A total of 29 survey questions were asked covering a range of topics including motivation for taking the course, course difficulty, and other assessments (see Appendix B).



## Frequently Asked Questions: Updated

The proposal to establish a formal Winter Session in the 2014-2015 was presented as EP.15.13 (see <http://senate.illinois.edu/ep/Props/1415/FINAL/EP15.13final.pdf>). The proposal was approved by the Senate Educational Policy Committee on September 15, 2014 and by the full Senate on September 22, 2014. The proposal included the following Frequently Asked Questions and answers. Updates based on implementation and debrief meetings to the answers given as part of the proposal are in *italics*.

### **Will faculty be required to teach during the Winter Session?**

No, faculty will not be required to teach during winter session. Teaching a winter session course is voluntary and can be an opportunity to develop and teach in an innovative, short-format release.

### **Will all Winter Session courses be offered online?**

Yes, the pilot will be limited to online offerings. *Based on the ATLAS Winter Session Survey, 89% of students who took a course in the Winter Session 2014-2015 were not in the local area (defined as Champaign, Urbana, or Savoy) during the time the course was offered. In addition, issues associated with opening and operating necessary facilities over the winter break limits the ability to offer face-to-face courses. It is likely Winter Session offerings will continue to be delivered online.*

### **When will students register for Winter Session courses?**

While specific issues of implementation are to be determined, registration is likely to be available in November 2014, during the same time period as early registration for Spring 2015. *On-campus students began registration for Winter Session on November 22, 2014 at 9 a.m. with non-degree students registering through CITL on November 23, 2014 at 9 a.m. Due to a planned Banner upgrade in mid-November, the decision was made to separate Winter Session registration from pre-registration for Spring 2015; thus, registration activity began the Monday after priority registration for Spring ended. All students at all class levels were able to register at this same time. To allow continuing students a slight priority, non-degree students' registration did not open until November 25. Results from ATLAS' survey suggest that students would prefer to be able to register for Winter Session at the same time they are registering for Spring.*

### **How many hours can student take during the Winter Session?**

Students will be restricted to one course of no more than 4 credit hours. This will allow students to fully engage with the rigorous schedule required during short-format courses. *Instructor and student feedback from Winter Session 2014-2015 suggests the one course limit is indeed best practice.*

### **Will students be able to use financial aid for Winter Session courses?**

No, additional financial aid is not available for the winter session. Federal Financial Aid guidelines also require registration in at least six credit hours to be eligible for aid. During the 2014-2015 pilot students will be restricted to one course (no more than 4 hours). *Though this was generally the case for implementation in Winter Session 2014-2015, there were at least a couple of exceptions/nuances in that the Office of Student Financial Aid did work with students who are enrolled in College Illinois to apply funds to Winter Session enrollment. Statutory waivers such as the Illinois Veterans Grant and the Children of Veterans Tuition Waiver were also applied. A full list of waivers is included in Appendix D. The Office of Student Financial Aid has shared that upon further research, they would want clarification about other types of grants and aid in the Winter Session as well as about the policy of no refunds after the drop deadline to ensure the University is in compliance with all federal and state guidelines. Staff from that*

*office are researching these issues, and should Winter Session be continued, the information gathered in this research would be shared with the Office of the Provost to make decisions about application of financial aid and about the policy of not allowing refunds after the drop deadline.*

#### **How will tuition be assessed for Winter Session courses?**

Tuition will be assessed on a per-credit hour basis and will be based on the Summer 2015 rates. *In the event Winter Session is continued, this tuition model would be followed with additional research and modification, if needed, on the refund policy (see above).*

#### **How will the Winter Session impact the calculation of the campus' mean terms to degree?**

The calculation is the average number of terms of enrollment for students graduating in a given year. A student is considered enrolled for a term if the student's registration is "registered" or "late registered" by the end of the term. If a student does not enroll in Winter term, then Winter term is not included in the calculation for that student. The Winter term is counted as  $\frac{1}{4}$  term (same as Summer 1).

#### **How will colleges manage issues associated with academic standing for the Winter Session?**

The Office of the Provost will work with the Student Academic Affairs Office in each college to determine a common approach to addressing academic standing. It is likely that the colleges will treat the winter session as they do for the summer session. *Communication with academic units after the Winter Session suggests this was indeed best practice.*

#### **How many courses will be offered during the Winter Session?**

The pilot will likely focus on 7 to 10 popular online courses. The current list of proposed courses includes:

ATMS 120 – Severe and Hazardous Weather

BADM 310 – Mgmt and Organizational Beh

BADM 320 – Principles of Marketing

ECON 102 – Microeconomic Principles

ECON 203 – Economic Statistics II

SOC 100 – Introduction to Sociology

*Eight courses—those listed above plus BADM 350, IT for Networked Organizations, and BADM 380, International Business, were offered in Winter Session 2014-2015. Appendix A has information on available seats and actual enrollment in each of these courses. Many departments have expressed an interest in offering courses for future Winter Sessions. A balance will need to be struck between demand, both from departments wanting to offer and students wanting to take courses. Though units are not required to work with CITL, those that offered courses in Winter Session 2014-2015 did, and the instructional design and implementation support was certainly a factor in the success of the slate of 2014-2015 courses. If a decision is made to continue with a Winter Session, CITL will be available to consult on the reality and challenges of offering courses in this format.*

#### **Who will determine which courses will be offered during the Winter Session?**

Similar to summer session, the academic units will decide which courses they would like to offer during this term.

### **Are courses available for undergraduates and graduates?**

The pilot will focus on undergraduate courses. However, an academic unit would not be precluded from offering a graduate course. *The eight courses offered in Winter Session 2014-2015 were all undergraduate courses. If courses are offered for graduates in future iterations of Winter Session, the impact on graduate tuition waivers will need to be carefully considered.*

### **Are peer institutions holding online winter sessions?**

Yes, quite a few, and the list is growing. For example, the University of Massachusetts at Amherst, the University of Connecticut, Cornell University, the University of Maryland, the University of Iowa, and Rutgers University. *The ATLAS survey showed that over half of survey respondents indicated they were “slightly likely” to “extremely likely” to take a course in the winter session at another institution if the opportunity had not been available at the University of Illinois at Urbana-Champaign.*

### **If the Winter Session continues in future years, will courses be offered in years when the time between semesters is only three weeks?**

At this point in the planning, the courses have been structured for a four week term. With this in mind, a Winter Session likely would not be offered in years when the time between semesters is only three weeks.

## **Conclusion and Recommendations**

Feedback from students, instructors, academic advisors, and academic unit offices regarding Winter Session 2014-2015 has been moderately to strongly positive. Students in the survey did express concerns about the cost, and some indicated they struggled with the compressed format. Issues around financial aid availability for Winter Session and careful consideration to the courses offered along with clear communication to academic units about enrollment, advising, and other administrative procedures is necessary for any future iterations of the Winter Session. Winter Session 2014-2015 proved to be a generally positive undertaking for the campus.

## Appendix A: Courses offered during Winter Session 2014-2015

Course	Title	Credit hours	Available Seats	Actual Enrollment
BADM 300	The Legal Environment of Business	3	60	45
BADM 310	Management and Organizational Behavior	3	60	56
BADM 350	IT for Networked Organizations	3	60	28
BADM 380	International Business	3	60	43
ATMS 120	Severe and Hazardous Weather	3	500	361
ECON 102	Microeconomic Principles	3	150	104
ECON 203	Economic Statistics II	3	100	59
SOC 100	Introduction to Sociology	4	80	68
		<i>Totals:</i>	<i>1,070</i>	<i>764</i>

## Appendix B: Illinois Online Courses Survey – Winter 2015

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### Executive Summary

This year, for the first time, the University of Illinois offered a winter session of online courses. Eight courses were offered during the four weeks from December 22, 2014 to January 16, 2015. A total of 764 students were enrolled in the eight courses from the Colleges of Business and Liberal Arts & Sciences.

A course evaluation survey was administered to the students near the end of the course period to gauge their experiences. A total of 29 survey questions were asked covering a range of topics including motivation for taking the course, course difficulty, and other assessments. Here are some highlights:

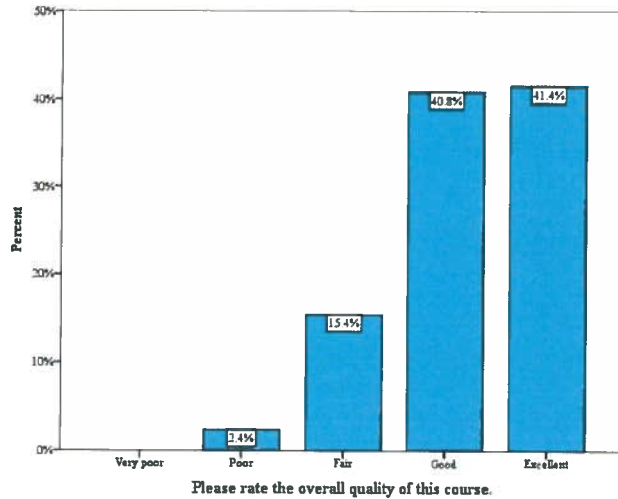
- Most students rated the overall quality of the course as good or excellent (82%) and also rated their overall experience in the course as good or excellent (80%).
- Popular motivations for taking a course during the winter session included lightening the course load for future semesters (19%) and to save time or work ahead (16%).
- Almost half of the students (48%) had taken an online course from Illinois before this one.
- Around 40% of the students were at least moderately likely to have taken a similar course at another institution if it had not been offered during the winter term at Illinois.
- Most students were living in Illinois, but outside Champaign-Urbana, during the course period (71%)
- On average, students spent 14 hours per week on coursework, but this varied quite a bit by course.
- The most common ways students heard about these winter session course offerings were via email from an unspecified source (40%) and from a U of I website (39%).
- A majority of students (63%) who took winter session courses are either very likely to or will definitely enroll in a future 4-week online course.
- Courses that satisfy the general education requirements (18%) are the most popular type of course that students would like to see offered in future winter sessions.
- The overall response rate for the survey was 39%.

# Supporting Tables & Graphs

**Table 1. Illinois courses offered during Winter Session 2015**

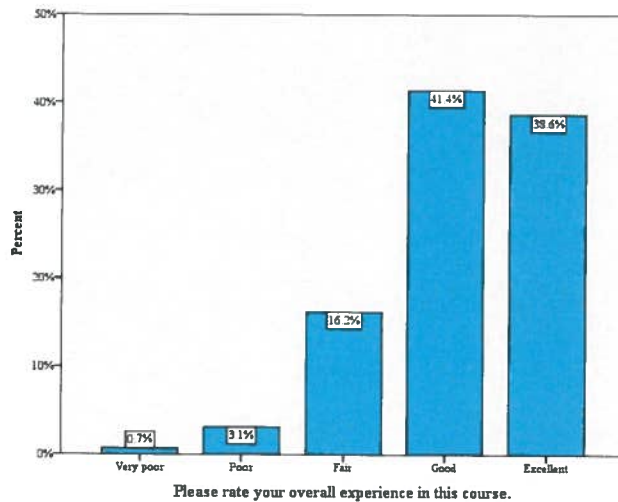
Course	Credit Hours	Enrollment
<i>College of Business</i>		
BADM 300 The Legal Environment of Business	3	45
BADM 310 Management and Organizational Behavior	3	56
BADM 350 IT for Networked Organizations	3	28
BADM 380 International Business	3	43
<i>College of LAS</i>		
ATMS 120 Severe and Hazardous Weather	3	361
ECON 102 Microeconomic Principles	3	104
ECON 203 Economic Statistics II	3	59
SOC 100 Introduction to Sociology	4	68
		<i>Total = 764</i>

**Figure 1. Perceived course quality**



N = 292

**Figure 2. Course experience**



N = 290

**Table 2. Why did you decide to take this course during the winter session?**  
(open-ended responses)

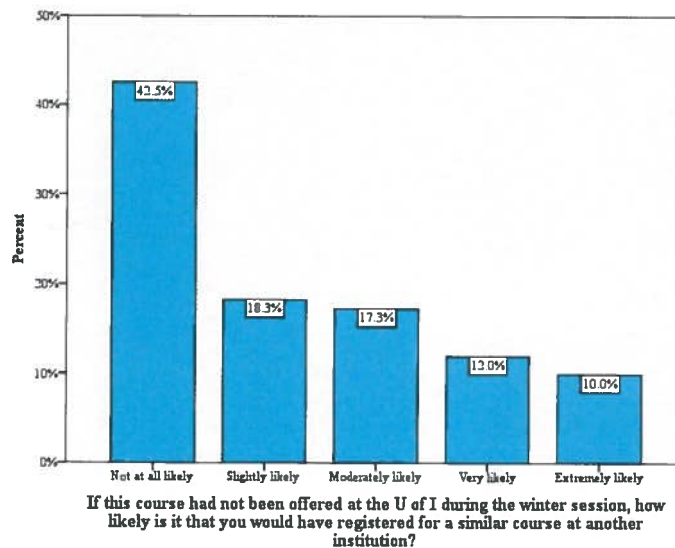
Motivation	N	Percent
Lighten course load in future semesters	54	19.5%
Save time/Finish degree quickly/Work ahead	45	16.2%
Convenient timing/Good fit for schedule/To focus on one class	40	14.4%
Need hours to graduate/Stay on track for graduation	30	10.8%
Acquire more credit hours	28	10.1%
General education requirement	27	9.7%
Fill up free time/Stay busy during break	22	7.9%
Easy class/GPA boost	21	7.6%
Required class (unspecified)	20	7.2%
Required class for major or minor	18	6.5%
Personal interest/Curiosity	14	5.1%
Free up time for other classes	11	4.0%
Course is a prerequisite	11	4.0%
Will help with future academic or work endeavors	11	4.0%
Other reasons	10	3.6%
Convenience of online courses	4	1.4%
To graduate early	4	1.4%
Grade replacement/Re-taking class	2	0.7%
Self-improvement	2	0.7%
<i>N = 277</i>		

*Respondents may have indicated more than one motivation, so percentages add to more than 100%.*

**Table 3. How many fully online, for-credit courses have you taken before this one? At...**

	University of Illinois	Another college or university	In high school
Percentage of students who <u>had</u> taken such a course before	48.2%	44.1%	5.6%
<i>If student had taken such a course in the past,</i>	1	2	1
Median number of courses taken			
<i>N = 288</i>			

**Figure 3. Likelihood of taking the course elsewhere**



*N = 301*

**Table 4. Where were you mainly living while you took this winter session course?**

Area	N	Percent
Champaign, Urbana, or Savoy	33	11.3%
In Illinois, but outside Champaign-Urbana-Savoy	206	70.8%
In the U.S. but outside Illinois	28	9.6%
Outside the U.S.	24	9.3%
<i>N = 291</i>		<i>100%</i>

**Table 5. On average, how many hours per week did you spend invested in this course, including lectures, readings, activities, studying, and quizzes?**

Course	N	Mean	Median	Std. dev.	Minimum	Maximum
BADM 300	37	12.1	10	7.6	4	40
BADM 310	17	11.4	10	6.1	4	28
BADM 350	20	18.7	15	11.6	5	60
BADM 380	19	7.0	5	5.9	2	30
ATMS 120	61	10.1	10	4.7	3	25
ECON 102	43	15.8	15	8.6	2	32
ECON 203	26	27.6	30	12.2	7	60
SOC 100	62	14.6	12	8.0	3	35
Overall	285	14.3	12	9.5	2	60

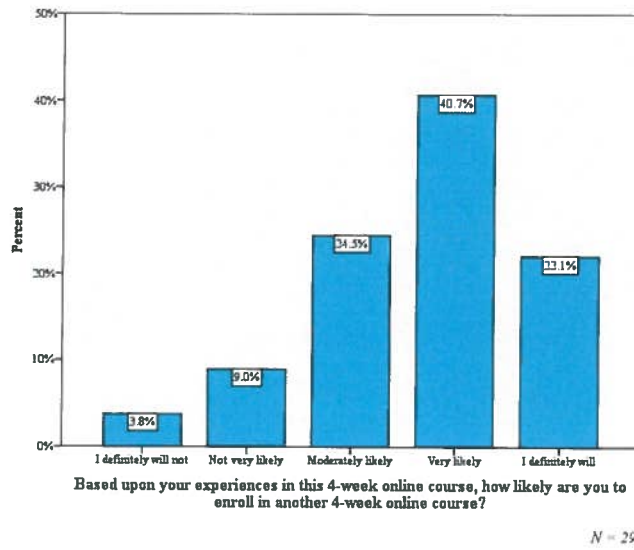
**Table 6. What are all the ways you heard about the winter session offerings at Illinois?**

Communication source	N	Percent
From an e-mail	121	40.1%
U of I Website	117	38.7%
From a friend/Word-of-mouth	90	29.8%
Academic advisor	89	29.5%
From a billboard	56	18.5%
From an MTD bus ad	55	18.2%
Student Self-service/Illinois Enterprise	53	17.5%
Course Explorer	45	14.9%
From a postcard	42	13.9%
Moodle ( <i>volunteered response</i> )	3	6.5%
University faculty or staff ( <i>volunteered response</i> )	3	5.1%
Reddit or Facebook ( <i>volunteered response</i> )	2	4.0%
Newspaper ( <i>volunteered response</i> )	1	4.0%
<i>N = 302</i>		

*Over half the respondents heard about winter session courses from more than one source, so percentages add to more than 100%.*



**Figure 4. Likelihood of taking a future 4-week online course**



**Table 7. What other courses would you like to see offered during the winter session?**  
(open-ended responses)

Course	N	Percent
General education courses <i>Gen Ed courses (unspecified), Gen Ed courses in the humanities, Gen Ed courses in sciences</i>	50	19.5%
Psychology courses <i>Psychology courses (unspecified), PSYCH 200-level courses, PSYCH 201, PSYCH 224, PSYCH 238, PSYCH 248, PSYCH 250, PSYCH 361, PSYCH 410</i>	30	10.8%
Business courses <i>Business courses (unspecified), Business core courses, BADM 449, BADM 400-level courses, BADM 380, BADM 320, BADM 312, BADM 310, BADM 311, BADM 300-level courses</i>	29	10.4%
Economics courses <i>Economics courses (unspecified), ECON 102, ECON 103, ECON 202, ECON 203, ECON 302, ECON 303</i>	21	7.5%
Math courses <i>Math courses (unspecified), Math 100-level courses, MATH 220, MATH 221, NetMath courses</i>	12	4.3%
Other ungrouped courses		
<i>Introductory courses</i>	5	1.8%
<i>Philosophy courses</i>	5	1.8%
<i>Advanced Comp courses</i>	4	1.4%
<i>Engineering courses</i>	4	1.4%
<i>Language courses</i>	4	1.4%
<i>Science courses</i>	4	1.4%
<i>Anthropology courses</i>	3	1.1%
<i>Biology courses</i>	3	1.1%
<i>Computer Science courses</i>	3	1.1%
<i>Elective courses</i>	3	1.1%
<i>FIN 221</i>	3	1.1%
<i>Political Science courses</i>	3	1.1%
<i>Spanish courses</i>	3	1.1%
<i>STAT 100</i>	3	1.1%
<i>Statistics Courses</i>	3	1.1%
<i>100-level courses</i>	2	<1%
<i>400-level courses</i>	2	<1%
<i>Accountancy courses</i>	2	<1%
<i>ACCY 200</i>	2	<1%

**Table 7. (cont'd) What other courses would you like to see offered during the winter session?**

*(open-ended responses)*

Course	N	Percent
Other ungrouped courses		
<i>ACE 100</i>	2	<1%
<i>ACES courses</i>	2	<1%
<i>Animal Science courses</i>	2	<1%
<i>BTW 250</i>	2	<1%
<i>CMN 101</i>	2	<1%
<i>Communication courses</i>	2	<1%
<i>FIN 300</i>	2	<1%
<i>Finance courses</i>	2	<1%
<i>Informatics courses</i>	2	<1%
<i>MCB courses</i>	2	<1%
<i>Non-STEM courses</i>	2	<1%
<i>Physics courses</i>	2	<1%
<i>Sociology courses</i>	2	<1%
<i>STEM courses</i>	2	<1%
<i>&gt; 4 credit hour courses</i>	1	<1%
<i>1-2 credit hour courses</i>	1	<1%
<i>4 credit hour courses</i>	1	<1%
<i>ACCY 303</i>	1	<1%
<i>ACCY 304</i>	1	<1%
<i>Afro-American Studies courses</i>	1	<1%
<i>Agriculture courses</i>	1	<1%
<i>ANTH 100</i>	1	<1%
<i>ANTH 103</i>	1	<1%
<i>Art History courses</i>	1	<1%
<i>ASTR 100</i>	1	<1%
<i>CLCH 100</i>	1	<1%
<i>CLCH 206</i>	1	<1%
<i>CLCH 243</i>	1	<1%
<i>CLCV 115</i>	1	<1%
<i>Courses for minors</i>	1	<1%
<i>Crop Sciences courses</i>	1	<1%
<i>CS 101</i>	1	<1%
<i>CS 105</i>	1	<1%
<i>CS 173</i>	1	<1%
<i>CS 183</i>	1	<1%
<i>FIN 321</i>	1	<1%
<i>FSHN 120</i>	1	<1%
<i>Gender &amp; Women's Studies courses</i>	1	<1%
<i>GEOG 100</i>	1	<1%
<i>History courses</i>	1	<1%
<i>Humanities courses</i>	1	<1%
<i>IB 150</i>	1	<1%
<i>Integrative Biology courses</i>	1	<1%
<i>Journalism courses</i>	1	<1%
<i>Kinesiology courses</i>	1	<1%
<i>Literature courses</i>	1	<1%
<i>PHIL 100</i>	1	<1%
<i>PHIL 105</i>	1	<1%
<i>Physics 100-level courses</i>	1	<1%
<i>Religious Studies courses</i>	1	<1%
<i>Scandinavian courses</i>	1	<1%
<i>SOC 100</i>	1	<1%
<i>SOC 200</i>	1	<1%
<i>SOC 202</i>	1	<1%
<i>SOC 310</i>	1	<1%
<i>SOC 351</i>	1	<1%
<i>SPED 117</i>	1	<1%

**Table 7. (cont'd) What other courses would you like to see offered during the winter session?**  
(open-ended responses)

Course	N	Percent
Other ungrouped courses		
<i>STAT 200</i>	1	<1%
<i>STAT 235</i>	1	<1%
<i>THEA 101</i>	1	<1%
<i>THEA 110</i>	1	<1%
<i>Upper level courses</i>	1	<1%
<i>N = 279</i>		

*Many respondents gave more than one response, so percentages add to more than 100%.*

**Table 8. Survey Response rates**

Course	Response rate
BADM 300	18.5
BADM 310	86.7
BADM 350	30.4
BADM 380	71.4
ATMS 120	50.0
ECON 102	44.2
ECON 203	49.2
SOC 100	91.2
Overall	39.4

## Selection of Student Comments

ECON 203: This was probably the best experience I've had in college. The course made me focus on time management and really pushed me and showed me what I could do when I put my mind to it on such a strict schedule.

SOC 100: This course is actually reading and discussion heavy. I would just warn those students that to have success in a course like this, they must be prepared to read and dedicate time to the class in order to be successful. I loved this class.

BADM 310: The communication wasn't great. With such a short course taking 24 hours to respond to a student issue really hinders progress.

BADM 300: Second half of the course feels rushed, since the first exam overlapped with the third week of course material.

SOC 100: Provide the syllabus sooner, grade things more quickly (in a four week course, it's important to me to know how I'm doing since it goes by so fast)

BADM 310 Offer more that more people can find useful. I would totally take another one if granted the opportunity.

SOC 100: Offer more online winter classes.

ATMS 120: I really liked how this course had a discussion board where we could ask questions because that helped me out a lot. I think that all online courses should have discussion boards.

ATMS 120: Have more online course options! Language courses would also be wonderful.

SOC 100: Wasn't really much time to really learn the material fully.

ECON 102: Was a bit pricey for an online class. Also why should we pay for ProctorU when the class is already so expensive?

ECON 203: This class was outstandingly well put together. The instructor and students were very engaged and helpful. No question went unanswered and the homework and practice exams made this class completely possible and quite enjoyable. The fact that the class was so compact made it easier to remember what we learned. As long as I stayed focused there was no problem learning the material. I was so proud at the end of the term after accomplishing a 16 week class in just 4 and it was so nice to get 3 hours of credit under my belt and lighten my load.

BADM300: The tuition for taking a winter course is pretty high. If there would be a way to loop the costs into fall or spring tuition that could be a huge boon for this semester of courses.

ECON 102: The online setup was MUCH better than a traditional classroom setting, because I could pace myself the way it was most efficient for me, and in turn I got more done earlier and more done at a time - which is a huge plus, in my opinion.

SOC 100: The instructors were always good with replying and I thought the amount of material was fair for a 4 week course.

BADM 310: Thanks for having this winter class session! I have always wanted to take a business course and found it unfair that I was unable to because of restrictions.

BADM 350: I understand that this is a 4-week course, but I did feel overwhelmed with the number of assignments that were required. It seemed like I was writing essays every day for discussions and assignments.

ECON 102: I loved the fact that the student is able to focus 100% attention on what the lecturer is saying without any distractions when watching lectures online.

BADM 350: I found this course to be better than other online courses I've taken. I enjoyed the peerwise questions and answers over traditional quizzes because it made me try harder and I had questions to study from.

BADM 380: I feel like a refund would be proper since I received no teaching. I could have just bought the book and read it without taking the class.

ATMS 120: I am glad I signed up for this class; it was easy and a quick way to take a general education class. Even though I took it over winter break, I did not feel overwhelmed with work, projects, or tests.

