

AGENDA

Senate of the Urbana-Champaign Campus
May 2, 2016
3:10 – 5:15 pm

ILLINI UNION – ILLINI ROOMS A & B

- I. Call to Order** – Interim Chancellor Barbara Wilson
- II. Approval of Minutes** – April 4, 2016
- III. Senate Executive Committee Report** – Chair Gay Miller
- IV. Chancellor’s Remarks** – Interim Chancellor Barbara Wilson
- V. Questions/Discussion**
- VI. Consent Agenda**

Consent Agenda items are only distributed via <http://www.senate.illinois.edu/20160502a.asp>.

EP.16.42	Proposal to Revise the Ph.D. Requirements for the Department of Nuclear, Plasma, and Radiological Engineering, College of Engineering	Educational Policy <i>(B. Francis, Chair)</i>
EP.16.62	Proposal to Revise the Curriculum to the Ph.D. Requirements for the Department of Bioengineering, College of Engineering	Educational Policy <i>(B. Francis, Chair)</i>
EP.16.64	Proposal to Revise and Rename the BALAS in Germanic Languages and Literatures to the BALAS in Germanic Studies	Educational Policy <i>(B. Francis, Chair)</i>
EP.16.65	Proposal to Transfer the Agricultural Communication Program and the Bachelors of Science Degree with a Major in Agricultural Communications from the College of Media to the College of Agricultural, Consumer and Environmental Sciences	Educational Policy <i>(B. Francis, Chair)</i>
EP.16.66	Proposal to Establish a transcriptable Graduate Concentration in “Advanced Analytics” in the Department of Industrial & Enterprise Systems Engineering, College of Engineering	Educational Policy <i>(B. Francis, Chair)</i>
EP.16.68	Proposal to Revise the BSLAS in Atmospheric Sciences, in the Department of Atmospheric Sciences, College of LAS	Educational Policy <i>(B. Francis, Chair)</i>
EP.16.69	Proposal to Establish a New Graduate Level Concentration Titled “Data Analytics in Accountancy” in the Department of Accountancy, in the College of Business	Educational Policy <i>(B. Francis, Chair)</i>
EP.16.71	Proposal to Establish a Major in Bioengineering in the Department of Bioengineering, College of Engineering for the Degree of Master of Engineering	Educational Policy <i>(B. Francis, Chair)</i>
EP.16.72	Proposal to Establish Three Transcriptable Concentrations, General Bioengineering, Bioinstrumentation and Computational Genomics, Under the Major in Bioengineering in the Department of Bioengineering, College of Engineering for the Degree of Master of Engineering	Educational Policy <i>(B. Francis, Chair)</i>
EP.16.75	Proposal to Revise the PhD Program in Animal Sciences	Educational Policy <i>(B. Francis, Chair)</i>

EP.16.76	Proposal to Change the Name of the Technology and Management Concentration in the Major in Animal Sciences, Department of Animal Sciences, College of Agricultural, Consumer and Environmental Sciences	Educational Policy (<i>B. Francis, Chair</i>)
EP.16.77	Proposal to Revise the Undergraduate Music Minor in the School of Music, College of Fine and Applied Arts	Educational Policy (<i>B. Francis, Chair</i>)
EP.16.78	Proposal to Revise the Minor in French, Department of French and Italian, LAS	Educational Policy (<i>B. Francis, Chair</i>)
EP.16.79	Proposal to Revise the BALAS in French, French Studies Concentration, Department of FRIT, LAS	Educational Policy (<i>B. Francis, Chair</i>)
EP.16.81	Proposal to Revise the BSLAS in Integrative Biology, Integrative Biology Honors (IBH) Concentration, LAS	Educational Policy (<i>B. Francis, Chair</i>)
EP.16.84	Proposal to Revise the BSLAS in Computer Science and a Liberal Arts and Sciences Discipline (CS+X) in the College of Liberal Arts and Sciences	Educational Policy (<i>B. Francis, Chair</i>)
EP.16.85	Proposal to Revise the PhD in Crop Sciences, Department of Crop Sciences, College of Agricultural, Consumer of Environmental Sciences	Educational Policy (<i>B. Francis, Chair</i>)
EP.16.86	Proposal to Establish a Master of Science in Management Degree in the Department of Business Administration in the College of Business	Educational Policy (<i>B. Francis, Chair</i>)
EP.16.88	Proposal to Revise the Undergraduate Major Leading to the BALAS in Anthropology, Department of Anthropology, College of LAS	Educational Policy (<i>B. Francis, Chair</i>)
EP.16.89	Proposal to Revise the Early Childhood Education Undergraduate Major in College of Education	Educational Policy (<i>B. Francis, Chair</i>)

VII. Proposals (enclosed)

CC.16.11	Nominations for Membership on the Seventh Senate Review Commission Implementation Committee	Committee on Committees (<i>P. Kalita, Chair</i>)	1
SC.16.29	2016-2017 Senate and Senate Executive Committee (SEC) Calendar	Senate Executive Committee (<i>G. Miller, Chair</i>)	3
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SP.15.21	Revisions to the <i>Statutes</i> to Implement the Recommendations of the Hiring Policies and Procedures Review Committee (Final; Action)	University Statutes & Senate Procedures (<i>W. Maher, Chair</i>)	13
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SP.16.12	Amendment to the <i>Bylaws</i> , Part E to Establish a Joint Advisory Committee on Socially Responsible Licensing and Investment	University Statutes & Senate Procedures (<i>W. Maher, Chair</i>)	23
IT.16.01	University of Illinois Information Technology Accessibility Policy	Information Technology (<i>J. Hart, Chair</i>)	27
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EP.16.80	Proposal to Amend EP.89.09 Undergraduate General Education Requirements and to Revise the Cultural Studies Requirement	Educational Policy (<i>B. Francis, Chair</i>)	35
RS.16.03	Campus Senate Recommendation to University of Illinois Regarding Advanced Placement Credit	S. LeRoy, et. al	121
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EP.16.73	Report of Administrative Approvals through April 11, 2016	Educational Policy (<i>B. Francis, Chair</i>)	125
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IX. New Business

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.

X. Adjournment

Reception Immediately Following Adjournment

Hosted by the Chancellor

Illini Room C

Senate of the Urbana-Champaign Campus

April 4, 2016

Minutes

A regular meeting of the University of Illinois at Urbana-Champaign Senate was called to order at 3:10 pm in Illini Room A of the Illini Union with Interim Chancellor Barbara Wilson presiding and Professor Emeritus H. George Friedman, Jr. serving as Parliamentarian.

APPROVAL OF MINUTES

04/04/16-01 The minutes from March 7, 2016 were approved as distributed.

SENATE EXECUTIVE COMMITTEE REPORT

Gay Miller (VMED), faculty senator and Chair of the Senate Executive Committee (SEC), reported that she recently attended a CIC (Committee on Institutional Cooperation) Faculty Governance Conference at the University of Michigan. Conference topics included faculty purview, due process, academic freedom, and Title IX. It appeared that many of the institutions in attendance were facing similar issues as those faced by our own University.

Chair Miller noted that the budget continues to be a topic of concern. Interim Provost Feser hosted a budget session at three different campus locations. Feser plans to make the budget presentation information available online.

Chair Miller mentioned an online post from College of Engineering Dean Cangellaris stating that student growth in Engineering has greatly surpassed the faculty growth in Engineering which reduces the amount of research faculty can do. The budget impasse makes it difficult to plan and invest. Engineering will continue to work on growing endowments. Even the premier programs at Illinois are being hurt by the budget impasse.

The outlook for some Illinois institutions is bleak. The Illinois Institute of Technology has asked its student to pay back MAP (Monetary Award Program) grant credits. Students can pay back the funds in cash, take out a loan, or have a hold put on their student account. Chicago State University employees have been asked to turn in their keys. Chair Miller urged individuals to be actively engaged as citizens and contact legislators about their thoughts on the budget.

04/04/16-02 Floor privileges were granted without objection to Tyler Rotche to speak to item RS.16.06.

04/04/16-03 Tellers for the meeting were faculty senators Tyson (LAS) and Williamson (LAS), and student senator Butkus (FAA).

CHANCELLOR'S REMARKS

Interim Chancellor Barbara Wilson reported that she did not have much to add to Chair Miller's previous remarks on the State budget impasse, but the administration continues to engage the legislature on the issue. Additional budget information will be posted online as it becomes available.

Wilson reported that the campus is in the height of the student recruitment effort. Applications have reached almost 38,000 for 7,500 slots, which is an 11% increase. Yield (percentage of students who accept an offer of admission) has increased compared to this same time last year.

The College of Applied Health Sciences (AHS) search committee has invited Dean Candidates to campus. Outstanding candidates have been identified in the new College of Medicine Dean search, and the search will move into the final stages soon. The College of Agriculture, Consumer, and Environmental Sciences (ACES) Dean search is still in progress and moving forward.

Commencement is May 14 at Memorial Stadium. Jeff Huber, an Illinois Computer Science graduate, will be the Commencement Speaker. Huber previously worked at Google on Google

Maps and Gmail, and his current company, Grail, is now working to develop a revolutionary blood test to detect early stage cancer. Huber credits much of his success to his Illinois education.

Students are exploring the creation of the first ever mascot. They are holding several meetings and talking to a number of stakeholders. The Chief was a symbol, not a mascot. Wilson is very supportive of the mascot initiative.

QUESTIONS/DISCUSSION

At the previous Senate meeting Barnes (LAS) requested the names of the members of the Hiring Risk Assessment Committee. Benmamoun shared this list with Barnes (LAS). Barnes (LAS) read the list of members: Stacy Dymond, Larry Firkins, Sandra Kopels, Michael LeRoy, Curtis Perry, Jamelle Sharpe, Bill Stewart and Amelia Woods. LeRoy, Sharpe and Woods are members that were nominated by the Senate. Wilson noted that not every faculty member is involved in each case. Faculty members available serve when called.

Rosenstein (MDA) announced that the Search Committee to Assist the President in the Selection of a Chancellor is now accepting nominations for Chancellor. There is an online portal to submit nominations.

CONSENT AGENDA

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

04/04/16-04 EP.16.54* Proposal to Revise the Professional Science Masters in Geographic Information Science, LAS and Graduate College

04/04/16-05 EP.16.56* Proposal to Revise the Undergraduate Minor in Asian American Studies, LAS

PROPOSALS

04/04/16-06 SP.15.21* Revisions to the *Statutes* to Implement the Recommendations of the Hiring Policies and Procedures Review Committee

As Chair and on behalf of the Senate Committee on University Statutes and Senate Procedures (USSP), Maher introduced and noted this proposal is presented as a first reading for discussion. The proposal was first brought forward for a first reading at the November 16, 2015 Senate meeting, but with significant changes USSP is presenting SP.15.21 as a first reading again. USSP Chair Maher noted that a vote will be taken at a subsequent Senate meeting. Maher continued by explaining the process for *Statutes* amendments.

This proposal is the product of a resolution that came from the Hiring Policies and Procedures Review Committee report. This topic is complicated and it has taken the USSP committee some time to thoroughly review the topic and provide the proposed amendments to the *Statutes*.

In response to a senator's question about contacting the Office of University Counsel, Chair Maher noted that USSP has asked for University Counsel representation on the USSP Committee. University Counsel provided a liaison to informally attend USSP Committee meetings, but this person does not provide formal consultation or legal advice.

Discussion continued on the use of the word "delegate" and possible ambiguity. Tolliver (LAS) stated that she believed that delegate is the right word, but do not think the definition is clear. In response, Maher emphasized that delegation would convey appointment authority but remove the ultimate authority from the Board. Burbules (EDUC) seconded Maher's statement and emphasized that delegating authority does not abdicate responsibility.

USSP Chair Maher (LIBR) ended the discussion by noting he would bring concerns stated today to the full USSP committee for further discussion and anticipates a final version of the proposal to be presented for action at the next regular Senate meeting.

04/04/16-07 SP.16.10* Revisions to the *Bylaws*, Part F, Section 1 – State Universities Retirement System Members Advisory Committee (SURSMAC)

As Chair and on behalf of the USSP Committee, Maher (LIBR) introduced and moved approval of proposal SP.16.10. Maher noted that the minor changes would bring the Bylaws into alignment with the revised SURSMAC governing documents.

04/04/16-08 By voice, the motion to adopt SP.16.10 was approved.

ILLINOIS CLIMATE ACTION PLAN (iCAP)

Ben McCall, Associate Director for Campus Sustainability presented the 2015 Illinois Climate Action Plan.

Some of the topics McCall presented are the achievements since the 2010 iCAP and the new sustainability procedure. McCall discussed the six SWATeams (Sustainability Working Advisory Teams) areas: 1.) Energy Conservation and Building Standards; 2.) Energy Generation, Purchasing, and Distribution; 3.) Transportation; 4.) Purchasing, Waste, and Recycling; 5.) Water and Storm water; and 6.) Agriculture, Land Use, Food, and Sequestration. The SWATeams make recommendations on what the campus should be doing in each of the areas.

McCall discussed the carbon neutrality date, 2050, important energy conservation objectives, energy generation objectives, and a possible energy emissions trajectory.

The iCAP PowerPoint presentation* is available online:

<http://www.senate.illinois.edu/20160404iCAP2015.pdf>

PROPOSALS

04/04/16-09 CO.16.01* Resolution in Support of the Illinois Climate Action Plan (iCAP)

As Chair and on behalf of the Senate Committee on Campus Operations, O'Brien (LIBR) moved approval of Resolution CO.16.01. Discussion followed.

04/04/16-10 Wong (LAS) moved to amend the resolution by inserting the phrase "in energy costs in FY14 alone" before the word "and" at the end of the seventh whereas clause. The motion was seconded.

04/04/16-11 By voice the motion to amend the resolution by inserting the phrase "in energy costs in FY14 alone" before the word "and" at the end of the seventh whereas clause was approved.

In response to a question, McCall noted that the current carbon emissions that are tracked include on campus emissions from direct combustion, electricity that is purchased, emissions from the university fleet, agricultural operations on campus, commuting of faculty and staff, and directly financed air travel.

O'Brien (LIBR) responded to a concern about the net zero square foot policy. O'Brien noted that the net zero square foot policy had already been approved. A unit within the university can request a variance. There would need to be a significant amount of data and support behind the request. McCall added that Illinois is among the lowest ranked in the efficiency of space usage. McCall stated that there is room to grow excellence without growing in square footage.

04/04/16-12 Ando (ACES) made a motion to further amend the resolution by striking the last whereas clause: "WHEREAS further steps toward carbon neutrality will require campus-wide support of significant new or additional efforts coordinated across the campus community," The motion was seconded and discussion followed.

Several senators spoke against the motion to strike the last whereas clause from the resolution.

- 04/04/16-13 By voice, the motion to amend the proposal by striking the last whereas clause failed.
- 04/04/16-14 Lear (GRAD) made a motion to amend the proposal by striking the phrase “while maintaining.....teaching institution.” in the final be it further resolved clause. The motion was seconded and discussion followed.
- Campus Operations Chair O’Brien noted that resolution supports funding the 2015 Illinois Climate Action Plan as a top priority, but not the top priority.
- 04/04/16-15 By voice, the motion to amend the proposal by striking the phrase “while maintaining.....teaching institution.” in the final be it further resolved clause failed.
- 04/04/16-16 By voice, the amended resolution was approved unanimously.
- 04/04/16-17 RS.16.06* Campus Senate Recommendation to University of Illinois Regarding Coal Divestment
- Montgomery (GRAD) noted that the resolution is not directed at the University of Illinois Foundation investments made for the University, but the campus level investments that are made by Treasury Operations. Montgomery (GRAD) spoke in support of the resolution.
- Scanlan (ACES) reported that the Illinois Student Senate (ISS) has voted twice to divest from coal. Scanlan (ACES) also spoke in support of the resolution along with Mosely III (GRAD), and Tyler Rotche, a founding member of Beyond Coal.
- 04/04/16-18 After a lengthy discussion, Kindt (BUS) moved to close debate. The motion was seconded.
- 04/04/16-19 By voice, the motion to close debate was approved and debate ended.
- 04/04/16-20 By voice, the motion to adopt resolution RS.16.06 was approved.
- 04/04/16-21 BG.16.01* Resolution Calling for the State of Illinois to Enact a Budget
- As Chair and on behalf of the Senate Committee on the Budget, Sandretto moved approval of Resolution BG.16.01. Sandretto noted that University Legal Counsel had been contacted and was advised that this resolution is not considered lobbying.
- Kindt (BUS) gave anecdotes about the negative impact on employee benefits due to the lack of a state budget for the University.
- Chair Miller noted if the resolution is approved, it will be sent to member of the legislature and to the Governor.
- 04/04/16-22 By voice, the motion to adopt resolution BG.16.01 was approved unanimously.
- REPORTS FOR INFORMATION**
- 04/04/16-23 EP.16.67* Expected Enrollment Increase for the Online Masters of Computer Science (MCS) Degree Focusing on Data Sciences
- 04/04/16-24 SC.16.28* BOT Observer Report – March 16, 2016
- 04/04/16-25 UC.16.01* Report on the 2015-16 Meetings of the University Senates Conference
- NEW BUSINESS**
None.
- ADJOURNMENT**
The meeting was adjourned at 4:51 pm.

Jenny Roether, Senate Clerk

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

A video recording of these proceedings can be found at <https://go.illinois.edu/senate>

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

CC.16.11 Nominations for Membership on the Seventh Senate Review Commission Implementation Committee

BACKGROUND

In accordance with Article VI, Section 9 of the Senate Constitution, the Seventh Senate Review Commission (SRC) was constituted on September 16, 2013. The Seventh SRC submitted their report, XSR.15.01, to the Senate on May 24, 2015. The Senate Executive Committee has requested an Implementation Committee be created to make specific recommendations in response to the Seventh SRC Report, XSR.15.01 and to make general recommendations on any other contemporarily relevant items.

NOMINATIONS

The Senate Committee on Committees recommends approval of the following slate of nominees:

Faculty:

Michael LeRoy (LER), Chair
Sara Benson (LAW)
Bettina Francis (LAS – Entomology)
Erik McDuffie (LAS – African American Studies)

Emeritus:

Michael Grossman (ACES)

Academic Professional:

Melissa Madsen (FAA)

Students:

Richard Gonigam (LAS)
Anita Mixon (GRAD)

Ex officio:

Jenny Roether (Clerk of the Senate)

COMMITTEE ON COMMITTEES

Prasanta Kalita, Chair
Tim Flanagin
George Gross
Randy McCarthy
Lisa Monda-Amaya
Nancy O'Brien
Marissa Roberson
Jenny Roether, *ex officio*

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

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

SC.16.29 2016-2017 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</u> <u>Agenda Items</u> Due 5:00 pm	<u>Senate</u> <u>Packet Items</u> Due 12pm noon	<u>SEC</u>
<u>2016</u>				
Instruction Begins Monday, August 22, 2016				AUG 29 SEP 12
Illini Union – Illini Room C	SEP 19	SEP 9	SEP 13	OCT 3
Illini Union – Ballroom	OCT 10	SEP 30	OCT 4	
<i>Annual Meeting of the Faculty</i>	<i>OCT 24</i>			
Illini Union – Ballroom				NOV 7
Illini Union –Ballroom	NOV 14	NOV 4	NOV 8	
Thanksgiving Vacation Nov 19-27				NOV 28
Illini Union – Illini Room A	DEC 5	NOV 23	NOV 29	
Final Examinations, December 9-16				
<u>2017</u>				
Instruction Begins Tuesday, January 17, 2017				JAN 23 ¹ JAN 30
Illini Union – Illini Room A	FEB 6	JAN 27	JAN 31	FEB 27
Illini Union –Ballroom	MAR 6	FEB 24	FEB 28	
Spring Vacation March 18-26				MAR 27
Illini Union –Ballroom	APR 3	MAR 24	MAR 28	
<i>2017-2018 Organizational Meeting</i>	<i>APR 17</i>	MAR 24	APR 11	
Illini Union – Ballroom				APR 24
Illini Union – Illini Room A	MAY 1	APR 21	APR 25	
Final Examinations, May 5-12				MAY 15 ²
Commencement, May 14				JUN 12 ³ JUL 24

¹ Annual Special Meeting with the University President

² Executive Session with the Chancellor to evaluate the Vice-Chancellors

³ Executive Session with the President to evaluate the Chancellor

2016-2017 SENATE/SEC CALENDAR

August 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	25	26	27
28	SEC	30	31			

November 2016						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	AGD	5
6	SEC	PKT	9	10	11	12
13	SEN	15	16	17	18	19
20	21	22	AGD	24	25	26
27	SEC	PKT	30			

February 2017						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	SEN	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	AGD	25
26	SEC	PKT				

May 2017						
Su	Mo	Tu	We	Th	Fr	Sa
	SEN	2	3	4	5	6
7	8	9	10	11	12	13
14	SEC ²	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	AGD	10
11	SEC	PKT	14	15	16	17
18	SEN	20	21	22	23	24
25	26	27	28	29	AGD	

December 2016						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	SEN	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

March 2017						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	SEN	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	AGD	25
26	SEC	PKT	29	30	31	

June 2017						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	SEC ³	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	SEC	PKT	5	6	7	8
9	SEN	11	12	13	14	15
16	17	18	19	20	21	22
23	AMF	25	26	27	28	29
30	31					

January 2017						
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	SEC ¹	24	25	26	AGD	28
29	SEC	PKT				

April 2017						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	SEN	4	5	6	7	8
9	10	PKT	12	13	14	15
16	ORG	18	19	20	AGD	22
23	SEC	PKT	26	27	28	29
30						

July 2017						
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					

¹ Annual Special Meeting with the University President

² Executive Session with the Chancellor to evaluate the Vice-Chancellors

³ 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

PKT Senate packet deadline

AGD Senate agenda item deadline

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

SC.16.30 Endorsement of the Council of Academic Professionals (CAP) Resolution on the FY16 Budget Impasse on Healthcare Coverage for Urbana-Champaign Campus Employees

BACKGROUND

The Senate Executive Committee endorsed the CAP Resolution on the FY16 Budget Impasse on Healthcare Coverage for Urbana-Champaign Campus Employees on April 25, 2016.

RECOMMENDATION

The Senate Executive Committee recommends the Senate of the Urbana Champaign Campus endorse the attached CAP Resolution on the FY16 Budget Impasse on Healthcare Coverage for Urbana-Champaign Campus Employees.

SENATE EXECUTIVE COMMITTEE

Gay Miller, Chair
Kim Graber, Vice-Chair
Abbas Aminmansour
Michael Bohlmann
Nicholas Burbules
Bettina Francis
John Hart
Prasanta Kalita
Calvin Lear
Samuel LeRoy
William Maher
Anita Mixon
Kathryn Oberdeck
David O'Brien
Michael Sandretto
Matthew Wheeler

University of Illinois
Urbana-Champaign Council of Academic Professionals

Resolution on the FY16 Budget Impasse on Healthcare Coverage for Urbana-Champaign Campus Employees

WHEREAS, the Council of Academic Professionals (hereafter referred to as CAP) serves the interests of full-time, part-time, and retired academic professionals at Illinois and provides direct and concerted communication between academic professional staff and administrative officers of the University;

WHEREAS, an ad hoc committee on healthcare coverage was appointed by CAP to identify and summarize the negative impact the FY16 budget impasse is having on healthcare coverage for academic professionals on the Urbana-Champaign campus;

WHEREAS, the ad hoc committee on healthcare coverage findings include that claim payments for the Quality Care Dental Plan administered by Delta Dental, the Quality Care Health Plan administered by Cigna as well as for HealthLink OAP and Coventry OAP are on hold until a budget is approved and funds released while employees continue to pay their contributions to these health care plans;

WHEREAS, prior to a hold being placed on payments, claims were being processed with a delay of over one year with payments for claims through 12/10/2014 having been released to QCHP-contracted providers, claims processed through 09/05/2014 having been released to non-QCHP-contracted providers, and dental claims under Delta Dental being processed based on whether they were incurred at a network or non-network dentist.

WHEREAS, the lack of funding for state employee healthcare benefits has resulted in a significant reduction in access to healthcare as well as significant financial and emotional hardships for employees and their families.

THEREFORE, BE IT RESOLVED that the Council of Academic Professionals adopts this resolution urging the State of Illinois General Assembly to draft and pass legislation to:

1. provide funding to immediately cover the cost of all unpaid claims administered through the Illinois Department of Central Management Services to eliminate the financial burden placed on families of state employees.
2. provide funding for all future FY16 state employee healthcare benefits claims administered through the Illinois Department of Central Management Services to restore access to healthcare for employees and their families as outlined in the healthcare plan selected by each employee during the annual benefit choice period.

AND, BE IT FINALLY RESOLVED, that the attached Final Report of the Council of Academic Professionals Ad Hoc Committee on Healthcare Coverage be incorporated into this resolution as providing the rationale, intent, and guidance of the Council of Academic Professionals in making these recommendations.

Ad hoc Committee on Healthcare Coverage

April 12, 2016

Executive Summary

Council of Academic Professionals representatives have received an increasing number of inquiries and complaints from constituents regarding the negative impacts of the State of Illinois FY16 budget impasse on healthcare coverage, including holds on claim payouts to providers by the State of Illinois that result in increased out of pocket expenses for employees.

The role of the Ad hoc committee on healthcare coverage is to identify and summarize the negative impact the budget impasse is having on healthcare coverage for academic professionals on the Urbana-Champaign campus, to provide a summary of resources available to academic professional employees, and to propose a public response from the council to address the impact of the budget impasse on healthcare coverage for academic professionals on our campus.

Coverage Options and Status of Claim Payments

Summary of Healthcare Coverage Options

There are two types of health care plans available to employees at the University of Illinois at Urbana-Champaign: an Indemnity plan called the Quality Care Health Plan (QCHP), and two Managed Care plans: a Health Management Organization Plan (HMO) and an Open Access Plan (OAP).

All employees are responsible for a salary-based contribution for health insurance coverage. The amount required is contingent upon the employee's status (i.e. full-time, part-time or leave of absence), type of health plan elected (i.e. managed care plan or the Quality Care Health Plan), employee's annual salary as of the preceding April 1st, and coverage elections in effect on the first day of the pay period.

Status of Claim Payments

Quality Care Health Plan and Open Access Plans

These are self-insured plans, which means the state pays the direct cost of each claim, rather than paying a monthly premium to the insurance carrier as with the HMO and Medicare Advantage plans. According to the Central Management Services (CMS) website, claim payments for the Quality Care Dental Plan administered by Delta Dental, the Quality Care Health Plan administered by Cigna as well as for HealthLink OAP and Coventry OAP are on hold until a budget is approved and funds released. However, employees continue to pay their contributions to these health care plans.

Prior to a hold being placed on claim payments, claims processed through 12/10/2014 had been released to QCHP-contracted providers, and claims processed through 09/05/2014 had been released to non-QCHP-contracted providers. Dental claims under Delta Dental were being processed based on whether they were incurred at a network or non-network dentist.

According to the CMS website, late payment interest is paid to healthcare providers on health claims that take longer than 30 days from the receipt of a complete claim submission to pay. An email dated March 14, 2016 from Candace Shimkus of CMS confirmed that the State is still paying interest on claims that take longer than 30 days from the receipt of a complete claim submission.

Employees may make arrangements with out-of-network providers to pay an outstanding balance or establish a payment plan, and the provider should reimburse the employee after receiving payment. According to CMS, it is the responsibility of employees enrolled in the Quality Care Dental Plan administered by Delta Dental and the Quality Care Health Plan administered by Cigna to make reimbursement arrangements with their provider.

Health Management Organization Plans

A document titled “Group Insurance Budget Impasse FAQs” dated September 25, 2015 indicated that all of the vendors providing fully-insured HMO plans (BlueAdvantage, HMO Illinois, Health Alliance, and Coventry HMO) and Medicare Advantage plans have agreed to continue to pay claims to healthcare providers on their normal schedule.

http://www.illinois.gov/cms/Employees/benefits/StateEmployee/Documents/Budget_Impasse_FAQs_092415.pdf

Employee Payments to Network Providers

Campus Human Resources has indicated that, to their knowledge, in-network providers are not requiring payment up front at this time. In the event that in-network providers require payment up front, employees should consult their plan administrator (e.g. HealthLink OAP).

Out of Network Provider Reimbursement Rates

There has reportedly been some confusion regarding reimbursement rates when an out-of-network provider is used. It has always been the case that employee copayments are higher with an out of network provider, and this is not related to the current state budget impasse.

Resources Available to Employees

Faculty-Staff Assistance Program

The staff of the FSAP is dedicated to providing quality, confidential assistance to employees and their families who may be experiencing difficulties that impact their lives. This includes assessments, short-term counseling, crisis services and referrals to appropriate resources. More information is available at <http://fsap.illinois.edu>.

Central Management Services Website

Employees may visit this site for up to date information on the status of the hold on claim payments and other announcements related to healthcare coverage.

<http://www.illinois.gov/cms/Employees/benefits/StateEmployee/Pages/default.aspx>

Plan Administrator Contact Information

See Appendix A

Group Insurance Representative Contact UIUC

Benefits Services at Urbana-Champaign is UIUC’s internal contact for employee benefit questions.

Email: benefits@uillinois.edu

<https://nessie.uihr.uillinois.edu/cf/benefits/index.cfm>

Full UPB Benefits Services Staff see Appendix B

Recommended response

Public Statement by the Council of Academic Professionals

The committee recommends that a strong statement be released by the Council of Academic Professionals, describing how the budget impasse has negatively impacted health coverage for state employees at the University of Illinois at Urbana-Champaign and urging the legislature and governor to fulfill their constitutional duty to pass a state budget.

Share information on resources with Academic Professionals

Provide information on resources outlined in this document with academic professionals on our campus.

Contact state representatives and governor

Strongly encourage employees to contact their state senator, representative, and the Governor to share concerns and testimonials about the how the budget impasse is affecting healthcare coverage and how uncertainty about coverage and increased out of pocket expenses are negatively impacting state employees and their families.

The State of Illinois District/Official search page is located at:

<http://www.elections.illinois.gov/DistrictLocator/DistrictOfficialSearchByAddress.aspx>

Contact information for Governor Rauner is available at:

<http://www.illinois.gov/gov/contactus/Pages/default.aspx>

Sources

“QCHP & QCDP Claim payment Delay,” Illinois Department of Central Management Services, last modified March 14, 2016,

<http://www.illinois.gov/cms/Employees/benefits/StateEmployee/Pages/QCHPQCDPClaimPaymentDelay.aspx>

“Health Insurance,” University of Illinois Human Resources, last modified November 20, 2015, https://nessie.uihr.uillinois.edu/cf/benefits/index.cfm?Item_ID=55&mlink=1

“Group Insurance Budget Impasse FAQs.” Illinois Department of Central Management Services, last modified September 25, 2015,

http://www.illinois.gov/cms/Employees/benefits/StateEmployee/Documents/Budget_Impasse_FAQs_092415.pdf

“General Information,” Delta Dental of Illinois, last modified date unknown,

<http://soi.deltadentalil.com>

“Faculty Staff Assistance Program,” University of Illinois at Urbana-Champaign Human Resources, last modified date unknown, <http://fsap.illinois.edu>

“State of Illinois Employees Benefits Handbook,” Illinois Department of Central Management Services Bureau of Benefits, last updated July 1, 2015,

http://www.illinois.gov/cms/Employees/benefits/StateEmployee/Documents/FY2016_State_Handbook.pdf

Committee Members

Mike Bohlman, District 9

Kristina Miller, District 1

Tracy Parish, District 8, Chair

FOR REVIEW

Appendix A: Plan Administrator Contact

Cigna www.cigna.com/stateofil	
(800) 962-0051	(800) 526-0844 (TDD/TTY)
Health Alliance HMO https://healthalliance.org/stateofillinois	
(800) 851-3379	(800) 526-0844 (TDD/TTY)
HealthLink OAP www.healthlink.com/illinois_index.asp	
(800) 624-2356	(800) 624-2356, ext. 6280 (TDD/TTY)
HMO Illinois www.bcbsil.com/stateofillinois	
(800) 868-9520	(866) 876-2194 (TDD/TTY)
BlueAdvantage HMO www.bcbsil.com/stateofillinois	
(800) 868-9520	(866) 876-2194 (TDD/TTY)
Coventry Health Care OAP www.chcillinois.com	
(800) 431-1211	(217) 366-5551 (TDD/TTY)
Coventry Health Care HMO www.chcillinois.com	
(800) 431-1211	(217) 366-5551 (TDD/TTY)

FOI

Appendix B: Group Insurance Representatives UIUC

JAMES P DAVITO	Phone: (217) 333-3112
UPB BENEFITS SERVICE CENTER	Fax: (217) 244-3135
506 S WRIGHT ST RM 177	E-mail: DAVITO@UILLINOIS.EDU
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AMY S ABRAHAMSON	Phone: (217) 333-3111
UPB BENEFITS SERVICE CENTER	Fax: (217) 244-3135
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UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE

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

SP.15.21 Revisions to the *Statutes* to Implement the Recommendations of the Hiring Policies and Procedures Review Committee

BACKGROUND

NOTE: This is a revision and replacement of a proposal first submitted to the Senate on November 16, 2015.

Provost and Vice Chancellor Ilesanmi Adesida and the Chair of the Senate Executive Committee, Roy Campbell, convened a special committee in October 2014 “to review policies and processes for faculty hiring.” After reviewing the *University Statutes*, *General Rules*, and Provost Communications No. 2 and 3, the Hiring Policies and Procedures Review Committee (Committee) issued its Final Report on December 12, 2014.

The Committee recommended changes to the mechanisms for Board of Trustees’ (Board) approval of academic staff. First, the Committee reaffirmed the Board’s authority for oversight of faculty hiring through its power to appoint administrators at the level of dean or higher, who in turn supervise the hiring of faculty members. The Committee’s second recommendation was that the Board “. . . should formally delegate its responsibility for tenured and tenure-track academic appointments that do not involve administrative positions at the level of deans and above to the president, who in turn should continue the existing policy of delegating to the chancellor and provost.”

The Committee reasoned that a formal delegation of responsibility was necessary to provide timely completion of the appointment process and thereby maintain the University’s competitiveness in attracting the best faculty to the University. The Committee argued that the current mechanism for obtaining Board approval added delays to the process, making appointments less efficient and therefore less attractive to potential candidates.

On March 9, 2015, the Senate passed RS.15.08 endorsing the Committee’s report and recommendations. That resolution charged the Senate Committee on University Statutes and Senate Procedures (USSP) with “determining what amendments to the *University Statutes* would be necessary to implement the recommendations of the [Committee]” and with bringing any necessary amendments to the Senate for its consideration.

After due consideration, USSP believes that the most expeditious way to accomplish the recommendations of the Hiring Policies and Procedures Review Committee is to amend the *University Statutes*, Article IX, Section 3a to provide for the delegation of the Board’s authority over hiring, tenure, promotion, and setting of salaries to the President, who may further delegate authority over these matters to the respective campuses.

After review of Article IX, USSP also believes that Section 4b regarding faculty salaries requires revision. Section 4b gives the Board the authority to set salaries; the proposed revision below has the Board delegate power over salaries to the respective campuses. The currently proposed revision would also translate existing practice into statutory language. Note: Because the pending 2014/15 *Statutes* changes include a suggested amendment to Article IX, Section 4b, this current proposal is intended to

supersede that suggested change. For purpose of comparison of the existing *Statutes* and the 2014/15 amendment, see Appendix A.

In the course of its deliberations, USSP considered the implications of the University of Illinois Act (110 ILCS 305/) for the Board’s delegation of authority over hiring. Section 1 of the Act does give the Board power to enter into contracts, etc., and Section 7(a) gives the Board the power “to appoint such professors and instructors...As may be required to teach, in the most thorough manner, such branches of learning as are related to agriculture and the mechanic arts, and military tactics, without excluding other scientific and classical studies.” There is nothing in the Act that prohibits the Board from delegating this power, and in fact, Section 7(a) concludes with the following paragraph: “The Board of Trustees shall have the authority to adopt all administrative rules which may be necessary for the effective administration, enforcement and regulation of all matters for which the Board has jurisdiction or responsibility.” The present proposed revisions to the *Statutes* are an example of rules necessary for the effective administration of hiring at the University. In addition, the Board already delegates other powers granted under the University of Illinois Act, such as elements of its power over Admissions described in Section 8. Thus, USSP believes the delegation of authority as called for in this proposal is consistent with the University of Illinois Act.

For the April 6, 2015 Senate meeting, USSP recommended language that partially addressed the need identified in the Committee’s report. However, despite the Senate’s acceptance of those USSP recommendations, they were not included in those *Statutes* amendments which the University Senates Conference (USC) forwarded to the President in late May, 2015, and which are currently under review by University Administration. Furthermore, USSP now recognizes that its April, 2015 recommendations were incomplete and thus has provided this more comprehensive proposal.

USSP has also amended the proposed revisions based on suggestions from the floor during the November, 2015 Senate meeting. Specifically, this proposed revision includes “equivalent executive officers” among the appointments that require direct approval of the Board. In addition, the proposed revision no longer distinguishes between academic staff and tenure system faculty in regard to Board approval of personnel actions.

RECOMMENDATION #1

The Senate Committee on University Statutes and Senate Procedures recommends approval of the following revisions to Article IX, Section 3 of the *Statutes*. Text to be added is underscored and text to be deleted is ~~stuck through~~.

PROPOSED REVISIONS TO THE STATUTES, ARTICLE IX, SECTIONS 3 AND 4

1 SECTION 3a:
2 ~~All appointments, reappointments, and promotion of the academic staff, as defined in Article IX,~~
3 ~~Section 4a, shall be made by the Board of Trustees on the recommendation of the chancellor/vice~~
4 ~~president concerned and the president.~~ The board has the power to appoint, reappoint, and promote
5 members of the academic staff, as defined in Article IX, Section 4a. Appointments requiring direct
6 approval of the board include the president, University officers, vice chancellors, academic deans and
7 equivalent executive officers, the CEO of the healthcare system, directors of intercollegiate athletics,
8 head coaches for football and basketball, and intercollegiate athletics multi-year contracts for coaches.
9 For all other academic staff, the board shall **retain** its authority for employment, reappointments and
10 promotions **but delegate this authority** to the president who may further delegate to the campuses, in
11 accordance with published administrative rules and procedures. Employment approval of all new
12 academic appointments under these administrative rules and procedures must occur prior to the
13 beginning date of the appointments. All appointments, reappointments, and promotions of the
14 administrative staff shall be made by the Board of Trustees on the recommendation of the
15 chancellor/vice presidents concerned if a campus-level officer is involved and the president.
16

17 SECTION 4b:
18 The members of the academic and administrative staffs whose positions are not directly approved by the
19 board shall be employed, reappointed, promoted, and have their salaries fixed by the campuses, and
20 reported to the board by the president. ~~Board of Trustees, except that members of the academic staff~~
21 ~~below the rank of assistant professor may be employed by the president of the University who shall~~
22 ~~report such appointments to the board.~~

23

RECOMMENDATION #2

On April 6, 2015, as part of the general revisions of the University Statutes, the Senate approved the addition of Article IX, Section 3f, which read:

Academic appointments requiring direct approval of the Board of Trustees include the President, University officers, deans, the CEO of the University hospital, directors of intercollegiate athletics, head coaches for football and basketball. Board approval prior to the beginning date is required for all new tenure-track and tenured faculty appointments.

The Senate Committee on University Statutes and Senate Procedures recommends that the proposed paragraph 3f be deleted.

UNIVERSITY STATUTES AND SENATE PROCEDURES

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H. George Friedman

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Jenny Roether, *Ex officio*

Sarah Zehr, *Observer*

APPENDIX A

SECTION 4b:

The existing language in the *Statutes*, Article IX, Section 4b reads:

The members of the academic and administrative staffs shall be employed and salaries fixed by the Board of Trustees, except that members of the academic staff below the rank of assistant professor may be employed by the president of the University who shall report such appointment to the board.

The 2014/15 proposal for general revisions to the *Statutes* made a number of changes that were acceptable to the UIUC Senate. The paragraph 4b as transmitted by the USC to the President reads:

The members of the academic and administrative staffs shall be employed and salaries fixed by the Board of Trustees, except that members of the academic staff below the rank of assistant professor may be employed by the campuses. These appointments shall be reported to the board by the president.

In addition, the general revisions to the *Statutes* forwarded by USC on May 27, 2015 included a new paragraph 3f which read:

Academic appointments requiring direct approval of the Board of Trustees include the President, University officers, deans, the CEO of the University hospital, directors of intercollegiate athletics, head coaches for football and basketball. Board approval prior to the beginning date is required for all new tenure-track and tenured faculty appointments.

The proposed paragraph 3f would no longer be necessary if this proposed revision passes.

UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE

University Statutes and Senate Procedures
(Final; Action)

SP.16.09 Revisions to the *Bylaws and Standing Rules* – Committee on Elections and Credentials

BACKGROUND

As the committee structure of the Senate was originally organized, there was a Committee on Elections and Credentials (EC), charged with supervising the apportionment and election of senators of both the faculty and student electorates. In 1995, the Fourth Senate Review Commission (SRC) proposed that this committee be combined with the Committee on University Statutes and Senate Procedures (USSP), arguing that the duties of the EC Committee had become very routine and undemanding. The SRC also argued that the Senate had too many committees, and should reduce their number. The Senate approved the merger of EC and USSP on January 29, 1996, SP.95.04.

For the past several years, USSP has had a very heavy workload of proposals to amend the documents which are its primary responsibility, i.e., the *University Statutes*, the *Senate Constitution*, and the *Bylaws*. But the committee has also noted the need for work on the *Senate Election Rules* and on senate seat allocations, and has had very little time to study any but the most pressing matters. There is simply too much work for one committee.

USSP therefore proposes to recreate the Committee on Elections and Credentials, giving it essentially the same duties as previously, but with the additional responsibility of election oversight for the Other Academic Staff electorate. These duties will be removed from the charge to USSP. This revision also involves changing appropriate references in the *Bylaws* and *Standing Rules* to refer to the EC Committee instead of USSP.

The text concerning the recreated committee begins on line 64.

RECOMMENDATION

The Senate Committee on University Statutes and Senate Procedures recommends that the Senate approve the following amendments to the *Bylaws* and *Standing Rules*. Text to be added is underscored and text to be deleted is ~~struck through~~:

- 1 *Bylaws*
- 2
- 3 **Part C. Elections**
- 4
- 5 1. Timing of Elections; Election Rules
- 6

7 a. Elections of senators shall take place during the spring semester, but not later than the
8 eighth week of classes.

9
10 b. The Senate may delegate to the organization that conducts elections on behalf of the
11 governing organizations of the student body and/or the Other Academic Staff the
12 authority to conduct Senate elections concurrently with other elections that it administers,
13 pursuant to rules established by the Committee on ~~University Statutes and Senate~~
14 ~~Procedures~~ Elections and Credentials and subject to approval by the Senate.

15
16 c. The Committee on ~~University Statutes and Senate Procedures~~ Elections and
17 Credentials shall establish Election Rules and Procedures, subject to approval by the
18 Senate, by which all these elections shall be held.

19
20 2. Elections and Credentials Committee

21
22 a. Faculty and Students: Each college or other analogous educational division shall
23 establish an elections and credentials committee to assist the Senate Committee on
24 ~~University Statutes and Senate Procedures~~ Elections and Credentials in the conduct of
25 nominations and elections of senators in that college or division.

26
27 b. Other Academic Staff: The Senate Committee on ~~University Statutes and Senate~~
28 ~~Procedures~~ Elections and Credentials shall act as the elections and credentials committee
29 for the Other Academic Staff described in the Constitution, Article III, Section 1a, b, and
30 c. The Council of Academic Professionals shall be the elections and credentials
31 committee for the Other Academic Staff described in the Constitution, Article III, Section
32 1d.

33
34 c. The Senate Committee on ~~University Statutes and Senate Procedures~~ Elections and
35 Credentials may delegate to the elections and credentials committees in 2a and 2b such
36 functions as it deems appropriate. Actions of these committees shall be subject to review
37 by the Senate Committee on ~~University Statutes and Senate Procedures~~ Elections and
38 Credentials.

39
40 3. Joint Affiliation

41
42 A member of the electorate who is affiliated with two or more voting units may vote in
43 and be elected from only one such unit, and shall designate the unit of choice in a signed
44 statement submitted to the Committee on ~~University Statutes and Senate Procedures~~
45 Elections and Credentials. Such designation shall remain in effect until such time as a
46 change is approved by the Committee.

47
48 6. Vacancies

49
50 When a seat becomes vacant, it shall be filled in accordance with procedures established
51 by the Senate Committee on ~~University Statutes and Senate Procedures~~ Elections and
52 Credentials.

53
54 7. Recall Elections

55

56 Result: The result of the recall election shall be promptly reported to the Committee on
57 ~~University Statutes and Senate Procedures~~ Elections and Credentials and by it to the
58 Senate at its next regular meeting. When the report is accepted by the Senate, the seat of a
59 recalled senator shall be declared vacant and the senator's name shall be forthwith
60 removed from the list of members of the Senate.