BADM 310: Found this course to be the perfect amount of work for a 4 week 3 hour course. I was working full time and with the holidays I did not feel overwhelmed at any point with the course. The material was interesting and useful. I hope more online courses are developed in my time here.

ATMS 120: EXCELLENT FIRST EXPERIENCE WITH AN ONLINE CLASS. WISH MORE GEN EDS WERE OFFERED LIKE THIS

ECON 203: Enjoyed the experience. Glad I made this choice.

Appendix B

CRN	Course Subject	Course Number	Course Title	Course Section	Sched Type	Term	POT	Primary Instructor	F	% of Total Graded	Average Grade	Total Graded
10002	ATMS	120	Severe and Hazardous Weather	ONL	ONL	120150		Snodgrass, Eric R	7	1.94%	3.86	361
31291	ATMS	120	Severe and Hazardous Weather	B	LEC	120148	1	Snodgrass, Eric R	2	0.33%	3.9	603
36300	ATMS	120	Severe and Hazardous Weather	ONL	ONL	120145	S2		3	1.04%	3.86	288
39412	ATMS	120	Severe and Hazardous Weather	A	LEC	120141	1	Snodgrass, Eric R	1	0.16%	3.91	609
31291	ATMS	120	Severe and Hazardous Weather	B	LEC	120138	1	Snodgrass, Eric R	5	0.82%	3.81	610
36300	ATMS	120	Severe and Hazardous Weather	ONL	ONL	120135	S2	Snodgrass, Eric R	4	1.41%	3.77	283
39412	ATMS	120	Severe and Hazardous Weather	A	LEC	120131	1	Snodgrass, Eric R	0	0.00%	3.9	271
39406	ATMS	120	Severe and Hazardous Weather	C	LEC	120131	1	Snodgrass, Eric R	4	1.19%	3.81	335
36299	ATMS	120	Severe and Hazardous Weather	OO	ONL	120125	S2	Snodgrass, Eric R	3	1.30%	3.76	230
36299	ATMS	120	Severe and Hazardous Weather	OO	ONL	120115		Snodgrass, Eric R	0	0.00%	3.89	119
CRN	Course Subject	Course Number	Course Title	Course Section	Sched Type	Term	POT	Primary Instructor	F	% of Total Graded	Average Grade	Total Graded
10003	BADM	300	The Legal Environment of Bus	ONL	ONL	120150		Marrs, Gregory A	1	2.22%	3.41	45
31411	BADM	300	The Legal Environment of Bus		3 LEC	120148	1	Fricke, Michael R	0	0.00%	3.42	61
62982	BADM	300	The Legal Environment of Bus	A	LCD	120148	1	Wright, Margaret	2	1.72%	2.92	116
62983	BADM	300	The Legal Environment of Bus	B	LCD	120148	1	Antonio Vicente, Lecia Ja	0	0.00%	3.05	54
62985	BADM	300	The Legal Environment of Bus	D	LCD	120148	1	Fricke, Michael R	0	0.00%	3.13	40
62986	BADM	300	The Legal Environment of Bus	E	LCD	120148	1	Wright, Margaret	0	0.00%	3.29	65
62987	BADM	300	The Legal Environment of Bus	F	LCD	120148	1	Antonio Vicente, Lecia Ja	2	3.51%	3.18	57
37386	BADM	300	The Legal Environment of Bus	OL	ONL	120145	S2		1	0.60%	3.37	166
30956	BADM	300	The Legal Environment of Bus		1 LEC	120141	1	Roszkowski, Mark E	10	3.36%	2.67	298
31408	BADM	300	The Legal Environment of Bus		1 LEC	120138	1	Kindt, John W	1	0.37%	3.3	271
31409	BADM	300	The Legal Environment of Bus		2 LEC	120138	1	Roszkowski, Mark E	1	0.53%	2.83	190
31411	BADM	300	The Legal Environment of Bus		3 LEC	120138	1	Lansing, Paul	1	1.61%	2.64	62
37386	BADM	300	The Legal Environment of Bus	OL	ONL	120135	S2	Marrs, Gregory A	0	0.00%	3.65	27
30956	BADM	300	The Legal Environment of Bus		1 LEC	120131	1	Roszkowski, Mark E	5	1.72%	2.94	290
30692	BADM	300	The Legal Environment of Bus	A1	LCD	120125	S2	Marrs, Gregory A	0	0.00%	3.43	25
CRN	Course Subject	Course Number	Course Title	Course Section	Sched Type	Term	POT	Primary Instructor	F	% of Total Graded	Average Grade	Total Graded
10004	BADM	310	Mgmt and Organizational Beh	ONL	ONL	120150		Shabbir, Muhammad S	0	0.00%	3.73	56
29649	BADM	310	Mgmt and Organizational Beh		1 LEC	120148	1	Love, E G	3	0.52%	3.39	578
58599	BADM	310	Mgmt and Organizational Beh	OL	ONL	120148	1	Shabbir, Muhammad S	0	0.00%	3.63	43
36472	BADM	310	Mgmt and Organizational Beh	OL	ONL	120145			3	1.63%	3.41	184
30963	BADM	310	Mgmt and Organizational Beh		1 LEC	120141	1	Loyd, Denise L	3	0.64%	3.32	468
57199	BADM	310	Mgmt and Organizational Beh	OL	ONL	120141	1	Shabbir, Muhammad S	0	0.00%	3.55	57
29649	BADM	310	Mgmt and Organizational Beh		1 LEC	120138	1	Love, E G	0	0.00%	3.39	471
58599	BADM	310	Mgmt and Organizational Beh	OL	ONL	120138	1	Shabbir, Muhammad S	1	1.32%	3.8	76
36472	BADM	310	Mgmt and Organizational Beh	OL	ONL	120135		Shabbir, Muhammad S	0	0.00%	3.5	71
30963	BADM	310	Mgmt and Organizational Beh		1 LEC	120131		Packard, Carol B	0	0.00%	3.44	321
59290	BADM	310	Mgmt and Organizational Beh	ONL	ONL	120131		Kraatz, Matthew S	0	0.00%	3.46	56
57199	BADM	310	Mgmt and Organizational Beh	OL	ONL	120131		Shabbir, Muhammad S	0	0.00%	3.75	53
58599	BADM	310	Mgmt and Organizational Beh	OL	ONL	120128		Shabbir, Muhammad S	0	0.00%	3.81	45
36472	BADM	310	Mgmt and Organizational Beh	OL	ONL	120125		Shabbir, Muhammad S	1	2.17%	3.45	46
36472	BADM	310	Mgmt and Organizational Beh	OL	ONL	120115		Shabbir, Muhammad S	0	0.00%	3.53	37
CRN	Course Subject	Course Number	Course Title	Course Section	Sched Type	Term	POT	Primary Instructor	F	% of Total Graded	Average Grade	Total Graded
10005	BADM	350	IT for Networked Organizations	ONL	ONL	120150		Sachdev, Vishal	2	7.14%	3	28
40399	BADM	350	IT for Networked Organizations	A	LCD	120148	1	Subramanyam, Ramanath	0	0.00%	3.79	50
51272	BADM	350	IT for Networked Organizations	B	LCD	120148	1	Sachdev, Vishal	0	0.00%	3.1	36
52248	BADM	350	IT for Networked Organizations	C	LCD	120148	1	Subramanyam, Ramanath	0	0.00%	3.87	54
61619	BADM	350	IT for Networked Organizations	D	LCD	120148	1	Huang, Yu-Hsiang	0	0.00%	3.93	44
36474	BADM	350	IT for Networked Organizations	OL	ONL	120145	S2		0	0.00%	3.53	45
39324	BADM	350	IT for Networked Organizations	A	LCD	120141	1	Kim, Sung W	0	0.00%	3.52	63
50065	BADM	350	IT for Networked Organizations	B	LCD	120141	1	Kim, Sung W	0	0.00%	3.56	53
50233	BADM	350	IT for Networked Organizations	C	LCD	120141	1	Tu, Yuju	0	0.00%	3.89	37
59972	BADM	350	IT for Networked Organizations	D	LCD	120141	1	Guo, Rui	0	0.00%	3.86	40
40399	BADM	350	IT for Networked Organizations	A	LCD	120138	1	Sachdev, Vishal	0	0.00%	3.3	55
51272	BADM	350	IT for Networked Organizations	B	LCD	120138	1	Sethi, Ruchika	0	0.00%	3.51	38
52248	BADM	350	IT for Networked Organizations	C	LCD	120138	1	Sachdev, Vishal	0	0.00%	3.42	54
61619	BADM	350	IT for Networked Organizations	D	LCD	120138	1	Tu, Yuju	0	0.00%	3.67	37
36474	BADM	350	IT for Networked Organizations	OL	ONL	120135	S2	Sachdev, Vishal	0	0.00%	3.52	45
39324	BADM	350	IT for Networked Organizations	A	LCD	120131	1	Subramanyam, Ramanath	0	0.00%	3.55	63
50065	BADM	350	IT for Networked Organizations	B	LCD	120131	1	Subramanyam, Ramanath	0	0.00%	3.52	65
50233	BADM	350	IT for Networked Organizations	C	LCD	120131	1	Tu, Yuju	0	0.00%	3.78	37

36474	BADM	350	IT for Networked Organizations	OL	ONL	120125	S2	Sachdev, Vishal	1	2.17%	3.33	46
Appendix B, continued												
CRN	Course Subject	Course Number	Course Title	Course Section	Sched Type	Term	POT	Primary Instructor	F	% of Total Graded	Average Grade	Total Graded
10006	BADM	380	International Business	ONL	ONL	120150		Bucheli, Marcelo	0	0.00%	3.24	42
29664	BADM	380	International Business	A	LCD	120148	1	Girndt-Clougher, Tina	0	0.00%	3.93	66
56083	BADM	380	International Business	B	LCD	120148	1	Kim, Jin Uk	0	0.00%	3.33	38
36475	BADM	380	International Business	OL	ONL	120145	S2		0	0.00%	3.85	30
39130	BADM	380	International Business	A	LCD	120141	1	Girndt-Clougher, Tina	0	0.00%	3.84	66
54782	BADM	380	International Business	C	LCD	120141	1	Skousen, Bradley R	0	0.00%	3.8	37
29664	BADM	380	International Business	A	LCD	120138	1	Minefee, Ishva	0	0.00%	3.95	39
56083	BADM	380	International Business	B	LCD	120138	1	Guo, Wenxin	0	0.00%	3.78	36
36475	BADM	380	International Business	OL	ONL	120135	S2	Bucheli, Marcelo	0	0.00%	3.23	22
39130	BADM	380	International Business	A	LCD	120131	1	Clougherty, Joseph A	0	0.00%	3.72	48
54782	BADM	380	International Business	C	LCD	120131	1	Bucheli, Marcelo	0	0.00%	3.53	61
CRN	Course Subject	Course Number	Course Title	Course Section	Sched Type	Term	POT	Primary Instructor	F	% of Total Graded	Average Grade	Total Graded
10007	ECON	102	Microeconomic Principles	ONL	ONL	120150		Vazquez, Jose J	2	1.92%	3.77	104
	ECON	102	Microeconomic Principles		LCD	120148	1	Vazquez, Jose J	11	0.62%		1770
36304	ECON	102	Microeconomic Principles	ONL	ONL	120145	S2		1	1.11%	3.74	90
	ECON	102	Microeconomic Principles		LCD	120141	1		7	0.69%		1011
	ECON	102	Microeconomic Principles		LCD	120138	1		12	0.71%		1684
36304	ECON	102	Microeconomic Principles	ONL	ONL	120135	S2	Vazquez, Jose J	8	6.96%	3.35	115
	ECON	102	Microeconomic Principles		LCD	120131	1		8	0.87%		920
36304	ECON	102	Microeconomic Principles	ONL	ONL	120125	S2	Vazquez, Jose J	4	6.06%	2.55	66
35600	ECON	102	Microeconomic Principles	ONL	ONL	120105	S2	Vazquez, Jose J	5	6.67%	2.63	75
CRN	Course Subject	Course Number	Course Title	Course Section	Sched Type	Term	POT	Primary Instructor	F	% of Total Graded	Average Grade	Total Graded
10008	ECON	203	Economic Statistics II	ONL	ONL	120150		Petry, Joseph A	6	10.17%	2.8	59
	ECON	203	Economic Statistics II		LAB	120148	1	Petry, Joseph A	40	6.86%		583
37858	ECON	203	Economic Statistics II	ONL	ONL	120145	S2		8	10.39%	2.56	77
30483	ECON	203	Economic Statistics II	S2	LCD	120145	S2		0	0.00%	3.05	36
	ECON	203	Economic Statistics II		LAB	120141	1		55	6.67%		824
	ECON	203	Economic Statistics II		LAB	120138	1	Petry, Joseph A	26	4.76%		546
30483	ECON	203	Economic Statistics II	AL3	LCD	120135	S2	Heydari Bararde, Yashar	0	0.00%	2.99	60
	ECON	203	Economic Statistics II		LAB	120131	1		31	3.74%		828
CRN	Course Subject	Course Number	Course Title	Course Section	Sched Type	Term	POT	Primary Instructor	F	% of Total Graded	Average Grade	Total Graded
55625	SOC	100	Introduction to Sociology	ONL	ONL	120151		Steward, Daniel J	0	0.00%	3.95	65
10009	SOC	100	Introduction to Sociology	ONL	ONL	120150		Steward, Daniel J	0	0.00%	3.85	68
	SOC	100	Introduction to Sociology		DIS	120148		Varied	6	1.49%		404
41814	SOC	100	Introduction to Sociology	ONL	ONL	120148		Steward, Daniel J	0	0.00%	3.82	45
37476	SOC	100	Introduction to Sociology	AD1	ONL	120145			1	3.13%	3.37	32
37477	SOC	100	Introduction to Sociology	AD2	ONL	120145			0	0.00%	3.58	30
37479	SOC	100	Introduction to Sociology	AD4	ONL	120145			0	0.00%	3.25	24
	SOC	100	Introduction to Sociology		DIS	120141			6	1.56%		385
55625	SOC	100	Introduction to Sociology	ONL	ONL	120141		Steward, Daniel J	0	0.00%	3.68	55
	SOC	100	Introduction to Sociology		DIS	120138			4	0.82%		490
41814	SOC	100	Introduction to Sociology	ONL	ONL	120138		Steward, Daniel J	0	0.00%	3.82	47
37476	SOC	100	Introduction to Sociology	AD1	ONL	120135		Feely, Ashley C	0	0.00%	3.76	22
37477	SOC	100	Introduction to Sociology	AD2	ONL	120135		Sattari, Negin	N/A	N/A	N/A	
37478	SOC	100	Introduction to Sociology	AD3	ONL	120135		Riopelle, Cameron	0	0.00%	3.29	21
37479	SOC	100	Introduction to Sociology	AD4	ONL	120135		Peach, Matthew	1	4.17%	2.89	24
	SOC	100	Introduction to Sociology		DIS	120131			3	0.57%		527
55625	SOC	100	Introduction to Sociology	ONL	ONL	120131		Steward, Daniel J	0	0.00%	3.66	56
41814	SOC	100	Introduction to Sociology	ONL	LCD	120128		Steward, Daniel J	2	4.35%	3.47	46
36336	SOC	100	Introduction to Sociology	ONL	ONL	120125		Steward, Daniel J	4	4.88%	2.87	82
55625	SOC	100	Introduction to Sociology	ONL	ONL	120121		Steward, Daniel J	2	1.98%	2.92	101
41814	SOC	100	Introduction to Sociology	ONL	LCD	120118		Steward, Daniel J	7	6.36%	2.96	110
36335	SOC	100	Introduction to Sociology	OO	ONL	120115		Steward, Daniel J	2	2.63%	3.14	76
55625	SOC	100	Introduction to Sociology	ONL	ONL	120111		Steward, Daniel J	0	0.00%	3.37	46

**Appendix C****ECON 102 Grade Data**

<b>Term</b>	<b># of students</b>	<b>Average Course Score</b>	<b>Average Mid-term Exam</b>	<b>Average Final Exam</b>
Face-to-face Fall 2014	1,900	88%	88%	83%
Summer 2014 (8-weeks)	90	93%	90%	88%
Winter 2014 (4-weeks)	104	92%	90%	88%

Appendix D

Type of Financial Aid	Recipients	Amount
Athletic Tuition Scholarship	1	\$2,658
Chapter 33 (Federal Veterans Benefit)	2	\$2,298
Evans Scholars Stipend	3	\$3,390
Child of Employee 50% Tuition Waiver	11	\$7,360
Child of Veteran Tuition Waiver	11	\$13,976
DCFS Tuition Waiver	1	\$1,552
Illinois Veterans Grant	2	\$2,283
National Guard Tuition Waiver	3	\$3,576
Non-Ac Employee Tuition Waiver	1	\$1,086
State ROTC--Air Force	3	\$3,534
State ROTC--Army	5	\$5,853
Sponsored Billing	4	\$9,006
College Illinois	16	\$18,765
<b>Total Financial Aid Awarded for Winter Session</b>	<b>63</b>	<b>\$75,337</b>



UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

University Library  
Office of Dean of Libraries  
and University Librarian  
230 Main Library, MC-522  
1408 West Gregory Drive  
Urbana, IL 61801



April 10, 2015

Charles Tucker  
Vice Provost for Undergraduate Education and Innovation  
206 Swanlund Administration Building, MC-304

Dear Chuck:

Thank you for providing the University Library with the opportunity to review the proposal to make the Winter Session a permanent component of the academic calendar. I've reviewed the proposal with Library staff in Collections and User Services. Based on those conversations, on the data that we have gathered about the 2014-2015 pilot, and on modest growth in the number of courses, the impact on the Library will be manageable.

The Library provides a range of support activities for courses year-around, such as working with faculty on course design, guest lecturing to introduce students to information resources, preparing resource guides, consulting with students on their research assignments, and providing reserve readings. Although these activities will be difficult to scale up should the number of courses offered during Winter Session significantly expand or if many more upper-level courses are offered, I am confident that the Library can effectively support the level of growth envisioned for the program. Our librarians are committed to working with faculty and Winter Session planners to assure that support is in place well before the start of the session. We will build Winter Session into our reserves processing calendar and will communicate deadlines to the course instructors, as we do now for fall, spring and summer sessions.

The Library was initially concerned that it would not be able to fully support the 2014-15 pilot Winter Session, in part because all of our libraries reduce their hours of operation during the break between fall and spring terms. However, the Winter Session pilot went very well. Unless there is significant growth in the number of students in the Champaign/Urbana/Savoy area who require access to the library, we do not anticipate a need to change our hours, which would be difficult given current funding and staffing levels.

Overall, I'm confident that, with reasonable lead-time and communication, the Library can coordinate its services with the Winter Session planners and faculty.

Sincerely,

John Wilkin  
Juanita J. and Robert E. Simpson  
Dean of Libraries and University Librarian

c: Sue Searing  
Thomas Teper

### Appendix F

Fall Semester 2015	
Instruction Begins	Monday, August 24
Labor Day	Monday, September 7 (no classes)
Thanksgiving Vacation Begins	Saturday, November 21, 1 p.m.
Instruction Resumes	Monday, November 30, 7 a.m.
Instruction Ends	Wednesday, December 9
Reading Day	Thursday, December 10
Final Examinations Begin	Friday, December 11
End	Friday, December 18

Winter Session 2015-2016	
Instruction Begins	Monday, December 21
Christmas Day	Friday, December 25 (no classes)
New Year's Day	Friday, January 1 (no classes)
Final Examinations (final class day or following day)	Friday, January 15

Spring Semester 2016	
M.L. King Day	Monday, January 18 (no classes)
Instruction Begins	Tuesday, January 19
Spring Vacation Begins	Saturday, March 19, 1 p.m.
Instruction Resumes	Monday, March 28, 7 a.m.
Instruction Ends	Wednesday, May 4
Reading Day	Thursday, May 5
Final Examinations Begin	Friday, May 6
End	Friday, May 13
Commencement	Sunday, May 15

Summer Session 2016	
<b>SUMMER SESSION 1</b>	
Instruction Begins	Monday, May 16
Memorial Day	Monday, May 30 (no classes)
Final Examinations (final class day or following day)	
Must End	Saturday, June 11
<b>SUMMER SESSION 2</b>	
Instruction Begins	Monday, June 13
Independence Day (obs.)	Monday, July 4 (no classes)
Beginning of 2nd 4-week period of instruction	Monday, July 11
Instruction Ends	Thursday, August 4, 12 noon
Reading Day	Thursday, August 4, 1 p.m.
Final Examination Begin	Friday, August 5
End	Saturday, August 6

**Appendix F, continued**

<b>Fall Semester 2016</b>	
Instruction Begins	Monday, August 22
Labor Day	Monday, September 5 (no classes)
Thanksgiving Vacation Begins	Saturday, November 19, 1 p.m.
Instruction Resumes	Monday, November 28, 7 a.m.
Instruction Ends	Wednesday, December 7
Reading Day	Thursday, December 8
Final Examinations Begin	Friday, December 9
End	Friday, December 16

<b>Winter Session 2016-2017</b>	
Instruction Begins	Monday, December 19
Christmas Day	Sunday, December 25 (no classes)
New Year's Day	Sunday, January 1 (no classes)
Final Examinations (final class day or following day)	Friday, January 13

<b>Spring Semester 2017</b>	
M.L. King Day	Monday, January 16 (no classes)
Instruction Begins	Tuesday, January 17
Spring Vacation Begins	Saturday, March 18, 1 p.m.
Instruction Resumes	Monday, March 27, 7 a.m.
Instruction Ends	Wednesday, May 3
Reading Day	Thursday, May 4
Final Examinations Begin	Friday, May 5
End	Friday, May 12
Commencement	Sunday, May 14

<b>Summer Session 2017</b>	
<b>SUMMER SESSION 1</b>	
Instruction Begins	Monday, May 15
Memorial Day	Monday, May 29 (no classes)
Final Examinations (final class day or following day)	
Must End	Saturday, June 10
<b>SUMMER SESSION 2</b>	
Instruction Begins	Monday, June 12
Independence Day (obs.)	Tuesday, July 4 (no classes)
Beginning of 2nd 4-week period of instruction	Monday, July 10
Instruction Ends	Thursday, August 3, 12 noon
Reading Day	Thursday, August 3, 1 p.m.
Final Examination Begin	Friday, August 4
End	Saturday, August 5



EP.15.42 Final

# **Proposal to Establish an Online MBA Program**

College of Business

# Proposal to Establish an Online MBA Program

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# 1. COLLEGE OF BUSINESS PROPOSAL

We propose that the College of Business launch an online version of our MBA program in early 2016. This program, which we plan to market as the “iMBA,” would be the fourth element of our MBA program, supplementing our full-time, professional, and executive programs, each of which leads to an Illinois MBA. The goal for the iMBA program at Illinois is to deliver a high-quality program that is accessible to global audiences and is recognized as a top-five online program by 2019. The iMBA will follow the existing Executive MBA curriculum that requires the equivalent of 18 four-credit-hour courses totaling 72 credit hours, and hence it is not a new degree program. Our proposed iMBA program targets a different market segment, thereby increasing the reach of our Illinois MBA.

## Strategic Rationale

The creation of an online version of our MBA was identified as a top priority by the College of Business’ 2014 strategic planning committee, chaired by Professor Joe Mahoney. It has since been endorsed by the Dean’s Business Council (the key alumni advisory group) and the College of Business’ faculty executive committee. This program serves three strategic objectives: (1) it reaffirms our commitment to the university’s land-grant mission by expanding the reach and accessibility of graduate business education; (2) it provides a competitive opportunity to be an early mover in an online market that is in the early stages of potentially rapid growth; and (3) it holds promise for increasing and diversifying the College of Business’ revenue base at a time of declining state resources.

In addition to meeting these three strategic objectives, an online MBA program will also have other benefits for the College of Business and the University of Illinois. We expect that taking our MBA online will:

- Increase the visibility of the College of Business and the University of Illinois;
- Drive student recruitment to other College of Business and Illinois programs;
- Showcase and demonstrate the quality of our faculty;
- Deliver innovative pedagogy in a flexible environment at a lower cost;
- Enable us to capture a larger share of the MBA market; and
- Create a catalog of digital content that can be leveraged across our online, face-to-face, and blended courses in our degree and non-degree programs

## The Market for an Online MBA

An online MBA has become an attractive option for many prospective students. The recent growth of several quality online MBA programs has made it possible for professionals who do not want to leave their jobs, or relocate to another city, to pursue graduate education. Rising student interest, coupled with wider acceptance of online MBAs from employers (see link: <http://bloom.bg/1PoUHDW>), has prompted many top-tier schools to offer an online MBA.



Because the online MBA space is still in its infancy, there is limited data that can be used to estimate aggregate demand for an online MBA degree. To address this, we used survey data to assess demand and a count of existing program enrollments to assess supply. Putting these estimates together suggests that there is significant unmet demand that could be addressed with an online MBA from the University of Illinois.

To assess demand, we analyzed survey data from individuals interested in MBA programs. In 2012, 117,233 MBA degrees were granted in the United States (source: National Center for Education Statistics, 2012). About double that number (258,192) of students took the Graduate Management Aptitude Test (GMAT), the primary admissions test used by business schools. According to a survey of GMAT takers, approximately 15%, or approximately 38,000 prospective students, were interested in an online MBA program (source: GMAC prospective student survey). Importantly, 47% of students interested in online MBA programs planned to enroll in the programs within six months. If half of all students interested in an online MBA do eventually enroll, this would suggest about 19,000 interested students. Assuming the distribution of GMAT scores in the interested population mirrors the distribution of GMAT scores among all takers, this would imply that there are about 7,500 students with GMAT scores above 600 (an approximate cut-off for the in-person Illinois MBA) that would be interested in an online degree.