61
62 **Part D. Standing Committees**

63
64 9. Committee on Elections and Credentials

65
66 a. Duties

67
68 The Committee shall be responsible for the overall supervision and conduct of all nominations
69 and elections of senators, including: determination of faculty voting units and of student election
70 units; allocation of senatorial seats among faculty voting units and among student election units;
71 ruling on questions of eligibility and interpretation of election rules; generally ensuring that
72 nominations and elections are conducted in accordance with rules and procedures that it shall
73 devise; and certifying election results.

74
75 b. Membership

76
77 The Committee shall consist of:

- 78
79 1. Five faculty members;
80 2. One academic professional member;
81 3. Two student members;
82 4. The Clerk of the Senate or the Clerk's designee (*ex officio*);
83 5. The Vice Chancellor for Student Affairs or the Vice Chancellor's designee (*ex officio*);
84 6. The Provost or the Provost's designee (*ex officio*);
85 7. The Chair of the organization which conducts student elections on behalf of the
86 governing organization of the student body, or the Chair's designee (*ex officio*), should
87 the Senate exercise the option of delegating the student Senate election process to the
88 organization conducting student elections.

89
90 [Existing sections 9 and following are renumbered 10 and following.]

91
92 ~~18.~~ 19. Committee on University Statutes and Senate Procedures

93
94 a. Duties

95
96 The Committee shall:

97
98 ~~6. Supervise and conduct all nominations and elections of senators, including: determination of~~
99 ~~faculty voting units and of student election units; allocation of senatorial seats among faculty~~
100 ~~voting units and among student election units; ruling on questions of eligibility; generally~~
101 ~~ensuring that nominations and elections are conducted in accordance with rules and procedures~~
102 ~~that it shall devise; and certifying election results.~~

103
104 ***Standing Rules***

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2. Petitions to Obtain Expressions of Opinion from the Faculty Electorate

A petition purporting to contain the signatures of at least 200 members of the faculty electorate and requiring the Senate to present a question to and obtain an expression of opinion from the faculty electorate under Article VI, Section 1 of the Constitution and Part G, paragraph 1 of the Bylaws shall be delivered to the Clerk of the Senate. The Clerk shall refer it to the Senate Executive Committee and to the Committee on ~~University Statutes and Senate Procedures~~ Elections and Credentials. The Committee on ~~University Statutes and Senate Procedures~~ Elections and Credentials shall determine whether the petition does in fact contain the signatures of at least 200 members of the faculty electorate and shall report to the Senate Executive Committee. If the number of valid signatures is found to be fewer than 200, the petition shall be returned to the petitioners. If the number of valid signatures is found to be sufficient, the Senate Executive Committee shall then recommend to the Senate the formulation of the question to be presented to the faculty electorate, the procedures for obtaining the expression of opinion, and whether a general meeting of the faculty electorate should be called to discuss the question prior to conducting the poll. The Executive Committee's report to the Senate shall include the exact language of the petition delivered to the Clerk of the Senate.

5. Open Meetings Regulations

A.

3. Accreditation of a news medium and of two representatives of each such accredited medium may be gained by application to the Clerk of the Senate, who will issue Press Cards. Both types of accreditation are subject to review by the Committee on ~~University Statutes and Senate Procedures~~ Elections and Credentials.

UNIVERSITY STATUTES AND SENATE PROCEDURES
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Jenny Roether, *Ex officio*
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UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE

University Statutes and Senate Procedures
(First Reading, Information)

SP.16.14 Revisions to the *Senate Constitution* - Committee on Elections and Credentials

BACKGROUND

The Committee on University Statutes and Senate Procedures (USSP) proposed to recreate the Committee on Elections and Credentials (EC) in SP.16.09. To properly transition all relevant duties from USSP to EC, the *Senate Constitution* should be revised to refer to EC in replacement of USSP. This amendment is being separately proposed because of the extended procedural requirements for revising the *Senate Constitution*.¹ Additional background on the recreation of EC may be found in SP.16.09.

RECOMMENDATION

The Senate Committee on University Statutes and Senate Procedures recommends that the Senate approve the following amendments to the *Senate Constitution*. Text to be added is underscored and text to be deleted is ~~struck through~~.

1 ***Senate Constitution, Article III, Other Academic Staff Representation***

2

3 **Section 1**

4 d. Are members of the academic staff as defined in the University Statutes, Article II, Section 5,
5 and satisfy the teaching or research criteria established by the Senate Committee on ~~University-~~
6 ~~Statutes and Senate Procedures~~ Elections and Credentials and approved by the Senate.

7

UNIVERSITY STATUTES AND SENATE PROCEDURES
William Maher, Chair
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Shawn Gordon
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Gisela Sin
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Jenny Roether, *Ex officio*
Sarah Zehr, *Observer*

¹ A constitutional amendment may only be acted upon at a subsequent meeting that occurs at least ten days after the meeting in which the amendment is introduced. Adoption requires a two-thirds vote. Amendments require approval of the Board of Trustees to take effect.

**UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE**

University Statutes and Senate Procedures
(Final; Action)

SP.16.12 Amendment to the *Bylaws*, Part E to Establish a Joint Advisory Committee on
Socially Responsible Licensing and Investment

BACKGROUND

The Licensing Advisory Committee (LAC), established in Spring 1999, currently serves as an advisory committee on matters related to socially responsible business activities. During the past 17 years, the LAC has existed in various forms and has been supported by various offices. Students, faculty, staff, and administrators have called for a permanent solution to the continuing need for an organization within the campus to conduct research and provide recommendations on topics historically charged to the LAC.

In Fall 2015, the Senate Committee on General University Policy (GUP) was asked by the Senate Executive Committee to conduct a review of the LAC. The LAC reported to GUP that, over time, the LAC has been asked to review questions not within its purview such as the issue of coal divestiture, expressing the view that such issues are within the realm of corporate social responsibility, but not licensing. Because such issues have no natural home on campus, they recommended that the LAC be reconstituted as a permanent committee with a charge that would include both licensing- and investment-related issues of social responsibility.

LAC strongly recommended, and GUP and USSP concur, that because of the sensitive issues discussed by this committee, the advice shall be evidence-based and provide an overview of the pros and cons of available options.

Working with the LAC, GUP formulated a proposed committee charge and membership (GP.16.03). In order to facilitate close cooperation in reviewing these matters, GUP recommended that a Joint Committee be co-constituted by the Senate and the Chancellor's Office, following a nomination and selection process similar to that of the Research Policy Committee, the Campus Budget Oversight Committee, and similar committees in areas of overlapping responsibility.

The Senate Executive Committee (SEC) referred the GUP proposal to the Senate Committee on University Statutes and Senate Procedures (USSP) for the drafting of an amendment to the *Bylaws* to formally constitute the committee proposed by GUP.

The current LAC should be discharged once the new Committee is created.

RECOMMENDATIONS

The Senate Committee on University Statutes and Senate Procedures recommends approval of the following revisions to the *Bylaws*.

PROPOSED REVISIONS TO THE *BYLAWS*, PART E

Part E – Governing and Advisory Bodies

NEW SECTION

4. Joint Advisory Committee on Socially Responsible Licensing and Investment

a. Duties

The Committee shall provide advice to the Chancellor's Office on issues of social responsibility related to campus licensing or investments, consistent with the values of the university. Issues within its responsibility include, but are not limited to, licensing of the campus's names, symbols, and insignia; supporting workers' rights and fair labor practices; sponsorship of products; and corporate social responsibility more generally.

b. Membership

The Committee shall consist of:

1. Five members of the faculty;
2. One academic professional;
3. Three students, including at least one undergraduate student and at least one graduate or professional student;
4. A representative from the University of Illinois Extension;
5. The representative of the Division of Intercollegiate Athletics with responsibility for licensing and corporate sponsorships, designated by the Director of DIA (*ex officio* with vote);
6. The campus's representative to the University Caucus of the Worker Rights Consortium (*ex officio* with vote);
7. A member of the Office of the Chancellor designated by the Chancellor (*ex officio*).

c. Appointment and Terms of Office

1. Three of the faculty positions and the student positions shall be filled as follows. The Committee on Committees shall prepare, and the Senate shall approve, a list of candidates, with at least two nominees for each position to be filled. The Chancellor, in consultation with the Chair of the Senate Executive Committee, shall appoint members from the list. The Chancellor shall appoint up to two additional faculty members of the Chancellor's choosing, in consultation with the Chair of the Senate Executive Committee, to bring the total to five.
2. The academic professional position shall be filled as follows: The Council of Academic Professionals shall prepare a list of at least two nominees. The Chancellor, in consultation with the Chair of the Council of Academic Professionals, shall appoint the member from the list.
3. The Chancellor shall appoint the representative from the University of Illinois Extension.

- 38 4. The five faculty members shall serve staggered, renewable terms of three years. The
39 one academic professional member shall serve renewable terms of three years. The
40 three student members shall serve renewable terms of one year.
41
42 d. Chair
43 The Chair of the Committee shall be elected annually by the Committee.

UNIVERSITY STATUTES AND SENATE PROCEDURES

William Maher, Chair
H. George Friedman
Shawn Gordon
Wendy Harris
Anna-Maria Marshall
Gisela Sin
Sandy Jones, *Ex officio (designee)*
Jenny Roether, *Ex officio*
Sarah Zehr, *Observer*

APPENDIX A

SC.10.10
March 29, 2010

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN SENATE

Senate Executive Committee
(Final;Action)

SC.10.10 Proposal for a Licensing Advisory Committee (LAC)

The purpose of this committee is to provide oversight of licensing agreements with the University of Illinois. The selection and oversight of companies licensed to manufacture University of Illinois apparel is the primary business of the committee. Issues of worker's rights, fair labor practices, and corporate social responsibility are primary concerns of LAC.

A Licensing Advisory Committee was formed many years ago by Chancellor Michael Aiken and has operated out of the Office of the Chancellor. Associate Chancellor Bill Adams chaired LAC, which was comprised of faculty, students, and *ex-officio* members. Late in Spring 2009 Chancellor Richard Herman asked that the leadership of LAC be moved from the Office of the Chancellor to the Senate Executive Committee, to be consistent with the faculty-led model at other universities.

The matter was referred to the Senate Committee on General University Policy. John Prussing, chair of GUP, met with Bill Adams and LAC member David Meyer (LAW) in Fall 2009 and they subsequently met with GUP. GUP agreed to reconstitute LAC and the discussion was whether LAC should be a subcommittee of GUP or a stand-alone Senate committee. GUP recommended that LAC start out as an *ad hoc* Senate committee until its operation is assessed by the Senate Executive Committee in two years, at which point the LAC may become a standing committee. The LAC will report to the Chancellor through the SEC.

David Meyer and Bill Adams have volunteered to be chair and an *ex officio* member, respectively. The recommended membership is the following combination of old and new members:

David Meyer (LAW), Chair
James Barrett (LAS)
Martin Kaufmann (DIA, Asst. Athletic Director for Corporate Relations)
Cynthia Williams (LAW)
William Adams, Associate Chancellor, *ex-officio*
Mulugeta Ferede, Senior Associate Director, Illini Union, *ex-officio*
Two undergraduate students and one graduate student (to be selected by the Senate)

Joyce Tolliver, Chair
Senate Executive Committee

**UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE**
Committee on Information Technology
(Final; Action)

IT.16.01 University Of Illinois Information Technology Accessibility Policy

RECOMMENDATION

The Senate Committee on Information Technology recommends approval of the attached University Of Illinois Information Technology Accessibility Policy with the understanding that current compliance targets exclude research, requires revision of non-LMS (learning management system) classroom material only upon student-initiated DRES (Disability Resources and Educational Services) request, and provides university resources beyond a faculty author's time to provide a compliant solution.

Committee on Information Technology

John Hart, Chair
Richard Cooke
James Dadabo
Christopher Fennell
Seth Hutchinson
Robb Lindgren
YuHao Liu
Sean Mullen
Gary Olsen
Jim Witte
Michael Hites, *ex officio*
Mark Henderson, *ex officio*

University Of Illinois

Information Technology Accessibility Policy

SEC. 1. Purpose

The purpose of the IT Accessibility Policy is:

- 1) To establish an approach to IT accessibility whereby electronic materials and related information technologies utilized by the University of Illinois at Urbana-Champaign ("University") are accessible.
- 2) To establish methods whereby the appropriate parties are notified of and can respond to complaints and queries about accessibility concerns and any difficulties in accessing electronic materials and related information technologies.
- 3) To establish mechanisms that enhance the reputation of the University in regards to IT accessibility and allows the University to satisfy its legal and ethical responsibilities in this area.

SEC. 2. Scope

The IT Accessibility Policy pertains to electronic materials and related information technologies necessary to carry out the mission of the University of Illinois at Urbana-Champaign. Areas within the scope of this policy include:

- 1) Electronic materials and multimedia
- 2) University websites, web-based applications, and their related content
- 3) Software applications and operating systems
- 4) Devices used to deliver information technology (tablets and other mobile devices, etc.)
- 5) Procurement of information technology

2A. Websites, multimedia and other electronic materials where the websites, materials, content, platforms and so forth are not controlled by the University (e.g., are under the control of registered student organizations, social media providers, or university related organizations) are outside the scope of this policy.

2B. This policy recognizes that full IT accessibility compliance is sometimes not possible, especially in the realm of commercial and open source software (See Undue Burden Exception). Non-accessibility must be reviewed and approved by the Academic Accessibility Advisory Group (see next section).

SEC. 3. Authority

The Chancellor of the Urbana-Champaign campus will create and maintain a coordinating group for IT accessibility efforts, which will be named the Academic Accessibility Advisory Group (AAAG).

3A. The AAAG will be comprised of:

- 1) The Chancellor or the Chancellor's designee,
- 2) The Provost or the Provost's designee,
- 3) The Chief Information Officer or the CIO's designee,
- 4) The Chair of the Campus Senate Executive Committee or the Chair's designee,
- 5) The Director of Disability Resources and Educational Services (DRES) or the Director's designee,
- 6) The Dean of Libraries or the Dean's designee,
- 7) A student with a registered disability,
- 8) Additional persons, added as deemed appropriate by the core coordinating members above.

3B. The responsibilities of the AAAG will be delineated in the AAAG Mission Statement and AAAG Charge Statement, which will reside on the IT Accessibility web site (currently at itaccessibility.illinois.edu/policy).

SEC. 4. Policy

It is the responsibility of the University to maximize the accessibility of electronic materials and related information technology for the mission of the University.

University electronic materials and related information technologies will adhere to all applicable accessibility laws, guidelines and national standards for accessibility. Current accessibility laws and guidelines include:

- 1) Titles II and III of the Americans with Disabilities Act
- 2) Sections 504 and 508 of the Rehabilitation Act
- 3) The Illinois Information Technology Accessibility Act (IITAA)
- 4) The W3C Web Content Accessibility Guidelines (WCAG) 2.0, Level A and AA

SEC. 5. Definitions

ACCESSIBLE – Resources are “accessible” when a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. Subject to the provisions herein, the person with a disability will be able to obtain the information as fully, equally and independently as a person without a disability (Office of Civil Rights).

EQUALLY EFFECTIVE ACCESS – This phrase means that the core content, intent and functionality of an electronic material and/ or information technology will be perceivable, consumable and open to interaction by any user regardless of their capability. The end result will be accomplishable in a comparable time and with comparable effort for all users.

ELECTRONIC MATERIAL — The term “electronic material” means digital content including course-assigned books, journals, articles, and web pages, used by University students, faculty, or administrative personnel to facilitate the core missions of the University.

RELATED INFORMATION TECHNOLOGY — The term “related information technology” means, (A) any electronic platform or delivery system used by students, faculty, or administrative personnel to access electronic materials; and (B) includes any hardware, software, and applications required for the manipulation, annotation, and dissemination of such electronic materials.

SEC. 6. Processes/Procedures/Guidelines

- 1) The AAAG is charged with creating and maintaining an “Implementation Plan” containing processes, procedures and guidelines for putting this Policy into action. The Implementation Plan will reside on the IT Accessibility web site, which is currently at itaccessibility.illinois.edu/policy.
- 2) The University will conduct periodic compliance monitoring of the accessibility of electronic materials and related information technologies as covered by this policy.
- 3) The University will provide adequate and appropriate education and training materials for its faculty, staff and students so as to allow fulfillment of this policy.

SEC. 7. Exceptions

- 1) The exception of “Undue Burden” may apply only if accessibility under this policy is not technically possible or extraordinary measures are required to make the electronic material or related information technology accessible due to the nature and intent of use. For example, material with limited use, limited availability and/or limitations in the technology utilized could be considered for the application of the Undue Burden exception.
- 2) Requests for an undue burden exception will be made to the AAAG in writing. The AAAG will create an Exception Request Form to reside on the IT Accessibility web site, which is currently at itaccessibility.illinois.edu/policy.

SEC. 8. Contact

Office of Chancellor, oc.illinois.edu, 217-333-6290

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

IT.16.02 Report on University Access of Employee Electronic Communications

BACKGROUND

On August 7, 2015, the University of Illinois issued a news release¹ describing the results of an official ethics inquiry, launched to investigate whether or not Urbana-Champaign campus employees used personal e-mail accounts for University-related communications and did not make those e-mail messages available to the University to respond to a Freedom of Information Act (FOIA) request. This ethics inquiry led to the bulk publication of the e-mails collected by the inquiry. Prompted by these events, many faculty and staff have been concerned and confused about the policies regarding proper use of electronic communications for official University business, as well as the proper procedures and privacy rights involved in fulfilling a FOIA request.

FINDINGS

The University has treated any electronic communications regarding University business as potentially subject to FOIA², even if they are made through a non-university resource, such as a personal Google gmail account. As stated in the 8/7/15 news release, “[t]he Illinois FOIA statute does not specify whether emails in personal email accounts are necessarily subject to FOIA, and Illinois case law is likewise not settled on this issue.” Regardless, if the University is in possession of electronic mail from a personal e-mail account that relates to University business, then the University will include such e-mail in determining its response to a FOIA request.

The University of Illinois maintains a FOIA website³ that includes the FOIA Log that lists all of the recent FOIA requests to the University. As the University FOIA website explains, “requests filed under the Freedom of Information Act, response letters, and responsive documents are themselves public records and subject to FOIA requests.” The 8/7/15 news release reports that “[t]he University receives, on average, about 90 FOIA requests each month.”

The University’s practice for fulfilling a request is to ask the individual subject of the request to provide his or her own records. However, in extraordinary circumstances, the University *can* (under current University policy) access these records without the individual’s permission. The Campus Administrative Manual (CAM) Part VIII-1.1, Section VI-C: “Process for Requesting Disclosure of Contents of Messages and Files” describes this procedure. . In ¶11, it states:

“Requests for disclosure are made to the campus Chief Information Officer (CIO), who ... carries out these responsibilities in consultation with Legal Counsel and other appropriate offices. The CIO may designate an individual to act on his or her behalf in fulfilling these responsibilities. All authorizations by the CIO or designee will include specifications for the form and timing of notification to the person whose information is accessed or disclosed.”

¹ <http://uofi.uillinois.edu/emailer/newsletter/77321.html>

² “What all Employees Should Know About Electronic Communications and Email Use.” Ethics Matters, Issue #7, May 2012, <https://www.ethics.uillinois.edu/cms/One.aspx?portalId=1216&pageId=9274>. See also: Records and Information Management Services. <https://www.uillinois.edu/cio/services/rims>.

³ <http://www.uillinois.edu/FOIA>

In ¶3 “Notification of Affected Individual(s),” it states:

“When the CIO ... provides access to, and disclosure of, email messages and/or file content under provisions of external laws, regulations or applications of this University policy, the requesting administrator will **normally** notify in advance the individual(s) whose information is to be released, indicating the information to be released and the law, regulation or policy that governs the release. If individuals are not notified in advance, the CIO will be responsible for determining when notification is appropriate and for ensuring that such notification is carried out. Circumstances in which notification may be delayed include, but are not limited to, (1) the presentation by legal bodies of subpoenas or other instruments prohibiting advance notification, (2) situations where the safety of individuals is involved, or (3) **investigations or inquiries conducted under published University policies.**” [Emphasis added.]

The term “normally” highlighted in this excerpt is particularly troubling. Some examples are given where e-mail could be disclosed with notification occurring after the fact, and one of these examples is “(3) investigations or inquiries conducted under published University policies.” Such inquiries would include the aforementioned ethics inquiry, and could possibly include the response to a FOIA request.

The Illinois Attorney General’s website provides an authoritative FAQ⁴ on FOIA. It indicates that a public body has 5 business days to respond to a FOIA request, but this time period may be extended by an additional 5 business days if the request “requires the collection of a substantial number of documents,” “an extensive search,” “additional efforts to find,” or “further review to determine if they are exempt from FOIA.” Furthermore, additional time can be granted if a statutory reason and deadline for response can be provided within five business days. If an employee’s e-mail is the target of a FOIA request, and the employee cannot be notified in time to respond within five days, an additional five days would be available since the employee would be needed to determine if the e-mail was exempt from FOIA.

If an employee uses University e-mail resources for university business, then the University could (in non-“normal” circumstances) access the e-mail without notifying the employee in advance. If an employee uses non-University e-mail resources for university business, then the University would be required to notify the employee in advance before the e-mail could be accessed. This creates a situation that could encourage University employees to use non-University e-mail accounts for University-related business. Hence we recommend that the CAM be revised to better balance the privacy rights of an employee with the property rights of the University and the right to know of the public.

Part VIII-1.1, Section IV-D-2 of the CAM allows university employees to use their e-mail accounts, internet connections and computers for “limited” personal use so long as it does not “interfere in any way with University functions or the Employee’s duties.” This use of any university resources, including these, must follow the Ethics Act which precludes political or commercial uses. ***The Senate IT Committee is aware of no such policy that requires that all University-related e-mail occur through a University e-mail account.***

University Counsel, the University FOIA Officer and the University Ethics Office are charged with ensuring the timely response to FOIA requests. Hence, University Counsel and these others represent the interests of the University of Illinois, and not the interests of any one of its employees when those interests are in conflict or are inconsistent with the interest of the University. As the 8/7/15 press release indicates:

“Today the University is publicly releasing emails from personal email accounts related to James Kilgore, Steven Salaita, and the proposed Carle Illinois College of Medicine, whether they were subject

⁴ “Illinois Freedom of Information Act - Frequently Asked Questions By Public Bodies”
http://foia.ilattorneygeneral.net/pdf/FAQ_FOIA_Government.pdf

to FOIA or not. This should fulfill the specific incomplete FOIA requests, and the additional emails around those three subjects are being released in the interest of transparency and disclosure.”