To assess supply, we undertook a brute force examination of the online MBA enrollments in the top 20 online programs (list obtained from the Poets and Quants website). Our examination indicates approximate enrollments of about 6,000 in these top 20 schools, indicating an average size of 300 per program. Of course, larger state schools, such as the University of North Carolina and Indiana University, have well over 500 enrollments. Exhibit 1 provides the student enrollment numbers for the top online MBA programs as rated by the 2015 *US News & World Report*.

**EXHIBIT 1:** Student Enrollment in the Top Online MBA Programs from *US News & World Report*, 2015

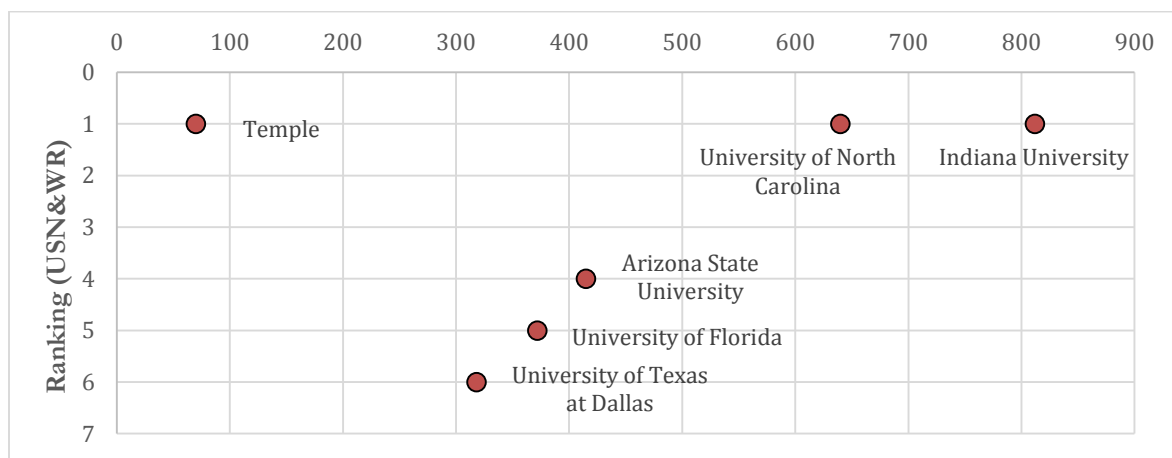


Exhibit 2 summarizes what the top 50 schools from the 2015 *US News & World Report* rankings are doing in the online space. Three patterns emerge from this table.

1. Most schools have some type of online initiatives. Some are engaged in blended or hybrid learning (part online and part face-to-face), some have embarked on non-degree certificates, and some schools have entered into the online MBA space. There are very few schools that have no active online initiatives.
2. Schools with massive scale in full-time face-to-face MBA programs, such as Harvard ( $n = 1,867$ ) and the University of Pennsylvania ( $n = 1,711$ ), have not yet entered the online MBA space but are very active in offering non-degree certificates. As such, they are in the process of developing digital content that would enable them to enter into the online MBA space relatively easily and quickly, if they decide to do so.
3. Schools with relatively smaller full-time MBA programs are moving into the online MBA space (e.g., Carnegie Mellon, Indiana, Florida, Maryland, North Carolina, etc.). As such, schools like Indiana and North Carolina have been able to achieve total enrollments of over 1,000 students due to the addition of the online program.

Based on the estimates highlighted above, it appears that there is still significant unmet demand for an online MBA degree. Importantly, we expect this demand to grow in the future as the degree gains wider acceptance among employers. Indeed, market trends support that there is a shift from in-person to online programs. According to 2013 data from the 126 member schools of the Association to Advance Collegiate Schools of Business (AACSB), enrollment in fulltime MBA programs declined 2.0% between 2008 and 2013. In the same report, enrollment in face-to-face part-time MBA programs, including executive MBA programs, has fallen by 13.6% from 30,194 in 2008-2009 to 26,077 in 2012-2013. At the same time, numerous quality competitors have started offering online programs. The following state institutions all have high enrollment numbers in their online MBA programs: Indiana University, University of North Carolina at Chapel Hill, Arizona State University, and University of Florida. If we move quickly, we believe we can still be early enough to the market to capture more than our fair share of online students. Although we will not be a first-mover, we can still be an early-mover with a 2016 launch. Further, we believe that our partnership with Coursera offers a competitive advantage, both in terms of the quality of the platform and the ability to recruit students. The additional financial resources created by this program will also help the Illinois College of Business maintain or improve our competitive position more generally, particularly with regard to attracting and retaining faculty.

The online MBA market has the potential to significantly increase the number of students that we serve. Currently, the University of Illinois graduates about 180 MBA students each year across all our face-to-face MBA programs combined. There is growing evidence that online MBA programs make a school's face-to-face programs better (see link: <http://bit.ly/1Cyvy3u>) by bolstering the entire MBA ecosystem. In addition to creating incremental financial resources for the College, the online initiative will also spur the creation of content that faculty can leverage in other ways. For example, material from the online program could be used to supplement face-to-face classes, giving rise to blended learning opportunities.

**EXHIBIT 2:** List of Top 50 MBA Programs from 2015 *US News & World Report* and Enrollments

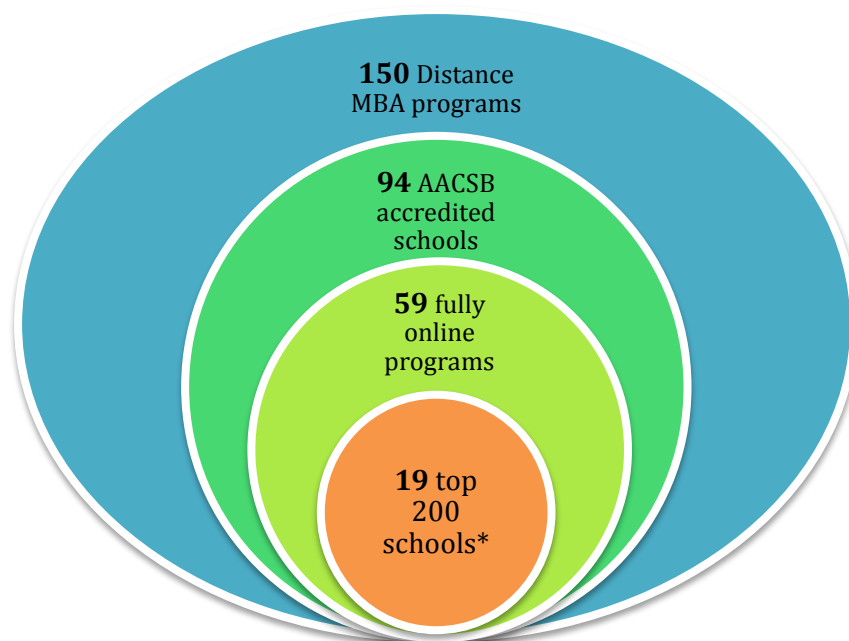
2015 <i>US News &amp; World Report</i> Rank & School	2014 Rank	Change from 2014	Full-time MBA Enrollment	Online Initiatives
1. Stanford GSB	1	Unchanged	825	Non-degree courses & certificates
2. Harvard Business School	1	Slipped 1 spot	1,867	Non-degree courses & certificates
3. Pennsylvania (Wharton)	1	Slipped 2 spots	1,711	Non-degree courses & certificates
4. Chicago (Booth)	4	Unchanged	1,181	Non-degree courses & certificates
5. MIT (Sloan)	5	Unchanged	812	Non-degree courses & certificates
6. Northwestern (Kellogg)	6	Unchanged	1,047	Non-degree courses & certificates
7. UC-Berkeley (Haas)	7	Unchanged	503	Non-degree courses & certificates
8. Columbia Business School	8	Unchanged	1,270	Non-degree courses & certificates
9. Dartmouth (Tuck)	9	Unchanged	558	Blended learning
10. Virginia (Darden)	11	Moved 1 spot up	633	Blended learning
11. New York (Stern)	10	Slipped 1 spot	798	Non-degree courses & certificates
11. Michigan (Ross)	11	Unchanged	886	Blended learning; non-degree courses
13. Duke (Fuqua)	14	Moved 1 spot up	876	Blended learning; non-degree courses
13. Yale School of Management	13	Unchanged	625	Non-degree courses & certificates
15. UCLA (Anderson)	16	Moved 1 spot up	708	Blended learning
16. Cornell (Johnson)	17	Moved 1 spot up	585	Blended learning; non-degree courses
17. Texas-Austin (McCombs)	15	Slipped 2 spots	551	Non-degree courses & certificates
18. North Carolina (Kenan-Flagler)	19	Moved 1 spot up	562	Online MBA
19. Washington (Olin)	22	Moved 3 spots up	281	None
20. Carnegie Mellon (Tepper)	18	Slipped 2 spots	421	Online MBA
21. Emory (Goizueta)	20	Slipped 1 spot	384	Blended learning; non-degree certificates
21. Indiana (Kelley)	21	Unchanged	391	Online MBA
23. Washington (Foster)	25	Moved 2 spots up	248	Non-degree courses & certificates

2015 <i>US News &amp; World Report</i> Rank & School	2014 Rank	Change from 2014	Full-time MBA Enrollment	Online Initiatives
24. Georgetown (McDonough)	23	Slipped 1 spot	528	None
25. Notre Dame (Mendoza)	23	Slipped 2 spots	323	Non-degree courses & certificates
25. Southern California (Marshall)	27	Moved 2 spots up	431	Online MBA
27. Texas A&M (Mays)	37	Moved 10 spots up	113	None
27. Minnesota (Carlson)	33	Moved 6 spots up	220	Blended learning
27. Vanderbilt (Owen)	25	Slipped 2 spots	334	Non-degree courses & certificates
30. Arizona State (Carey)	27	Slipped 3 spots	136	Online MBA
30. Georgia Tech (Scheller)	27	Slipped 3 spots	127	None
30. Ohio State (Fisher)	27	Slipped 3 spots	220	Non-degree courses & certificates
33. Brigham Young (Marriott)	27	Slipped 6 spots	301	Non-degree courses
33. Rice (Jones)	33	Unchanged	214	None
33. Texas-Dallas	37	Slipped 4 spots	128	Online MBA
33. University of Wisconsin-Madison	27	Slipped 6 spots	199	Non-degree courses
37. Michigan State (Broad)	35	Slipped 2 spots	150	Non-degree courses and certificates
37. Penn State (Smeal)	41	Moved 4 spots up	157	Online MBA
37. Florida (Hough)	41	Moved 4 spots up	117	Online MBA
37. Rochester (Simon)	37	Unchanged	213	Blended learning
41. Temple (Fox)	48	Moved 7 spots up	117	Online MBA
41. Maryland (Smith)	41	Unchanged	200	Online MBA
43. Boston University	45	Moved 2 spots up	273	None
43. Iowa (Tippie)	51	Moved 8 spots up	118	None
45. Boston College (Carroll)	45	Unchanged	193	None
45. Wake Forest	58	Moved 13 spots up	95	None
47. University of Illinois-Urbana	35	Slipped 12 spots	169	Blended learning
48. Rutgers	60	Moved 12 spots up	201	Blended learning
48. Southern Methodist (Cox)	55	Moved 7 spots up	206	None
48. Connecticut	52	Moved up 4 spots up	75	Non-degree courses & certificates
48. Pittsburgh (Katz)	52	Moved 4 spots up	161	None

## Why Now?

More and more schools are entering the online MBA market. However, only 19 of the programs are AACSB accredited and in the top 200 U.S. programs, as ranked by *US News & World Report* (see Exhibit 3). Being an early entrant into the online market, coupled with our strong reputation internationally, will provide Illinois with a distinct advantage over schools entering the market later. Hence, we believe it is important to enter the market now while demand is growing and few top schools have taken advantage of it (see Exhibit 3).

EXHIBIT 3: Online Competitive Landscape in the U.S.



\* Ranked by *US News & World Report*

## How Does the iMBA Fit with Our Other Online Offerings?

Once our online program is fully operational, individuals will be able to take some individual courses online, when they register as a non-degree graduate student. Individuals who register and complete several courses in an area will be eligible to earn a non-degree certificate. Students who wish to complete the **online MBA degree will need to apply and be admitted by the UIUC graduate college**, just as applicants to our other MBA programs do.

This approach has several advantages for Illinois, including the ability to generate multiple revenue streams: we will be able to generate revenue for individual courses and for non-degree certificates from a much larger pool of students.

## Why Partner with Coursera?

Coursera is a worldwide leader with great expertise in partnering with numerous universities and offering Massive Open Online Courses (MOOCs). The University of Illinois is one of the premier partners of Coursera and has experience in delivering courses using this platform.

The University of Illinois became the first land-grant institution to ally with Coursera in 2012. Partnership with Coursera guarantees immediate worldwide visibility without the associated (huge) marketing costs. Coursera has a bank of 11.6 million learners currently. The enrollment numbers for the six College of Business **noncredit courses** (announced in October 2014) have reached **200,000** in the five months since the announcement, a testament to Coursera's immense global reach. Through Coursera, we will be able to reach a large number of qualified mass-market applicants worldwide and attract them to our online MBA program. Such a platform will enable Illinois to reach thousands of learners and showcase our faculty capabilities in offering great content. This move enables us to expand our global footprint. More importantly, it enables us to deliver a much more innovative online MBA model than what is being presented in the current online MBA market space and, hence, has a better chance of success.

We hope to expose this audience to our course offerings on Coursera with the idea that some of these learners would be interested in taking Illinois courses for credit or enrolling in an iMBA degree program. Existing Illinois students, including students in Professional Science Masters programs and graduate students in business and non-business programs, could also enroll in the online for-credit courses.

In addition to serving as a marketing engine, Coursera can also provide analytic data drawn from student data that would enable us to continually develop new offerings. With Coursera and the technology, we now have the ability to collect individual data from thousands of students and can start analyzing in real time what works and what doesn't. This ability would enable us to adapt to the ever-changing education marketplace. More importantly, the data will help us revise course offerings and develop new courses for both the Chicago EMBA and the iMBA, based on student input.

Through Coursera, we will be able to market a high-quality MBA program to a large number of qualified mass-market applicants worldwide using the Coursera platform. Our initial goal is to start a cohort of about 500 students in 2016 with a steady-state enrollment of 1,500 students in 3 to 5 years. We are using the individual courses launching in the summer of 2015 to pilot-test our abilities, so that we are ready for the iMBA launch. Exhibit 4 provides details of the three different segments that we hope to attract through this partnership.

**EXHIBIT 4: Illinois College of Business – Coursera Relationship**

Result	Admissions	Instructor Engagement	TA	Total Enrollment	Lecture Delivery	Homework, Exams, Discussion	Verification	Cost
iMBA Degree	Graduate College	High <sup>1</sup>	1/50	500 - 1,500	Coursera	Compass	ProctorU <sup>2</sup>	\$250 per credit hour
Illinois CoB Certificate	CiTTL <sup>3</sup>	High	1/50	500 per course	Coursera	Compass	ProctorU	\$250 per credit hour
Coursera Verified Certificate	Coursera	Low <sup>4</sup>	0	10K+	Coursera	-	Signature Track	\$79 per course
No Verified Certificate	Coursera	Low	0	100K+	Coursera	-	None	Free

### Faculty and Alumni Endorsement

A faculty taskforce, comprised of Professors Jeff Brown, Jon Davis, Avijit Ghosh, and Joseph White, worked with the e-learning team for over a year to read proposals, ask critical questions, and provide valuable feedback. The College Executive Committee (CEC), comprised of members from all three departments, was supportive of the College’s efforts to move forward with an online MBA degree. The proposal was also presented to the entire College faculty in a Town Hall meeting, and the overall sentiment of the faculty was positive (see Dean DeBrock’s memo presented in Appendix A indicating the outcomes of the College Executive Committee and the Town Hall meeting). In addition, in March 2014, the Dean’s Business Council, comprised of College of Business alumni, rated the iMBA as the top strategic priority.

Professor Jeff Brown led a conversation with approximately 15 current full-time MBA students in February 2015 during which he gathered feedback on the proposal. Students were generally supportive, although they stressed the need to ensure that the full-time program provide sufficient value-added over the online program through career services, in-person projects, meaningful in-person interactions, etc.

In addition, a brief survey was administered to the Chicago EMBA students (n = 26) concerning their feelings about blended and online learning. Sixty eight percent of students agreed that a blended EMBA program that met for four days a month as usual but supplemented current experiences with online learning would be beneficial to students. Also, sixty eight percent agreed that a high-quality online MBA program that attracts students from around the world would enhance the value of an MBA degree from Illinois. Taken together, it appears that an online MBA

<sup>1</sup> High-engagement courses involve a lead faculty member, instructor, and teaching assistants.

<sup>2</sup> ProctorU is a software package that is used for identity verification.

<sup>3</sup> Center for Innovation in Teaching and Learning at Illinois.

<sup>4</sup> Self-directed learning has no instructor involvement. Lectures are available on demand through Coursera’s site

program with a well-crafted value proposition that is distinctly different from that of a face-to-face EMBA program would add significant value to the Illinois MBA ecosystem.

## 2. DIFFERENTIATION & IMPACT ON OTHER PROGRAMS

### Relationship to Existing MBA Programs

Although our three existing MBA programs all offer the same degree, they are targeted at different market segments (see Exhibit 5 for a broad overview of the various MBA programs offered by the College of Business). The Champaign-based PMBA program attracts students from Central Illinois. The Chicago-based EMBA program is focused primarily on executives with over seven years of experience. The full-time MBA program attracts domestic students with less work experience and international students who are looking for professional opportunities in the United States. Our existing suite of MBA programs involve meaningful faculty interactions, career services, immersion and experiential learning opportunities, face-to-face peer interactions, and professional networking opportunities.

The online MBA would cater to a segment that values mobility, convenience, and believes that the online programs fit their learning styles and life circumstances better than our existing programs. The online MBA program is a no-frills program that does not involve the augmented services required of face-to-face programs. Examination of other online MBA programs suggests that an online program enhances the demand for on-campus programs because online programs create global awareness and visibility for the College.

We believe that an online MBA will benefit the existing MBA programs. The online offerings developed for the online MBA can be leveraged in terms of more course offerings and flexibility for the existing face-to-face MBA programs. In addition, the revenues generated from the online MBA can be utilized to provide scholarships and TA opportunities to students in the traditional programs.

**EXHIBIT 5:** Landscape of Current MBA Degree Offerings at the University of Illinois

	Programs	Target	Duration	Credit hours	Differentiator
<b>MBA Degree</b>	MBA	Full-Time On Campus 2+ years of experience	24 months	72	Global Consulting Experience
	Prof. MBA	Part-Time On Campus 2+ years of experience	30 months	72	Experiential Learning Opportunity
	Exec. MBA	Chicago – Senior Executives 7+ years of experience	20 months	72	International Consulting Project
	iMBA	Online (iMBA)	24-36 months	72	Capstone Consulting Project



## The Proposed Curriculum

The iMBA targets working professionals all over the world. As such, the current EMBA curriculum is a good fit for the needs of this target market. The capstone project, a key differentiator of the program, will be significantly valued by working professionals. We have the capabilities to successfully deliver this differentiated course and, hence, stand out in the online MBA space.

## Transfer from On-Campus to Online program

Our experiences in managing MBA programs over the past several years indicate that transfers from one program to another is negligible. Moreover, the current programs, including the EMBA-Chicago, the Professional MBA, and the full-time MBA, are all lockstep cohort programs that involve specific experiences that, pedagogically, would be difficult to translate to the online program. For example, students of the EMBA program work on a consultative experience internationally during the entire second year. Student teams work remotely with an international client and travel to the designated country where the team meets with and presents the results of their consulting work to the client. The international component is required for graduation in the EMBA and very strongly recommended for the full-time MBA. In summary, we expect that the current offerings and the online MBA will form a complementary product portfolio that will be valuable to all students.

## 3. FACULTY

### Faculty Involved in the iMBA Program

Teaching capacity for this program will be drawn from current program faculty. This includes 98 full-time equivalents of tenured/tenure-line faculty and 49 full-time equivalents of specialized faculty with long-standing experience and success in teaching. **All faculty teaching in the program will be academically or professionally qualified, as defined by AACSB, the College's accrediting body.**

The faculty will be selected based on the advice and guidance from department heads and department chairs, the same way we have for our new online business specialization offerings starting in the summer of 2015. Below is a list of faculty developing and teaching the 6 courses in the two specializations (Digital Marketing and Improving Business Finances and Operations) that were announced in October 2014. They provide a testament to the quality of faculty who will be teaching in the iMBA program.

#### ❖ Heitor Almeida

- Stanley C. and Joan J. Golder Distinguished Chair in Corporate Finance at the University of Illinois at Urbana-Champaign
- Awarded the Excellence in Undergraduate Teaching award for the College of Business in 2013 and Professor of the Year for the 2014 EMBA Class in Chicago

- ❖ **Gopesh Anand**
  - Associate professor in the Department of Business Administration at the University of Illinois at Urbana-Champaign
  - Has consistently been selected by students to the University of Illinois List Of Teachers Rated as Excellent
  
- ❖ **Gary Hecht**
  - Associate professor in the Department of Accounting at the University of Illinois at Urbana-Champaign
  - Has been selected by students to the University of Illinois List Of Teachers Rated as Excellent
  
- ❖ **Aric Rindfleisch**
  - John M. Jones Professor of Marketing and Executive Director of the Illinois MakerLab
  - Named by Princeton Review as one of “The Best 300 Professors” in America
  
- ❖ **Scott Weisbenner**
  - Professor in the Department of Finance and a James F. Towey Faculty Fellow at the University of Illinois at Urbana-Champaign
  - Selected the Best First-Year Professor in the Executive MBA Program in 2013 and the Best Professor in the Full-Time MBA Program in 2014

Faculty on the college-wide educational policy committee will review the demographics, enrollment, and the AACSB-required assurance of student learning documents annually. In addition, communication with the entire faculty will be through the fall and spring all-college faculty meetings.

Course development and design will be completed by the faculty teaching the course in partnership with the College of Business eLearning Office and the Campus Center for Innovation in Teaching and Learning (<http://citl.illinois.edu/>). The College eLearning office (<http://business.illinois.edu/elearning>) has a variety of resources. They help with instructional design and research and provide samples and templates for faculty as well as faculty training on the various learning platforms used to host their classes.

## Compensation and Intellectual Property Rights

The iMBA will be a self-supporting program. Faculty will be compensated on an off-load basis unless approved by the faculty dean. All faculty teaching in the iMBA program will be academically or professionally qualified per the AACSB classification.

The content in our MOOCs is governed by the same rules of ownership as apply to our on-campus or traditional online courses, that is, unless otherwise agreed to by the instructor, intellectual property rights to any course content created by the instructor independently and at the instructor’s initiative, rest with the instructor. Where the course support provided by the University is over and above the University resources usually and customarily provided, as will likely be the case with most MOOCs, course content created by the instructor shall be owned

by the instructor and licensed to the University. See “The General Rules Concerning University Organization and Procedure,” Article III, particularly Section 4(b) at <http://www.bot.uillinois.edu/general-rules>

The primary course developer owns the copyright for the pedagogical material per University of Illinois guidelines.

## 4. CURRICULUM

The College of Business MBA programs require completion of 72 credit hours with a minimum GPA of **2.75**. The list of courses, their credit hours, and other details of the iMBA and EMBA programs are listed in [Table 1](#). We anticipate that students will be able to complete the degree requirements within 2 to 3 years. As can be seen from Table 1, there is a direct equivalence of the core and elective courses offered in the Executive MBA program and the iMBA program.

During course development and design, we used the AACSB white paper entitled “Quality Issues in Distance Learning.” The purpose of this paper is twofold. First, the paper is for educators who design, construct, and deliver distance-learning programs. It provides a source of ideas and considerations to ensure the development of quality programs. Second, the guidelines assist people who review quality (accreditation) in distance learning to ensure those programs are AACSB compliant.<sup>5</sup> The College is reviewed and reaccredited on a five-year cycle.

Online courses will contain the same level of content as the on-campus courses, as verified by the Graduate College Committee on Extended Education and External Degrees, now and continuing through a five-year review cycle. Hence, it will follow the quality assurance guidelines established for online courses from Illinois that continue to put the campus at the top of research institutions devoted to quality online learning. Illinois online learning practices pedagogically sound instructional design of courses, active learning strategies, excellent development of digital content, featured accessibility, and exam proctoring among other features.<sup>6</sup> Courses will be structured and follow assessment practices with measurable goals and milestones. Systems like the ones currently used in traditional online education and Massive Online Open Courses at Illinois will be the background and backbone of the course design. Faculty training and development of teaching assistants will be at the core of the course development and preparation.

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<sup>5</sup> AACSB white paper: Quality Issues in Distance Learning.

<sup>6</sup> AACSB white paper: Quality Issues in Distance Learning.