The University’s public release of e-mails demonstrates that it acts in the interest of the University, and does not act in the interest of any individual employee involved. It released these e-mails publicly without adequately notifying all of the employees involved, as reported to the Senate IT Committee at its 17 February 2016 meeting. In that case, employees were notified only minutes before the publication of e-mails, the notification did not indicate which e-mails were published, and the notification did not provide adequate opportunity for the employees to ensure the e-mail content was appropriate in whole for the intended disclosure. As a result, the published e-mails included extraneous elements that, for example, the Freedom of Information Act would have clearly and convincingly omitted as not an appropriate “public record” under its “personal information” exclusion.

RECOMMENDATIONS

Based on these findings, the Senate IT Committee recommends that the Campus Administrative Manual Part VIII-1.1, Section VI-C, ¶13 be revised as follows:

- 1 **3. Notification of Affected Individual(s):** When the CIO or a designated authorized unit administrator
2 provides access to, and disclosure of, email messages and/or file content under provisions of external
3 laws, regulations or applications of this University policy, the requesting administrator will ~~normally~~
4 notify at least 24 hours in advance the individual(s) whose information is to be released, indicating the
5 particular information to be released external to the university, and the law, regulation or policy that
6 governs the release. If individuals are not notified in advance, the CIO will be responsible for
7 determining when notification is appropriate and for ensuring that such notification is carried out.
8 Circumstances in which notification may be delayed ~~include, but are not limited to,~~ (1) the presentation
9 by legal bodies of subpoenas or other instruments prohibiting advance notification, or (2) situations
10 where the safety of individuals is involved, ~~or (3) investigations or inquiries conducted under published~~
11 University policies.

The Senate IT Committee seeks further to advise the faculty and staff of the University of Illinois of their privacy rights to properly respond to a FOIA request.

Personal Counsel. University Counsel, the University FOIA Office, AITS and Tech Services can and do provide very helpful and very useful assistance to satisfy a FOIA request, but do, as they should, act primarily in the interest of the University. They must also oversee a time-sensitive task within a fixed budget, and when faced with limited resources, will ensure that sufficient information is disclosed to satisfy the FOIA request, but may also disclose information that the Act allows to be excluded. An employee may seek additional, independent counsel to determine what portion of e-mails and other electronic communication can be properly and lawfully excluded from FOIA disclosure.

Scope. The Freedom of Information Act (5 ILCS 140) applies to “Public Records” which it defines in Sec. 2(c) as “all records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all other documentary materials **pertaining to the transaction of public business**, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of any public body.” [Emphasis added]

Exemptions. The Freedom of Information Act⁵ (5 ILCS 140) includes a section (7) listing exemptions. The following exemptions should be considered when seeking to fulfill a FOIA request.

⁵ <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=85>

1. Private Information 7(1)(b). Sec. 2 defines this as unique identifiers, and includes social security numbers, driver's license numbers, license plate numbers, UIN's (employee identification numbers), personal financial information, passwords, medical records, home address, personal phone numbers and e-mail addresses.
2. Personal information contained within public records 7(1)(c). The test for such information is that (1) it would be considered highly personal and its disclosure considered highly objectionable by a reasonable person, (2) the subject's right to privacy outweighs the public's right to know regarding the public information in question, and (3) is not information that bears on the public duties of public employees.
3. Preliminary drafts, notes, recommendations and memoranda 7(1)(f). "... and other records in which opinions are expressed, or policies or actions are formulated, except that a specific record or relevant portion of a record shall not be exempt when the record is publicly cited and identified by the head of the public body."
4. Trade secrets 7(1)(g). Or any such information provided through a non-disclosure agreement.
5. Research 7(1)(i). If the disclosure "could reasonably be expected to produce private gain or public loss."
6. Educational and research material 7(1)(j). Exams, answer keys, "course materials" and "research materials" are all specifically identified and excluded. Also specifically excluded are evaluations of faculty by "their academic peers."
7. Records relating to collective bargaining 7(1)(p). Except for any final contracts.
8. Information about students 7(1)(z). The full specification, as listed in Sec. 25 of the Illinois Credit Card Marketing Act of 2014⁶, is a subset of the private information already excluded by 7(1)(b).

COMMITTEE ON INFORMATION TECHNOLOGY

John C. Hart, Chair
 Richard Cooke
 James Dadabo
 Christopher Fennel
 Seth Hutchinson
 Rob Lindgren
 Yuhao Liu
 Sean Mullen
 Gary Olsen
 Jim Witte
 Michael Hites, *ex officio*
 Mark Henderson, *ex officio*

And with the additional consideration and endorsement of the Committee on General University Policy.

⁶ <http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3124>



PROPOSAL TITLE: Proposal to Amend EP.89.09—Undergraduate General Education Requirements—to Revise the Cultural Studies Requirement

SPONSOR: Committee on Race and Ethnicity (CORE)

Ronald Bailey, CORE Co-Chair, rwbailey@illinois.edu
 Mercedes Ramírez Fernández, CORE Co-Chair,
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Jonathan Inda, CORE Curriculum Subcommittee Co-Chair,
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singson@illinois.edu

COLLEGE CONTACT:

BRIEF DESCRIPTION

As part of its General Education curriculum, the University of Illinois at Urbana-Champaign requires all undergraduates to complete one course designated as “Western culture” and either a “non-Western culture” *or* a “U.S. minority culture” course. Given the multicultural, multiracial nature of U.S. society, as well as the race relations/diversity climate on campus and in society at large, CORE firmly believes that all undergraduate students at the university need to take a U.S. minority culture course as a requirement for graduation. We thus propose that the Senate of the Urbana-Champaign Campus change the Cultural Studies General Education requirements so that students have to take both a non-Western culture *and* a U.S. minority culture course. This proposal, which has been endorsed by the General Education Board and the Senate Committee on Equal Opportunity and Inclusion, would become effective for students entering the university in Fall 2018. This revised proposal reflects CORE’s ongoing discussions with the Provost’s Office and various campus entities and individuals, and conclusions drawn from these discussions.

A full justification for the proposed change, as well as other details, can be found in the non-binding appendices to the proposal.

PROPOSED MAIN MOTION

Be it Resolved that the Senate of the Urbana-Champaign Campus:

1. Amend EP.89.09 as follows (text to be deleted is marked as ~~strikeout~~ text; text to be inserted is underlined with a solid line):

Cultural Studies

Each student will obtain credit for ~~two~~ three courses approved for satisfaction of the Cultural Studies requirement. One of these courses must be approved and designated as concentrating on Western culture, ~~and~~ one on ~~either non-Western culture or American sub-cultures and minority groups~~ and one on U.S. minority culture.

~~These courses may fulfill other curricular requirements (e.g., in the major, or in one of the other General Education categories), but may not both be taken from the same General Education category. (Note: While such terms as "Western culture" and "minority groups" are imprecise and can be misleading, it is assumed for the purposes of this proposal that these terms will communicate the intent of the requirement sufficiently for course approval guidelines to be clearly developed.~~

These changes shall apply to baccalaureate degree programs with catalog terms of Fall 2018 and later.

2. Charge the General Education Board to review criteria for approval of courses in all Cultural Studies categories and for courses to be approved in multiple General Education categories, and to submit proposed changes to the Senate Educational Policy Committee on or before December 31, 2016. The Board's proposed criteria shall ensure that courses approved for the U.S. minority culture category appropriately and substantially address the experiences, conditions, and perspectives of U.S. racial minority populations, and that courses focusing on other socially significant identities (for example, sexuality, gender, religion, and disability) or broadly on diversity are appropriate for this requirement as long as the experiences of U.S. racial minorities are significant to these courses.
3. Charge the General Education Board to review disparities between EP.89.09 as amended here and GB.91.02 on one hand, and the campus implementation of General Education as amended here on the other hand, and recommend further amendments or revisions to those documents to the Senate Educational Policy Committee on or before March 1, 2017.

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:

Ronald Bailey
CORE Co-Chair

4/13/16
Date:

Armeds [Signature]
CORE Co-Chair

April 13, 2016
Date

[Signature]
CORE Curriculum Sub-Committee Co-Chair

4/13/16
Date

[Signature]
CORE Curriculum Sub-Committee Co-Chair

4.13.16
Date

APPENDICES

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Appendix A: Rationale for Requiring All Students to Take a U.S. Minority Culture Course

The proposed change to the General Education requirement, which involves students taking both a non-Western culture and a U.S. minority culture course, is predicated on the idea that undergraduates at the University of Illinois must develop an understanding of the life and culture of U.S. racial minority populations if they are to function as responsible and ethical citizens in our increasingly multicultural, multiracial society. The change is thus put forth in the spirit of advancing the University's goals of providing students with transformative learning experiences and of promoting "Social Equality and Cultural Understanding," one of the six themes in the Visioning Future Excellence at Illinois Outcome Report (Illinois Office of the Chancellor, 2013). It is also in line with the Provost's Campus Conversation on Undergraduate Education, which envisions that the Illinois student will have a "strong ethical orientation including respect for difference, appreciation of cultural diversity, historical consciousness, responsibility for self and care for others" (Illinois Office of the Provost 2014:3).

Importantly, CORE is not alone in calling for all students at Illinois to take a U.S. minority culture course. Our work has deep roots in discussions of diversity at the University going back many years. For example, in 2006-2007, almost ten years ago, the Chancellor's Diversity Initiatives Committee submitted its final report entitled "Project 2012—Transforming Illinois: Re-envisioning Diversity and Inclusion." Its purpose was to "provide recommendations to assist Illinois during the course of the report's five-year timetable in reaching the next level of *excellence in education, scholarship, and public engagement by creating and sustaining an academic environment of diversity and inclusion*, ultimately achieving national recognition as an exemplar of these values" (Neville and Peña-Mora 2007: 1). Among its recommendations under "Goal 2: Increase Cultural Competence" was this: Require a 3 hour course on U.S. Minorities (as part of the Cultural Studies General Education requirement). Today, the call for a U.S. minority culture requirement for all students is echoed by such groups the Illinois Student Senate Sub-Committee on Cultural, International, and Minority Student Affairs, which is composed of students dedicated to dealing with issues related to cultural awareness, diversity, tolerance, inclusivity, and discrimination. The "Racial Microaggressions @ the University of Illinois, Urbana-Champaign: Voices of Students of Color in the Classroom" report, which was released in the spring 2015, also calls for all students to complete a General Education requirement focused on race (Harwood et al. 2015). Finally, CORE has reached out to departments, colleges, student groups, and associate deans. All have expressed the need for increased sensitivity about U.S. racial/ethnic minorities in the classroom (See Appendix G for letters of support).

That there is need for students to be educated about U.S. racial and ethnic minority issues is clear from recent national and local events. National events have been the focus of increasing attention. We are all painfully aware of the shooting deaths of young Black people—men and women—and the social turmoil and social movements these events have provoked, including the surging #BlackLivesMatter movement. At Illinois, there are the continuing concerns regarding "the chief" and, more recently in early April 2016, chalked messages in front of the Latino/Latina Studies building which has intensified concerns about personal safety for people of color on our campus.

CORE believes that curricular reform can play an important role in dealing with such national and local issues. Indeed, there is strong empirical evidence indicating that addressing U.S. racial and ethnic diversity through the curriculum contributes to both individual growth and improving campus climate. A report evaluating the ethnic studies requirement at the University of Wisconsin-Madison found that the requirement has played an important role in bringing awareness of diversity to the campus and improving student capacity to analyze inequalities based on race. The report also notes that the requirement appears to have a positive impact on the racial climate in the university: “students were more likely to think about ethnic diversity and the experiences of those in a different ethnic group, more likely to talk to their friends about diversity, more likely to seek information, and more likely to interact with people outside their racial/ethnic group after taking” an ethnic studies course (Ralston 2002).

Studies of requirements at other universities have produced similarly positive results. An analysis of Berkeley’s American Cultures (AC) requirement found that students in AC courses that featured above-average levels of inequality content—that is, content that includes analyses of structural racism and pays attention to the perspectives of historically marginalized populations—developed positively in terms participation, openness to multiple perspectives, active thinking, justice-orientation, and structural thinking about racial inequality (Gordon da Cruz 2013). And a study of a diversity requirement at a public university in the Northeast found that students who had completed their diversity course had reduced levels of racial prejudice compared to students who had just started the course, with the former students having overall more positive views of African Americans (Chang n.d.).

In general, courses focused on racial and ethnic minorities, particularly when they highlight issues of power and inequality, have been associated with a number of positive learning outcomes: improved attitudes about race (Chang n.d.; Brantmeier 2012; Neville et al. 2014); openness to diverse viewpoints and a pluralistic orientation (Hurtado, Ruiz, and Whang 2012); enhanced civic engagement and democratic participation (Gurin et al. 2004; Gordon da Cruz 2013); improved social agency and social action engagement (Nelson Laird et al. 2005); heightened cognitive development (including critical thinking and disposition toward complex thinking) (Nelson Laird 2005) and moral and affective development (greater tolerance, empathy, and critical evaluation of stereotypes) (Engberg and Porter 2013). Importantly, these positive learning outcomes translate into an improved campus climate with respect to racial and ethnic difference (Hurtado et al. 2012).

In sum, CORE feels that students at Illinois must take a course focused on U.S. cultural minorities in order to be able to function in our multiracial democracy. Such courses not only help to produce students who are more open to multiple perspectives and empathetic toward others, but also critical thinkers who engage in participatory citizenship. Together with other initiatives underway on campus (Campus Conversation on Undergraduate Education, “LENS” Diversity Certificate, the work of the Ethnic Studies and Women and Gender Studies units, #BeingBlack@Illinois, and so forth), we hope that having all undergraduates take a U.S. minority course will serve as an instrument for developing a more open and empathetic university community.

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Appendix B: Procedural Background

EP.89.09 is the Senate action that created our current campus system of General Education requirements. This action also created the General Education Board to oversee those requirements. A change in General Education requirements is best enacted by either amending (as here) or replacing EP.89.09.

From EP.89.09, the General Education Board's charge includes developing and publishing criteria for approval of courses in each category, soliciting proposals from academic departments for General Education course offerings, and approving courses that meet published criteria. These criteria are expressed in the Board's document GB.91.02. The General Education Board is thus the appropriate body to finalize criteria for certifying U.S. minority culture courses. This should be done by amending or replacing GB.91.02. According to EP.89.09 these criteria require approval of the Senate (via the Senate Committee on Educational Policy) and the Provost.

The General Education requirements envisioned in EP.89.09 have never been fully implemented, a situation that has existed since the first implementation of EP.89.09 in the early 1990s. In 2000, EPC recommended to the Senate a proposal (EP.00.06) to align General Education policy with the current practice. The Senate debated that proposal and voted to table it. Drafting a further revision of EP.89.09 to address this question would be an appropriate task for the General Education Board. Given that the campus has operated for more than twenty years with this disparity between General Education policy and practice, the sponsors believe that we could make the timely changes proposed here, and encourage the General Education Board to consider this policy/practice mismatch going forward.

Appendix C: Estimating Seat Demand, Current Capacity, and Additional Seats Needed

In order to ascertain the resources needed to implement the change in the Cultural Studies General Education requirement, CORE, with the help of ATLAS (Applied Technologies for Learning in the Arts & Sciences) and DMI (Division of Management Information), undertook an analysis of seat demand for both non-Western courses and U.S. minority courses should the change take place, current course capacity, and the number of additional seats that would be needed to meet the future demand.

Estimating Demand

Should the new requirement be implemented, there will be three primary sources of demand, at least initially, for Cultural Studies General Education classes: incoming freshmen, transfer students, and continuing students. The demand from continuing students—that is, students under the old requirement—will be temporary until they all graduate. In determining potential demand, ATLAS and DMI made the following assumptions:

- Beginning Fall 2018, new undergraduate students will be required to obtain credit for one U.S. minority culture class and one non-Western culture class at some point during their undergraduate studies
- Estimated incoming freshmen class of 7,400
- Estimated incoming undergraduate transfer class of 1,300 (20% of which will transfer courses to fulfill the Cultural Studies requirement)
- Continuing students will not be required to fulfill the new requirement, but a portion (see next bullet) will end up taking either U.S. minority course or a non-Western culture under the old requirement
- Continuing students will maintain the current 5-year average level of course registrations for U.S. minority culture classes and non-Western culture classes (see Table C4)
- The new Cultural Studies General Education Requirement will be phased in over the course of 4 years, with approximately 25% of a given freshman class taking a course in each of four years of their studies and 50% of a given transfer class taking a course in each 2 years of their studies. (see Table C4)
- The new requirement will be fully implemented by academic year 2021-22

Based on these assumptions, ATLAS and CORE estimate that once the new requirement is fully implemented (in 2021-22) we will need, per year, 8,440 total seats in non-Western classes and 8,440 in U.S. minority courses. Until we reach that point, the number of seats will vary from year to year (see Table C1).

Table C1: Seat Projections

	2018-19	19-20	20-21	21-22	22-23
Non-Western	9,330	8,598	8,494	8,440	8,440
U.S. Minority	4,642	6,032	7,226	8,440	8,440

Existing Capacity

There are an estimated 88 courses that currently fulfill the non-Western culture requirement. And there are an estimated 66 courses that currently meet the General Education U.S. minority culture requirement, 59 of which have been taught at least once during the last five years. The vast majority of U.S. minority culture classes are taught every year and some every semester. To determine existing capacity in both non-Western and U.S. minority culture courses, CORE asked ATLAS to produce a report of the total number of seats offered for each requirement for each of the past five years, including summer (see Table C2).

Table C2: Seats Capacity in Non-Western Culture Courses

	2010-11	11-12	12-13	13-14	14-15
Non-Western	10,829	11,069	11,505	11,500	11,649
U.S. Minority	3,922	4,247	4,021	3,817	4,043

On the basis of these figures, we estimate that, if the status quo remains, the course capacity in Fall 2018 (the first year of the proposed Cultural Studies requirement) would be approximately 11,649 for non-Western culture classes and about 4,043 for U.S. minority culture classes.

Additional Seats Needed

The seat demand estimates and existing capacity numbers suggest that we currently have the capacity for all students to take a non-Western culture course. Our current seat capacity is 11,649, while the seat demand would about 8,440 when the new requirement is fully implemented. For the U.S. minority culture courses, we would need to build more seat capacity. ATLAS and DMI estimate that we will need an additional 4,397 U.S. minority culture in order to meet the estimated total demand of 8,840 seats when the requirement is fully implemented in 2012-22. The additional seats would be added gradually over the course of 4 years beginning in Fall 2018 (see Table C3). No new seats would be need in 2022-23 or beyond.

Table C3: Additional Seats Needed

	2018-19	19-20	20-21	21-22	22-23	Total
Non-Western	0	0	0	0	0	0
U.S. Minority	599	1,390	1,194	1,214	0	4,397

Table C4: Gen Ed Seat Projection
Assumptions

Assumption for Entering Freshmen

Incoming class of 7400: 25% of students take the course in each of four years of their studies

Entering		Seats				
		2018-2019 (Su,Fa,Sp)	2019-2020 (Su,Fa,Sp)	2020-2021 (Su,Fa,Sp)	2021-2022 (Su,Fa,Sp)	2022-2023 (Su,Fa,Sp)
Fall 2018	Freshmen	1,850	1,850	1,850	1,850	
Fall 2019	Freshmen		1,850	1,850	1,850	1,850
Fall 2020	Freshmen			1,850	1,850	1,850
Fall 2021	Freshmen				1,850	1,850
Fall 2022	Freshmen					1,850
Total		1,850	3,700	5,550	7,400	7,400

Non-Western seats for freshmen	1,850	3,700	5,550	7,400	7,400
U.S. Minority seats for freshmen	1,850	3,700	5,550	7,400	7,400

Assumption for Entering Transfers

Incoming class of 1300: 20% transfer a course, and 40% take the course in each of two years of their studies

Entering		Seats				
		2018-2019 (Su,Fa,Sp)	2019-2020 (Su,Fa,Sp)	2020-2021 (Su,Fa,Sp)	2021-2022 (Su,Fa,Sp)	2022-2023 (Su,Fa,Sp)
Fall 2018	Transfers	520	520			
Fall 2019	Transfers		520	520		
Fall 2020	Transfers			520	520	
Fall 2021	Transfers				520	520
Fall 2022	Transfers					520
Total		520	1,040	1,040	1,040	1,040

Non-Western seats for transfers	520	1,040	1,040	1,040	1,040
U.S. Minority seats for transfers	520	1,040	1,040	1,040	1,040

Assumption for Continuing Students

(5-year) Average number of course registrations (by class) for Non-Western Culture and U.S. minority culture

		Seats				
Continuing		2018-2019 (Su,Fa,Sp)	2019-2020 (Su,Fa,Sp)	2020-2021 (Su,Fa,Sp)	2021-2022 (Su,Fa,Sp)	2022-2023 (Su,Fa,Sp)
	Non-Western Culture	3,102				
	Non-Western Culture	1,954	1,954			
	Non-Western Culture	1,904	1,904	1,904		
	Non-Western Culture	6,960	3,858	1,904	-	-
	U.S. minority culture	980				
	U.S. minority culture	656	656			
	U.S. minority culture	636	636	636		
	U.S. minority culture	2,272	1,292	636	-	-

Non-Western seats for continuing	6,960	3,858	1,904	-	-
U.S. Minority seats for continuing	2,272	1,292	636	-	-

		Seats				
		2018-2019 (Su,Fa,Sp)	2019-2020 (Su,Fa,Sp)	2020-2021 (Su,Fa,Sp)	2021-2022 (Su,Fa,Sp)	2022-2023 (Su,Fa,Sp)
Total						
Total Non-Western seats		9,330	8,598	8,494	8,440	8,440
Total U.S. Minority seats		4,642	6,032	7,226	8,440	8,440

2014-2015 Non-Western Capacity	11,649
2014-2015 U.S. Minority Capacity	4,043

Appendix D: Meeting Anticipated Additional Seat Need

The successful implementation of the revised General Education Cultural Studies requirement will necessitate increasing the number of seats in U.S. minority classes. This can be accomplished by employing three tactics. The first tactic involves increasing the size of some existing U.S. minority culture courses. A cursory look at the Illinois Course Catalog indicates that there are at least 25 U.S. minority culture courses that have the potential to become larger (see Table D1). These courses are generally introductory level courses, some of which are offered at least two semesters per year. We note here that it would not be a good idea to increase the size of all existing courses. Since students' have different learning styles, CORE think it is important to offer students a variety of options to choose from—ranging from large lecture course to smaller seminars—in meeting the Cultural Studies General Education requirement. Regardless of the size of the courses, it would be important for instructors to utilize active pedagogies in their teaching. Courses that involve discussion, inter-group dialogue, and community engagement have been shown to produce better outcomes when teaching about sensitive topics such as race.