**Table 1: Curriculum Comparison Between the Executive MBA and the Proposed Online MBA Programs**

Executive MBA - Chicago				Online MBA			
Rubric	Course	Title	Hours	Rubric	Course	Title	Hours
BADM	508	Executive Leadership	4	BADM	508 OM	Executive Leadership	4
BADM	544	Business Strategy	4	BADM	544 OM	Business Strategy	4
ECON	528	Firm-Level Economics	4	ECON	528 OM	Firm-Level Economics	4
BADM	572	Statistics, Data Analysis & Decision Making	4	BADM	572 OM	Statistics, Data & Decision Making	4
ACCY	500	Financial Accounting	4	ACCY	500 OM	Financial Accounting	4
BADM	509	Designing & Managing Organizations	4	BADM	509 OM	Designing & Managing Organizations	4
ACCY	503	Managerial Accounting	4	ACCY	503 OM	Managerial Accounting	4
BADM	567	Process Management	4	BADM	567 OM	Process Management	4
FIN	511	Investment Finance	4	FIN	511 OM	Investment Finance	4
ECON	529	Country-Level Economics	4	ECON	529 OM	Country-Level Economics	4
FIN	520	Corporate Finance	4	FIN	520 OM	Corporate Finance	4
BADM	520	Marketing Management	4	BADM	520 OM	Marketing Management	4
BADM	590	Business Ethics & Corporate Responsibility	4	BADM	590 OM	Ethical Dilemmas in Business	4
BADM	590	International Consulting Project - China	4	BADM	590 OM	Integrated Learning Experience Project	4
BADM	590	Entrepreneurship & Corporate Renewal	4	BADM	590 OM	Entrepreneurship & Corporate Renewal	4
BADM	590	Advanced Marketing	4	BADM	590 OM	Advanced Marketing	4
BADM	590	Global Strategy	4	BADM	590 OM	Global Strategy	4
BADM	590	Fostering Creative Thinking	2	BADM	590 OM	Fostering Creative Thinking	2
BADM	590	Strategic Human Capital	2	BADM	590 OM	Strategic Human Capital	2
BADM	590	Global Business Horizons	4	BADM	590 OM	Global Business Horizons	4

BADM 590 is the course number for special topics in the general area of business. Topics are selected by the instructor at the beginning of each term. Each BADM 590 course has a unique CRN (course registration number) that is assigned by the BANNER system.

## 5. RESOURCE IMPLICATIONS

### Human Resources – e-Learning Team

The College of Business e-Learning team has grown from their first blended learning course (FIN 221) in 2008 through the development of the online undergraduate minor. Now students from other colleges can earn a minor in business, and our undergraduates can ensure that they don't delay their graduation by taking an online course while studying abroad. There are now approximately 15 undergraduate courses blended, flipped, or completely online. There are also half a dozen graduate level courses that have been converted into a blended learning environment. There are many success stories including Professor Madhu Viswanathan's Marketplace Literacy course, offered on the Coursera platform, which has attracted over 30,000 students and the attention of the United Nations.<sup>7</sup>

The e-Learning office includes Norma Scagnoli, Director of e-Learning, a professional videographer, three credentialed e-Learning specialists, a Director of Digital Engagement, and various student helpers.

Initially, the program will be implemented using the current e-Learning team and the existing college faculty. Each course is supported by a coordinating faculty member (instructor) and a teaching assistant for every 50 students enrolled. We also anticipate adding incremental credentialed people to the design team in e-Learning, marketing, and recruiting.

As the program grows, the College of Business will continue to add teaching and communications assistants from around the campus. In addition, the College plans to hire several **permanent staff** who will train TAs and work as TAs themselves. The permanent staff will add stability to the teaching assistant pool, reduce the number of teaching assistants needed, and ensure that teaching assistants remain in compliance with the University policy regarding TA responsibilities.

### Human Resources – Faculty

The College of Business intends to develop its offerings over three years. Some of the online material already exists from professors who have flipped their classrooms. Some of the material will be new. Admittedly, the first time an online course is developed, it is initially time-consuming for the faculty developer. However, once the content is recorded and testing materials developed, that content is something that is not only part of that course; it becomes part of the overall learning environment.

The College will continually monitor the faculty resources consumed and adjust faculty and instructor levels to meet demand.

### Human Resources – Admissions

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<sup>7</sup> <https://business.illinois.edu/news/college/2014/02/madhu-viswanathan-will-serve-on-newly-forming-un-advisory-board/>

In anticipation of the increased admissions volume, the Provost's Office has approved two new admissions personnel for the Graduate College. Since it will take some time for those personnel to learn their roles, they have already been hired and have started training.

The College of Business plans to hire a student affairs officer (see exhibit 6) who will handle admission processing. As the volume grows, we will add staff to that office.

### **Financial Resources**

The College is in the process of cultivating several interested donors. In addition, we will receive revenue from iMBA student tuition. Funds to support personnel growth will initially come from donated money, but eventually the online program will be revenue generating and self-supporting.<sup>8</sup>

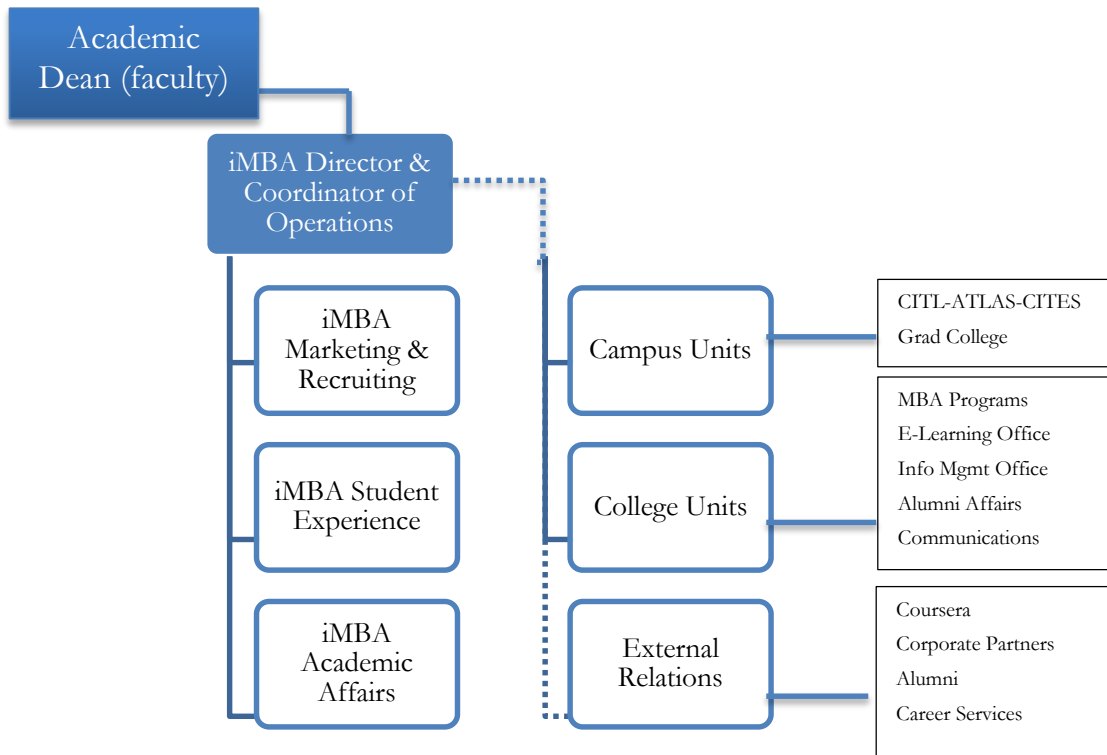
## **6. iMBA STRUCTURE & GOVERNANCE**

This program will be overseen by the Office of the Dean. As such, all decisions pertaining to strategy and finances, including revenue sharing with units, will be the responsibility of the Dean's office. The iMBA will be overseen by an academic dean who will be responsible for developing the pedagogical framework and liaising with the faculty. The College Executive Committee will provide faculty oversight. From an operations standpoint, the program will be led by a Program Director and Coordinator of Operations, who will provide leadership, expertise, and support for the iMBA Program and will be responsible for developing strategies and goals that align with overall college objectives and direct operations to achieve those goals. This position will coordinate collaborative efforts within college and campus units to generate products and outcomes needed to make the program successful. Please see Exhibit 6 for the proposed structure. Initially, the program will have three FTEs that will work under the supervision of the Program Director; their roles will broadly pertain to student experiences, academic affairs, and marketing/outreach.

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<sup>8</sup> Appendix F, table 3

**EXHIBIT 6: iMBA Program Governance**



This program will be delivered asynchronously using our Learning Management System for the “high-engagement certificates” and the “iMBA” degree in combination with the Coursera platform for the “self-directed learning” and will be hosted in the cloud. Students will be required to have a computer and have Internet access.

## 7. COURSE DEVELOPMENT, INFRASTRUCTURE, & SUPPORT

A partnership with Coursera will provide help to our marketing and recruiting. CiTL will provide help with course development and production services. Beyond these capabilities, the College will need to acquire and/or build additional e-Learning capabilities in order to successfully operate the iMBA program.

The iMBA program would like to develop a catalog of 20 courses over the next three years. In the initial years, these online courses will mirror the offerings in the face-to-face EMBA program. If the iMBA is successful, we intend to take advantage of the flexibility offered by the online infrastructure to extend the range of courses, make some potential modifications to the entire degree program, as needed, including extending the range of available courses to enhance its competitiveness. Extending the range of available elective courses will enhance both the iMBA and the EMBA’s competitiveness and allow the College of Business to gradually introduce some needed modifications to the MBA degree program.

The content for these courses will be developed with the help of the campus (CiTL) in coordination with the college’s e-Learning office and Coursera. E-Learning will be responsible for both the course development and implementation.

**Course development** will consist of three stages (see Exhibit 7):

A. **Course planning and design.** This step involves meetings with the faculty member and e-Learning team to determine pedagogical goals, performance objectives, learning outcomes, and instructional methods. The outcomes of these discussions are an outline of the instructional design model, levels of interaction, and assessment and logistics.

*Duration:* (3 weeks)

B. **Development of course materials and integration in the Learning Management System (LMS).** This stage will include video recordings and production, creation of new materials, integration into the LMS, and development of patterns for communication and interaction between students and the teaching team (faculty, students, and course assistants).

*Duration:* (8-12 weeks depending on type and amount of new materials to be developed).

C. **Testing and approvals.** This step entails the usability and accessibility testing of materials, course navigation, and assessment by focus groups or mock participants, and subsequent approvals by the faculty teaching the course.

*Duration:* (2-4 weeks depending on type and amount of new materials to be developed).

The specific roles and responsibilities (for both the College and the campus) for the various **course development** tasks are given below.

**EXHIBIT 7:** Stages of Course Development

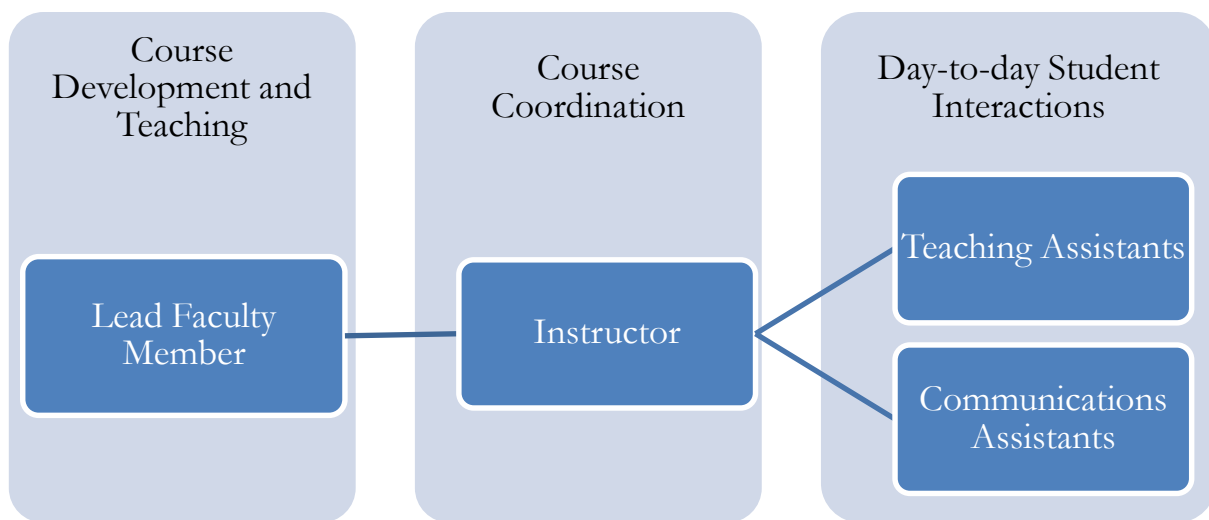
STAGE	ACTION	WHO	Unit / Manager
Course Development	Planning and design	Lead faculty	College
		Instructional designer(*)	e-Learning
		LMS specialist	e-Learning/CiTL
		Videographer	e-Learning/CiTL
	Development of course materials	Instructional designer(*)	e-Learning
		LMS specialist	e-Learning/CiTL
		Videographer	e-Learning/CiTL
		Graphic designer (*)	e-Learning/CiTL
	Quality control and approvals	Lead faculty	College
		Instructional designer(*)	e-Learning
		Copy editor	CiTL
		Accessibility	Campus/CiTL
	Focus group	e-Learning	

(\*)New position, needs to be hired



Once the course is developed, the course needs to be implemented. For each course, a teaching team will be formed, comprised of the lead faculty member, an instructor, a communications assistant, and teaching assistants (TAs). The instructor will oversee a set of TAs and will be responsible for managing and coordinating the day-to-day student interactions and helping the lead faculty member manage the course. A faculty member may decide whether or not to involve an instructor. The visual depiction of the roles of the faculty member, instructor, and the assistants is given in Exhibit 8.

**EXHIBIT 8:** A Visual Depiction of the Organization of the Course



## Roles of the Teaching Team

The teaching team model incorporates proven course redesign and active learning strategies. Online courses initially go through a redesign process. The design is not only about the ‘instructor’s presence’ (Garrison, 2007), it is about increased learning and student success through the incorporation of active learning strategies. The course redesign movement, led by Carol Twigg of **National Center for Academic Transformation (NCAT)** has had an important impact on higher education across the country. Their research, supported by Pew Charitable Trust, has studied over 30 two-year and four-year higher education institutions using information technology to redesign learning environments to produce better learning outcomes for students. Multiple courses at the University of Illinois were included in this study.

Each course will have its own **lead faculty member** (subject matter expert), instructor, and teaching assistants. As suggested before, it will be up to the faculty member to involve an instructor to help with the course. Using this model the lead faculty member participates in weekly prerecorded lectures. The lead faculty member builds detailed rubrics and specific feedback within student activities, which results in quick feedback from the instructor. For those activities that require manual grading, **teaching assistants** and instructors will help with grading following the lead faculty member’s rubrics. As indicated in the University of Illinois regulations, Teaching Assistants will “*only assist the responsible instructor in grading, laboratory supervision, and similar activities for courses.*”

The lead faculty members' presence is felt not only through engaging students' interaction in video lectures via in-video questions, but also through weekly messages that the faculty member creates based on the instructor's feedback about student engagement and interaction. In addition, the lead faculty member will be available for weekly online office hours or hosting synchronous debriefing sessions for specific activities.

All members of teaching team: lead faculty member, instructor and teaching assistants, will be subscribed to one or more forums in the class: Questions for the instructor, Questions for the class, Course Hub. In these places students will be encouraged to post questions or comments about the course content, general logistics of the course or other matters. The **lead faculty member** and instructors will handle content related questions and they **will be the first point of interaction with the student**. The Course Hub (a social network area) and the Questions for the Class will focus on social interaction and also questions on logistics, therefore, the response by course assistants will be more appropriate in that forum.

The **communications assistant** will be responsible for engaging students in interactions within the course using the Compass platform. The communications assistant will monitor all communications in the course. Since the role of the communications assistant is new, we describe the specific responsibilities below. Communications assistants will:

- Engage students in interaction and respond to questions about logistics or general information/concerns, or basic technical support issues,
- Direct specific questions to corresponding venues (i.e., academic questions to TAs; or issues that need technical support to the support team),
- Identify unmet or potential needs and opportunities for better distribution of information,
- Identify and solve issues with netiquette, disruptions, or other matters of possible concern,
- Take action or elevate issues to higher levels as required.

Once the course is developed, each course will be offered to students over an eight-week period. Research on online pedagogies has found that student retention is improved if the instructional material is delivered in four-week blocks. Thus, we decided to deliver the first half of the courses in four weeks, give students a week off, and then finish the course in another four-week period.

## 8. STUDENT ADMISSIONS

One of the goals of offering an online MBA program is to make high-quality education accessible to a large pool of highly qualified applicants in the United States and abroad. The iMBA students will be admitted as degree-seeking students. Student admission policy and procedures **will follow stringent College of Business and Graduate College guidelines**. A multidisciplinary admission committee, including faculty, will be in charge of reviewing applications, checking documents, and making decisions on student admission. The program will use the following criteria:

- A bachelor's degree from an accredited college in the United States or an equivalent degree from a recognized international institution of higher learning.
- A grade point average of 3.0 (A=4.0), or comparable GPA for an international applicant, for the last two years of undergraduate study is a minimum requirement for admission.

- As for the EMBA program, applicants will not be required to submit a GMAT score but will have the option to submit it.
- International students must submit attested English translations of all transcripts.
- Applicants must meet Graduate College English language proficiency requirements.
- Submission of personal statement describing their work experience and how they feel the MBA will help them in their professional life.
- Two letters of reference.
- A copy of two documents with a picture of the student and their signature. For international students a passport is generally used.

Adviser assignment, advising processes, and academic progress reviews will follow the procedures and protocols already in operation at the Department and Program levels. Advisers will be drawn from tenured/tenure-line and specialized faculty in BADM. Advising will follow the established procedures for academic progress in effect for all BADM graduate students.

## 9. PROGRAM AND STUDENT ASSESSMENT

Throughout the proposal, we have highlighted the importance of managing a high-quality, large-scale online MBA program. In order to maintain institutional reputation, the program will maintain high quality through the following standards.

1. Admissions process will follow the same standards as those of our face-to-face MBA programs.
2. Assessment of Program structure components will be based on Quality Matters Higher Education Rubric, Fifth Edition, 2014 (QM), which is a standard that is followed by all online degree programs in major universities across the country and abroad.
3. The students' progress toward degree completion will be closely monitored by the Student Affairs group to ensure that each student can complete their degrees within the five-year maximum for Master's degrees.

Finally, we will use the campus metrics to ensure the overall health of the program and that the program is steadily growing with quality students from around the world. We will be looking at the application numbers, admitted numbers, and enrollment.

### Verification of Student Identity

With the growing number of online students wanting credit for the courses they take, the issue of validating identity becomes necessary. Coursera has introduced a process called **Signature Track**, which ensures the person taking a test is the same one who signed up for the class by using webcam/photograph comparisons and typing pattern analysis. This is a feature that we have been using in the Coursera courses offered by this college and campus. The College of Business would also use the passport picture for comparison.

The software package we use for identity verification is ProctorU. This software uses webcams to remotely monitor students, even tracking eye movement. The College of Business is currently using ProctorU in online undergraduate courses. Each live proctor monitors up to six students at a time. If cheating is suspected, the proctor warns the student via videoconferencing software.

Faculty will be encouraged to use multiple and constant assessment methods. Weekly graded assignments as well as essay exams and project work will ensure constant monitoring of participation and verification of identity. Many faculty already use software to detect plagiarism, and we will continue using the software with the online students.

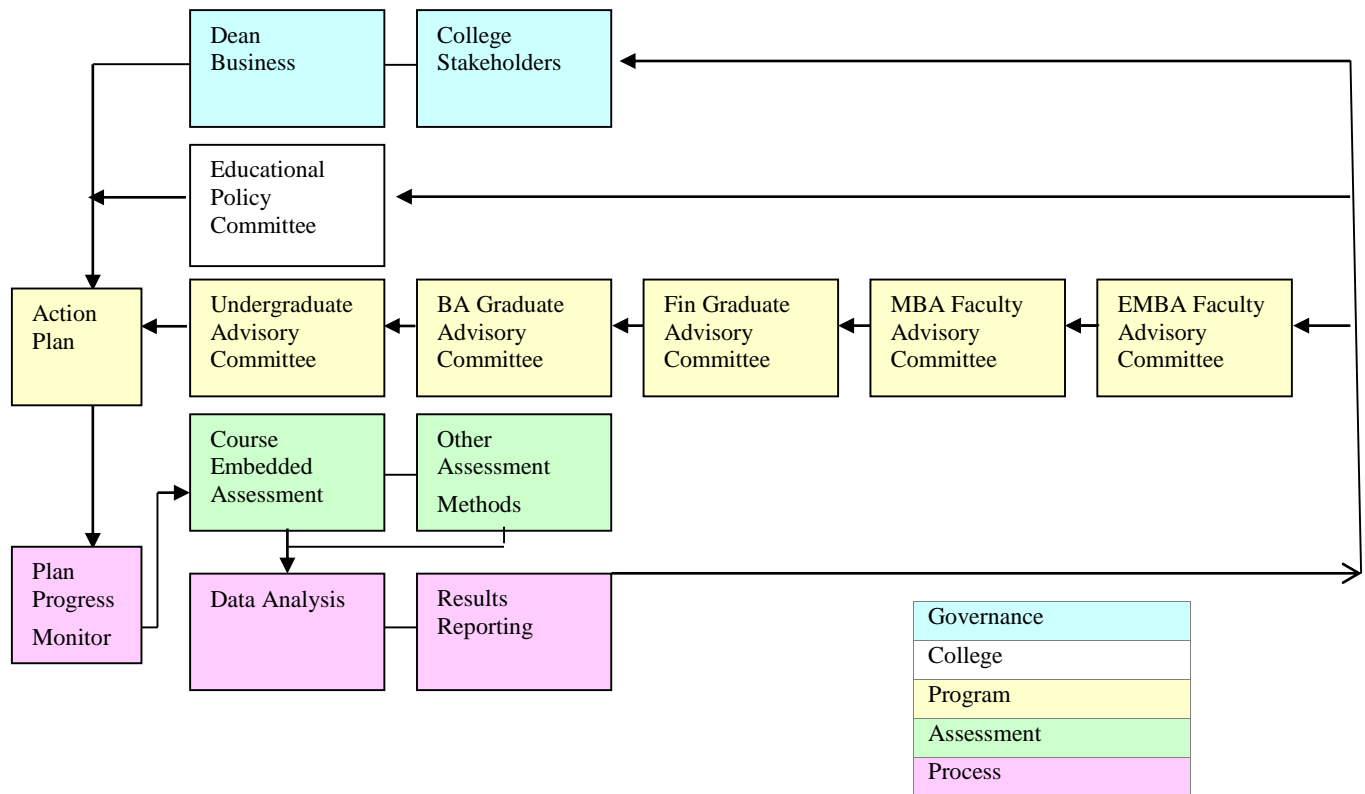
Students will have an electronic handbook accessible through the program website. The handbook will include the purpose, objectives, admission requirements, program requirements, cost, academic policies, timelines, and the services they will receive through the program.

We do not feel that the program will need to be discontinued at any time. However, if we should need to discontinue the program, we will honor our commitment to those currently enrolled students and keep the program live until they have graduated, but we would not admit any additional students.

### Student Assessment

The College of Business has a process to review student progress toward meeting learning goals. The responsibility for monitoring that progress falls to the faculty program director. Each program has goals and learning objectives. The plan also includes information on where the data was collected, results, and plans for improvement (see Appendix B). Data collected during the year are compiled and are reviewed by the faculty director in charge of the various degrees, the educational policy committee, the Dean, and College of Business stakeholders (see Exhibit 9).

Exhibit 9: Assurance of Learning Hierarchy



## Assessment of the Online MBA Program Structural Components

**Overall** Program assessment will be done using the Quality Matters Higher Education Rubric, Fifth Edition, 2014 (QM). This rubric has become a standard for Higher Education online courses and programs and is currently being used by the College of Business e-Learning Office and the University of Illinois for the online offerings. QM is a set of 8 general standards and 43 specific standards used to evaluate the design of online and blended courses ([see Appendix D](#)). The rubric is complete with annotations that explain the application of the standards and the relationship among them. A scoring system and a set of online tools facilitate the evaluation by a team of reviewers. Unique to the rubric is the concept of alignment. This occurs when critical course components work together to ensure students achieve desired learning outcomes. Specific standards, including alignment, are indicated in the rubric annotations. When aligned, each of these course components is directly tied to and supports the learning objectives.

**The eight general standards used in the assessment include:**

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Course Activities and Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility and Usability

## Assessment of the MBA Program Success

In addition, we will use the campus metrics to ensure the overall health of the program (see Appendix B) and that the program is steadily growing with quality students from around the world.

## 10. APPENDICES

### Appendix A: Memo from the Dean of the College of Business

Update on College of Business iMBA planning

#### **Friday, Feb 20, 2015**

Larry DeBrock and Raj Echambadi attended the College Executive Committee in room 260 Wohlers Hall. The meeting was very productive. The committee members were quite helpful with their questions, suggestions, and edits. The committee was supportive of the iMBA initiative. In this CEC meeting, one faculty member advocated for maintaining standards for entry into the degree program that will maintain parity with the College's other three MBA programs.

#### **Friday, Feb 27, 2015**

A Town Hall Faculty meeting was held in Deloitte Auditorium in the Business Instructional Facility. The sole agenda item was to discuss the iMBA initiative. Larry DeBrock offered opening remarks about the strategic importance of this initiative. Historically, the Exec MBA program started in Champaign in 1975. In 2003, this program was moved to the Illini Center at 200 S. Wacker, Chicago IL. In 2006, the same curriculum was copied to a new delivery model, a part-time evening MBA program in Champaign, now known as the Professional MBA program. The iMBA represents the next addition of a new delivery model for the same curriculum. DeBrock asked the faculty for input and suggestions.