The second tactic involves departments submitting for approval to the General Education Board courses that meet the requirements to be classified as U.S. minority culture courses but are not currently certified. CORE has identified about 26 such courses (see Table D2). A majority of these courses already meet other General Education Requirements (generally either Social & Behavioral Sciences or Humanities & the Arts).

The third tactic that can be employed to increase seat capacity involves the creation of new U.S. minority culture courses. The number of new courses needed will depend on how much the seat capacity will be increased using the first two tactics. As discussed later, an implementation committee will be responsible for helping determine the number of new courses needed.

CORE is fully confident that meeting the anticipated demand can be accomplished. There is very strong support across campus for changing the Cultural Studies General Education requirement, with many units indicating they are primed to meet the new demand. The units committed to helping implement the new requirement include Asian American Studies, African American Studies, Sociology, History, Psychology, English, Communication, Gender and Women's Studies, Political Science, Anthropology, Latina/Latino Studies, the School of Literatures, Cultures, and Linguistics, the College of Education, the College of Media, and the School of Social Work (See Appendix H for the list of letters of support).

Table D1. General Education Courses Identified for Growth

<i>Course Number and Name</i>
AAS 100: Intro Asian American Studies
AAS 120: Intro to Asian Am Pop Culture
AFRO 100: Intro to African American St
AFRO 101: Black America, 1619-Present
AFRO 103: Black Women in the Diaspora
AIS 101: Intro to Amer Indian Studies
ANTH 106: Hist Arch Americas
ANTH 160: Contemporary Social Issues
ENGL 259: Afro-American Literature I
ENGL 260: Afro-American Literature II
ENGL 286: Asian American Literature
EPS 310: Race and Cultural Diversity
EPSY 202: Exploring Cultural Diversity
HIST 275: Afro-American History to 1877
HIST 276: Afro-American Hist Since 1877
HIST 277: Encounters in Native America
HIST 278: U.S. Native Americans Since 1850
HIST 281: Constructing Race in America
LLS 100: Intro Latina/Latino Studies
LLS 242: Intro to Latina/o Literature
LLS 250: Latina/os on the Bronze Screen
LLS 279: Mexican-American History
MACS 211: Intro to African-American Film
PS 201: U.S. Racial & Ethnic Politics
SOCW 300: Diversity: Identities & Issues

Table D2. Potential General Education Cultural Studies Courses

<i>Course Number and Name</i>
AAS 250: Asian American Ethnic Groups
AAS 291: Hinduism in the United States
AFRO 226: Black Women Contemp U.S. Society
ANTH 241: Human Variation and Race
ANTH 259: Latina/o Cultures
ANTH 265: Ethnicity in the U.S.A
JOUR 250: Journalism Ethics & Diversity
LER 320: Gender, Race, Class and Work
LING 250: Language Diversity in the U.S.A
LLS 220: Mexican & Latin Am Migration
LLS 238: Latina/o Social Movements
LLS 240: Latina/o Popular Culture
LLS 265: Politics of Hip Hop
LLS 278: Mapping Latina/o Inequalities
MACS 375: Latina/o Media in the U.S.
PS 315: African American Politics
PS 316: Latina/Latino Politics
PS 317: Asian American Politics
PSYC 312: Psychology of Race & Ethnicity
RST 230: Leisure Services and Diversity
SOC 225: Race and Ethnicity
SPAN 232: Spanish in the Community
THEA 203: Theatre of Black Experience
UP 260: Social Inequality and Planning
UP 335: Cities and Immigrants

Appendix E: Budgetary and Staff Implication

The revision of the Cultural Studies General Education requirement may necessitate investing resources in the form of funds to hire Teaching Assistants and a small number of additional faculty.

Faculty Resources

We anticipate that there will be minimal faculty budgetary impact given that most of the demand created by the new requirement can be met through existing courses. Discussions with deans, department leaders, and faculty indicate that the new requirement can be implemented with the current number of faculty and new faculty hired in ongoing hiring processes of the university. Additional capacity will come from increasing enrollment in existing courses, proposing existing courses for Gen Ed approval, and new courses that are already being developed by faculty, including courses in the Ethnic Studies programs and in the new Grand Challenge Learning initiative.

TA Support

The primary resource needed to successfully implement the revised requirement will be funds for TA support and training. Given that courses on racial/ethnic minorities tend to deal with highly sensitive topics, we do not generally recommend that such courses be strictly lecture based. For larger classes, this means they will generally need to have discussion sections. We estimate that we will need at most approximately 73 50% TAs in order to staff all U.S. minority courses. We begin with the assumption that we need to create approximately 4,397 new seats in order to implement the new requirement. If all of these students were to need sections, which are generally capped at 30 students, we would need to form about 146 sections. Since 50% TAs generally teach 2 sections, the campus would need 73 TAs.

Appendix F: Impact on Other Units and Facilities

This proposal should not negatively impact most units or programs on campus. The vast majority of majors can easily incorporate the added General Education requirement. However, programs with minimal flexibility in their degree requirements will need to find ways to incorporate the new requirement. CORE has identified at least three ways this can be accomplished. First, most programs on our campus require several hours of elective offerings. The existence of these electives suggests that impacted programs have the room to allow for students to satisfy a U.S. minority cultures course within the existing number of degree hours by substituting the U.S. minority cultures requirement for one of the electives. Second, the General Education Board allows classes to fulfill more than one General Education requirement. Students in programs with less flexibility can be encouraged to take Cultural Studies General Education courses that also fulfill another requirement. Currently, most Cultural Studies courses satisfy more than one requirement. Third, the revision of the Cultural Studies requirement represents an opportunity for departments on campus to reflect on the role of race and ethnicity in their curriculum. It is conceivable that very specialized majors could develop courses on race and ethnicity that would be central components of the major as well as fulfill the Cultural Studies General Education requirement.

The proposal will also require Facility Management and Scheduling in the Office of the Registrar to identify appropriate classrooms space for the additional courses and seats.

Appendix G: Implementation and Effective Desired Date

In order to provide sufficient time to scale up existing courses, for the General Education Board to approve new courses, and for the colleges and the Provost's Office to revise as necessary the existing degree requirements to incorporate change to the Cultural Studies requirement, the proposed implementation will be with the entering freshman and transfer class of Fall 2018. To ensure an effective rollout, colleges can propose to stagger implementation as one option among a range of options to ensure the successful implementation this proposed Gen Ed revision.

The General Education Board will have responsibility for developing guidelines for classes under this proposal and for assessing both existing and new courses that could be certified for meeting General Education requirements, as is now the case. One implementation issue of note relates to "double counting," a topic that has been the subject of many discussions. EP.89.09 states that Cultural Studies courses "may fulfill other curricular requirements (e.g., in the major, or in one of the other General Education categories, but may not both be taken from the same General Education category." This statement does two things: 1) it allows Cultural Studies courses to be certified in one or more additional General Education categories—"double counting"—and 2) it places a restriction on the combinations of such courses that students may take. Let us address each of these items.

Our proposal leaves the policy on multiple certifications unchanged. Currently, a course is only certified in multiple General Education categories when the General Education Board determines that the course meets the criteria for all of the categories. Allowing multiple certifications is a policy that respects the interconnected nature of culture, knowledge, and the human experience. The ability to take these courses offers students flexibility in satisfying their degree requirements, making it easier for them to pursue minors, take additional electives, or explore other educational interests without prolonging their time to graduation or the cost of their education. Thus, we support continuation of multiple certifications for courses where the General Education Board judges that to be appropriate.

Our proposal removes the restriction on which combinations of these courses students may use to fulfill their General Education requirements. This restriction is an aspect of our General Education scheme that has never been implemented, and we have not been able to recover the original rationale behind its inclusion in the policy. Students have also asked for it to be eliminated. Removing the restriction would maintain flexibility in the way students complete their General Education requirements, hence this is what we recommend.

As a result of broad consultations across the campus, the General Education Board adopted as one of its recommendations that the Provost and Board establish an augmented process for overseeing administrative aspects the implementation of the new requirement. The process should include at least one representative from each college as well as faculty with scholarly expertise in this area. This process would assist in developing a detailed implementation plan, working with departments and colleges to develop and offer additional courses, and recommending ways that departments can incorporate other dimensions of diversity into race/ethnicity classes.

Appendix H: Letters of Support

Colleges and Division of General Studies

College of Agricultural, Consumer and Environmental Sciences, September 28, 2015; Robert Hauser, Dean; Laurie Kramer, Associate Dean
College of Applied Health Sciences, August 21, 2015; Tanya M. Gallagher, Dean
College of Business, September 22, 2015; Jeff Brown, Dean
College of Education, September 3, 2015; Mary Kalantzis, Dean
College of Engineering, October 2, 2015; Andreas C. Cangellaris, Dean
College of Fine and Applied Arts, August 28, 2015; Edward Feser, Dean
Division of General Studies, May 15, 2015; Daniel J. Tuner, Director
College of Liberal Arts and Sciences, September 9, 2015; Brian Ross, Executive Associate Dean
College of Media, September 3, 2015; Jan Slater, Dean
School of Social Work, May 6, 2015; Wynne S. Korr, Dean and Professor

Academic Departments

African American Studies, April 13, 2015; Ronald Bailey, Professor and Head
Anthropology, April 13, 2015; Andrew Orta, Professor and Head
Asian American Studies, March 31, 2015; Soo Ah Kwon, Associate Professor and Interim Head
Communication, April 6, 2015; John P. Caughlin, Professor and Acting Head
Educational Psychology, March 27, 2015; Daniel Morrow, Professor and Chair
English, March 30, 2015; Michael Rothberg, Professor and Head
Gender and Women Studies; April 11, 2015; Stephanie Foote, Professor and Chair
History, March 25, 2015; Diane Koenker, Professor and Chair; John Randolph Associate Professor and Director of Undergraduate Studies
Latina/Latino Studies, April 21, 2015; Jonathan Xavier Inda, Chair and Associate Professor
Political Science, March 30, 2015; William Bernhard, Professor and Head
Psychology, March 19, 2015; David E. Irwin, Professor and Head
Recreation, Sport and Tourism, March 19, 2015; Laurence Chalip, Head
School of Literatures, Cultures and Linguistics, April 10, 2015; Jean-Phillipe Mathy, Professor and Director
Sociology, April 1, 2015; Antoinete Burton, Interim Head

Campus Leadership

Chancellor Phyllis Wise and Provost Ilesanmi Adesida, May 14, 2015
Vice Chancellor for Student Affairs, April 30, 2015; C. Renee Romano
Enhancing Diversity, Guiding Excellence, May 13, 2015; Wendy Heller, Professor and Provost Fellow; James Anderson, Professor and Chair of EDGE Committee; Sandra Rodriguez-Zas, Professor, and Steve Zimmerman, Professor
Native American House Advisory Board, September 22, 2015; Brenda Farnell, Chair Native American House Advisory Board Committee and Professor of Anthropology and Native American Studies
Senate Committee on Equal Opportunity and Inclusion, September 17, 2016; Kathryn Oberdeck, Chair
Steven C. Zimmerman, Roger Adams Professor of Chemistry, May 12, 2015

Students

African American Studies Scholars Cultural Committee, May 1, 2015

Asian Pacific American Coalition, March 30, 2015

Central Black Student Union, September 18, 2015

Native American and Indigenous Student Organization (NAISO), April 20, 2015

Requirement of both U.S. and Minority and Non-Western GenEd Petition

Students in AFRO 100 Intro to the African American Experience, May 10, 2015

La Casa Advisory Board, February 25, 2016

Graduate Employees Organization (GEO), April 2016

As an illustration of the serious attention which has been devoted to this discussion, we are including the text of the letter from the Senate Committee on Equal Opportunity and Inclusion (EQ), September 17, 2016, Kathryn Oberdeck, Chair. CORE's discussion with the EQ committee and the position it offered regarding the importance of addressing other socially significant identities was especially important for developing CORE's position on this set of concerns: "The language of the proposal should acknowledge the breadth of diversity to which UIUC curriculum needs to aspire, and recommend ways of incorporating intersections of the ethnic and racial dimensions of diversity and inequality on which it focuses with such additional dimensions of diversity as gender, disability, sexual orientation, class, religion, nationality, citizenship, etc." The full text is included below with all of the letters listed above.

UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN


College of Agricultural, Consumer
and Environmental Sciences

Office of the Dean
227 Mumford Hall, MC-710
1301 West Gregory Drive
Urbana, IL 61801-3605



September 28, 2015

To: Menah Pratt-Clarke, Associate Chancellor/Associate Provost

From: Robert Hauser, Dean 
Laurie Kramer, Associate Dean

Re: CORE Proposal

Thank you for this opportunity to provide support on the proposal advanced by the CORE committee to include coursework on US Minority Cultures as an additional general education requirement.

The College of ACES is firmly committed to diversity education and appreciates the education of students about US Minority Cultures. We support the CORE committee's proposal to ensure that all Illinois students take a general education course that educates them about US Minority Cultures.

We do have some reservations about the proposal as it is currently configured and we offer the following thoughts, in the spirit of advancing our mutual goals:

- ACES faculty are dedicated to educating students about **ALL** forms of diversity. Therefore, we encourage the CORE committee and the General Education Board to consider broadening the scope of US Minorities to include courses that focus on all forms of minority status. For example, in addition to dimensions of diversity based on race and ethnicity, we wish to also include coursework that center on disability status, sexuality (sexual preferences and identity), religion, among others. These dimensions of diversity represent critical issues for US society and we feel that our students should also have direct access to research, theory, and/or policy-related writings on these topics. ACES faculty members feel strongly that if we proceed as is, we would be missing a critical opportunity to educate students about these dimensions.

We understand that the most recent version of the Gen Ed Proposal now states: "Classes that focus on other socially significant identities differences (for example, sexuality, gender, religion, and disability) or broadly on diversity would be appropriate for this requirement as long as the experiences of US racial minorities are central to these courses." We appreciate this revision to the proposal, but maintain that courses that focus squarely on these other significant minority groups are critical to the understanding US Minority Cultures, even if they do not "intersect" with racial and ethnic dimensions of diversity.

- Several of our bachelor's degree programs are very tight, leaving very little room for students to take electives, let alone additional required courses. Therefore, the requirement to take an additional Gen Ed course could be a hardship and delay graduation for some of our students. We hope that, if approved, a very generous stance towards the approval of courses that meet

multiple general education requirements (i.e., “double dipping”) is adopted by campus. We do note that in some majors, students are asked to fulfill some general education requirements with particular courses; in these cases it may not be possible for students to use a single course to meet two general education requirements, necessitating additional coursework.

Again, we are grateful to you and the CORE committee for advancing our campus’ approach to strengthening diversity education at Illinois. We support the spirit of this innovative proposal.

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

College of Applied Health Sciences
Dean's Office
1206 South Fourth Street
110 Huff Hall
Champaign, IL 61820



August 21, 2015

Faculty Senate Education Policy Committee:

I am writing to share my support for the proposal from CORE to change the current General Education requirement from either a non-Western course or a US minority course to requiring both a non-western and a US minority course. This is an important modification that is responsive to the growing needs of our students to extend their understanding and respect for backgrounds different from their own. This is consistent with the long-standing goal of General Education requirements to prepare our students to be leading citizens of our communities, workplaces, and the increasingly shrinking world.

If there are concerns that this increase in the General Education requirements could reduce the number of discipline-specific courses students may take, an alternative could be to incorporate this information into existing courses. That flexibility is an important aspect of the proposal. As a college that works to integrate students with disabilities fully into campus life, we are keenly aware of the need to extend students' comfort levels with relating to those who are different from themselves. Individuals with disabilities are an often marginalized minority that our campus has a particular responsibility to address given our storied history.

As Dean of the College of Applied Health Sciences I want to communicate our full support for the proposal before you. We hope that it will be approved.

Best regards,



Tanya M. Gallagher, Ph.D.
Dean
Timothy J. Nugent Professor in Rehabilitation Research

UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN

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



Date: September 22, 2015

To: Menah Pratt-Clarke, JD, PhD, Associate Chancellor for Strategic Affairs, and Associate Provost for Diversity

From: Jeff Brown, Josef and Margot Lakonishok Professor in Business and Dean, and William G. Karnes Professor of Finance, College of Business

Re: US Minority Culture Proposal for General Education

Thank you and your colleagues for visiting and discussing the general education proposal with me. Per our conversation, and after reviewing the recent document that you sent, I certainly lend my support for this change to the general education requirement.

As the proposal notes, in our multicultural, multi-racial society, it is important for all students to be better prepared to understand and respect differences and be able to more effectively live and work in today's world.

Regarding the impact on our students in the College, the additional three credit requirement will not significantly impact our students' progress toward graduation, and it will enhance the students' overall preparation and education.

As we discussed, the College of Business would like to see a robust implementation plan to ensure the student experience is positive. The proposal requires more than doubling the number of seats needed and this requires thoughtful planning.

An example of an important implementation topic includes: how will the likely pattern of student utilization of gen ed. requirements (i.e., a preference for 100 level) impact the scheduling and availability of offerings? It is very likely the utilization may increase the total needed seats, as not all courses will have 100% utilization. Questions like this and others related to the student experience in access, use, and delivery will affect the success of this change to the general education curriculum and the goals for greater understanding and respect.

Thank you for your efforts on this proposal!

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Dean
College of Education
110 Education Building, MC-708
1310 South Sixth Street
Champaign, IL 61820-6990



September 3, 2015

Committee on Race and Ethnicity
C/O Dr. Menah Pratt-Clarke
Associate Provost for Diversity
315 Swanlund Administration Building
MC – 304

Dear Committee on Race and Ethnicity,

The College of Education enthusiastically supports the CORE proposal to change the General Education Cultural Studies requirement to require both a non-Western and a U.S. minority culture course. We have several courses that could be considered as meeting this general education requirement including EPS 310 Race and Cultural Diversity, EPS 380 Education and Social Justice, EPS 402 Asian American Education, EPSY 202 Exploring Cultural Diversity, EDUC 201 Identity and Difference in Education, and EDUC 202 Social Justice in Schools and Society (an advanced composition/humanities course). Some of these also meet our Elementary Education students' foundational requirement for their degree, and for three of our five undergraduate majors would easily be implementable.

With the most diverse faculty of any college on the Urbana campus, we strongly support your efforts to help educate our students become effective members of a multi-cultural society and to foster cultural understanding and sensitivity.

Please let us know if we can provide additional information.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mary Kalantzis', written over a horizontal line.

Mary Kalantzis
Professor and Dean

UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN

College of Engineering

Office of the Dean
306 Engineering Hall, MC-266
1308 West Green Street
Urbana, IL 61801
217-333-2150



October 2, 2015

UIUC Faculty Senate Educational Policy Committee

Re: Proposal from the CORE Committee to add an additional course to the Campus
General Education requirements

Dear UIUC Faculty Senate Educational Policy Committee,

The College of Engineering is supportive of the idea to provide students with greater exposure to issues relevant to underrepresented racial and ethnic groups in the United States. We believe that engineering students would benefit greatly from the opportunity to learn more about the history, culture and challenges faced by underrepresented minority groups. We are also mindful of the fact that an additional gen ed requirement may increase the time-to-degree for some of our students. We are therefore in favor of adding an additional General Education requirement in U.S. Minority Studies, provided that steps are taken to mitigate our time-to-degree concerns.

Sincerely,

A handwritten signature in black ink, appearing to read 'Andreas C. Cangellaris', written over a horizontal line.

Andreas C. Cangellaris
Dean

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

College of Fine and Applied Arts

Office of the Dean
100 Architecture Building
608 East Lorado Taft Drive
Champaign, Illinois 61820



28 August 2015

Menah Pratt-Clarke
Associate Chancellor for Strategic Affairs
Associate Provost for Diversity
315 Swanlund Administration Building, MC 304
601 East John Street
Champaign, Illinois 61820

Dear Associate Chancellor Pratt-Clarke,

I am writing in endorsement of the Committee on Race and Ethnicity's proposal to the Senate Educational Policy Committee to change the Gen Ed Cultural Studies requirement so that students must take both a US minority culture and a non-western culture course. It is important that all of our undergraduates develop an understanding of the life and culture of US racial minority populations if they are to succeed on the diverse Illinois campus and later as citizens of a multicultural society.

It is true that FAA students have comparatively few general elective hours available to them because of heavy curriculum/accreditation demands in the arts. However, we're aware that remedies to that problem exist, including creating a new or modified course to satisfy both a major requirement and the US minority culture requirement or making appropriate use of courses that satisfy multiple general education requirements, thereby avoiding a net increase in general education courses required.

The College of Fine and Applied Arts plans to investigate opportunities for our faculty to create new courses that address diversity and inclusion. In addition we will explore opportunities for increasing the size and availability of US minority culture courses currently offered by the college.

Sincerely,

A handwritten signature in black ink, appearing to read 'Edward Feser'.

Edward Feser
Professor and Dean

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Division of General Studies

807 South Wright Street
Illini Union Bookstore Building, Floor 5
Champaign, Illinois 61820



May 15, 2015

Ronald Bailey and Mercedes Ramirez Fernandez, Committee Co-Chairs
Jonathan Inda, Chair, Subcommittee on Curriculum and Diversity
Committee on Race and Ethnicity

Dear Ron, Mercedes, and Jonathan:

I write to express the support of the Division of General Studies (DGS) for the proposed changes to the Cultural Studies General Education requirement to ensure students successfully complete both a Non-Western Culture Course and a US Minority Culture Course.

The evidence is clear that only 20% of undergraduates complete a US Minority Course to satisfy the current Cultural Studies requirement. DGS wholeheartedly supports the mission of Inclusive Illinois of “cultivating a community at Illinois where everyone is welcomed, celebrated, and respected.” We feel that requiring students to complete both the US Minority Course and a Non-Western Culture Course will assist in educating our undergraduates about the significance of diversity and inclusion and foster a welcoming environment at Illinois and beyond.

Thank you for the opportunity to express our support.

Sincerely,

A handwritten signature in black ink that reads "Daniel J. Turner".

Daniel J. Turner, Ph.D.
Director – Division of General Studies
djturner@illinois.edu

UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN

Office of the Dean

College of Liberal Arts and Sciences
2090 Lincoln Hall
702 South Wright Street
Urbana, IL 61801-3631



September 9, 2015

Jonathan Inda, Chair, Subcommittee on Curriculum and Diversity
Committee on Race and Ethnicity
Office of the Chancellor

Dear Jonathan:

I am pleased to provide this letter of support to the Committee on Race and Ethnicity (CORE) as you seek to revise the campus General Education Cultural Studies requirement. The change you propose would require all Illinois students to take a course in Non-Western Cultures *and* a course in US Minority Cultures, rather than a single course chosen from either subcategory.