Raj Echambadi presented a slide deck outlining the proposed iMBA. Upon completion, the floor was opened for discussion. Several faculty spoke, a few questions were asked. In the open faculty meeting, one faculty member voiced concerns that if other universities are also rapidly entering this market, it is not clear what competitive advantage our program would have for recruiting students. This was addressed by discussing with the faculty the exclusive arrangement our College has with Coursera to host our MBA program (and not other MBA programs), and the 11 million students currently enrolled in Coursera programs that Coursera will help to bring to our programs.

The overall sentiment of the faculty was positive for this initiative.

Respectfully submitted:



Larry DeBrock  
Josef and Margot Lakonishok Endowed Dean, College of Business

## Appendix B: Assessment of Overall College of Business Program Success

	Evaluation Methods
<p><u>Admissions:</u></p> <ul style="list-style-type: none"> <li>• Total applications for the program</li> <li>• Number of those applicants admitted</li> <li>• Number who enroll in the program</li> <li>• Average age of admitted and enrolled students</li> <li>• Number of years of work experience</li> </ul>	Department Statistics Applications
<p><u>Demographics:</u></p> <ul style="list-style-type: none"> <li>• Number of domestic students enrolled</li> <li>• Number of international students enrolled</li> <li>• Percent of enrollees who are women</li> <li>• Number of underrepresented students enrolled</li> </ul>	Applications
<p><u>Academics/Program Quality:</u></p> <ul style="list-style-type: none"> <li>• How do students rate the quality of course content?</li> <li>• How do students perceive the quality of the instructor?</li> <li>• Is the course content at the level expected by the students?</li> <li>• To what extent do students find the course relevant?</li> <li>• What would you change about the course?</li> <li>• Would the student recommend the course to a friend?</li> </ul>	Evaluation at the end of each course
<p><u>Graduation:</u></p> <ul style="list-style-type: none"> <li>• Number of students graduating in 3 years</li> <li>• Number of enrollees who eventually complete the program</li> <li>• Average time to program completion</li> </ul>	Department Statistics
<p><u>Program Health:</u></p> <ul style="list-style-type: none"> <li>• Are the applications increasing?</li> <li>• What is the quality of the applicants?</li> <li>• Are enrollments growing?</li> <li>• What percent of students complete the degree requirements?</li> <li>• What are the course evaluations for content and delivery?</li> <li>• Is the program self-supporting?</li> </ul>	Department Statistics Advisory Committee

## Appendix C: Outcomes Assessment Plan for iMBA (in development)

Program: Online MBA							
Learning Outcome	Measures	Target	Finding			Action Plan	
<b>Critical Thinking &amp; Problem Solving</b>							
Students will apply the perspective of their chosen areas of study to develop fully reasoned arguments on such contemporary issues as the need for innovation, integrity, leading and managing change, globalization, and technology management	Measures will be selected from the 72 hours of coursework	Student must have 80% or greater in measures	Graduating Class of	2018	2019	2020	
<b>Teamwork and Leadership</b>							
Students will apply management tools, techniques, and behaviors to demonstrate effective leadership performance	Students are placed on teams for the two core courses during the summer semester	Team deliverables					
<b>Communication Skills</b>							
Students should be able to express ideas with clarity in both oral and written communications Students will demonstrate effective oral and written communication skills	Case studies, group and individual presentations, and written assignments within the curriculum help to develop and/or further enhance current skills						



## Appendix D: Assessment of Instructional Components



For more information visit [www.qualitymatters.org](http://www.qualitymatters.org) or email [info@qualitymatters.org](mailto:info@qualitymatters.org)

### Quality Matters™ Rubric Standards Fifth Edition. 2014. with Assigned



Standards		Points	
<b>Course Overview and Introduction</b>	1.1	Instructions make clear how to get started and where to find various course components.	3
	1.2	Learners are introduced to the purpose and structure of the course.	3
	1.3	Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.	2
	1.4	Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.	2
	1.5	Minimum technology requirements are clearly stated and instructions for use provided.	2
	1.6	Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.7	Minimum technical skills expected of the learner are clearly stated.	1
	1.8	The self-introduction by the instructor is appropriate and is available online.	1
	1.9	Learners are asked to introduce themselves to the class.	1
<b>Learning Objectives</b>	2.1	The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2	The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3	All learning objectives or competencies are stated clearly and written from the learner’s perspective.	3
	2.4	The relationship between learning objectives or competencies and course activities is clearly stated.	3
	2.5	The learning objectives or competencies are suited to the level of the course.	3
<b>Assessment &amp; Measurement</b>	3.1	The assessments measure the stated learning objectives or competencies.	3
	3.2	The course grading policy is stated clearly.	3
	3.3	Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy.	3
	3.4	The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.	2
	3.5	The course provides learners with multiple opportunities to track their learning progress.	2
<b>Instructional Materials</b>	4.1	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.	3
	4.2	Both the purpose of instructional materials and how they are to be used for learning activities are clearly explained.	3
	4.3	All instructional materials used in the course are appropriately cited.	2
	4.4	The instructional materials are current.	2
	4.5	A variety of instructional materials is used in the course.	2
	4.6	The distinction between required and optional materials is clearly explained.	1
<b>Course Activities &amp; Learner Interaction</b>	5.1	The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2	Learning activities provide opportunities for interaction that support active learning.	3
	5.3	The instructor’s plan for classroom response time and feedback on assignments is clearly stated.	3
	5.4	The requirements for learner interaction are clearly stated.	2

<b>Course Technology</b>	6.1	The tools used in the course support the learning objectives and competencies.	3
	6.2	Course tools promote learner engagement and active learning.	3
	6.3	Technologies required in the course are readily obtainable.	2
	6.4	The course technologies are current.	1
	6.5	Links are provided to privacy policies for all external tools required in the course.	1
<b>Learner Support</b>	7.1	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2	Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3	Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	2
	7.4	Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	1
<b>Accessibility and Usability</b>	8.1	Course navigation facilitates ease of use.	3
	8.2	Information is provided about the accessibility of all technologies required in the course.	3
	8.3	The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	2
	8.4	The course design facilitates readability.	2
	8.5	Course multimedia facilitate ease of use.	2

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## Appendix E: Statement for the Programs of Study Catalog

**Major:** Business Administration

**Degrees offered:** MBA

### Graduate Degree Program

The College of Business offers a degree program leading to the Master's in Business Administration (MBA) in four delivery modes. The traditional full-time MBA and the part-time, evening MBA are offered on the Urbana campus. The Executive MBA is offered on weekends in downtown Chicago, and the online edition is offered for students who need more flexibility in their MBA program.

All Illinois MBA programs require 72 hours of credit. Students graduate with a Master's of Business Administration from the University of Illinois at Urbana-Champaign. Student transcripts do not vary based upon program format.

The **Full-Time MBA** is offered in a lockstep, face-to-face cohort format for the first-year core curriculum. The core consists of 40 hours of classwork that provide the foundation. During the second year, students have the flexibility to customize their area of concentration by taking 32 hours of business and non-business courses.

The **Executive MBA** program is offered in a lockstep, face-to-face cohort program comprised of eighteen courses covering all major disciplines of business study. The courses are organized into ten modules with only two courses running at any moment in time, each lasting about four weekends. This focused format, using four days per month (Friday and Saturday), maximizes learning while minimizing disruption to professional and personal commitments.

The Illinois **Professional MBA** uses a lockstep face-to-face cohort format. The program consists of eighteen, four-credit courses for a total of 72 credit hours. Modules (semesters) are ten or five weeks long, unless otherwise noted, and students will be registered for their courses by the Office Coordinator. The cohort class structure allows members of each class to begin the program at the same time and advance through the curriculum together. During each module, study teams are created that are designed to draw upon the diverse academic and professional backgrounds of the class.

The **online MBA** uses a flexible program format. As with the EMBA program, the iMBA consists of eighteen, four-credit courses for a total of 72 credit hours. During each course, virtual study teams are created that are designed to draw upon the diverse academic and professional backgrounds of the class. The online MBA caters to a segment of the population that values mobility, convenience, and believes that the online programs better fit their learning styles and life circumstances.

### Admission

Applicants to the Illinois iMBA program must have completed an earned undergraduate degree, and submit scores on the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE), if available, two letters of recommendation, and essays. Applicants whose native language is not English are also required to submit scores from the Test of English as a Foreign Language (TOEFL) or the IELTS.

## Degree Requirements

\*For additional details and requirements refer to the department's [graduate curriculum](#) and the [Graduate College Handbook](#).

### Master's of Business Administration (MBA) online

Required Courses	Required Hours
ECON 528, ECON 529, ACCY 500, ACCY 503, FIN 511, FIN 520, BADM 508, BADM 509, BADM 520, BADM 572, BADM 544, BADM 567, BADM 590 EDB, BADM 590 ILEP	56
Electives (BADM 590 courses)	16
Total Hours	72
Minimum 500-level Hours Required Overall:	72
Minimum GPA:	2.75

### Desired Effective Date

We propose to begin admissions in November 2015 for spring semester 2016.

### Intended Use of Tuition Waivers

This program is a self-supporting program and as such the program is exempt from all tuition and fee waiver programs. We do not plan to offer tuition waivers except when we are required to do so by statute.

## Appendix F: Response to Questions submitted by the Senate Educational Policy Committee

1. Coursera’s privacy policy allows for the release of students’ information to third parties for advertising purposes. Given that we’re entrusting them with students’ biometric and passport photo data, we need to have legal counsel sign off on the fact that CoB’s agreements with Coursera insure that we (and they) are in compliance with FERPA.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Illinois has an agreement in place with Coursera that allows them to act as an official FERPA agent on our behalf (see [Appendix G](#)). The legal counsel has signed off on this arrangement.

2. UofI’s transcripts do not distinguish delivery methods for the same program; iMBA graduates will show the same degree as the EMBA students. Given that the programs are structured differently, how will CoB demonstrate that the iMBA students graduate with the same capabilities/knowledge as the EMBA students?

The iMBA and EMBA have identical curriculum (see Table 1). The online program will utilize many of the same faculty that teaches in the face-to-face courses. Also, the iMBA has the same learning goals and objectives as the Chicago program. The student assessment will be modeled after the same dimensions—critical thinking and problem solving, teamwork and leadership, and communication skills—that are measured in our well-regarded EMBA program (see [Student Assessment](#) and [Appendix C: Outcomes Assessment Plan for iMBA](#)).

3. The proposal does not adequately establish demand/need for the program. How has the estimated number of students been determined? How many apply currently to other universities’ business school offerings online? How many MBA seats are available nationwide?

[See section on “The Market for an Online MBA.”](#)

The Director of the EMBA program in Chicago indicated to us that he expects the number of students applying to both face-to-face EMBA program and an online EMBA program to be negligible due to the fact that students who seek an online MBA seek very different experiences. As long as there are compelling and distinct value propositions between the online MBA and the Chicago EMBA, we expect minimal competitive overlap between the two programs.

According to the Pearson marketing research report commissioned by the College of Business to study the online MBA market, the “global” working professional segment represents a substantial target audience of more than 5.4 million academically eligible individuals. (See [Why an Online MBA? for additional information](#).) By exploiting the power of Coursera in terms of lead generation and marketing, we expect to be able to reach a far greater audience than we could otherwise bring due to our marketing efforts. Hence, we are reasonably confident that we would

meet our conservative enrollment projections. All iMBA students will be subject to the same admissions criteria used for our campus-based MBA programs.

4. The proposal provides some information on faculty/student ratios, but not enough. Please provide details on faculty/student, lecturer/student and TA/student ratios for the iMBA program \*AND\* the existing EMBA.

For each course, there will be one lead faculty member, one instructor, a communication assistant for every 200 students, as well as a teaching assistant for each 50 students. . The College of Business has several full-time professional graduate programs including Master's of Science in Finance, Master's of Science in Technology and Management, Master's of Science in Accounting, and full-time MBA that will provide the pipeline for the TAs required. In addition, the College plans to hire several permanent teaching assistants who will orient new TAs and serve as TAs themselves.

The face-to-face EMBA program in Chicago has 21 teaching faculty. Given the small size of the program, the EMBA program does not provide faculty with TAs to help them with the courses. The faculty must use their own teaching assistants if they would like help grading, etc.

5. The proposal should provide a more detailed budget for the new program as well as a risk assessment. What are the projected revenues? Costs? Can the CoB hire sufficient numbers of qualified faculty/lecturers/TAs in the time frame necessary to support this proposal?

Teaching capacity for this program will be drawn from current program faculty. This includes 98 full-time equivalents of tenured/tenure-line faculty and 49 full-time equivalents of specialized faculty with long-standing experience and success in teaching. The College has already hired 6 teaching assistants for the first specialization and has identified many more interested students for the future.

Please see Table 3 for the enrollment numbers, expenses, and contribution to the College.

**Table 3: Operating Income from iMBA<sup>9</sup>**

	AY 14-15	AY 15-16	AY 16-17
<b>Revenue:</b>	<b>0</b>	\$1,995,000	\$2,992,500
<b>Direct Expense</b>			
Faculty Compensation	\$ 75,000	\$ 300,000	\$ 300,000
Annual Costs of Newly Developed Courses	\$ 187,500	\$ 562,500	\$ 562,500
Teaching/Communications Assistants	-	\$ 140,625	\$ 210,938
Equipment & Supplies	\$ 25,000	\$ 25,000	\$ 25,000
Total Direct Expense	\$ 287,500	\$ 1,028,125	\$ 1,098,438
<b>Indirect Expense</b>			
Administrator's Salary & Benefits	\$ 85,000	\$ 89,250	\$ 98,398
Administration & Finance	\$ 180,000	\$ 299,000	\$ 478,950
Student Affairs	\$ 55,000	\$ 110,000	\$ 220,000
College Support (overhead- 2.2% per S. Frank)	\$ -	\$ 43,890	\$ 65,835
Total Indirect Expense	\$ 320,000	\$ 542,410	\$ 858,498
<b>Total Expenses</b>	\$ 607,500	\$ 2,132,765	\$ 2,519,435
<b>Net Profit/Loss</b>	<b>\$ (607,500)</b>	<b>\$ (137,765)</b>	<b>\$ 473,065</b>

The incremental financial investment needed for the iMBA consists of overload salaries of faculty and payments to TAs. The structure does not require any new permanent budget outlays, which helps to mitigate the downside financial risk to the College. It should be borne in mind that this investment is not exclusively for iMBA – online content will be repurposed for campus-based programs, blended learning courses, and potential professional education offerings, including certificates or specializations that will generate revenue for the college.

However, this proposal is not without risk.

- First and foremost, there is considerable uncertainty about the ultimate size of the market for an online program. Although we think that our numbers are conservative and our market strategy has been validated by Coursera, the demand will not be fully known until the program is launched.
- Second, it is possible that other higher-ranked MBA programs such as Harvard and Wharton may enter into the online MBA space thereby reducing our market share. Although this strategy is plausible, our early entry advantage in this space coupled with the marketing power of Coursera is likely to act as a buffer and enable us to hold share. Indeed, the greater risk to Illinois from this possibility is if we do not offer an online program at all or if we do so as followers.
- Third, there is risk that some students initially interested in a face-to-face MBA program may pursue an online MBA. We believe that this potential cannibalization is likely to be minimal as the

<sup>9</sup> The revenue does not include revenue from individual courses, specializations, or non-degree certificates.

value propositions and target markets for these various programs are very different. At a higher level, though, this “minimal” cannibalization is still preferable because students would graduate from the University of Illinois as opposed to them pursuing an online MBA from a competitor school because we do not offer one. We respectfully contend that being bold and innovative is one way to stand out and deliver.

6. What are the risks to the existing EMBA arising from creation of the iMBA, both in terms of potential poaching of students and in terms of risk to the recognized distinction of the existing EMBA program?

The existing EMBA program enrolls 35-40 students a year. Students seeking a face-to-face EMBA seek a different value proposition from the online MBA students. Students in the face-to-face programs value in-person faculty engagement, live in Chicago, and can afford to take off two working days a month. Online MBA students are usually unable to take off work and, hence, value the convenience and flexibility of an online program. A student interested in an online MBA program is not subject to geographic constraints and, hence, students are likely to be drawn from around the world. Due to the differing value propositions of the face-to-face MBA and online programs, we believe that the competitive overlap is likely to be minimal. Our conversations with schools with successful programs confirm this position.

More importantly, an online MBA is likely to enhance the face-to-face MBA ecosystem. For example, the University of Massachusetts, Amherst has an online program that caters to 1,200 students. The resources from this online program enabled them to provide scholarships to students interested in their small-sized face-to-face program (40 students). For the first time, University of Massachusetts has been ranked in the top 100 schools in the latest 2015 *U.S. News and World Report* rankings. A cursory examination of Table 1 shows that programs with online MBA programs seem to be doing well in their face-to-face programs as well (see Indiana University, University of North Carolina, Carnegie Mellon, etc.). We believe that this would be the case for us as well – the resources from the online MBA will help us develop a better face-to-face MBA ecosystem.

7. The discussion of the actual details of delivery of the program through the learning platforms mentioned (both Coursera and on-campus LMS) is rather weak. What activities are iMBA students engaged in, where, and when? What activities are faculty engaged in? Lecturers? TAs? Communications Assistants? How will courses be kept up to date? By whom?

The iMBA degree will be housed on Compass, the course management system at the University of Illinois. The content will be licensed to Coursera for the self-directed learning component (see details in Exhibit 4).

iMBA students will be engaged in activities in both platforms (Coursera and IL Compass) with the dual purpose of enabling interaction with a heterogeneous global audience through the Coursera platform within our online classes thereby benefitting the iMBA students from the global exposure. At the same time, the cohort specific space within IL Compass will provide the iMBA students space to work closely with instructors on more in-depth activities for their degree. Specifically,



- A. In the **Coursera Platform** they will be required to:
1. Access instructor's lectures and presentations
  2. Complete multiple choice activities to practice knowledge of terminology,
  3. Participate in case study activities and peer assessment to enhance their opportunities for application of new knowledge
  4. Monitor and lead discussions on specific topics and integrate and categorize information that they will then share with their iMBA cohort
- B. In **IL Compass**, they will be required to:
1. Expand their immersion into new knowledge by accessing Harvard Business Review cases, textbook materials, online guest speakers, and additional video presentations
  2. Participate in faculty- and TA-moderated team discussions to enhance their development of professional communication and leadership skills,
  3. Provide in-depth analysis of case studies and problem solving
  4. Submit papers, projects, or individual assignments that demonstrate evidence of learning
  5. Work on team projects and create presentations and reports as a result of their learning and interaction

All activities in IL Compass will be graded and receive feedback from the teaching team.

In general, iMBA students will enter IL Compass and follow a weekly agenda that will guide them through the activities for the week. Some activities will be linked to Coursera, and others will happen only in IL Compass.

*The role of faculty:* Faculty members will help develop the course and then teach the course. Once the course is developed, the same course content can be used for a period of time.

In terms of course development, faculty members will be engaged in creating and developing course content with the assistance of the eLearning team and CiTL. Course content development includes creation of syllabus, development of videos and scripts for different topics, and development of various activities to create a truly multi-faceted course. They will also create assessment strategies for students which will be implemented in IL Compass. CiTL is prepared to assist the program in several ways, including working closely with the units involved to ensure instructional support needs of the iMBA program are met. Please see [Appendix H](#) for a letter of support from the Associate Provost for Educational Innovation.

Faculty will later be involved in teaching the courses by accessing the IL Compass platform and monitoring students' activities, communicating expectations, responding to questions, supervising TA activities in the different sections, creating weekly webcasts or weekly announcements, and grading with the assistance of TAs.

The role of teaching and communications assistants:

TAs will be involved in:

- Monitoring and moderating day to day students' interaction in the class
- Responding to student questions and presenting a weekly report of student questions to the respective faculty
- Working with lead faculty to address student questions,
- Hosting weekly online office hours
- Grading and course/section management through faculty and instructor guidance

Communications assistants will work on the Coursera portion of the class. They will help in monitoring student communications, engaging students in activities, and encouraging participation. They will refer content-related questions to the TAs.

The course will be kept up to date by the instructor in collaboration with the e-Learning office. The e-Learning office will conduct an end-of-semester evaluation of student perceptions of the course dissemination and delivery. Based on this analysis, changes will be made in future offerings of the course in consultation with the faculty.

8. The proposal suggests that communications assistants will engage students in online platforms OUTSIDE Coursera. Do we have legal agreements in place with those other platforms regarding release/use of student information? Can we legally require students to use other platforms? Or engage with students on them? It seems far too easy for communications assistants to cross the line from engaging into harassing, particularly given that the form and level of engagement is not specified here.

We will be using only two platforms; Coursera and the University of Illinois' learning management system, Compass. No other platforms will be used.

9. The overall design of the iMBA differs significantly from the EMBA as it exists now (see stack ability and specializations and required courses). Will the EMBA be changed to conform to this model eventually? If not, why the different model for the iMBA? And if a different model, how can we call these the same degree? There is nothing in the proposal that provides persuasive evidence of equivalence between the degree programs, particularly if this new program is going to be considered accredited under the existing EMBA degree.

The EMBA and iMBA have identical core courses and will be virtual mirror images of each other. (see [Table 1](#)). Over time, using Coursera's data analytics, we will assess changing student needs to develop new course opportunities that will serve both the iMBA and EMBA.

10. Need better definition of admissions standards for the new program. Is an online bachelor's degree acceptable for applying to an iMBA program?

Applicants for the iMBA must have earned at least a bachelor's degree from a regionally accredited college in the United States or a comparable degree from a recognized institution of higher learning

abroad. A grade point average (GPA) of 3.0 (A=4.0), or comparable GPA for an international applicant, for the last two years of undergraduate study is a minimum requirement for admission. The graduate college policy does not specify the delivery method.

11. Has the department engaged in discussion of the proposed iMBA program with existing EMBA students and alumni? It might be in CoB's interest to engage with these students to determine whether they think this move might lessen the value of their degree.

The iMBA proposal was discussed in March 2014 with the Dean's Business Council, a collection of about 60 College of Business alumni. They were supportive of the proposal and labelled it as top priority for the College. In addition, Prof. Jeff Brown held a discussion with approximately 15 students currently enrolled in our full-time MBA program. These students were generally supportive of our expansion into the online space, although they stressed the need to ensure that the in-person experiences and our supplemental services (e.g., career services) were sufficiently strong to justify any cost differential between the programs. In addition, a brief survey was administered to the Chicago EMBA students (n = 26) concerning their perceptions about online learning. Sixty eight percent agreed that a high-quality online MBA program that attracts students from around the world would enhance the value of an MBA degree from Illinois.

12. What is the exit plan for the new degree if Coursera fails?

The iMBA content will be housed on our learning management systems. The partnership with Coursera is valuable because it provides marketing, analytical, and advertising support. If these capabilities are deemed important and Coursera does not work out for any reason, we could license our self-directed learning content to other MOOC-based platforms such as EdX or Udacity.

If we launch the program, we will strictly measure the actual performance against our forecasts and ascertain whether we are performing as planned. Corrective measures will be taken in order to ensure that we meet the projections.

## Appendix G: FERPA Agreement between Coursera & Illinois

The draft FERPA agreement is available upon request.



## Appendix H: Letter of Support from CiTL

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

Center for Innovation in Teaching & Learning  
901 West University Avenue  
Suite 201, MC-260  
Urbana, IL 61801-2777 USA



To: Larry DeBrock, Dean, and Rajagopal Echambadi, Associate Dean, College of Business

From: Deanna Raineri, Associate Provost for Educational Innovation

Re: Support of Illinois Masters in Business Administration (iMBA)

Date: March 24, 2015

I write to assure you that the Center for Innovation in Teaching & Learning (CiTL) is ready to assist with the proposed Illinois Masters in Business Administration (iMBA) to be offered by the College of Business in partnership with Coursera. The program represents an innovative approach toward the marketing and delivery of a high-demand field, coupling the broad-reach of a traditional Massive Open Online Course (MOOC) provider with the academic rigor of a degree bearing Illinois' name.

CiTL is centrally resourced and prepared to assist the program in various ways. These include: program coordination, instructional design, media production, registration of non-degree students in CiTL course sections, marketing, program evaluation, and related financial reports. In addition, CiTL will work closely with the units involved to ensure instructional support needs of the program are met.

Please let me know if you need additional information.

Sincerely,

Deanna Raineri  
Associate Provost for Educational Innovation  
Office of the Provost and Vice Chancellor for Academic Affairs

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

SC.15.11 Endorsement of the “USC Statement on Budget Planning and Reform”

**RECOMMENDATION**

The Senate Executive Committee recommends endorsement of the “USC Statement on Budget Planning and Reform”. The statement below was made by the USC and cannot be amended.

---

USC STATEMENT ON BUDGET PLANNING AND REFORM

With the university facing severe reductions to its state funding and struggling with ways to address them, the USC sees three principles as essential:

- 1. Any budget reductions to be implemented must be considered at all levels, and across all parts of the university organization – not in flat, across-the-board cuts, but in ways that protect the core functions and priorities of the university.**
- 2. Budget reductions and efficiencies must be achieved within administrative units first, at the university level and down to the campus, college, and department levels, to the greatest extent feasible in order to preserve the academic mission of the university.**
- 3. Short-term strategies seeking to soften the immediate impact of budget cuts should not replace making longer-term structural and organizational changes that must be in place to allow the university to deal with the enduring budget difficulties it faces. One-time moneys do not solve recurring state revenue reductions. Undoubtedly, some short-term strategies may be required to pave the way for long-term structural changes; but the review and reform processes of developing those longer-term strategies needs to begin without delay.**

These principles have several immediate practical implications:

- The USC calls for the full and prompt implementation of the UA review recommendations already approved by the President, especially those with budgetary and cost-saving implications. Once budget policy recommendations have been duly reviewed and approved, it cannot be left up to individual units to decide whether or not to implement them.
- The USC calls for re-examining the management and organization of UA in order to provide greater accountability, budgetary transparency, and cost containment. USC believes that a key

part of this reform, already recommended by the Administrative Review and Restructuring report in 2010, is to designate the Vice-President of Academic Affairs as an Executive Vice-President with budget control and management oversight over UA. This designation would allow the President to more actively enact his main responsibility to represent and advocate for the university to external bodies.