Here in the College of Liberal Arts and Sciences, we support the stated objectives for this proposed change, especially the preparation of students "to be engaged citizens and leaders who can function responsibly, ethically, and respectfully in a racially and ethnically diverse society." We want LAS graduates to be prepared for a lifetime of discovery about themselves and other people, so gaining this kind of cultural competence while they are students is key.

As you know, LAS has considerable strength in terms of the number of courses and faculty in the area of US Minority Cultures. We believe that our faculty can play a leadership role in developing new courses that can satisfy the proposed requirement, and are committed to working with you and others to ensure a sufficient number of course seats in this category.

Sincerely,

A handwritten signature in black ink, appearing to read 'B. Ross', written in a cursive style.

Brian Ross
Executive Associate Dean

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Dean
College of Media
119 Gregory Hall, MC-462
810 South Wright Street
Urbana, IL 61801



September 3, 2015

Menah Pratt-Clarke, JD, Ph.D.
Associate Chancellor for Strategic Affairs
Associate Provost for Diversity
315 Swanlund Administration Building
MC-304

Dear Associate Chancellor Pratt-Clarke:

I write in response to your request of August 19th soliciting decanal support for the CORE recommendation that campus adopt the proposal to alter the Cultural Studies General Education requirement so that students are required to take both a non-western culture class and a US minority culture class. The College of Media feels that this is an exciting proposal, which will impact the growth and development of all of our students as citizens in an increasingly diverse democratic society. We in media are all aware of the cultural, economic, and social issues across the US and on campus that make this initiative a high priority, particularly for the future generations of media leadership.

I have no concerns that the implementation of this proposal and the resulting expansion of the general education requirements will adversely impact the degree progress for College of Media majors. The intrinsic flexibility of our core and elective requirements should allow for the completion of the proposed required US minority culture class without any structural changes to Media's programs of study. Indeed, we look forward to adapting existing Media classes and creating new classes that we would like to propose as general education courses in this specific category.

Additionally, it is our hope that we might look at diversity even more inclusively with an eye towards expanding the issues and topics that US minority cultures one day might cover in the areas of social differences based on gender, religion, sexuality, and ability status.

I look forward working with campus to effect this proposal and to ensure that we all can move forward in realizing this wonderful opportunity we have to enhance the educational experiences that all our students can share.

Sincerely,

A handwritten signature in cursive script that reads 'Jan Slater'.

Jan Slater, Ph.D.
Dean

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

School of Social Work
Office of the Dean
1010 West Nevada
Urbana, IL 61801



May 6, 2015

Dr. Mercedes Ramírez Fernández
Interim Assistant Chancellor/Assistant Provost for Student Diversity
University of Illinois at Urbana-Champaign
307 Swanlund Administration Building
601 East John Street; M/C 304
Champaign, IL 61820

Dear Dr. Ramírez Fernández:

This is a letter of support for the proposed change of the General Education Cultural Studies Requirement. The proposal requires that students must take both a US minority culture and a non-Western culture course where as currently they can take one or the other. We firmly believe that all undergraduate students at Illinois need to take a US minority culture course as a requirement for graduation. There is considerable evidence that such courses would positively impact student attitudes about race, multicultural perspectives, openness to diverse points of view, civic engagement, democratic participation, social engagement, cognitive development, and moral and affective development.

The School of Social Work offers two courses that are approved US Minority courses: SOCW 297 Asian American Families in American and SOCW 300 Diversity: Identities and Issues. The courses also fulfill Advanced Composition general education requirements. SOCW 297 and SOCW 300 are very popular and are available to majors and non-majors. We are willing and interested in working with the Provost Office to increase seat capacity in both courses. We are also interested in developing new course(s) to meet US Minority Cultures course requirements.

Sincerely,

Wynne S. Korr
Dean and Professor

CC: B. Lindsey



ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

April 13, 2015

Professor Jonathan Xavier Inda, Co-Chair
Curriculum Diversity Committee, CORE
Chair, Department of Latino/a Studies

Dear Jonathan:

It is my pleasure to write this letter signaling the full and enthusiastic support of the Department of African American Studies for CORE's proposed changes to the General Education requirement regarding Cultural Studies. One of the reasons I have been so active in the discussions of this issue is that it was a mandate from this Department reiterated in each of the three years I have served as Head.

There is no need for me to reiterate the reasons why we think this proposal is important. As someone who teaches introductory and advanced course on the African American experience, I see the positive impact that such discussions can have on our students. And I generally ask students to comment on the value of such courses in some of the assignments during the semester and in my end-of-year assessments. The "a-ha" moments that they reveal when they connect the dots involving issues from their majors or from their lives to issues that resonate in the African American experience are often very profound. The proposal that CORE has developed and that is broadly supported across campus would provide more such opportunities for these kind of discoveries, and the refinement of critical thinking skills that often go along with them.

Because of my involvement with CORE and on the Conversation on Undergraduate Education, I see many opportunities for African American Studies and other departments to contribute to increasing the number of General Education courses which satisfy the cultural studies requirement. We are reviewing our curriculum in order to increase our enrollment in existing courses, to prepare proposals to the General Education Board to certify courses which are offered but have not been submitted for their certification, and to develop new courses. I am particularly excited about new interdisciplinary offerings such as the proposed course one of our new professors is developing on health disparities which we hope will be a part of the new I-Health major in Applied Health Sciences, and one of the courses in the "health and wellness" grand challenge general education track.

We look forward to the success of your proposal, and continued collaboration with CORE and our colleagues across the University.

Sincerely,

Ronald W. Bailey, Ph.D.
Head, Department of African American Studies

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of Anthropology
College of Liberal Arts and Sciences
109 Davenport Hall, MC-148
607 South Mathews Avenue
Urbana, IL 61801



April 13, 2015

Professors Ronald Bailey and Jonathan Inda
Curriculum Subcommittee Co-Chairs
Committee on Race and Ethnicity

Dear Ron and Jonathan,

I am writing on behalf of the Department of Anthropology to express our strong support for your subcommittee's proposal regarding the Cultural Studies component of our campus General Education requirements. Specifically, we endorse your recommendation that University of Illinois students be required to take *both* a course focused on a "non-Western culture" *and* a course focused on "US minority culture."

The curriculum of our department comprises courses with emphases on each of these themes and we recognize that that exposure to each sort of content contributes differently to the general education of our students. They are certainly not interchangeable, as our current requirement would seem to imply. We believe it will enhance our ability to fulfill our educational mission as a campus when our students are expected to develop a familiarity with sociocultural diversity considered on an international or global scale as well as the very particular situations of sociocultural diversity and the experiences of minority cultures within the US national context.

The Department of Anthropology is committed to staffing existing courses that fulfill both General Education specializations, and our faculty are involved in the development of new courses that will enhance our campus' curricular offerings focused on US minority cultures and non-Western cultures. For these reasons we can both endorse the changes proposed by your committee and commit to helping to bring about this enrichment of our undergraduate teaching mission.

If I can provide you with any additional information about our support for this recommendation, please let me know.

Sincerely,

A handwritten signature in black ink, appearing to read 'Andrew Orta'.

Andrew Orta
Professor and Head

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Asian American Studies Department
1208 West Nevada Street, MC-142
Urbana, IL 61801-3818



March 31, 2015

To Whom It May Concern:

This letter is to support changing the Cultural Studies General Education requirement so that undergraduate students will have to take both a non-Western culture and a US minority culture course. The Department of Asian American Studies (AAS) is in full support of the Chancellor's and Provost's Committee on Race and Ethnicity's (CORE) efforts to effect this change.

Requiring students to take a course on "US minority culture" will enhance the Mission of the Illinois Strategic Plan and the mandate "to enhance the lives of citizens in Illinois, across the nation and around the world through our leadership in learning, discovery, engagement and economic development." The US minority culture requirement is in lines with the mission of the Department of AAS to expand the traditions of knowledge within academia to address Asian American epistemologies, activities, and experiences. The Department of AAS offers courses that centrally address the experiences of U.S. ethnic groups and comparative racial analysis, which provides undergraduate students with opportunities to develop critical skills of advanced composition, reasoning, and analytical thought.

The Department of AAS already offers 18 department owned and cross-listed courses that fulfill the US Minority Cultures requirement. Furthermore, the Department is readily equipped to expand its course offerings if this change is approved. For instance, we can increase enrollment in key courses that already fulfill the US Minority Cultures requirement. One such course is AAS 100: Introduction to Asian American Studies. Additionally, AAS can submit courses that are regularly offered but are not certified as US Minority Cultures as well as develop additional courses to meet this requirement. Yet we would ask that with such expansion, resources be committed by the University to fund Teaching Assistants for additional discussion sections. We feel that smaller discussion sessions are essential in promoting greater social and mutual understanding for students on issues of race and ethnicity, diversity, and democracy that are addressed in our courses. Students often find these topics difficult to unpack on their own in large lecture course and small discussion classes are essential to this endeavor.

Sincerely,



Soo Ah Kwon
Head and Associate Professor, Department of Asian American Studies

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of Communication

College of Liberal Arts and Sciences
3001 Lincoln Hall
702 South Wright Street
Urbana, IL 61801



April 6, 2015

Jonathan Xavier Inda, Co-Chair, Curriculum Diversity Committee, CORE
Chair and Associate Professor
Department of Latina/Latino Studies
University of Illinois, Urbana-Champaign
1207 W. Oregon Street, M/C 136
Urbana, IL 61801

Dear Professor Inda:

With concurring support from the Department of Communication Advisory Committee, I write in support of the changes to the General Education requirements proposed by the Chancellor's and Provost's Committee on Race and Ethnicity's (CORE's) curriculum subcommittee. We agree with the central argument that there is a need for Illinois students to experience increased opportunities to learn about diversity in the United States, including about experiences of underrepresented minorities.

The proposal notes that there currently are not enough seats to allow all students to take a US minority culture course. Our department is willing and able to help fill that need; for example, the course we regularly teach on Race and the Media is not yet listed as meeting the General Education requirements, but we believe it would be eligible.

In short, the proposed changes to the General Education requirements would enhance and improve the undergraduate experience at Illinois, and the plan for making these changes seems viable. If you have any questions or need any additional information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "John P. Caughlin".

John P. Caughlin
Professor and Acting Head

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN



Department of Educational Psychology
College of Education
210 Education Building
1310 South Sixth Street
Champaign, IL 61820; Fax: 217-244-7620

March 27, 2015

Prof. Ronald W. Bailey, Chair, CORE
Head, Department of African American Studies

Dear Prof. Bailey,

I am writing to express the Department of Educational Psychology's support for the goals behind the Committee on Race and Ethnicity's (CORE) proposal to change the General Education Cultural Studies Requirement so that students take both a US minority culture and a non-Western culture course. One of the benefits of attending the University of Illinois is to learn about and understand people from diverse cultures and backgrounds. These experiences are vital for preparing students to become more effective members of our multi-cultural society. Recent events at the local, state, and national level underline the need for universities as well as other institutions to do more to promote cultural understanding. CORE's proposal regarding the General Education Cultural Studies Requirement will help to address this need.

While the department strongly supports the goals of the proposal, we also have several questions about how the proposal can be effectively implemented. First, it is important that the additional General Education requirement is implemented in a way that does not reduce students' flexibility in taking courses that meet requirements for a wide variety of majors. Therefore, the set of courses that would satisfy the requirement needs to be large and encompass a wide range of disciplinary content. Creatively designing courses that integrate cultural themes with content from other disciplines would help address this issue.

Second, to the extent that meeting the additional requirement involves expanding course offerings, there will also be a need for additional resources within departments, such as more teaching assistantships and perhaps more faculty lines. This increased need would be a challenge given competing demands for diminishing resources from the state and other sources.

Finally, the department feels that we could help the campus meet the additional requirement if the proposal is implemented. There is at least one existing course in our department (EPSY 202 Exploring Cultural Diversity) that is directly relevant to the proposal about US minority culture courses.

I hope these questions are helpful in promoting discussion about how to move forward with the proposed change in the General Education Cultural Studies Requirement.

Sincerely,

A handwritten signature in blue ink, appearing to read "D. Morrow", with a long horizontal flourish extending to the right.

Daniel Morrow, Ph.D.
Professor and Chair, Department of Educational Psychology

;



DEPARTMENT OF ENGLISH
Michael Rothberg, Head

608 South Wright Street
Urbana, Illinois 61801
phone: 217-333-2390
fax: 217-333-4321
email: mpr@illinois.edu

March 30, 2015

To: Professor Jonathan Inda and Professor Ronald Bailey
Re: CORE General Education Proposal

I am writing to give my strong support to the proposal of the Committee on Race and Ethnicity to expand the General Education requirements in Cultural Studies to include *both* a course on non-Western cultures and a course on US minority culture. As Head of the Department of English, I believe that this proposal could have a significant, positive impact on the undergraduate curriculum and the general climate of our campus. The proposal accords well with my department's commitment to offering a challenging and diverse set of courses to our students that represents the full array of literary works written in English both in the US and around the world.

Our department already offers a number of courses that could fulfill this new requirement, but we are also ready to work with CORE and the General Education Board to provide more seats for courses that would meet the new extension of this requirement and to consider developing new courses that would meet the requirement. Indeed, in the last year, we have hired a number of new faculty members who work specifically in the area of US minority culture (with an emphasis on African American literature and culture).

Please let me know if I can help further in making this proposal a reality.

Sincerely yours,

Michael Rothberg
Professor and Department Head

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of Gender & Women's Studies

College of Liberal Arts and Sciences
1205 W. Nevada
Urbana, IL 61801



April 11, 2015

To Whom It May Concern:

Gender and Women's Studies supports CORE's proposal to revise the Gen Ed cultural studies requirement so that students must take both a Non-Western course as well as a course in US minority culture. Part of GWS's intellectual mandate is to explore, analyze and challenge how gender shapes people's lives. Assumptions about gender difference saturate many aspects of social and political life and create different forms of inequality in the workforce, in education, in cultural production, in scientific research, as well as in resource allocation in both public and private institutions. We train students to identify where and how inequalities are produced and reproduced. Because gender assumptions manifest differently in various communities, in our courses systematically incorporate analyses of how race, ethnicity, class, sexuality, and physical ability shape gender inequality. We are therefore fully committed to guiding students toward a rigorous analysis of the central ideas behind the US minority culture Gen Ed requirement.

We do not yet know what kind of impact this will have on our course offerings, but we believe that GWS offers a substantial number of classes that can meet this requirement, and the department is eager to collaborate with other ethnic studies units to create introductory courses. We also believe that this requirement will allow students on campus to see that collaborative thinking and learning across disciplines is the hallmark of any sustained engagement with the issues of diversity that underpin the new requirement.

Sincerely,

Stephanie Foote
Professor of English and Gender and Women's Studies
Chair of Gender and Women's Studies
s-foote@illinois.edu

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of History

College of Liberal Arts and Sciences
309 Gregory Hall, MC-466
810 South Wright Street
Urbana, IL 61801



March 25, 2015

Jonathan Xavier Inda, Co-Chair
Curriculum Diversity Committee, CORE
Chair, Department of Latino/a Studies

Ronald W. Bailey, Chair, CORE Head
Department of African American Studies

Dear Professor Inda and Professor Bailey,

Having reviewed the three recommendations made by the CORE Curriculum Subcommittee, we would like to write in strong support of their implementation. The Curriculum Subcommittee's report writes eloquently about the educational motivations behind the changes. Requiring students to engage more broadly with our diverse world—through separating the Non-West and US Minority requirements—as well as asking them to do so earlier in their undergraduate career will help our BA programs prepare our graduates for their future as both citizens and individuals, and for life in the real world.

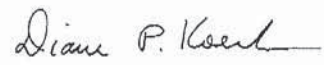
One concern that may arise in discussions of this initiative is whether we have the courses to facilitate such requirements, without slowing down students' time to degree. On this issue, we would like to emphasize that the Department of History offers a wide variety of 100 and 200 level courses that currently support both the US Minority and Non-West requirements, accessible to freshmen and sophomores. Some of these courses are smaller, lecture and discussion courses; others of them have small discussion sections, led by TAs, to complement their lecture format. As a result, all of our courses also speak to the third of your recommendations, namely that active, discussion based pedagogy (including civic engagement projects where possible) be recommended for such courses.

In the Appendix below, we list our current gen ed certified 100 and 200 level courses, capable of meeting the proposed requirements. We anticipate no problems in terms of seat capacity, and should such problems occur, are willing to dedicate Department resources to their expansion.

We thank you very much for your thoughtful efforts on the CORE Curriculum initiatives, and strongly support their implementation. Please contact us, should any questions arise about our ability to support this new requirement, or any other issues.

We thank you for your attention.

Sincerely,

A handwritten signature in cursive script that reads "Diane P. Koenker" followed by a horizontal line.

Diane P. Koenker
Professor, Chair
Department of History

A handwritten signature in cursive script that reads "John Randolph" followed by a horizontal line.

John Randolph
Associate Professor, Director of Undergraduate Studies
Department of History

I. Non-Western Cultures Gen Ed Certified History Courses

HIST 100 **Global History** credit: 3 hours.

HIST 105 **Latin America to Independence** credit: 3 hours.

HIST 106 **Modern Latin America** credit: 3 hours.

HIST 110 **History of Africa** credit: 3 hours.

HIST 120 **East Asian Civilizations** credit: 3 hours.

HIST 130 **History of South Asia** credit: 3 hours.

HIST 133 **Intro to the World of Islam** credit: 3 hours.

HIST 135 **History of Islamic Middle East** credit: 3 hours.

HIST 205 **Latin American Hist: Primary Accounts** credit: 3 hours.

HIST 211 **History of Southern Africa** credit: 3 hours.

HIST 220 **Traditional China** credit: 3 hours.

HIST 221 **Modern China** credit: 3 hours.

HIST 222 **Chinese Thought Confucius to Mao** credit: 3 hours.

HIST 227 **Modern Japanese History** credit: 3 hours.

II. US Minority Culture(s) Gen Ed Certified Courses in History

HIST 174 **Black America, 1619-Present** credit: 3 hours.

HIST 275 **Afro-American History to 1877** credit: 3 hours.

HIST 276 **Afro-American Hist Since 1877** credit: 3 hours.

HIST 277 **US Native Americans to 1850** credit: 3 hours.

HIST 278 **US Native Americans Since 1850** credit: 3 hours.

HIST 279 **Mexican-American History** credit: 3 hours.

HIST 280 **Caribbean Latina/o Migration** credit: 3 hours.

HIST 281 **Constructing Race in America** credit: 3 hours.

HIST 283 **Asian American History** credit: 3 hours.

HIST 284 **Af Am Urban Hist Since 1917** credit: 3 hours.

HIST 287 **African-American Women** credit: 3 hours.

HIST 288 **American Indians of Illinois** credit: 3 hours.

UNIVERSITY OF ILLINOIS
AT URBANA – CHAMPAIGN



Department of Latina/Latino Studies
College of Liberal Arts and Sciences
1207 W. Oregon Street, MC-136
Urbana, IL 61801-3716

April 21, 2015

Ron Bailey, Chair
Committee on Race and Ethnicity
University of Illinois, Urbana-Champaign

Dear Ron,

On behalf of the Department of Latina/Latino Studies, I would like to express our strong support for CORE's proposal to change the General Education Cultural Studies Requirement so that undergraduates have to take both a US minority culture course and a non-Western culture class. Given campus and national racial climate issues, LLS feels that it's important for all students at Illinois to enroll in courses dealing with the histories and experiences of racialized minorities in the United States.

Latina/Latino Studies can help meet the potential new demand for seats in a number of ways. First, we can easily raise the cap on our introduction to Latina/Latino studies class, LLS 100. The class is taught in both fall and spring semesters. Second, we have a number of courses that are currently not certified by the General Education Board but that meet the US minority requirement. These classes include LLS 220 Mexican & Lat Am Migration, LLS 238 Latina/o Social Movements, LLS 240 Latina/o Popular Culture, LLS 265 Politics of Hip Hop, and LLS 278 Mapping Latina/o Inequality. Finally, we would also be able to develop new US minority culture courses.

If you would like more information about our support for CORE's proposal, please do not hesitate to contact me.

Sincerely,

Jonathan Xavier Inda
Chair and Associate Professor
Department of Latina/Latino Studies

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of Political Science

College of Liberal Arts and Sciences
1407 W. Gregory Drive
420 David Kinley Hall
Urbana, IL 61801



March 30, 2015

Professor Jonathan Inda
Chair, Committee on Race and Ethnicity's (CORE) Curriculum Subcommittee

Jonathan,

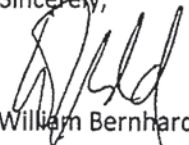
Thank you for sharing your subcommittee's recommendation to modify the General Education Cultural Studies requirement so that students have to take *both* a US minority culture and a non-Western culture course. This is an exciting proposal which will broaden the perceptions of Illinois students to consider alternative perspectives and experiences.

The Department of Political Science regularly offers PS 201/US Racial and Ethnic Politics, which would significantly contribute to this initiative. We could modify this course to meet increased demand in a number of ways, including offering more seats or creating specialized sections. The Department also has a series of relevant courses at the 300-level, which we could be modified to meet general education requirements:

PS 315/African American Politics
PS 316/Latina/Latino Politics
PS 317/Asian American Politics
PS 318/Interest Groups and Social Movements.

The Department wishes you success with this proposal. Please let me know if I can provide you with any other information.

Sincerely,



William Bernhard
Professor and Head

telephone 217-333-3881 • fax 217-244-5712
url www.pol.illinois.edu

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of Psychology

College of Liberal Arts and Sciences
603 East Daniel Street
Champaign, IL 61820



March 19, 2015

Jonathan Xavier Inda, Co-Chair, Curriculum Diversity Committee, CORE
Chair, Department of Latino/a Studies
Ronald W. Bailey, Chair, CORE
Head, Department of African American Studies
University of Illinois, Urbana-Champaign

Dear Jonathan and Ron,

I am writing to express support from the Psychology department for the proposal to change the Cultural Studies General Education requirement so that students will have to take both a non-Western culture and a US minority culture course. Psychology currently teaches two courses (cross-listed with African-American Studies) that would meet the minority culture course requirement: PSYC 312 Psychology of Race & Ethnicity (also AFRO 312) and PSYC 416 African American Psychology (which is our cross-list with AFRO 411). Psychology would be happy to increase the size of both courses to accommodate student needs.