- A key theme of the UA review was reassessing which functions benefit from central consolidation and which ones do not. The USC calls for better coordination of UA offices and their campus clients. In cases where it would be more efficient and effective for the campuses to manage certain functions on their own, or outsource them to private vendors, campuses who are being effectively taxed to fund UA operations need to have the latitude to assess whether this is the best use of resources.

- The USC calls for a thorough review of administrative costs at all levels of the organization, in order to improve efficiencies, save costs, and improve the primary function of administration – which is to serve and support the faculty, staff, and students in pursuit of the academic mission of the institution. These costs should be benchmarked both internally and against peer institutions, in order to determine if our cost of doing business is as streamlined as possible.

- The USC calls for a review of budget processes, at all levels of the organization, to ensure that expenses and revenues are transparent and clearly understood, that creativity and innovation are incentivized, that cost-control is rewarded, and that commitments of resources, including faculty time and effort, are well-aligned with mission priorities.

- Finally the USC also calls upon the campuses to reassess their academic programs in light of their distinct missions and identities. It might be the case that some areas of academic effort that once contributed significantly to those missions no longer do. It also might be the case that certain areas of service and outreach that are important and have external constituencies are nevertheless too costly and too peripheral to the core missions of the campuses to be continued. Except where these might be legally mandated land-grant functions of the university, they need to be re-examined; and even where they are mandated, we ought to consider ways to make them less costly. We emphasize that these need to be primarily campus-based evaluations and decisions, and different campuses might make these decisions in different ways. In all such budgetary matters, close consultation between administration and faculty is essential.



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

EP.15.79 Report of Administrative Approvals at the April 13, 2015 meeting of the EPC.

**Graduate Programs**

**PhD in Agricultural and Applied Economics, College of Agricultural, Consumer and Environmental Sciences** – Currently the program, intended for students with an MSc degree, specifies that a maximum of 32 thesis hours may be applied toward the total hours required. This proposed change is to specify that this maximum depends on whether students enter with an MSc degree or enters into the straight-through option. If students enter with only a bachelor's degree, a maximum of 48 thesis hours may be applied toward the total hours required.



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

**UC.15.08** Report on the April 21, 2015 Meeting of the University Senates Conference (USC)  
at the Chicago Campus

The Conference membership list for 2014-15 can be found here:

<http://www.usc.uillinois.edu/membership.cfm>

The agenda for this meeting can be found here:

<http://www.usc.uillinois.edu/documents>

The Conference was joined by President Easter, Vice President of Academic Affairs Pierre, and UIC Chancellor Michael Amiridis.

The Conference began the meeting with individual meetings of the four subcommittees, and then reconvened at 10:00 AM to meet with President Easter and Vice President Pierre. This meeting represented the Conference's last meeting with President Easter. Conference members enjoyed an extended conversation with both the President and Vice President Pierre.

President Easter began his comments by stating his long-held view that "great departments, great colleges, and great universities are built by the faculty." In response to a question about his view of significant challenges he has faced during his time as president, he spoke of the significance of the challenge of maintaining collegial relations between faculty and administrative leaders, especially in light of the efforts on behalf of some to create an adversarial relationship.

He gave an update on the overall review of University Administration that has commissioned soon after assuming his role of president. Of the 47 recommendations made by the review teams, 22 have been fully implemented, another 12 are underway, 8 are in the early stages of implementation and there are on which little progress has been made. Information on the UA Review can be found here: <https://www.uillinois.edu/uareview/>

The University Budget Review Advisory Committee continues to meet to discuss processes for meeting new fiscal challenges. They will be making some recommendations to the President. There is representation from the Conference on the UBRAC group. The President reported that he has also commissioned an ad hoc team to make recommendations regarding how budget cuts should be distributed in general among UA administrative offices, university programs, campuses in general. Conference member Jorge Villegas serves on that ad hoc committee.

The Conference discussed a recommendation, made several years ago, to designate the Vice President of Academic Affairs as Executive Vice President, which would allow the president to

attend more fully to external relations while still making sure that there was internal leadership of University Administration offices.

Vice President Pierre shared some facts regarding our budget, including 1) the State still owes us several hundred million dollars; 2) including benefits, we get 33% of our budget from the state, which is the highest of all our peers. Most universities outside of the UI do not receive benefits revenues directly from their states; 3) we also get a bigger share of our budget from tuition than most of our peers, the only exception being Penn State.; 4) Compared to other institutions that have hospitals, we bring in far less revenue from our hospital than do our peers—for instance, Michigan brings in almost half of its budget from patient care revenues.

Conference members pointed out that, unlike some of our peers, we have competition from other universities (U Chicago, Northwestern, etc.) and also from Rush Hospital.

Vice President Pierre expressed the need to examine administrative costs as well as the cost of public service activities, which are important, but which do represent a cost to the University. The UA review looked at UA administration costs; the Vice President believes we should now look at administrative costs throughout the university and develop the capability for budget simulations, which sketch out what would happen to our budget under various scenarios

#### MEETING WITH CHANCELLOR AMARIDIS

This was Chancellor Amaridis's first meeting with USC. He was appointed in December and took office in March. He was previously the provost at the University of South Carolina. The new chancellor of UIS spoke warmly of the tenacity of UIC students and their dedication to their studies. He called their campus a "powerhouse" in terms of research, mentioning particularly nursing, dentistry, allied health sciences, and electrical engineering, and praised their commitment to teaching.

Chancellor Amiridis reported on a meeting with the governor in which he emphasized the strength of higher education in the state of Illinois and particularly in Chicago. He warned about the potential effects of budget cuts in combination with uncontrolled growth in student bodies, which could threaten the quality of education because of overcrowding in housing facilities and large enrollment classes that provide for little contact with professors.

Chancellor Amiridis is proud of the fact that UIC has been denominated a Latino-serving university, one of only five in the country and the only Category I university east of the Mississippi to hold this distinction.

In health care, the UIC Chancellor believes the paradigm is shifting, moving from rewarding curing sick people to keeping healthy people healthy. Health care delivery programs are changing as well, toward the creation of networks of primary care that support the hospitals. According to Chancellor Amiridis, the move is toward a more integrative training of health care professionals. Dr. Amiridis would like to recruit a new Vice Chancellor of Health Affairs whose vision recognizes these paradigm shifts. A search is currently underway. He would like to see an appointment made by the end of the summer or early in the fall semester.

UIC is “the public research University of Chicago and one of the flagship universities of the state” UIC does not want to be known for the “quality of the students it rejects” but rather for the successes of the students it accepts.

The Conference discussed budget transparency processes with the Chancellor, pointing to the functions performed by the Campus Budget Oversight Committee on the Urbana campus. Dr. Amiridis is in support of such a process, which is similar to what is followed at his previous institution.

#### BUSINESS MEETING

The Conference discussed plans for its annual review of vice-presidents. This year, the Conference is reviewing the Vice President of Academic Affairs.

The USC Budget committee is working on a statement regarding the setting of salary increments and budget oversight of the campuses.

We continued to discuss concerns raised regarding the processes for handling criminal background checks of potential employees. For our next meeting, we will work on a draft recommending best practices in this area.

As a follow-up to the conversation with the President and Vice President, the Conference discussed a draft “USC Statement on Budget Planning and Reform,” to be forwarded to Board Chair Edward McMillan, President Easter, and President-Designate Timothy Killeen. The final version of that statement is attached to this report.

The meeting was adjourned at 3:45 pm.

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Report of the  
**Seventh Senate Review Commission**

Submitted to the:

Senate Executive Committee and the  
Urbana Senate

April 2015

Commission Members:

Alston, Reginald J  
Aminmansour, Abbas (Chair)  
Graber, Kim C  
Guo, Shao-Hai  
Kuntz, Kristi A  
Lear, Calvin R  
Marshall, Anna-Maria  
McCarthy, Randy  
Waspi, Kevin G  
Wilson, Barbara Jan  
Yfantis, Konstantinos N



*“As the responsible body in the teaching, research, and scholarly activities of the University, the faculty has inherent interests and rights in academic policy and governance.”*

ARTICLE II: Section 3.b, University Statutes

The University of Illinois at Urbana-Champaign (UIUC) is a world-class institution. The core strength of the university is the faculty who carry out the teaching, research and service mission of the institution and have played a key role in earning the institution its outstanding reputation. Indeed, it is the quality of our faculty that attracts outstanding students who come from near and far to acquire knowledge and skills that allow them to become leaders in their fields. And the efforts of our faculty and students are complemented by a group of dedicated staff, including academic professionals, who make it possible for all of us to engage in teaching, research, and scholarly activities. We are very fortunate to have such a campus community.

In addition to their significant contributions to the mission of the university, our faculty, students and academic professionals have a keen interest in developing academic policies as well as participating in the decision making process on issues that have an impact on the core mission of the institution. The body that most directly engages in our system of shared governance and represents our faculty, students, and academic professionals is our Academic Senate. The Commission firmly believes that our University of Illinois Senate of the Urbana-Champaign Campus is a crucial partner in our shared governance system. We are honored to have had the opportunity to conduct a review of our Academic Senate and submit this report for consideration by the Senate Executive Committee and the Academic Senate.

## EXECUTIVE SUMMARY

The Seventh Senate Review Commission respectfully submits the following recommendations for consideration by the Senate Executive Committee and the Academic Senate (Senate). These recommendations have been developed through discussions by Commission members over several meetings and following solicitation of input from Senators, Senate Committee Chairs, and other Senate Leaders.

### 1. Senate Attendance

- a. Elect Senators as well as alternates from each unit to increase participation at Senate meetings in case a senator(s) is unable to attend a meeting.
- b. Remind Senators, alternates, and Senate committee members of meeting attendance policies of the Senate - - enforce these policies.
- c. Inform those running for senate seats of the day/time of senate meetings to help them avoid known conflicts.

### 2. Senate Membership

- a. Limit faculty Senate seats that represent academic units to currently employed full-time faculty.
- b. Establish a number of Senate seats (e.g. five) for election of retired faculty, elected by their fellow retired faculty campus-wide.
- c. Establish a more uniform mechanism for election of Specialized Faculty as Senators. Some units may allow such faculty to stand for election as Senators, while others do not.
- d. Increase the number of Academic Professional (AP) senate seats from seven to ten so as to include one elected AP from each district with the exception of the district comprising the University Administration.

### 3. Facilitating Engagement and Participation

- a. Limit the April Senate Organizational meeting to elections, appointments to committees, and other business. Move the informational portion of the meeting to the first Senate meeting of the new academic year.
- b. Use computer projection for discussions of all resolutions / other documents under consideration and for displaying the motions and/or amendments on the floor at Senate meetings. Specifically identify the subject of a vote on the screen before votes are taken.
- c. Encourage Senators to solicit input from their constituents and to offer regular feedback to them after each Senate meeting.
- d. Send out a brief summary of the discussions and actions taken at a Senate meeting shortly after a meeting to all Senators. Encourage them to forward the summary to their constituents.
- e. Encourage academic units to place a regular item on their faculty meeting agendas in which Senators can review and solicit seek input from the faculty about key issues before the Senate.

- f. Ask Senators with long service on the Senate to encourage other faculty to participate in the Senate and Senate committees if such activities do not adversely affect their obtaining tenure and/or promotion.

#### **4. Senate Committees**

- a. Enforce the expectation that Senate committees submit annual reports and share these reports with the Senate.
- b. Conduct periodic reviews (e.g. every five years) of standing Senate committees.
- c. Schedule periodic brief oral reports, updates, or sharing of anticipated major activities from chairs of selected senate committees at some Senate meetings.

#### **5. Develop a “Booklet” for Senators with Pertinent Information, Including:**

- a. Membership of the Academic Senate and role of the Senate and Senate Committees in shared governance at the campus and university levels.
- b. The jurisdiction of the senate.
- c. Senate committees and their charges.
- d. How to become a Senator and/or a member of Senate committees, if not a Senator.
- e. How to solicit input from constituents and offer feedback to them on key Senate actions
- f. Fundamentals of Roberts Rules of Order.
- g. Fundamentals of the Open Meetings Act and its applications.

#### **6. Recognition of Senate Service**

- a. Request that the Chancellor and/or Provost thank and recognize the contributions of senators and non-senator members of senate committees at the end of each year. The letter should be included in the personnel files of the faculty and APs.

#### **7. Role of the Senate Educational Policy Committee**

- a. The Chair of the Senate on Educational Policy Committee (EPC) should serve as the first point of contact for addressing concerns related to considerable changes in the size of faculty and students in a program and/or its course offerings. The Chair of EP will discuss the concerns with the Committee and, if deemed appropriate by the Committee, establish a group consisting of faculty, students and administrators to look into the concerns and report to the Senate Executive Committee and appropriate administrators.
- b. Conduct an annual review of the Enrollment Management report for academic units and programs undergoing relatively large changes in the size of their faculty, students or course offerings. Particular attention should be paid to potential implications of such changes relative to Senate Rule 13 as well as on other units or programs and their available resources.

## **Overview of Commission Activities:**

The Seventh Senate Review Commission was established by the Senate during the 2014-15 academic year to carry out a review of the Academic Senate and make recommendations for consideration by the Senate. In order to accomplish this goal, the Commission solicited input from members of the Senate and Senate committees through their chairs. In addition, the Commission held a number of meetings to plan and carry out its mission.

Based on the input received as well as from the discussions of the Commission, it appeared that five major themes were of particular interest. Therefore, five subgroups of the Commission were formed to conduct more detailed discussions in the following areas.

- 1) Senate Membership
- 2) Senate Rule 13
- 3) Engagement and participation of senators in Senate meetings and activities
- 4) Open Meetings Act related issues (OMA)
- 5) Shared governance

Each Commission member served on three of the subgroups listed above. The subgroups met separately and submitted their findings to the full Commission for its consideration and further deliberations. The Commission respectfully offers the following recommendations for consideration by the Senate Executive Committee and the Academic Senate.

It should be noted that items 1 and 3 above have been of interest to the Senate and considered by previous Senate review commissions. This Commission believes it is time for bold action and thinking outside the box to address these issues.

### **ATTENDANCE AT SENATE MEETINGS**

In order for our Academic Senate to operate effectively within our system of shared governance, it must be composed of members who consistently attend and participate in the meetings of the Senate. Attendance at meetings, however, is not always possible, even for the most dedicated Senators. At times, establishing a quorum is not possible, and when a Senator calls for a quorum and it is determined that one does not exist, Senate business cannot be conducted.

To address these issues, the Commission recommends that the Senate establishes a voting system whereby each unit elects one or more alternates to serve in the capacity of Senator when an elected Senator is unable to attend a meeting. It would be the responsibility of an elected Senator to contact an alternate to attend a Senate meeting when necessary. The alternate system would help to increase participation at Senate meetings, would serve as a mechanism for generating greater interest in the Senate by a larger number of individuals, and would provide additional faculty, students, and Academic Professionals (APs) with Senate experience and possibly motivation for those who may elect to seek an office in the future. Since the role of an alternate Senator would only be sporadic, alternates should not be subject to the Senate term limit rule.

The Commission also recommends that at the beginning of each semester, the Chair of the Senate Executive Committee forward a statement to all Senators reminding them of the rules relative to attending Senate and Senate committee meetings as outlined in Part A, Section 12 of the Senate Bylaws (see Appendix A). At the end of the semester, Senate attendance records should be published (see Appendix A, Section 12i) on the Senate website and shared with unit executive officers and deans. If the alternate system is implemented, the report should also indicate instances when an alternate attended a meeting in place of a Senator. This would indicate that the Senator was diligent about asking an alternate to attend a Senate meeting in case of an unavoidable scheduling conflict.

Finally, the Commission recommends that potential Senators be informed of the day/time of Senate meetings prior to running for Senate seats to make them aware of known scheduling conflicts.

### **SENATE MEMBERSHIP**

Based on the input it received, the Commission believes that there is a perception among many members of the campus community that a large number of Senators are at or near the end of their academic careers. The Commission recognizes the value of having Senators with a long history of service in the Senate. However, the Commission also believes that other faculty should be recruited for service in the Senate.

The Commission recommends that only full-time members of the faculty stand to serve as regular Senators. At the same time, the Commission recommends that a finite number of Senate seats (e.g. five) be dedicated for service by retired faculty who would be elected by their fellow retired faculty.

The recent inclusion of Academic Professionals in the Senate has been a very positive development. However, currently only seven of the 11 campus Academic Professional districts are represented with one Senator each. The Commission recommends an increase in the number of Academic Professional in the Senate from seven to ten senators, representing ten districts and excluding the district representing the University Administration.

### **FACILITATING ENGAGEMENT AND PARTICIPATION**

There exists the perception among some senators that too much time is spent during Senate meetings on procedural issues. To address this perception, the Commission recommends that Senators develop a better understanding of Robert's Rules of Order. The Commission recommends producing a booklet for Senators that would, among other things, include basic information from Robert's Rules of Order.

The Commission believes that de-coupling the business and informational portions of the Senate Orientation meeting that is held near the end of the academic year would be helpful. Specifically, we recommend that

elections, appointments to committees, and similar business be held at the same meeting as usual. However, the informational portion of the Senate Orientation meeting such as review of important rules, procedures, etc. be moved to the first Senate meeting of the new academic year. This will help to ensure that such information is fresh in the minds of Senators.

At times it may be confusing for some senators what motion or which version of a resolution or document is being considered. The Commission recommends use of computer projection to help senators better understand what specific motion or amendment or changes to a document are being considered.

The practice of Senators soliciting input from their constituents on issues being considered by the Senate and providing updates and feedback to them afterwards appears to be inconsistent among different units. Senators should be reminded that their role as Senator does not end once a Senate meeting adjourns. Again, the Commission believes that including best practices for accomplishing this objective in a booklet for senators will be helpful. Further, the Chancellor and Provost may consider encouraging unit executive officers to regularly ask their unit Senators to report on Senate business at faculty meetings.

A few years ago, the Chair of Senate Executive Committee shared a brief summary of the Senate's business with senators via an email. Senators could easily forward that summary to their constituents. The Commission recommends reinstating that very helpful practice.

It appears that at times new tenure-track faculty may be informed that service on the Senate is not a good use of time. While this may be true in some cases, it is not universally true. Such information eliminates the voices of newer faculty from being heard. Further, it perpetuates the perception that the Senate is comprised primarily of faculty who are close to the end of their careers. Additionally, such beliefs reduce the opportunity for institutional memory to be created in the junior faculty who are the future of the university. A culture must be created whereby the role of the Senate is perceived as critical to the successful functioning of the university. One way to accomplish this is for Senators to reach out to new faculty in order to introduce them to the Senate, its roles, and activities. The campus needs to attract the most accomplished faculty to the Senate.

## **SENATE COMMITTEES**

Committees play an essential function in the success of both the Senate and the university. In order to maintain their effectiveness, the Senate Review Commission recommends that the membership, function, and bylaws of standing committees be thoroughly reviewed every five years on a rotating basis by members of that committee. The chairs of the committees under review would submit a written report to the Chair of the Senate Executive Committee who would conduct a follow-up review in collaboration with members of the Senate Executive Committee and the Committee on University Statutes and Senate Procedures. Currently, there are 19 standing committees, so a review of four committees per year would result in each committee being reviewed every five years.

In addition to five-year reviews, each committee chair should be required to submit an annual written report summarizing committee work that is submitted to the Senate Clerk at the end of each academic year and posted on the Senate website. In addition, brief reports from chairs of certain committees should be presented orally at the Orientation meeting of the Senate.

The Senate Executive Committee should annually conduct an inventory of ad hoc Senate committees and retain/terminate/revise the portfolios of those committees as necessary. For example, the Licensing Advisory Committee has existed for some time without justifiable activity.

It is also recommended that a different approach, consistent with the Open Meetings Act, be considered for determining honorary degree recipients. The current system has the potential to be highly embarrassing to individuals who often are completely unaware that they are being vetted for such an award. Article II, Section 1d of the Statutes states, "Each senate shall recommend candidates for honorary degrees and shall determine for its campus the manner in which the faculty shall recommend candidates for earned degrees, diplomas, and certificates to be conferred by the president under the authority of the Board of Trustees." This considerable responsibility of the Senate should continue but in a manner that protects the integrity of those being vetted for honorary degrees.

Finally, the rules for selection of members to the Committee on Committees need to be clarified. There currently exists confusion about who is eligible to serve. Specifically, Part D, Section 6 of the Senate Bylaws states, "Five senators who are members of the faculty electorate at the time of election..." shall be elected to the Senate. It should be determined if "time of the election" refers to the current academic year in which the election occurs or the subsequent academic year in which the committee member would serve.

### **RECOGNITION OF SENATE SERVICE**

All Senators and Senate committee members should be recognized at the end of the academic year for their service. The Commission recommends that the Chancellor and Provost host an annual social event to do this. In addition, a letter from the Chancellor and Provost should be forwarded to each Senator and Senate committee member thanking her/him for service to the Senate. The letter should value this service and acknowledge the critical importance of Senate service in our shared governance and encourage recognition of Senate activities in annual reviews and tenure and promotion process. A copy of this letter should be sent to the individual's unit executive officer and dean.

### **ROLE OF THE SENATE EDUCATIONAL POLICY COMMITTEE**

The Senate Educational Policy Committee (EPC) should serve as a resource to faculty and administrators considering reorganization of an academic unit. The Commission believes that the EPC can share experiences and knowledge with anyone considering reorganization of units so that there is a more consistent and smooth process. Further, the EPC should serve as an ombuds group for individuals concerned about actions taken by Unit Executive Officers (UEO) and/or other individuals or offices that may lead to vacating an academic unit of faculty and students or to eliminate course offerings in the future. Such actions may lead to eventual forced elimination of the unit or program without due process and consultation with faculty, students and other stakeholders of the impacted units or programs.



In light of the above roles, the Commission recommends Amending Part D, Section 8(a) of the Bylaws of the Senate, duties of the Committee on Educational Policy (EP), to include the following.

- a. The Commission recommends that the Chair of the Senate Committee on Educational Policy be the first point of contact for addressing such concerns. The Chair of EP will discuss the concerns with the Committee and, if deemed appropriate by the Committee, establish a group consisting of faculty, students and administrators to look into the concerns and report to the Senate Executive Committee and appropriate administrators.
- b. Conduct annual reviews of reports from Enrollment Management for academic units and programs undergoing relatively large changes in the size of their faculty, students or course offerings and potential implications of such changes on the existing faculty, students and curricula in the unit or program. Particular attention should be paid to the impact of such changes on other units or programs and their resources.

#### **ISSUES THAT REQUIRE FURTHER CONSIDERATION:**

The Commission believes that two topics require further study as follows.

- a. Inclusion of Specialized Faculty in the Senate in a more consistent way.
- b. The size of the Senate.

The Commission recommends focused study of these two topics via appropriate committees.

#### **NEXT STEP:**

If adopted by the Senate, certain of the Commission's recommendations require the formation of ad hoc implementation committee(s) as well as work by one or more existing Senate committees such as the Senate Committee on University Statutes and Senate Procedures (USSP), Senate Committee on Educational Policy (EPC) and Senate Committee on General University Policy (GUP) before submission to the full Senate for consideration and final action. The Senate Executive Committee should oversee the distribution and consideration of these recommendations by appropriate committees.

## APPENDIX A

### Bylaws of the Senate

As amended through October 8, 2012

#### Part A - Meetings

12. (a) Attendance is expected of all Senators at all regularly scheduled Senate meetings, and of all committee members at regularly scheduled meetings of the Senate's committees.
- (b) A Senator who is required to miss a regularly scheduled Senate meeting should notify the Senate Clerk prior to the meeting. A committee member who is required to miss a regularly scheduled meeting of a Senate committee should notify the committee chair prior to the meeting.
- (c) If a Senator misses two consecutive regularly scheduled Senate meetings during an academic year and has failed to notify the Senate Clerk prior to such absences as described in subsection (b), the Clerk shall notify the Senator in writing that because of irregular attendance, the Senator is presumed to have resigned from the Senate, effective as of the date of the letter.
- (d) If a student is removed from the senate of the Illinois student government, the senate of the Illinois student government will notify the Clerk of the UIUC Senate. The Clerk shall notify the Senator in writing that, because of action of the senate of the Illinois student government, the Senator is presumed to have resigned from the UIUC Senate, effective as of the date of the letter.
- (e) Upon receipt of a letter described in subsection (c) or (d), the Senator may, within fourteen calendar days after the date of the letter, notify the Senate Clerk in writing of his or her desire to continue serving as a Senator. Upon receipt of such a letter, the Clerk shall reinstate the Senator. If the Senator fails to respond to a letter described in subsection (c) or (d) within fourteen calendar days after the date of the letter, the resignation becomes final.
- (f) No Senator may be reinstated more than once in any one Senate term under the procedures outlined in subsections (c), (d), and (e) above.
- (g) If a Senator's resignation becomes final under subsection (e) or (f), the Senate Clerk shall notify the Senator's unit of that fact so that a replacement can be selected to serve the remainder of the resigned Senator's term.
- (h) If a committee member misses two consecutive regularly scheduled meetings of a committee of the Senate and has failed to notify the committee chair prior to such absences as described in subsection (b), the committee chair may notify the Senate Clerk of that fact. The Senate Clerk shall then notify the committee member in writing that because of irregular attendance, the committee member is presumed to have resigned from that committee, effective as of the date of the letter. Upon receipt of this letter, a committee member may be reinstated using the same procedures and subject to the same limitations described in subsections (e) and (f) above. If a committee member's resignation becomes final under these procedures, the Senate Clerk shall notify the chair of the Committee on Committees so that a replacement can be selected to serve the remainder of the resigned committee member's term.
- (i) At the end of each semester, the Senate Clerk shall cause the attendance records for that semester of all Senators at regularly scheduled Senate meetings to be published in any medium or publication chosen by the Senate Clerk.

**APPOINTMENTS OF FACULTY, SPECIALIZED FACULTY  
AND ACADEMIC PROFESSIONALS**

**OFFICE OF THE PROVOST  
COMMUNICATION NO. 3**

**I. OVERVIEW**

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This communication defines academic positions (Section II), describes the principles of two-level review (Section III), outlines the steps necessary for receiving approval to create or refill academic positions (Section IV), and, if granted, the subsequent steps required to secure approval to hire the chosen candidates for the approved positions (Section V). With respect to the latter, this Communication explains when prior Provost's Office approval is required before an offer may be extended to a candidate (Section V.A) and when that approval is not required (Section V.B). Additionally, there are specific processes that govern certain types of appointments and these are identified and set forth in Section V. Finally, this Communication provides information regarding additional academic hiring policies, procedures and programs. (Section VI)

Academic appointments are positions in the following four employment categories:

- Tenure system faculty (assistant, associate, and full professors)
- Specialized faculty ("other academics")
- Academic professionals
- Academic hourly employees

In addition to academic appointments, the campus also has civil service employees and student employees (including graduate student employees). Civil service positions support the mission of the University of Illinois by providing service and expertise in numerous areas of employment including professional, paraprofessional, clerical, technical, services, and crafts/trades. The State Universities Civil Service System (SUCSS) rules govern employment of the civil service employment group at the University of Illinois and other Illinois public institutions of higher education. SUCSS sets the minimum education and experience qualifications for all civil service positions. The civil service employment category is not addressed in this communication.

Student employees are exempt from the civil service system. Undergraduate student employment is overseen by the Office of Student Financial Aid and is not addressed in this communication. Graduate student employment (graduate assistants, teaching assistants, research

assistants, and graduate hourly employees) is also not addressed in this communication, other than in the context of the discussion of two-level review.

All tenure system faculty and specialized faculty positions are deemed automatically exempt from civil service classifications under the 36e(4) exemption criterion stated in the SUCSS rules. The SUCSS rules mandate, however, that each academic professional position be individually exempted. We describe this exemption process in Section IV.B.

All academic appointments are authorized by the Board of Trustees (BoT) upon the Recommendation of the President; thus a recommendation for such an appointment must be forwarded from the Provost through the appropriate reporting channel. In most cases, the President entrusts the initial processing of academic appointments to the campus Chancellors. On this campus, the Chancellor usually entrusts the Provost and Vice Chancellor for Academic Affairs to exercise administrative authority over the initial processing of academic appointments. The BoT, President and Chancellor retain their statutory responsibilities and authority even when administrative authority is delegated to another administrator as a matter of practice.

Appointments to tenure system faculty positions and key administrative positions require the positive recommendation of the President and direct approval by the Board of Trustees (BoT). BoT approval prior to the beginning date is required for all new tenure-system appointments.

Attachment 1 provides the current BoT practice and process for submitting appointments to the BoT for approval. The process and procedural requirements set forth in Attachment 1 are subject to change by the BoT as it exercises its statutory authority over appointments.

Appointments to the non-tenure system faculty, most academic professional staff, and hourly academic appointments are approved by the President and reported to the BoT as informational matters. All cases submitted to the President's Office for submission to the BoT (for approval or informational reporting) must be forwarded through the appropriate administrative channel and must carry the endorsement of the appropriate executive officers in that channel. This communication identifies the necessary campus approvals and appropriate procedures for each of the various categories of academic appointments. Contact the office of Academic Human Resources with any questions related to BoT approval of appointments.

## **II. DEFINITIONS OF ACADEMIC POSITIONS**

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This section defines three groups of academic positions – tenure system faculty, specialized faculty, and academic professional (AP) (including visiting academic professionals). In addition, title modifiers are also described in this section.

### **A. TENURE SYSTEM FACULTY**

This category includes all tenured and tenure system faculty (assistant professor, associate professor and professor). These positions require a minimum of a doctorate degree or an

appropriate terminal degree for the discipline. Faculty members teach, conduct research, and engage in service.

## **B. SPECIALIZED FACULTY**

This category includes all non-tenure system faculty: those holding modified professorial titles such as clinical, research, and teaching professors (assistant, associate and full); visiting unmodified professorial titles (assistant, associate, and full); lecturer; senior lecturer; instructor; senior instructor; and teaching, research and clinical associate. Postdoctoral research associates/postdoctoral fellows are also included in this category but differ from other positions in the category in terms of policies such as search requirements, sick leave, and membership in a union bargaining unit). Provost Communication No. 25, Employment Guidelines for Specialized Faculty provides guidance regarding the proper use of these specialized faculty titles and campus-level policies. Specialized faculty members with appointments of .51 FTE or greater, with the exception of appointments in the colleges of Law, Medicine, and Veterinary Medicine and postdoctoral research associates and fellows in any unit, are members of the bargaining unit represented by the Campus Faculty Association, Local 6546, IFT-AFT, AAUP and their employment is subject to the terms of collective bargaining agreements.

## **C. ACADEMIC PROFESSIONAL (AP) AND VISITING AP**

Academic Professionals (APs) and Visiting APs are employed to perform specialized administrative, professional, or technical service in accordance with Article IX of the University of Illinois *Statutes*, and are exempted from the State University Civil Service System. Academic Professional positions are not faculty positions and therefore have titles different from those faculty titles recognized in the University Statutes (<http://www.uillinois.edu/trustees/statutes.cfm#sec911>), Article II, Section 5; Article IX, Sections 3a, 3c, and 4a. Visiting APs are appointed for a temporary duration, and are subject to the terms of a collective bargaining agreement with the Visiting APs Association (AAP/IEA/NEA).

Academic professional and visiting academic professional positions require a minimum of a Bachelor's degree. In contrast to civil service employment, candidates for AP positions are not required to fulfill a State of Illinois residency requirement.

## **D. MODIFYING ACADEMIC TITLES**

Certain modifiers can further define the type of appointment within and across each of the three academic employment categories. For example, a specialized faculty appointment may be a "clinical," "research" or "teaching" professor appointment. Additionally, the level of an appointment (Assistant, Associate) may be indicated in the title or, in the case of instructors or lecturers, by the "senior" modifier. Academic appointments can be further distinguished by other characteristics such as the permanency of the position (e.g., Visiting, Interim, Acting), whether it is an administrative position, or the nature or percentage of appointment (e.g., 0% faculty

appointments, affiliate appointments, etc.). Provost Communication No. 25 provides further guidance on the use of the visiting, adjunct, and senior modifiers for specialized faculty appointments.

### **E. ACADEMIC HOURLY**

Academic hourly employees require a Bachelor's degree or higher. They are appointed on a temporary or intermittent basis and are paid bi-weekly for only the exact number of hours worked. If more than 40 hours are worked in any given calendar week, the employee earns overtime pay. An Academic hourly employees may not be a registered graduate student or undergraduate student at the University of Illinois. An academic hourly employee serves in one of the following general capacities: administrative, clinical, research, or teaching. For detailed information on this type of employment and requirements for offering an appointment, see information posted on the Academic Human Resources website, available at: <http://www.ahr.illinois.edu/>.

## **III. PRINCIPLE OF TWO LEVEL REVIEW**

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All academic appointments to permanent positions,<sup>1</sup> whether full-time, part-time, or 0%, including promotions, require prior approval at two administrative levels, including the level at which the appointment is proposed. The Appendix lists the campus units that must obtain approval from the Provost's Office to satisfy the necessary two-level review.

### **A. APPLICABILITY AND PROCEDURES**

Deans of colleges with academic departments must exercise prior approval of all permanent appointments, and they must endorse all proposed appointments that are transmitted to the campus for prior approval by the Provost. In such units, the department provides the first-level review and the dean's office provides the second-level review.

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<sup>1</sup> The term permanent is used extensively in this document as a simple label for appointments that do not carry the modifiers visiting, acting, or interim. It is a convenience without implication concerning the intended duration of a "permanent" appointment or the conditions for bringing an appointment to a close. Nothing in this policy is intended to modify the Board of Trustees' rules on non-reappointment of persons holding these positions.

Deans and directors of colleges without academic departments reporting at the campus level must receive the Provost's prior approval for all appointments to permanent positions so that the requirement for two-level review is satisfied.

In all colleges, all permanent academic appointments involving the immediate staff of a dean or director require the Provost's prior approval to satisfy the requirement for two-level reviews.

Academic appointments are also made in the Office of the Chancellor and within the administrative domains of the vice chancellors. Each vice chancellor may provide the second level of review for appointments proposed in administrative subunits. The Chancellor provides the second-level review for appointments of officers reporting to the vice chancellors or within subunits reporting to the Chancellor.

## **B. EXCLUSIONS**

Graduate assistant, research assistant, and teaching assistant appointments are exempt from the two-level review requirement.

Clinical, research, and teaching professor (assistant, associate and full); visiting unmodified professors (assistant professor, associate professor or professor); instructor or senior instructor; lecturer or senior lecturer; clinical, research, and teaching associate positions require two-level review for the initial appointment, but not for reappointment at the current title.

Deans of colleges with academic departments may delegate responsibility for graduate assistants, research assistants, teaching assistants, and visiting appointments of all kinds to the executive officers of the units.

Deans and directors of colleges without academic departments are granted responsibility for the approval of appointments of graduate assistants, research assistants, teaching assistants, and visiting appointments of all kinds.

## **C. REVIEW PROCESS FOR SECOND-LEVEL REVIEW AT THE PROVOST OFFICE**

Second level review by the Provost is required for all appointments of faculty or academic professionals reporting to any individual who reports directly to the Provost. Principal examples are:

- Faculty in colleges without academic departments
- Associate deans, assistant deans, and other professional members of a dean's staff
- Associate directors, assistant directors, and other professional members of a director's staff
- Directors of administrative subunits in the Provost's portfolio

The Provost acts without consultation unless tenure is involved, normally within 2 to 4 days after papers are received in the Office of the Provost. If tenure is involved, in the normal course, the Provost acts within 5 to 10 working days of receiving the proposed appointment. The “Transmittal for Cases Forwarded for Second Level Review” in Hiretouch should be used to seek approval at the next administrative level. (See Attachment 3 for examples of the Hiretouch forms; forms must be submitted electronically).

#### **IV. APPROVAL PROCESS TO CREATE NEW OR RE-FILL EXISTING POSITIONS**

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##### **A. HIRING PLANS**

Each summer, the Provost’s Office requests that unit executive officers prepare hiring plans for the next fiscal year. Hiring plans include creating new or re-filling existing academic professional and tenure system faculty positions. Typically, hiring plans are submitted in June, followed by the Provost’s Office response in July.

Hiring plans cannot anticipate all hiring in a coming year because throughout the year employees vacate positions that may need to be filled to meet operational needs. Additionally, at times it may be necessary to create new positions that could not have been anticipated at the time of the creation of the hiring plan. In such circumstances, units must submit the hiring request form as set forth in Section C.

##### **B. PAPE REVIEW PROCESS: ACADEMIC PROFESSIONAL POSITIONS ONLY**

PAPE refers to the Principal Administrative Position Exemption form, which is required by the State Universities Civil Service System for academic professional positions. A PAPE form is required when requesting a new Academic Professional position or when refilling an existing Academic Professional position that has significant revisions to the title, duties, qualifications, or organizational relationship. A PAPE form is not required for filling a faculty position.

##### **C. HIRING REQUEST FORM**

Units are required to submit a Hiring Request form if seeking to create or fill a position that has not been approved as part of the unit hiring plan. The Hiring Request Form and process is completed electronically through the *HireTouch* system (<http://oeoa.illinois.edu/hiretouch.html>).

All necessary approvals must be given before a unit may initiate hiring activity.<sup>2</sup> Please note that the approval of the hiring request is in addition to any other approvals required by Provost’s

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<sup>2</sup> This requirement also applies to Civil Service employment, which, as noted previously, is not the subject of this communication. Civil Service hiring procedures are available on the Staff Human Resources website (<http://shr.illinois.edu/>). Assistance with Civil Service Employment issues should be directed to the Staff Human Resources Office – 333-3101.



Communications, Academic Human Resources for the PAPE, and the Office of Diversity, Equity and Access search process. There are varying levels of approval needed for Hiring Request Forms. Attachment 2 provides the approval required for the Hiring Request Form needed for specific types of hires. Approval by the Provost's Office is required for the following:

- Faculty searches, including faculty administrators such as deans, associate deans, directors, department heads, and so forth.
- Faculty search waivers, including faculty administrators
- Academic professional searches
- Academic professional search waivers
- Creating new administrative positions with the following titles:
  - Directors
  - Assistants to heads, deans, directors
  - Assistant and associate deans and directors

Approval for the creation and use of the position is to be granted prior to any recruitment or appointment efforts.

#### **D. TWO-LEVEL REVIEW**

Section III describes the requirement and procedures followed to satisfy the two-level review requirement.

#### **V. PROCEDURES TO APPOINT A CHOSEN CANDIDATE IN AN APPROVED POSITION**

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*Special Note:* Please note the requirements governing recruitment of faculty and the content of offer letters is set forth in Communication No. 2. In particular, there are policies governing the timing of offers made to faculty members, whether tenured or untenured, at other CIC and AAU institutions as well as to intercampus recruitment within the University of Illinois. Unless letters of offer conform to the requirements in Communication No. 2, the appointments discussed in those letters will not be approved or processed by the university.

#### **A. APPOINTMENTS REQUIRING PRIOR APPROVAL BY THE PROVOST**

Before a formal offer to a candidate can be made, the Provost's explicit approval is required if the proposed appointment involves any of the following elements:

1. Executive authority in any unit within the Provost's portfolio (the Provost's portfolio includes all colleges; schools; academic departments; institutes, centers and laboratories that report, directly or through a college, to the Provost's Office; other academic

programs; and administrative units reporting to the Provost) and executive authority in the institutes and centers reporting to the Office of the Vice Chancellor for Research;

2. The granting of tenure;
3. A named chair or professorship;
4. Full or partial recurring financing from campus funds;
5. Waiver of search in instances leading to faculty appointments;
6. Probationary (i.e., untenured) associate or full professors (“Q” appointees) and any professorial appointments with a special agreement waiving tenure (“W” appointments);
7. An academic professional appointment with an annual salary over \$90,000;
8. Appointment of a University retiree or State Universities Retirement System (SURS) annuitant in an academic job with the few exception of zero percent time/non-salaried appointments. See [http://www.ahr.illinois.edu/units/hrprocesses/hiring\\_retiree.html](http://www.ahr.illinois.edu/units/hrprocesses/hiring_retiree.html);
9. Faculty with pay on loan to another institution for a limited period (excluding paid sabbatical leaves or unpaid leaves of absence);
10. Change in tenure/tenure track faculty affiliation (budgeted joint appointment or transfer of tenure home unit(s))
11. Any other appointments, as needed, to preserve the principle of two-level review (see below) and those appointments in the Provost Office administrative domain requiring prior approval by the Board of Trustees (see Attachment 1 in this Communication)<sup>3</sup>;

All cases submitted for review by the Provost must be forwarded through the appropriate administrative chain and must carry the endorsement of the appropriate dean or director in that chain.

Separate sections below describe special considerations involved in each of the appointment categories listed above and define the supporting material needed for campus-level review. Some appointments may involve more than one of the categories. For example, a full professor might be recruited from outside the campus for appointment as a department head. In such instances, the supporting material for each relevant category must be furnished for the campus-level review, because the appointment will be considered in each of its aspects.

The need for prior approval is defined not by the listed categories of appointments, but by the preceding list of eleven critical elements. Occasionally, for example, campus financing might be

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<sup>3</sup>Going forward, units should not be making 0% unmodified faculty appointments for academic professionals; rather such courtesy appointments for academic professionals should be in specialized faculty titles (e.g., Teaching Assistant Professor, Research Associate Professor, lecturer, etc). If a 0% unmodified faculty appointment for an academic professional is being sought, the Vice President for Academic Affairs requires that prior Provost approval be obtained.

furnished for an assistant professorship, or a waiver of search might be needed in an unusual circumstance. In such cases, the Provost's approval must be obtained.

## **B. APPOINTMENTS THAT DO NOT REQUIRE PRIOR PROVOST'S APPROVAL**

A unit may create or fill existing academic positions in the following circumstances without Provost's Office approval (unless the Provost's approval accomplishes second-level review):

### **1. Positions that are funded completely from non-institutional funds, including auxiliary and self-generating funds, in the following categories:**

- Clinical, research and teaching professor ranks (without the adjunct modifier)
- Academic Professional positions, including those with the Visiting modifier
- Courtesy (0%) specialized faculty appointments for Academic Professionals

### **2. Appointments (regardless of funding source or title modifier) in the following categories:**

- Instructors, Senior Instructors
- Lecturers, Senior Lecturers
- Teaching, Research (including Postdoctoral) and Clinical Associates
- Visiting Professorial ranks

### **3. Courtesy appointments (0% faculty appointments and affiliate appointments) unless Provost's approval accomplishes second-level review or the recipient of a 0% faculty appointment is an individual who does not currently hold a tenure system or specialized faculty appointment at Illinois.**

## **C. PROCEDURES FOR EXECUTIVE OFFICER APPOINTMENTS**

This Section refers to permanent executive officers of budgeted units within the responsibility of the Provost and Vice Chancellor for Academic Affairs and executive officers of institutes and centers reporting to the Office of the Vice Chancellor for Research. Interim or acting executive officers are addressed in Section V.D.

### **1. Prior Provost's Office Approval Required**

Permanent appointments to leadership posts are critical to the health of the campus. The qualifications of each proposed appointee and the procedures used in the search leading to that nominee must be reviewed by the Provost before a formal offer is issued for the following:

- Heads and chairs of departments

- Directors of schools and institutes organized within colleges
- Directors of institutes and centers reporting to the Office of the Vice Chancellor for Research
- Directors of centers and programs recognized in the campus budget
- Directors of administrative offices reporting to the Provost
- All appointments requiring direct approval of the Board of Trustees also require prior approval of the Provost, or in the case of units reporting to the Chancellor, prior approval of the Chancellor or designee.

All unit executive officer appointments must include an administrative increment in order to comply with Board of Trustees policy. (See Communication No. 2, “Required Prior Approvals for Executive Officer Appointments”.)

Certain administrative appointments internal to a budgeted unit do **not** require the Provost’s review except as required to satisfy the two-level principle. However, appointments not requiring prior approval of the Provost remain subject to guidelines and procedures of the Office of Diversity, Equity and Access.

## 2. Review Process

When prior Provost’s approval is required, no offer can be made to a candidate, internal or external, until the Provost’s approval has been given. When internal appointments are proposed, it may be possible to secure prior approval by telephone or electronic mail, especially if the Provost has been kept abreast of the search. If this route is followed, papers supporting the appointment still must be submitted for approval. For external appointments, no formal offer may be issued until written approval is received.

If tenure is proposed for a nominee from outside the campus, the consultative process described in Section V.C is used.

Normally the Provost’s review will be completed within 1-3 working days from the date that papers are received. Please note that prior Board of Trustees approval is required for executive office appointments listed in Attachment 1 and for new appointments to tenure-system faculty. Following acceptance of an offer by a candidate, appointments must be submitted to Academic Human Resources at least one month before the Board of Trustees meeting preceding the proposed appointment start date. Hiring units should consult the specific deadlines for processing tenure-system faculty appointments found on the Academic Human Resources webpage, [\[insert link\]](#). Tenure-system faculty appointments may not begin until approved by the Board of Trustees.

### 3. Documentation

Please refer to Transmittal for Executive Officer Appointments, provided in Hiretouch. Note that all Hiretouch transmittal forms referenced in this document are provided for informational purposes in Attachment 3. Those forms should not be transmitted via hardcopy, rather they should be electronically processed via Hiretouch.

## D. INTERIM OR ACTING EXECUTIVE OFFICER APPOINTMENTS

This Section refers to temporary executive officers in budgeted units within the responsibility of the Provost and Vice Chancellor for Academic Affairs and executive officers of institutes and centers reporting to the Office of the Vice Chancellor for Research. Permanent executive officers are covered in Section V.C.

### 1. Definitions and General Provisions

**Acting vs. Interim.** The modifier “acting” applies when the executive post continues to be filled on a permanent basis, yet the permanent appointee is unavailable (e.g. because of extended travel, sabbatical leave, or illness). The modifier “interim” is used when the executive post is vacant on a permanent basis. In other words, an acting officer serves in the stead of a permanent appointee, but an interim officer serves through a period between permanent appointees.

Interim appointments provide important continuity in times of change and must be reviewed and approved by the Provost’s Office. Authority to name “acting” officers is delegated to the deans and directors within the limits of the requirement for two-level review.

**Appointment** is a fully formal process, involving the processing of an appointment, designation in the budget, and action by the Board of Trustees. The appointment process is used when the acting position is to be defined for an extended period, typically longer than two months, and there is a need to formalize some budgetary aspect, such as an administrative increment. Appointments require prior approval of the Provost using the documentary basis defined below.

**Designation** is an informal means for identifying leadership in short-term situations, typically a few days to two months, when there is no need to assign a budgetary increment and when there may not be a full transfer of authority. Executive officers, including deans, reporting directly to the Provost may designate acting officers as necessary for their own positions. Designations require prior approval only if they extend beyond 10 business days. A brief letter specifying the term of designation greater than 10 business days and the reason for it must be submitted for the Provost’s review. Deans and directors are encouraged to follow this same policy with respect to executive officers reporting to them.

## **2. Appointments Requiring Prior *Approval* of the Provost**

The Provost must review the qualifications of each proposed appointee and approve the appointment before a formal offer is extended for the following appointments:

- Interim heads and chairs of departments
- Interim directors of schools, institutes, centers and programs including those reporting to the Office of the Vice Chancellor for Research
- Interim directors within administrative offices reporting to the Provost
- Designated acting deans or directors reporting to the Provost whenever the designation will apply beyond 10 business days

## **3. Appointments Requiring Notification to the Provost**

- Formally appointed acting heads and chairs of departments
- Formally appointed acting directors of schools, institutes, centers and programs, including those that report to the Office of the Vice Chancellor of Research
- Formally appointed acting directors within administrative offices reporting to the Provost

## **4. Review Process for Appointments Requiring Provost Approval**

Normally the Provost's review will be completed within 1-3 working days from the date that papers are received. Please note that prior Board of Trustees approval is required for interim and acting dean appointments as listed in Attachment 1.

A formal offer of interim appointment should not be issued until the Provost's approval has been obtained; however, the required prior consultation can often be carried out by telephone or electronic mail. Papers supporting the appointment must still be submitted for formal approval.

An offer of acting appointment requires only notification to the Provost.

## **5. Documentation**

In general, interim and acting appointments are made internally. Units should use the "Transmittal for Executive Officer Appointments" found in Hiretouch to seek approval of interim and acting appointments. (See also Attachment 3 for examples of the Hiretouch forms; forms must be submitted electronically). In the rare case where a person external to the unit is appointed on an interim or acting basis, the documentation should follow the pattern given in Section V.C for a permanent executive officer appointed from outside the University.

## **E. FACULTY APPOINTMENTS WITH TENURE**

### **1. Prior Approval by the Provost's Office Required**

A decision to grant tenure is among the most lasting and most important decisions made by a university. The campus must engage in careful review of the qualifications and the record of any person from outside the university who is proposed for a tenured appointment at the associate professor or professor level. Prior approval of the Provost must be obtained before any offer of this kind is issued. In these cases, the campus requires evidence justifying tenure that is comparable to the evidence required internally for the granting of tenure. In other words, the expectations of excellence described in Communication No. 9 apply fully to all such appointments.

### **2. Review Process**

All nominations for appointments to which tenure is attached must be reviewed and approved pursuant to the process set forth in this section. The Provost solicits review and a vote of the off-cycle tenure review committee, composed of faculty members who currently or previously served on the Campus Committee on Promotion and Tenure. The off-cycle tenure review committee shall be constituted and charged annually by the Provost's Office. When the consultations are complete, the Provost acts on the case and notifies the unit.

Normally the review of a faculty appointment with tenure by the Provost's Office and off-cycle review committee will be completed within 5 to 10 working days after the papers are received in the Office of the Provost. An offer cannot be extended to a candidate until Provost's Office approval has been given. Once such approval is obtained units may extend offers to candidates and must use the offer template letters attached to Provost's Communication No. 2.

Proposed appointments to tenure-system faculty positions must be submitted to the Academic Human Resources immediately following acceptance of an offer by a candidate. Proposed appointments must be submitted to Academic Human Resources at least one month before the Board of Trustees meeting preceding the proposed appointment start date. Hiring units should consult the specific deadlines for processing tenure-system faculty appointments found on the Academic Human Resources webpage, [\[insert link\]](#). Tenure-system faculty appointments may not begin until approved by the Board of Trustees.

If concerns arise about whether a proposed appointment should be approved after a positive recommendation by the off-cycle tenure review committee, the Provost shall apprise the college and the unit seeking the appointment and engage in a conversation regarding the concerns. Additionally, the Provost shall consult with the off-cycle tenure review committee regarding the concerns. All such consultations and reviews of a proposed appointment shall be driven by and

respect our institutional commitment to excellence in hiring, academic freedom and shared governance.