Sincerely,

A handwritten signature in black ink, appearing to read 'David E. Irwin'.

David E. Irwin
Professor and Head

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN


Department of Recreation, Sport and Tourism
College of Applied Health Sciences
104 Huff Hall
1206 South Fourth Street
Champaign, IL 61820



March 19, 2015

TO: The Chancellor's and Provost's Committee on Race and Ethnicity

THROUGH: Jonathan Xavier Inda
Ronald W. Bailey

FROM: Laurence Chalip
Head of Department 

RE: Proposal to Change the General Education Cultural Studies Requirement

We have reviewed your proposal with great interest. Our Department feels strongly that cultural understanding is a necessary cornerstone for any modern society, and that appreciation of diversity is a pivotal value. We support those in a variety of ways, including participation in our College's I-Leap program, active recruitment of minority and international students, inclusion of matters having to do with diversity and culture in the majority of our courses, and provision of classes specifically on those matters (e.g., RST 230 Leisure Services and Diversity; RST 351 Cultural Aspects of Tourism).

Consequently, we fully support the proposed change to the current requirement such that students would be required to take *both* a non-Western culture *and* a US minority culture course. Indeed, if that proposal is approved, our Department will adapt its current offerings such that a course on the construction of lifestyle is offered with reference to non-Western cultures and a separate course on the construction of lifestyle in U.S. minority cultures is offered. We would offer these at the lower division level, and we will make them available to students from throughout the university. In fact, our Department is well placed for that undertaking inasmuch as many of our faculty currently undertake research on matters of diversity, and several have extensive anthropological training.

In short, the Department of Recreation, Sport and Tourism fully supports this proposal, and commits to doing all that it can to enable effective implementation.

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

School of Literatures, Cultures and Linguistics
Office of the Director
4088 Foreign Languages Building, MC-171
707 South Mathews Avenue
Urbana, IL 61801-3673
USA



April 10, 2015

Professor Jonathan Xavier Inda
Chair, Department Latina/Latino Studies

Dear Jonathan,

The School of Literatures, Cultures, and Linguistics supports the CORE curriculum subcommittee's proposal to change the General Education Cultural Studies Requirement so that all undergraduate students on our campus will have to take *both* a non-Western culture *and* a US minority culture course. As a matter of fact, a faculty member in our School has recently proposed a Gen Ed course that would focus on minorities in Illinois, with a special emphasis on the history of the languages and cultures of the state's native peoples, including the Myaamia-Peoria language.

Sincerely,

A handwritten signature in cursive script that reads 'Jean-Philippe'.

Jean-Philippe

Jean-Philippe Mathy

Director, School of Literatures, Cultures, and Linguistics

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



Department of Sociology
3120 Lincoln Hall
702 S. Wright St. M/C 454
Urbana, IL 61801-3621

April 1, 2015

Dear Jonathan,

I write in response to your letter of March 18th soliciting support from Sociology for the CORE recommendation that undergraduate students be required to take both a US minority and a non-western culture course as part of the General Education Cultural Studies requirement. I have discussed this proposal with our Advisory Committee and we are enthusiastically in support of the proposal.

We currently have few courses that count as a US Minority Cultures gen ed, but this is an opportunity for us to apply for some of our more obvious courses to get that gen ed certification (like SOC 225 -- Race and Ethnicity), and possibly to develop new courses as well. We look forward to working with you and the committee as the initiative unfolds.

All the best,

A handwritten signature in cursive script, appearing to read 'Antoinette Burton'.

Antoinette Burton
Interim Head

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Chancellor
Swanlund Administration Building
601 East John Street
Champaign, IL 61820



May 4, 2015

Professor Stephen Altaner, Chair
General Education Board

Dear Professor Altaner,

We want to convey our support to the General Education Board for the proposal from the Committee on Race and Ethnicity to modify the current general education Cultural Studies requirement to require all students to take both a US minorities course, as well as a course on non-Western culture.

We have recognized during the course of the Campus Conversations on Diversity that were held this spring, that there is a significant desire on the part of many on our campus to increase the level of competency, awareness, and sensitivity about diversity at Illinois. The newly released Racial Microaggressions Report on our campus highlighted significant issues related to race and ethnicity. We are aware of the particularly challenging and difficult nature of race and ethnicity issues in our country and on our campus. The discussions of next steps to build from these Conversations frequently reference a need for increased education and training for faculty, staff, and students.

As administrators, we were encouraged to take action and to move beyond dialogue and conversation. As the land-grant institution in Illinois with a responsibility for educating the citizens of Illinois, we have a special responsibility to ensure that our students' education includes issues of diversity. Since the proposal provides the opportunity for issues of identity, including gender, gender identity, sexual orientation, and religion, to be incorporated into coursework on race and ethnicity, we believe this proposal could be transformational for our campus.

We recognize that there are implementation challenges that need to be addressed, including funding and integrating this revised requirement into existing degree programs. Consistent with our commitment to shared governance, we look forward to the continued collaboration with all stakeholders related to implementation should the proposal be approved. We strongly support this effort and the principles unifying the importance of this proposed curricular change.

Sincerely,

Handwritten signature of Phyllis M. Wise in black ink.

Phyllis M. Wise
Chancellor

Handwritten signature of Ilesanmi Adesida in black ink.

Ilesanmi Adesida
Provost

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Vice Chancellor for Student Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820



April 30, 2015

Professor Stephen Altaner, Chair
General Education Board

Dear Dr. Altaner,

I am writing to express my support for the Chancellor's Committee on Race and Ethnicity's proposal to change the General Education requirements to include a courses on both US minority culture and non-Western culture.

In my tenure as Vice Chancellor for Student Affairs at the University of Illinois, I have encountered many situations that might be termed "racial incidents" on campus. These are incidents that go beyond micro aggressions because they are much more than that, they are times when a student or group of students exhibits behavior that can range from insensitive to severely egregious. During these times, I see underrepresented students hurt and dismayed at the behavior of their peers. They feel they are simply not wanted here, that they don't belong to this academic community. It's very disheartening. They seek a solution through education. Over and over again, students in these situations have asked for a required course that will educate all students about diverse cultures.

I have also had serious conversations with international students about the climate they experience on campus. We discuss their sense of feeling unwelcome and the lack of integration of domestic and international students. In this context, they have also asked for a required course on diverse cultures and see it as a critical, viable solution to campus climate.

With our international and domestic underrepresented student population, we are fortunate to enjoy a fairly diverse campus. This could be an environment where all students learn about other cultures and that people have different perspectives based on their background and experiences. With appropriate courses and the experiential learning that takes place outside the classroom, our students could be perfectly poised for success in an increasingly global society and multicultural world. We owe our students this kind of 21st Century education.

I know this is not going to be easy for your Board to accomplish. You may be called upon to address what courses will be included, who will teach the courses, how will they be funded, how it will impact the entire general education curriculum. I can't imagine the complexity. But I trust that we can find a way to overcome the obstacles.

As Vice Chancellor for Student Affairs, I promise that my departments and units will do whatever we can to support your efforts outside the classroom with programs, professional development of our staff, and continual refinement of *I-Connect*, the diversity workshop that is offered to all new students in the spring semester. We want to be partners in this effort.

Thanks for your attention to this important decision.

Sincerely,

A handwritten signature in black ink that reads "C. Renée Romano". The signature is written in a cursive, flowing style.

C. Renée Romano
Vice Chancellor for Student Affairs

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of Psychology

College of Liberal Arts and Sciences
603 East Daniel Street
Champaign, IL 61820



Wendy Heller, Ph.D.
(217) 244-8249 phone
w-heller@illinois.edu e-mail

May 13, 2015

Professor Stephen Altaner, Chair
General Education Board

Dear Professor Altaner,

This letter is in regards to the proposal by the Committee on Race and Ethnicity (CORE) to modify the existing general education requirement by requiring that students take a non-Western Culture and also a U.S. Minority Culture course. The EDGE council – Enhancing Diversity, Guiding Excellence – is the Chancellor's and Provost's Faculty Advisory Council on Diversity and Cultural Understanding (see Chancellor's charge http://diversity.illinois.edu/illinois_edge.html). Its mission is to provide leadership and to evaluate diversity initiatives on campus and to make recommendations to the Chancellor and Provost.

The EDGE council has met with members of CORE and reviewed the proposal in detail. Based on our review the council wishes to extend its full support to this proposal. In keeping with the goals of the campus and this council, this proposal provides leadership at the highest level by creating a structure that will not only advance the culture of excellence and diversity on the campus of the University of Illinois but will influence the values and actions of countless future citizens and leaders via their education here at Illinois. The proposed change will have a broad and positive impact on campus culture and climate and underscores the commitment of Illinois to diversity and to education that transforms society.

On behalf of the EDGE council,

A handwritten signature in cursive script that reads "Wendy Heller".

Wendy Heller
Professor and Provost Fellow

James Anderson
Professor and Chair, EDGE committee

Professor Sandra Rodriguez-Zas

Professor Steve Zimmerman

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Native American House

1206 West Nevada Street, MC-139
Urbana, IL 61801-3818



September 22, 2015

Jonathan Xavier Inda, Co-Chair, Curriculum Diversity Committee, CORE
Chair, Department of Latino/a Studies, University of Illinois, Urbana-Champaign

Ronald W. Bailey, Chair, CORE
Head, Department of African American Studies, University of Illinois, Urbana-Champaign

Dear Jonathan and Ron,

The Native American House Advisory Board is writing to express strong support for the Chancellor's Committee on Race and Ethnicity's proposal to change the General Education requirements to include a course on both U.S. minority cultures and non-Western cultures. As a committee that supports the Native American House, we have been privy to the complex challenges that American Indian and Alaskan Native students face on campus and in the community. Increasing the number of Illinois' students who learn to understand something of the many contemporary issues facing U.S. minorities in addition to other marginalized peoples and cultures across the globe, is critical in the healthy and progressive development of all students at the University of Illinois, and essential if we are to meet the goal of preparing them to be responsible, informed citizens of our nation and globe. We view the proposed changes to the General Education course requirement as a positive step towards creating a better climate for all students to learn and engage together.

Sincerely,

Native American House Advisory Committee

Dr. Brenda Farnell, Chair
Jason Mahalo Bailey
Logan Bush
Ann Marie Lenhart
Jennifer Neef
Amy Thomson
Dakota Clayton
Nuno Ribeiro
Jamie Singson (ex officio)

telephone 217-265-0632 · fax 217-265-0585
email nah@illinois.edu

Senate Committee on Equal Opportunity and Inclusion (EQ Committee) endorsement and recommendations concerning the Committee on Race and Ethnicity (CORE) Proposal to the Senate Educational Policy Committee Changing the General Education Cultural Studies requirement so that Students Have to Take Both a US Minority Culture and a Non-Western Culture Course

The Senate Committee on Equal Opportunity and Inclusion (EQ Committee) strongly endorses this proposal, with some general recommendations outlined below. We share the Committee on Race and Ethnicity's (CORE's) concern about the need for curricular structures that mandate courses which help to develop knowledge and sensitivity to the histories, cultures, and issues faced by US ethnic and racial minority groups. Recent events-- from the police shooting of Michael Brown in Ferguson Missouri, to public statements and demonstrations hostile to our immigrant communities, to more local demonstrations of hostility to underrepresented students, faculty and administrators, not only black but also Latino/a and Asian American and Native Americans--all demonstrate a deepening of social and cultural divides across lines of race and ethnicity within our society. In this context, the longstanding University mandate to cultivate awareness and knowledge of the historical and social contexts in which US ethnic and racial minority groups live becomes ever more vital. That, currently, many students avoid classes addressing these vital issues in favor of courses on non-Western culture—imperative as these courses fostering global understanding also are—suggests a fundamental curricular gap. We therefore endorse the plan to address this gap with a change to the General Education Cultural studies requirement so that students must take BOTH a US Minority Cultures and a Non-Western Culture Course.

As our mandate is to consider multiple dimensions of equal opportunity and inclusion on campus, the EQ committee has conveyed to CORE our concerns about these wider dimensions needing to be reflected in curricular concerns. We appreciate very much that CORE has reflected on these recommendations and revised their proposal accordingly. While enthusiastically endorsing the revised proposal, we would like to urge that the ongoing work on the General Education Board and elsewhere continue to address the breadth and intersectionality of inequality and diversity across lines of race, ethnicity, gender, sexual orientation, disability, class, religion, nationality citizenship and other social distinctions. While we recognize the diversity of delivery formats that departments may plan to use for this curriculum in the face of staff shortages, we also specifically support the proposal's emphasis on the importance of face-to-face formats for courses addressing this material.

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of Chemistry

354 Roger Adams Laboratory
600 S. Mathews Avenue
Urbana, IL 61801
USA

Steven C. Zimmerman
Roger Adams Professor

May 12, 2015

Professor Ronald W. Bailey
Chair, Chancellor's Committee on Race and Ethnicity (CORE)
Head, Department of African American Studies

Dear Ron,

Thank you very much for your presentation to the EDGE Council last week. I wanted to follow-up with a letter of personal support for CORE's proposal to modify the general education curriculum requirements to include both a course on non-western culture and a course on U.S. minorities.

As a long time faculty member in the Department of Chemistry, I can say that our students seem rarely to have been exposed to ideas and cultures different from their own. This includes both our majority students and the many foreign students that we now have as majors. Members of both groups would benefit from enhanced knowledge and understanding of the history of race and race relations in the U.S. This will enable them to be more conversant on a broad range of topics surrounding cultural diversity. Indeed, this would most certainly enhance their success in their careers.

The change would require one additional course, which could be viewed as a relatively small change. One relevant and particularly interesting observation about this type of broader education was made by a former Dean of LAS when I was department head. She pointed out that our Chemical Engineering Department, one of only three in the U.S. that are in a School or College of Chemical Sciences, produced more corporate executives (CEOs, CTOs, VPs, etc.) than any other in the U.S. She asked Steve Martin the former CEO of the Shell Oil Company why he thought that might be. His response was that the curriculum provided by LAS afforded him a broader set of skills and cultural knowledge and that this was invaluable in his advancement.

Obviously, I can't speak for my current Department Head or other units that might have constraints imposed by accreditation formulas, but in my opinion this is a small step toward providing the cultural knowledge and vocabulary our students need to be maximally effective in their careers.

Sincerely yours,



Steven C. Zimmerman
Roger Adams Professor of Chemistry

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of African American Studies
1201 West Nevada Street, MC-143
Urbana, IL 61801



1 May 2015

To whom it may concern,

From the perspective of the African American Studies Scholars Cultural Committee (AASSCC), the Minority course requirement initiative is a much needed addition for all students. Such a course would genuinely aid in the "Diversity and Inclusion" initiative that the University of Illinois at Urbana Champaign promotes.

The university boasts about "#InclusiveIllinois" with a mission of an "Inclusive Illinois, one campus, many voices", yet many students continue to feel marginalized, silenced, and out of place in the classroom, residence halls, on the bus, etc. Programs like I-Connect introduce the concept of inclusion on campus, but it is not their responsibility to tell the entire story of racial identity. Separating the requirement of Non-Western and Minority courses is the true first step in creating a more inclusive campus.

Many students come from backgrounds where they seldom had to interact with people of different social identities. These students struggle to understand the dynamics which influence race-relations. During conversations between white students and students of color, there tends to be an air of discomfort and defensiveness. In addition, students who are unaware of U.S. race relations tend to belittle and minimize minority concerns. A U.S. minority course would be instrumental in fostering an understanding between White and minority students.

As students of color, we experience both racial microaggressions and overt racism on this campus. Our peers continue to describe events on campus such as, being called the "N" word on Green St. or being advised out of certain majors and coursework. Adding a course like this may not fix all of these issues, but it will increase awareness of the challenges that minority students face on UIUC's campus.

In discussions among students on the UIUC campus, people have expressed doubt about the relevance of a U.S. minority course to students in various STEM majors. Students in STEM fields who are unaware of the cultural values of different racial groups will be unable to adequately meet the needs of the communities they serve. Regardless of their majors, most students will find themselves working with people of different social identities. The cultural awareness fostered by this course will be critical in implementing positive cross-cultural interactions.

Also, concern has been expressed regarding the availability of TA's to facilitate classes. However there is an ample supply of graduate and undergraduate students who are passionately invested in race education and willing to facilitate the conversation.

We wholeheartedly support the requirement of both a non-Western and U.S. Minority course. Creating awareness of various cultural backgrounds benefit all students throughout their college experience and onward.

Respectfully Submitted,
African American Studies Scholars Cultural Committee (AASSCC)

To the Faculty Senate Education Policy Committee:

The Asian Pacific American Coalition is enthusiastic to support the proposal to modify the General Education Cultural Studies Requirement to allow students to have the opportunity to take both a U.S. minority culture and a non-Western culture course at the University of Illinois at Urbana-Champaign.

The Asian Pacific American Coalition was founded to “be a platform for people to voice their opinions, encourage social and cultural collaboration and participation within the community, and advocate for social justice and raise cultural awareness through education.” APAC must act through “education and empowerment” and “bring needed institutional and social change” to the University of Illinois at Urbana-Champaign.

We as a body comprised of Asian and Asian American students have strong confidence in the positive impact of this initiative. We believe the requirement of the U.S. minority culture and non-Western culture general education courses will develop an increase of well-rounded students at the University of Illinois at Urbana-Champaign.

We believe that our fellow students need to make their voices heard in this initiative. With this letter the Asian Pacific American Coalition support a more educated and inclusive environment at the University of Illinois at Urbana-Champaign. In the increasingly globalized and racially diverse society we live in, a complete education from this university should now include both a class in U.S. minority groups and a class in Non-Western cultures. In doing so, we will ensure that future students will be sufficiently prepared for the interactions that will await them on campus, other institutions, and the workplace.

Sincerely,

The Asian Pacific American Coalition

Alpha Kappa Delta Phi, Asian American Association, Asian American Student Housing Organization, Beta Chi Theta, Chi Sigma Tau, Indian Student Association, Liberty in North Korea, Philippine Student Association, Japan Intercultural Network, Sigma Beta Rho, Kappa Phi Lambda, Sigma Psi Zeta, Taiwan Intercultural Association, Korean American Student Association, Singapore Student Association, Chinese Students and Scholars Association, Lambda Phi Epsilon, Delta Kappa Delta, Korean Student Association, Vietnamese Student Association, Taiwanese American Student Club, Society of Asian Scientist and Engineers



ILLINOIS

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Office of the Dean
College of Media
119 Gregory Hall, MC-462
81- South Wright Street
Urbana, IL 61801

September 18th, 2015

Menah Pratt-Clarke, JD, Ph.D.
Associate Chancellor for Strategic Affairs
Associate Provost for Diversity
315 Swanlund Administration Building
MC-304

Dear Associate Chancellor Pratt-Clarke:

I am writing in response to changing the General Education Cultural Studies Requirement so that students have to take both a US Minority Culture and a Non-Western Culture Course. The members of the Central Black Student Union (CBSU) Executive Board are in full support of this change. As students on the UI Urbana-Champaign campus we have the unique opportunity to learn and grow in a very diverse environment. Requiring that all students take both a US Minority Cultures and Non-Western Culture course enhances the UI's overall goal of creating an inclusive campus environment and promotion of social equality and justice. This change can only serve the benefit the future UI students in helping to develop them into more socially aware citizens by increasing their cultural understanding. Additionally, in recent years CBSU has been participating in various silent protests and discussions in support of the Black Lives Matters Campaign. From these experiences, we have learned that many of the African-American students on-campus have felt victim to negative microaggressions and stereotypes. This requirement can serve to benefit the overall campus environment by educating the students to not participate in offensive behavior such as theme parties, stereotypical costumes, etc. I look forward to hearing positive news on this matter in the future.

Sincerely,

Nia Green
Central Black Student Union, President

Amaka Onwuta
Central Black Student Union, Vice President

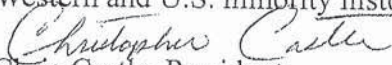
20 April 2015

To whom it may concern,

From the perspective of the Native American and Indigenous Student Organization (NAISO), this initiative would be a much needed requirement for incoming freshmen and other undergraduate students to facilitate the multicultural education and awareness which the university purports to give to students and which is more than necessary in the modern world.

We at NAISO are very well aware of the current state of affairs surrounding both the non-Western and U.S. minority history courses' enrollment statistics and we, like many groups on campus, are very deeply concerned with the negative implications (i.e. the ongoing assaults and micro-aggressions experienced by indigenous students from insensitive pro-chief supporters, which is alive and well on campus).

In order for incoming students to get a more well-rounded, a more responsible, and a more mature vision of the world they will one day be stepping into as professional adults, we fully back the initiative proposing that the University of Illinois require that all incoming undergraduate students take both non-Western and U.S. minority history.


Chris Castle, President
Chris Rubio, Treasurer



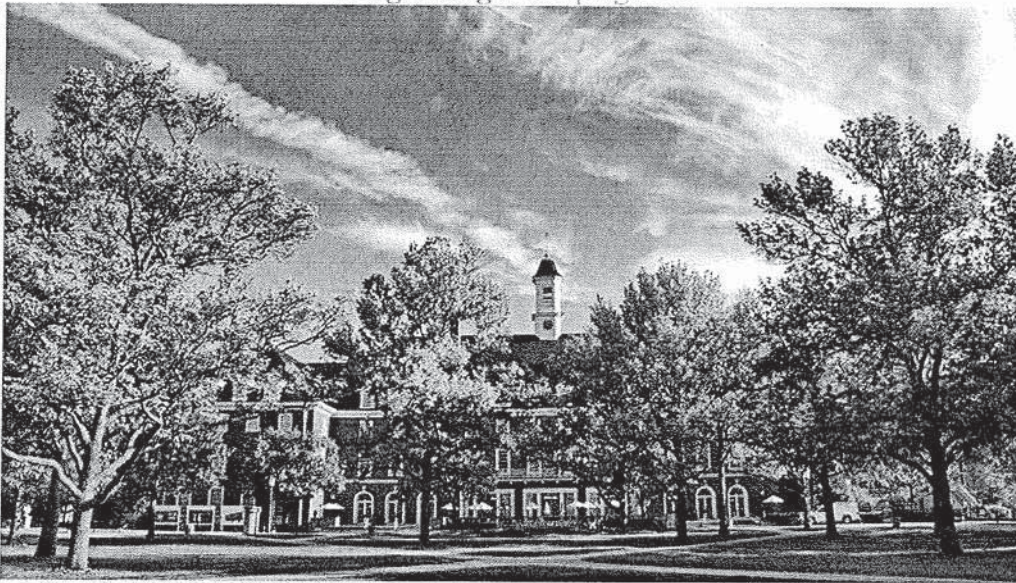
Petitioning University of Illinois at Urbana-Champaign

For details, see <https://www.change.org/p/university-of-illinois-at-urbana-champaign-the-requirement-of-both-u-s-minority-and-non-western-gened>

The Requirement of both U.S. Minority and Non-Western GenEd

Sign this petition
124 supporters

Bing Wang Champaign, IL



Who We Are:

The Asian Pacific American Coalition was founded to “be a platform for people to voice their opinions, encourage social and cultural collaboration and participation within the community, and advocate for social justice and raise cultural awareness through education.” APAC must act through “education and empowerment” and “bring needed institutional and social change” to the University of Illinois at Urbana-Champaign.