Ultimately, the University Statutes provide that, “[i]n case a recommendation from a college is not approved by the chancellor/vice president, the dean may present the recommendation to the president, and, if not approved by the president, the dean with the consent of the Board of Trustees may present the recommendation in person before the Board of Trustees in session.” University Statutes, Art. III.3.d.

### 3. Documentation

The transmittal form for faculty appointments with tenure is found in Hiretouch and specifies the documentation required for appointments carrying tenure. (See also Attachment 3 for examples of the Hiretouch forms; forms must be submitted electronically). Communication No. 9 describes the required elements more fully and should be referred to for additional information.

In general, the materials required for review of a new appointment involving the granting of tenure should meet the standards expected for promotion papers that would be used to justify tenure locally. It is not necessary for the papers to be placed in the same form that would be required for a local review; however the most important elements must be present, including:

- a complete, updated curriculum vitae
- evidence of teaching, including teaching evaluations if available
- research statement by the candidate
- an assessment of the quality, significance, and impact of the nominee’s research, service record, and impact
- an assessment of the nominee’s effectiveness as a teacher
- a critical evaluation of the nominee’s standing by appropriate external authorities

At least four external letters must be obtained, at least in part by solicitation from the unit, rather than completely by the nominee. If a unit recommends a tenured appointment on the basis of an open search, some of the letters normally would be obtained upon the candidate’s direct request to the evaluator. It is acceptable to include such letters in the supporting documents even though it would not in a local promotion case. A majority of the external letters, however, must be ones that were sought by the unit without the candidate’s intervention. **In other words, the candidate must not be allowed to manage the review entirely.**



Any request for appointment with tenure must be transmitted from the units through the appropriate channels, and must follow the same rigorous and thorough review process as normally used in the college, school, and department's annual review of promotion and tenure. The documentation required here should prove useful for the required review at the college level.

#### **F. PROBATIONARY (UNTENURED) ASSOCIATE OR FULL PROFESSORS (“Q” APPOINTEES); “W” AGREEMENTS**

An initial, untenured appointment to a rank that normally carries tenure can be appropriate when a unit wishes to recruit a person from outside the University who has relatively senior standing in a field, but does not yet possess the record of particular achievement expected of a tenured faculty member on this campus. Prior approval by the Provost is required before an offer for such an appointment can be made. See Communication No. 5 for a more comprehensive description of and process for making such appointments.

#### **G. PROCEDURES FOR NEW ACADEMIC PROFESSIONAL APPOINTMENTS WITH SALARIES OVER \$90,000**

##### **1. Prior Provost Approval Required**

The President requires a specific review by the Chancellor or his or her designee in any case where an academic professional is considered for a salary above \$90,000. The Provost is the Chancellor's designee for this purpose. For continuing employees, this review occurs at the time when the annual budget is assembled. For new appointees, the Provost's approval must be obtained for a salary over \$90,000 before an offer is extended.

##### **2. Review Process and Documentation**

The executive officer who will supervise the nominee should submit Transmittal for New Academic Professional Appointments with Salaries over \$90,000 found in Hiretouch (See also Attachment 3 for examples of the Hiretouch forms; forms must be submitted electronically). Normally the Provost's review will be completed within 2 to 4 working days after papers are received in the Office of the Provost.

#### **H. GUIDELINES FOR 0% UNMODIFIED FACULTY APPOINTMENTS, 0% SPECIALIZED FACULTY APPOINTMENTS AND AFFILIATE APPOINTMENTS**

Appointments for tenure system faculty members budgeted in another academic unit can either be 0% unmodified faculty appointments or affiliate appointments. Similarly, specialized faculty members holding such appointments in an academic unit can be granted either a 0% modified faculty appointments (e.g., 0% Research Professor) or affiliate appointments by other units. Academic professionals may hold 0% modified faculty appointments in academic units and may hold affiliate appointments in institutes, centers and laboratories. Institutes, centers and

laboratories also may use affiliate appointments or 0% modified faculty appointments for associations with others outside the University. As discussed in more detail below, institutes, centers and laboratories may distinguish in their affiliate appointments between individuals who are designated as “Institute Faculty” and “Institute Affiliate” but the “Institute Faculty” appointments must only be extended to tenure system faculty holding budgeted appointments in another academic unit on campus. Units should have an internal written affiliate policy that delineates the circumstances under which appointments shall be offered. Each of these three different kind of “courtesy” appointments (0% unmodified faculty appointments, 0% modified faculty appointments, and affiliate appointments) is described more fully below.

**1. 0% Faculty Appointments for Faculty Members and Specialized Faculty Members Holding Budgeted Appointments in Other Academic Units:**

Academic departments and institutes, centers and laboratories may wish to extend 0% faculty appointments (modified or unmodified) to tenure system faculty members and specialized faculty members who are budgeted in another academic unit(s). These appointments are commonly referred to as “courtesy” appointments. Units typically confer a 0% time faculty appointment when a faculty member or specialized faculty member has a significant and ongoing relationship to the research, teaching and/or service of the unit.

Individuals hold the same rank for a 0% time faculty appointment (modified or unmodified) as they hold in their home department. Specifically, tenure system faculty members hold 0% appointments in the appropriate unmodified professor title (assistant professor, associate professor, professor) that they hold in their home academic unit(s). Similarly, a 0% faculty appointment for a specialized faculty member shall be in the same modified professor title (e.g., 0% Research Assistant Professor, 0% Research Associate Professor) as held in his or her home academic unit. A unit’s bylaws should specify the rights and responsibilities that are attached to a 0% modified and unmodified faculty appointments.

If an individual has Graduate Faculty standing in his/her home department, then Graduate Faculty standing will also carry over to the department granting the 0% faculty appointment, subject to specific policies or limitations established by that unit regarding 0% faculty members’ privileges and responsibilities. If an individual does not have Graduate Faculty standing, then the rights and privileges of the individual relating to the conduct of thesis work will be determined by the department granting the 0% faculty appointment.

For purposes of promotion, only the faculty member’s or specialized faculty member’s home academic department(s) will be allowed a formal vote, but directors of institutes, centers and laboratories may provide input consistent with Provost Communication No. 9 and Provost Communication No. 26.

### ***Review Process and Approval Requirements***

Prior to offering a 0% time faculty appointment (modified or unmodified), the granting unit must notify the individual's home department(s). The awarding of the 0% time faculty appointment requires a request by the faculty member, approval of the unit granting the appointment, and second level review by the appropriate administrative unit. In addition to satisfying these approvals, 0% faculty appointments (modified or unmodified) for individuals who do not currently have appointments with the University of Illinois must be submitted to and approved by the Provost's Office. The "Transmittal for Provost's Approval of 0% Faculty Appointments for Individuals Who Do Not Hold a University of Illinois Appointment" in Hiretouch shall be used to obtain Provost's Office approval. The "Transmittal for Cases Forwarded for Second Level Review" in Hiretouch shall be used to obtain second level administrative approval. (See Attachment 3 for examples of the Hiretouch forms; forms must be submitted electronically).

When offering a 0% time faculty appointment (modified or unmodified), the unit should specify in writing the expectations associated with the position. Regular appointment channels are to be used when adding a 0% time modified and unmodified faculty appointment to an individual's appointment. Either the department granting the 0% time faculty appointment or the staff member may unilaterally terminate the arrangement. 0% time faculty appointments do not entitle the holder to any formal notice of non-reappointment.

### ***Special Note Regarding 0% Unmodified Faculty Appointments for Academic Professionals:***

Unmodified 0% faculty appointments are reserved for tenure system faculty. Historically, academic units have been able to give 0% time unmodified faculty appointments to academic professionals if approval was given by the Provost's Office. With the creation of the Teaching Professor track, units will now be able to give 0% time specialized faculty appointments across the range of teaching, research and clinical professor tracks. Therefore, 0% time unmodified professorial appointments will no longer be approved for academic professionals.

## **2. Affiliate Appointments for Tenure System Faculty, Specialized Faculty Members or Academic Professionals in Institutes, Centers and Laboratories.**

Institutes, centers and laboratories may offer an affiliate appointment to a tenure system faculty member, a specialized faculty member, and academic professionals holding appointments in other campus units, as well as to individuals outside the University. Units wishing to offer such affiliate appointments should have a formal written policy setting forth the requirements and expectations of affiliation, including a regular process of reviewing and discontinuing appointments. Units may choose to have different types of affiliate appointments based on the degree of engagement of the individual with the unit. For example, an affiliate appointment may carry the general designation as "Institute Faculty" or "Institute Affiliate." "Institute Faculty" affiliate appointments shall only be given to tenure system faculty members holding an

appointment in an academic unit on the Urbana campus. Per the Board of Trustee policy (1978), the affiliate position conveys no voting rights or tenure rights in the affiliated unit.

An affiliate appointment may or may not carry a percent of time. The appointment will be recognized on the staff member's notification of appointment from the Board of Trustees either as a zero percent time appointment or a percentage appointment. If the affiliate appointment is at greater than 0% time, then a full-time employee will have a corresponding appointment percentage decrease in his or her home department. The individual's percent time appointment with the University will be equal to the total percent time of appointment in the home department plus the percent time of appointment in the affiliate unit. A faculty member can maintain all of their tenure line in their home department even though they hold an affiliate appointment that is greater than 0% in another unit.

A unit may wish to contribute to the salary of the affiliate faculty member and may do so in the following ways:

- Transfer funds to the faculty member's home department for a temporary "buy-out" of service.
- Award a greater than 0% time appointment in the affiliated unit, which will result in a corresponding percentage decrease in the faculty member's home department. In such cases, it will be necessary for the two units and the Affiliate to agree to the length of the funding arrangement and the date that the home unit will resume the full funding of the staff member.

For purposes of promotion, only the faculty member's tenure home academic department(s) will be allowed a formal vote, but directors of institutes, centers and laboratories may provide input consistent with Provost Communication No. 9.

### ***Review Process and Approval Requirements***

The awarding of an affiliate type appointment requires a request by the individual, prior notification to the individual's home department(s), prior approval of the unit offering the affiliate appointment, and second level review by the appropriate administrative unit. For institutes, centers and laboratories embedded in colleges, second level review will most often be the Office of the Dean. For non-embedded institutes, centers, and laboratories, second level review is by the Office of the Vice Chancellor for Research. Units should use the "Transmittal for Cases Forwarded for Second Level Review" found in Hiretouch to seek second level administrative approval of affiliate appointments. (See also Attachment 3 for examples of the Hiretouch forms; forms must be submitted electronically). Units only may make offers of affiliate appointments that are contingent on obtaining these necessary approvals and must obtain these approvals in addition to the individual's acceptance before an appointment is entered into

Banner. When offering an affiliate appointment, the unit should specify in writing the expectations associated with the position. Regular appointment channels are to be used when adding an affiliate title to a staff member's appointment. Affiliate appointments must be made on an annual basis pursuant to University *Statutes*, but units may choose to include in their policy the ability to offer a commitment to annually reappoint individuals to unpaid (i.e., 0%) affiliate appointments up to a maximum of five years. Either the unit granting the affiliate appointment or the appointee may unilaterally terminate the arrangement. The affiliate appointment does not entitle the holder to any formal notice of non-reappointment.

***Special Notes Regarding Academic Unit Affiliate Appointments:***

- Currently, some academic units have Department Affiliate appointments. In the future, we encourage academic units not to offer affiliate appointments but rather to use the 0% unmodified faculty appointment title when making appointments to faculty members who hold tenure system appointments in another academic unit or 0% modified faculty appointments when making appointments to specialized faculty members.
- The same rules apply to Graduate Faculty standing for academic unit affiliate appointments as apply for 0% faculty appointments, see above.
- The same rules regarding buying out an individual's service from a home unit apply to funding of affiliate appointments in academic units as apply to non-academic unit affiliate appointments, see above. However, academic units should not make affiliate appointments of greater than 0% time. If an academic unit wishes to contribute to the salary of a faculty member on an on-going basis, it should create a budgeted joint appointment subject to Provost Communication Number 23. For purposes of promotion, only the faculty member's or specialized faculty member's home academic department will be allowed a formal vote, but directors of institutes, centers and laboratories may provide input consistent with Provost Communication No. 9 and Provost Communication No. 26.
- The title "Departmental Affiliate" does not designate faculty rank *per se* or carry any implications for tenure.

**3. 0% Modified Faculty Appointments (i.e., Specialized Faculty Appointments) for Academic Professionals in Academic Units**

Occasionally it is appropriate for persons who are fully salaried as academic professionals also to be granted 0% modified faculty appointments (specialized faculty appointments) **in academic units**. For example, such a specialized faculty appointment may be associated with a position that carries teaching or research responsibilities along with the operational or administrative duties of the academic professional component.

The critical elements are:

- That the individual possess legitimate qualifications for appointment as a specialized faculty member.
- That he or she will make identifiable contributions to the teaching or research program in the academic unit at a level of responsibility consistent with a specialized faculty appointment.
- That it is an academic unit that is bestowing the 0% modified faculty appointment (specialized faculty appointment) to the individual.

Deans or directors reporting to the Provost have authority to approve 0% appointments as teaching, research or clinical professors (assistant, associate or full), lecturers, instructors and teaching associates.

If an advertised position description contains a statement that the individual appointed will also hold a 0% specialized faculty title, then the advertisement should also describe what qualifications are needed, or preferred, to justify such a title. When the applicants are screened for the position, then those criteria must be applied to the screening process. A narrative statement concerning actual screening practices should accompany the paperwork forwarded to the campus.

If a letter from a department head or dean contains an invitation to accept a 0% specialized professorial appointment, it should describe the implications of that appointment, for example, that the position will not carry eligibility for tenure and that the title applies to assigned responsibilities. The extent of responsibilities should be discussed with a candidate prior to the extension of the offer letter, then should be stated explicitly in the department head's or dean's letter of offer.

Institutes, centers and laboratories that are not embedded in a college may **not** grant 0% modified faculty appointments to academic professionals who do not otherwise have a modified faculty appointment (specialized faculty appointment) in an academic unit. Institutes, centers and laboratories that are not embedded in a college, however, may extend such specialized faculty appointments to individuals who are otherwise employed on the Urbana campus in such an appointment. The rank and title of the 0% modified faculty appointments must be the same as held by the individual in his or her home academic unit.

## VI. OTHER ACADEMIC HIRING POLICIES, PROCEDURES AND PROGRAMS

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### A. CERTIFICATION OF ORAL ENGLISH PROFICIENCY

It is our policy that all faculty members must be orally proficient in English, except those who teach foreign languages in those foreign languages only. This policy applies to *all* individuals who supply classroom instruction and is designed to assure that instructors are adequately proficient in oral English before they are given instructional responsibilities. It also provides an institutional method for verifying that we are in compliance with State of Illinois Law 1516.

The classification of “non-native English speakers” refers to any individual for whom English is not the native language, regardless of the country of origin (including the United States).

The following procedure must be followed to meet this requirement:

*Pre-employment Evaluation:* Before hiring, unit executive officers must certify that non-native English speaking instructors (e.g., assistant professor, associate professor, professor; teaching, research or clinical professor (assistant, associate, or full); instructor; senior instructor; lecturer; senior lecturer; or teaching, research or clinical associate, whether visiting or not) are orally proficient in English. Oral English proficiency can be determined in a number of ways, e.g., formal interviews, assessment of candidates by colleagues within the academic unit, and/or public presentations.

Certification of oral English proficiency must occur regardless of how the instructional appointment is being made, either through a traditional search or search waiver or as an appointment-in-excess of service for an existing employee. Thus, certification is done electronically via the following Hiretouch, Academic Human Resources, or Provost Office processes: Summary Form, Search Waiver Form, Service-in-Excess, TOP Traditional Search Form; TOP Waiver Form; Dual Career Faculty Waiver Form, and Faculty Excellence Waiver Form.

*Continuing evaluation:* Unit executive officers are strongly encouraged to monitor the oral proficiency in English of any non-native English speaking instructor on a continuing basis. They are also encouraged to discuss any problems that may arise regarding this issue with the person providing the instruction. Consultative assistance can be obtained from the Center for Innovation in Teaching and Learning and the Division of English as an International Language.

## **B. GUIDELINES FOR USE OF VISITING AND ADJUNCT FACULTY STATUS**

### **1. Policy Basis**

The use of faculty titles and any modifiers applied to them is governed by the University's *Statutes* and the campus guidelines set forth in this communication and in Communication No. 25.

The use of visiting and adjunct as prefixes to faculty ranks excludes eligibility for tenure. Therefore, care must be taken to assure that the person being appointed is a bona fide visitor or adjunct appointee; these titles cannot be used merely as a means of avoiding the making of a tenure system or tenured appointment.

### **2. "Visiting" Prefix**

"Visiting" may be used in the title of an otherwise unmodified professorial and an academic professional appointment when the appointment is likely to have a limited or temporary duration. New programs, programs with an identified budgetary or programmatic end, or new/expiring funding sources are just some examples of situations appropriate for appointments with the visiting designation. Visiting appointments may require the performance of services to the University and may therefore be salaried, but this need not always be the case.

The "visiting" modifier should not be used with modified professorial appointments (i.e., teaching or clinical professor appointments at any rank) or with instructor and lecturer appointments. Under limited appropriate circumstances, the "visiting" modifier may be used with research associate, teaching associate and research professorial titles. Units must consult with their college human resources office and obtain approval from Academic Human Resources to use the visiting modifier with a research or teaching associate appointment.

"Visiting" specialized faculty appointments (i.e., professorial titles, teaching associates and research associates) with a .51 FTE or greater, with the exceptions of appointments in the colleges of Law, Medicine, and Veterinary Medicine, postdoctoral research associates and fellows in any unit, and teaching associates in the University High School, are represented by the Campus Faculty Association, Local 6546, IFT-AFT, AAUP, and will be covered by a bargaining agreement between the Board of Trustees of the University of Illinois and the union.. Teaching Associates in University High School with a .51 FTE or greater will be covered by a bargaining agreement between the Board of Trustees of the University of Illinois and the Uni Faculty Organization, IEA-NEA.

Visiting Academic Professional appointments are covered under a collective bargaining agreement between the Board of Trustees of the University of Illinois and the Visiting Academic Professionals/AAP-IEA-NEA union. The bargaining agreement applies only to visiting academic professional appointments.



### **3. “Adjunct” Prefix**

The use of "adjunct" as a prefix to a faculty rank or specialized faculty title indicates that the position is not the individual's primary position. "Adjunct" may be used in the title of a faculty or specialized faculty appointment when the individual has less than a .50 FTE (cumulative of all university appointments). The modifier "adjunct" is not used with academic professional titles.

The individual to be appointed should be recognized in his or her field. Departments and units should exercise appropriate review procedures before making an adjunct appointment.

Please note that although there should be no “adjunct” appointments with a .50 FTE or greater, if any such appointments continue to exist, individuals in such appointments with the exceptions of appointments in the colleges of Law, Medicine, and Veterinary Medicine, postdoctoral research associates and fellows in any unit, and teaching associates in the University High School, are represented by the Campus Faculty Association, Local 6546, IFT-AFT, AAUP and will be covered by a bargaining agreement between the Board of Trustees of the University of Illinois and the union. Teaching Associates in University High School with a .51 FTE or greater will be covered by a bargaining agreement between the Board of Trustees of the University of Illinois and the Uni Faculty Organization, IEA-NEA.

### **C. REHIRING UNIVERSITY OF ILLINOIS RETIREES AND OTHER STATE UNIVERSITIES RETIREMENT SYSTEM RETIREES**

State law, Board of Trustee policy, and campus guidelines regulate the appointment of employees who have retired from the University of Illinois or who have retired under the State Universities Retirement System (SURS). All appointments of SURS annuitants or University retirees must be approved at a campus level through a Retiree Rehire Form prior to work commencing. Further detail can be found at

[http://www.ahr.illinois.edu/units/hrprocesses/hiring\\_retiree.html](http://www.ahr.illinois.edu/units/hrprocesses/hiring_retiree.html) and <http://www.ahr.illinois.edu/forms/RetireeRehireInstructions.pdf>.

### **D. SPECIAL RECRUITMENTS IN SUPPORT OF INSTITUTIONAL PRIORITIES**

#### **1. Faculty Excellence Program**

The program is designed to foster the recruitment of exceptional scholars who will enhance our institution's strategic goals and build on our reputation as a leading public research university. The goal of the program is to attract leading faculty (associate or full professors) in strategic research areas. These scholars should have a record of excellence in research, in teaching and mentoring, and outreach and public engagement. Refer to Communication No. 4 for a more comprehensive explanation of the program.

## **2. Dual Career Academic Couples Program**

This program is designed to assist with the recruitment of academic couples in order to enhance the ability of the campus to recruit and retain faculty members when the appointment or retention of one person is contingent upon employment of another. Refer to Communication No. 8 for a more comprehensive explanation of the program. For assistance with this program, units should contact Academic Human Resources (when the secondary appointment being sought is a non-faculty appointment) and the Associate Provost for Faculty Development (when the secondary appointment being sought is a faculty or specialized faculty appointment).

## **3. Targets of Opportunity (TOP)**

TOP is designed to support the recruitment of outstanding faculty members among groups that are underrepresented in units on campus. Refer to Communication No. 7 for a more comprehensive explanation of this program.

## **E. NAMED FACULTY APPOINTMENTS**

Communication No. 6 covers named chairs and professorships.

## **F. MID-YEAR SALARY INCREASES**

Salary increases ordinarily occur as part of the annual budget cycle, i.e., are effective August 16 at the beginning of the appointment year. Mid-year salary increases will not be approved except in limited and well-defined circumstances.

Examples of such circumstances include:

- responding to a demonstrable salary inequity within the employing unit when there are compelling reasons to make the adjustment outside the normal process;
- countering an immediate written offer to an employee either from outside the University or from another unit;
- recognizing a significant change in an employee's duties and level of responsibility.

In the latter case, a change in title is not in itself sufficient. There must be a real and clearly noticeable change in the position as of the date of the increase.

Requests for mid-year salary increases should be accompanied by a statement of justification and forwarded through the normal personnel approval channels (unit, college, or director of an independent campus unit) to the Office of the Provost.

## **G. BUY-OUT OF APPOINTMENTS FOR CAMPUS LED INITIATIVES**

Faculty members play a critical leadership role in initiatives outside of their departments. Examples of this service include serving in a senate leadership position or as a Provost Fellow or one of many other campus funded activities requiring a significant commitment of time. Duties

such as these require a dedicated effort and limit the faculty member's ability to continue their teaching duties at the same level as they had prior to this service. Departments should not incur additional costs as a result of the service of their faculty. To encourage a department to release the service of a faculty member for a common good, the campus will reimburse the department for costs incurred during this service. Although the campus will generally not reimburse the department for the percentage of the released time, there might be unusual circumstances where such an arrangement is appropriate.

Occasionally, faculty and administrators in colleges and departmental administrative positions are asked to serve in a campus-wide role for a period of time. As long as they have return rights to their unit, this buy-out policy will also apply to their appointment. To the extent that a backfill of their position is required, the campus will provide funding.

## **VII. OFFERING ACADEMIC APPOINTMENTS**

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The procedures for offering academic appointments are detailed in Provost Communication No. 2. As a reminder, offers of academic appointments can be made only after all of the required approvals have been documented.

## **VIII. ASSISTANCE**

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About policy, documentation, or the status of a review in progress, contact the Office of the Provost (333-6677). Regarding the status of action by the Board of Trustees or the process of an appointment, contact the Office of Academic Human Resources (333-6747).

## IX. ATTACHMENTS

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1. APPOINTMENTS REQUIRING DIRECT APPROVAL BY THE BOARD OF TRUSTEES
2. HIRING REQUEST FROM APPROVAL TABLE
3. EXAMPLES OF HIRETOUCH FORMS, PROVIDED FOR INFORMATIONAL PURPOSES ONLY, REQUESTS FOR APPROVALS MUST BE SUBMITTED ELECTRONICALLY THROUGH HIRETOUCH:
  - TRANSMITTAL FORM FOR CASES FORWARDED FOR SECOND LEVEL REVIEW
  - TRANSMITTAL FORM FOR EXECUTIVE OFFICER APPOINTMENTS
  - TRANSMITTAL FORM FOR FACULTY APPOINTMENTS WITH TENURE
  - TRANSMITTAL FORM FOR NEW ACADEMIC PROFESSIONAL APPOINTMENTS WITH SALARIES OVER \$90,000
  - TRANSMITTAL FORM FOR PROVOST'S APPROVAL OF 0% UNMODIFIED FACULTY APPOINTMENTS FOR INDIVIDUALS WHO DO NOT HOLD A UNIVERSITY OF ILLINOIS APPOINTMENT

**APPENDIX**

**UNITS REQUIRING PROVOST'S OFFICE APPROVAL  
TO SATISFY SECOND LEVEL REVIEW  
(Based on the UIUC organization chart)**

**Appointments of immediate staff of a  
dean or director of a college**

Enrollment Management

Admissions and Records

**Colleges and Schools Without Academic  
Departments**

Facility Management and Scheduling

Registrar

Graduate School of Library and Information  
Sciences

Student Financial Aid

College of Law

Fire Service Institute

School of Labor and Employment Relations

Illinois Informatics Institute

School of Social Work

Illinois Promise

**Administrative Units**

International Programs and  
Studies

Armed Forces Education

I-STEM/National Science

Campus Center for Advising  
and Academic Services

Olympiad

Campus Honors Program

On-line and Continuing

Education

Campus Information  
Technologies and Services  
Office (CITES)

Osher Lifelong Learning

Institute

Center for Teaching  
Excellence

Police Training Institute

Committee on Institutional Cooperation  
(CIC)

Principal Scholars Program

University Library

eDREAM Institute

University High School