The Committee on Race and Ethnicity (CORE) is committee within the Office of the Chancellor

and works to cover diversity-related issues on our campus. Their proposal to “change the Cultural Studies general education requirement to require that all students take a course in the U.S. Non-western cultures category and a course in the U.S. Minority cultures category” is supported by the Illinois Student Senate.

Why We Are Petitioning:

Despite the proposal supported by the Illinois Student Senate and the efforts made by CORE, we believe that our fellow students need to make their voices heard in this initiative. In signing this petition, you are demanding a more educated and inclusive environment at the University of Illinois at Urbana-Champaign. In the increasingly globalized and racially diverse society we live in, a complete education from this university should now include both a class in U.S. minority groups and a class in Non-Western cultures. In doing so, we will ensure that future students will be sufficiently prepared for the interactions that will await them on campus, other institutions, and the workplace.

Let’s make this initiative a reality. Let’s be SEEN and HEARD.

AUTHOR: Chairman James Tandaric

Sponsors: President Mitch Dickey and Vice President Matt Hill

Approval for Action:

Support for CORE's General Education Policy Proposal

Whereas, general education requirements are used to help student expand their perspectives on a historical and cultural level, improve critical and analytical thinking, and learn skills in communicating knowledge, and

Whereas, the current Cultural Studies general education requirements is for six credit hours, including one Western cultures course and one of either US Minority or US Non-western cultures course, and

Whereas, The Committee on Race and Ethnicity (CORE) works with faculty, staff, and students across the university to cover diversity-related issues such as Curriculum Diversity, Recruitment and Enrollment, and Public Engagement, and

Whereas, CORE has submitted a policy proposal for the following: to change the Cultural Studies general education requirement to require that all students take a course in the U.S. Non-western cultures category and a course in the U.S. Minority cultures category, in addition to the Western cultures category, and

Whereas, CORE additionally recommends that students take the US minority culture course within their first two years on campus, and recommends that for instructors incorporate active pedagogy such as inter-group dialogue into their U.S. minority courses, and

Whereas, CORE has found through research on general education course enrollment that the vast majority of undergraduate students take courses only on U.S. Non-western compared to both or only U.S. Minority, and

Whereas, according to the evidence, students who take courses on US minority cultures display numerous positive outcomes including: improved attitudes about race, openness to diverse viewpoints and a pluralistic orientation, enhanced civic engagement and democratic participation, improved social agency and social action engagement, heightened cognitive development, and moral and affective development, and

Whereas, the University of California at Berkeley found that after initiating an education requirement called American Cultures which heavily featured topics such as inequality and oppression, students developed openness to multiple perspectives, justice-orientation, and structural thinking about racial inequality, and

Whereas, our students are living in a globalized world where they will interact with people from many different ethnic backgrounds so it is important for this university to prepare them for these challenges, and

Whereas, a change in the general education requirements will help our student body take courses on different perspective in order to become more culturally competent about U.S. minorities as well as being able to communicate across different cultural backgrounds, thus

Let it Therefore Be Resolved, that the Illinois Student Senate, as the “Official Voice of the Student Body”, supports CORE’s “Proposal to Revise General Education Cultural Studies Requirement”, and

Let it Further Be Resolved, that the ISS will assist CORE is advocating for this policy change to the general education requirements.

LETTER TO

University of Illinois at Urbana-Champaign


The Requirement of both U.S. Minority and Non-Western GenEd

May 11, 2015

Dear Friends:

The attached following selection of letters and comments were produced by students in the Fall 2015 course, AFRO 100, Introduction to African American Studies. The assignment was to comment on the proposal to change the General Education requirements so that all students have to take a course on U.S. ethnic minorities in order to graduate. It resulted from class discussions and a visit an exhibit on campus entitled "IndiVisible: African-Native American Lives in the Americas"

<http://www.nmai.si.edu/exhibitions/indivisible> now on display at the local University YMCA. As background, I shared some of the documents produced by the Committee on Race and Ethnicity (which I chair), letters written by other supporters, and encouraged them to reflect on our class discussions as you will see in the instructions below. Attached is a sampling of what they produced. Some of them need editing, but their ideas are very powerful and insightful. In one of CORE's discussion with Provost Adesida about the proposed gen education changes, he asked pointedly: "Have you talked with students. That's very important!" Here are some of the ideas that Illinois students have about this important issue.

Ron Bailey 

Dear AFRO 100 students,

We were both extremely impressed with our class discussion over the past few sessions. And the clarity in your comments about why a US Ethnic Studies requirement should be a part of the general education curriculum would be useful for others to hear. So we are open to have you share your views in the same kind of essays you have been writing all semester. The following comments might be useful:

Review and think about the "Three Environments" viewing the diagram we discussed as one of our tools in the opening week of the class. It is on one of the first powerpoints. One of the reasons general education is in place is so that we stretch outside our majors to understand the big picture of how knowledge is organized and produced. The 3 environments--the Natural environment, the human environment, and the (human) built environment--is one way to explore this. And remember that we tried to share how each of your majors and minors and courses generally take up some particular aspect of these environments. The Gen Ed requirement seeks to make sure we all have a shared platform as a point of departure--that students in the Humanities know something about STEM (Sci/Tech/Engineering/Math) and vice versa, that ALL students have some fine arts knowledge, some social science knowledge, etc.

These things may be helpful as you share your own thoughts. And we have been particularly impressed with the personal experiences and insights some of you have shared about why this discussion is important. And we have been instructed by you in ways we did not expect (e.g., the way some of you talked about the multicultural content of the Attaway novel "Blood on the Forge!", or discussions with your college advisors, or others who are influential in assisting you with making decisions about your coursework or majors).

Please upload your letters on Monday, May 11, 2015 before class. We are both looking forward to reading your comments!

Sincerely, 
Ronald W. Bailey, Ph.D. Head, Department of African American Studies April 29, 2015
Desiree McMillion, Teaching Assistant

May 10, 2015

To whom it may concern,

I am writing you about a very important issue that is being debated amongst the faculty and others within the University of Illinois at Urbana-Champaign. The very important topic is whether or not the students of the University of Illinois should be required to take an Ethnic studies/ Cultural studies class as a general education requirement. This would mean that the students would have to choose a western studies course and an ethnic studies course instead of having to choose one. I strongly believe that the requirement for students to take an Ethnic studies course is necessary and essential to the education of students within higher learning.

The study of various ethnic groups helps us understand the specific people, American history, and world history as well. For example, I have found out by taking an ethnic studies course at the University of Illinois that I had only learned surface level history throughout my years of schooling. I learned previously that slaves were used to pick mass amounts of cotton for free. An ethnic studies course at a University, explained to me how much of an impact the slave trade had on the economies of many different countries besides the United States. I believe that this will help people see that African American history really ties into the history of the United States and other places in the world. College courses teach more in depth and provokes the thoughts of students more which is necessary for them to become more knowledgeable.

The courses will help to make students more open minded about the concept of race. Many people in this world believe that there are distinct differences concerning the various racial groups in our society. Science has proven otherwise and these courses can let students see that we are all humans and have similar experiences and to learn to be able to accept our different experiences. To illustrate this, many people of color have mental illnesses that go untreated because they do not believe that a doctor will effectively help them because they do not understand where they are coming from. Correspondingly, many people of color have been to a doctor for their mental illness and have had bad experiences. My point is that courses like these can help people to understand the struggles of some groups and how certain things may affect them. This shows that being a great doctor, engineer, lawyer, etc. does not come just by knowing your work because you also have to understand people and understand and appreciate the differences among them. Also, I strongly believe it can help weaken stereotypes as well. A common stereotype about African Americans is that they are helpless and unintelligent. These stereotypes could possibly be diminished if some people were able to take an African studies class where they are shown how the slaves fought back when they were being forced onto slave ships, the various black scholars and their accomplishments, the many movements within the black community that resulted in the rights they deserve, etc. The material the students learn about any ethnic group can help them to rethink the assumptions they make about people in those groups.

I personally have learned a lot about myself from taking an ethnic studies course. I believe that is has opened my mind to new ways of thinking about situations of race, culture, education,

stereotypes and more. I believe another very significant part of these classes is not only for other groups to learn about groups different from them but also for people to learn more about their own history. I have learned things that make me appreciate myself and where I come from more. I have learned that the stereotypes people may have about me and others similar to me do not define me.

The proposal for Ethnic studies courses being a general education requirement should be implemented because it will help students at the University Illinois to really embrace diversity. It will be a way for students to not only be masters of their area of study but also learn about various topics. In the same way, the sole purpose of general education requirements is to make sure that students become well rounded individuals along with specializing in their area of study. The University of Illinois will be able to produce many powerful leaders if they are exposed to and taught about the history of ethnic groups as well as western history.

Sincerely,

Desree McNair

May 5, 2015

Dear Sir/Ma'am

I am a Singaporean student studying engineering at the University of Illinois. I come from a very diverse background as I was raised in Tokyo before doing military service in Singapore.

Indeed African American studies has taught me a great deal of life skills, looking at different conflicts in the world from a different perspective, as I can relate to the African American struggles, from the struggles of the people from Singapore or India or Japan.

I feel that the class also helped me express my views about the world in a much more efficient manner, as my writings helped me express and process my thoughts more clearly.

Today's work force is very diverse and it is very important and we must learn history of one another to successfully work in the working world. Cultural sensitivity is something that we all need and not enough of us have.

Sometimes when we are studying pragmatic subjects such as science or businesses we sometimes forget that there is a huge world outside with lots of conflict, and we must always look and see what is the best way to express ones opinion and how to be appreciate one another.

I have really enjoyed and embraced this class, expressing my views in a safe environment, knowing when what to say is right and when it is wrong.

I hope that more students will take this class.

Regards,

Arjun

April 30, 2015

To whom it may concern,

My name is Alexandra Swanson. I am currently a junior in the College of Liberal Arts and Sciences studying English. I am writing to voice support for an alteration in the general education requirements at the University of Illinois at Urbana-Champaign. I believe that taking both a United States minority and a non-western cultures class should be required of all undergraduate students.

The importance of studying minority cultures in the United States is evident in current events. The riots in Baltimore, the alarming number of deaths of black men by police, the racial education gap, the racial wealth gap, etc. Students must learn about the historical precedents for these current day events. Students must have the analytic tools in order to accurately and productively process what is happening in the media.

As students, we must also be able to comprehend global histories and social relationships. We must study religious, cultural, lingual, racial, and educational differences in the countries throughout the world to begin to grasp why the global climate is what it is.

As I understand it, there is a fear that increasing the requirements for general education will make it more difficult to students to graduate. However, there are a variety of available classes that satisfy the non-western or the United States minority requirements that also fulfill an additional general education requirement. Therefore it seems plausible that if students select classes that fulfill more than one general education requirement, they should not encounter trouble graduating on time.

I sincerely believe that it is imperative for students to think deeply about racial, socio-economic, and cultural issues apparent at the national and global level. For the University of Illinois to truly boast of producing capable alumni, students simply must be required to study both United States minority cultures and non-western cultures.

Sincerely,

Alexandra Swanson

May 1, 2015

To Whom It May Concern:

America is a multi-cultural nation, full of people from different backgrounds, with diverse qualities. Unfortunately, hateful beliefs that began in America's dark past can still be engrained in the minds of some students today. The best way to combat this kind of thought, clear up any confusion, and increase positive-feelings amongst people is to help them unlearn these harmful ideas and educate them. We need to expose students to different cultures. We need to educate students about their neighbors.

For this reason, I am fully supportive of introducing an ethnic studies class requirement, one that specifically caters to American minorities. Personally, I have gained so much from studying a ethnic minority. I better understand how minority groups contribute to the whole of America. I better understand the history that affects the current situation of America today. I believe that all students need this exposure to American minorities in order to better serve their country as informed citizens.

Many students come from racially-singular communities and are dropped into the diversity of Illinois, and do not know how to navigate the new community. An ethnic studies class would help students become more open and understanding to people different from them. If Illinois wants to continue to brand itself as a university that excels in diversity, it must take the necessary steps to educate its students about diversity. We must pay more than lip-service to the cause of diversity. We must do our part to truly create a multi-cultural school.

In fact, I would like to see the requirement expanded to include classes about sexual orientations, religions, gender, and other aspects of diversity to promote better understanding amongst students, but we must take things one at a time. At any rate, I fully support this ethnic studies measure and I am excited to see it implemented.

Submitted,

Taylor Walker

Las'Hae Dunn

Letter for Ethnic Studies

5/5/15

Ethnic Studies classes should be required at the University of Illinois in order for it to truly uphold its claim to be not only diverse, but inclusive. The University should encourage ethnic studies in order to truly innovate change on this campus. Students at the University report feeling discriminated against in classes, on busses, and at fraternity and sorority houses, among other places. However, the university advertises the campus as a place full of inclusion. Inclusivity is achieved when diverse groups not only come together, but understand each other's each others differences, not only tolerate them. For students to emerge from this university, into a global and competitive workforce, it only makes sense for them to understand other cultures, their histories, and their struggles in order to better their opportunity at success.

The understanding of Ethnic people is extremely important in every major. From liberal to STEM majors, ethnic people work in those areas, as well as use the products of these areas of study. Ethnic studies are interdisciplinary studies that will not distract students from their areas of studies, but add a more complete understanding of their studies through the histories of ethnic cultures. The environments of ethnic environments include the natural environment, the built environment, and the human environment. The natural environment consists of natural occurrences that formed the continents, the currents of oceans, rivers, and the location of raw materials. Studies such as paleontology, geology, ecology, oceanography, and biology would study the natural environment. The built environment consists of the science, engineering, technology, and mathematical configurations for human needs. Lastly, the human environments

(2)

cover social patterns of humans. These environments stand as individual areas of study, but more importantly, they overlap to tell the story of human history. These environments are still studied to improve the lives of humans. Ethnic studies provide the global scope students need, and they can use that to get into more specific areas of studies. Ethnic studies give a innovative perspectives that students need to be competitive in the global workforce.

The goal is for students leaving the University that they are apart of a large and diverse world. The more they are equipped to not simply tolerate differences, they can realize their opportunity to improve the lives of others through their work. As a University that wants to be one of the top in the world, students in the University have to understand the world, and the people they will work with and help.

Sincerely,

Las'Hae Dunn

May 5th, 2015

To whom it may concern,

Over the last semester I have had the distinct pleasure to be enrolled in AFRO 100- Introduction to African American Studies with Professor Bailey and Ms. McMillion. Upon enrollment in this course, I had already met my non-western history course requirement almost three-fold. However, my own personal interests led me to take more courses that fulfilled that requirement.

I do believe that it would benefit all undergraduate students if they were also required to take a U.S Ethnic Studies course. English or humanities based majors who have many times struggled with math and science are required to have a six hours in each of those areas. This, to me, suggests that science and math courses (at the college level) are of high importance from any perspective or major. This is true for Ethnic Studies and Non-western minority studies due to the fact that we are one of the most racially diverse universities in America. This calls for some form of training or understanding of difference.

There is an unspoken misconception that classes like AFRO 100 are useless to Engineer or Chemistry Majors when, in actuality they are greatly connected. Professor Bailey has always challenged his students to see the larger picture of a situation. In our class we did discuss slavery but in a critical way that moves the students away from the usual "it was wrong" ideology and into a mode of questioning. We used tools to assess why slavery happened and how a people's origin can affect their individual stories and lives.

I knew this class and classes like AFRO 100 were different and important for ALL students when we learned about what the tectonic plates of the past meant in regards to slavery. We learned that it was the water moved that brought Europeans to Africa and to the many stops it would make to create the slave trade. We have studied DNA, fossils, primary sources and more. We have been introduced to databases in which we are challenge to derive our own conclusions from. These critical thinking tools hold much value to anyone no matter what they are studying.

It would behoove this university to pass a double requirement of a U.S Ethnic Studies course and a non-western/minorities study course. We are an institution that produces well-rounded individuals who will have even more value in the world if they are diverse in their thinking and understanding as well.

With Sincerity,

Collette Harmon

May 4, 2015

Dear Chancellor Wise,

After taking Introduction to African American Studies this semester, I have now come to support the proposal of requiring an ethnic studies course as a general education requirement. I believe taking a minority-centered course will allow students to get a better understanding of each other's ethnic backgrounds and be more considerate of each other as well. For instance, taking AFRO 100 has given me a broader sense of the black experience and has demonstrated to me the struggle and adversity the black community has endured. Beforehand, I had no real knowledge about the black experience but only a minor understanding of slavery. I think it's necessary to get a semester-long understanding of minorities because in high school, even after four years, students graduate with only minor knowledge regarding any culture besides their own. As the high school system fails to teach the public about the less mainstream ethnicities in the United States, I feel like it's thus the duty for Universities to educate the people and give them a better understanding of each other especially since this is such a diverse university and country. I believe in the power of knowledge. The more you know, the more considerate you are about the things you say and about the people around you. After my studies in this course, I came to grow a stronger respect and admiration for the black community. Even after the emancipation of slavery, the black community still faced a tremendous amount of oppression and racism, but they always continued to strive forward and worked hard for their liberation. If people could see how difficult the black

experience was and how hard their people had it, there would be less racial comments and hate for one another. I feel like there would be more peace in the community if people could see that race is actually a social construct and we are not so different from each other and that genetically we all trace back to Africa and have a common ancestor. If this requirement was to be made official, there would be an array of positive outcomes; I'm sure students would enjoy the courses because they are both knowledgeable and eye opening and very interesting. The Professors teaching these courses need some more recognition since they have been educating the student body on this prominent topic for so many years already.

Sincerely,

Jorge Meza

Taylor J. Dugas
Professor Bailey
Afro 100 African American Studies
5 May 2015

A Case for the Requirement of Ethnic Studies

Social consciousness is just as important as an academic one. What develops a social consciousness is learning experiences diverse from another's experience. The case for a required ethnic studies class teaches students what history books summarize of minorities, but in greater depth. In western education, the study of ethnic minorities is important because western institutions by law protect the rights of minorities. Although law exists, there have been examples through out western history where minority rights were bypassed in the judicial system. In the case of the United States, there is a deep, entwined hypocrisy. Historic minority oppression (ethnic and women) on the home front still resonates today in a country that is the largest advocate for equality and freedom. The greatest way American, and at large western civilization, can combat hypocrisy is to educate the youth. At the University of Illinois, it is found that students who take ethnic studies courses are bound to be more open to diverse experiences. It is important to promote diverse experiences in developmental years to increase social capital. Social capital is vital to society as it shares links, values and understandings between those people in the society.

Ethnic studies are versatile. Beyond humanities, they cover literature, biology, earth science, anthropology, linguistics, and social sciences, which are among a multitude of genres. The three environments is an important tool when learning ethnic studies. The three environments: Natural, Human, and Built encompass all aspects of an ethnicity from genesis to the present.

May 4, 2015

To Whom it may Concern:

Taking Afro 100, has truly shown me that I can still learn about my history, culture, and coinciding ideals. At first, I thought I knew everything there is to know about black culture basically saying "I'm black so this class is going to be easy to me". Boy was I wrong. Some of the insightful and knowledgeable things that Professor Bailey said or talked about that stood out to me was his views, as someone of an older generation, about all the police brutality. His insight on the situations at hand was one reason that kept me going to the point that when I was sick I still came in to his lectures. Not only that but the fact that he took the time to appeal to what we liked to talk about. For example, the class told him about the new album that Kendrick Lamar came out with called "To Pimp a Butterfly" and over Spring break, he not only listened to the album but talked the connections it had to what we were learning at the time. Overall, with everything we learned I now know that if I did not take a class that talked about a specific culture in America to help in spreading my knowledge on other cultures. The best way to describe this class would be that it is a gate way to many other classes that the main subject is a different culture. So I do recommend that you please make it a requirement to take a U.S. Minority so you can spread knowledge of different cultures to different types of students.

Thank you,

Leon H. Dixon II

May 4, 2015

Letter Regarding Ethnic Studies Class

It is imperative that each student that enrolls in the University is required to take a United States Ethnic Minority Studies class. The school already has a set of general requirements put in place that each student needs to fulfill to graduate. In requiring the US Minority course it would only cause minimal changes. One of the general requirements that students already have to take is cultural studies and either a non-western OR United States minority class can complete the requirement. Under this category you are offered an introductory course to different ethnicities and global studies in different aspects. In other countries, it is very important that the students learn about the history of their culture. However, in America when we are given a United States history course it is very washed down and leaves out the critical role that minorities played in upstarting and building this country. The current courses do not give a full overview of the things that happened since the start of the country. The course would provide in depth information on minorities and how they have contributed to the nation while also using different tools to analyze it.

For example, AFRO 100, the students were not simply given information and made to memorize it for an exam but instead we were given different tools to help us think differently about things and develop our own understanding about a topic. Also, one of the main things we did was using the past to help us think about the future. When prompted this way you began to see the students discussing things on a deeper level and creating new ideologies that were not there before.

Providing this course would allow students to be more open-minded and culturally aware of other ethnicities in this country. The class would relate to many of the majors that the students are in, this was done in AFRO 100, and it would become clear that learning information about others and the past would prove helpful to any department of study.

-Sydney Taylor

(page 2)

April 27, 2015

To whom it may concern,

During my first year at the University of Illinois at Urbana-Champaign, I have found that the racial and cultural differences between students have not been a prominent factor in how a student develops here. This is partially due to the prior respect people share for one another, but it is also due to programs that promote cultural differences. A major factor that has promoted cultural differences is the opportunity for students to take an elective that focuses on US minority cultures. US minority culture classes are of great importance to the education of the student body. The University of Illinois at Urbana-Champaign needs these classes and should require their students to have to explore this through the general education requirement. Requiring students to take these classes will help them open up their minds to minorities and also expand their understanding of other students' culture. Having a well-educated student body will help make the community more intimate. Currently, the student body is integrated to an extent but it is noticeable that students of the same background seem to be in cliques. This in my opinion is a natural occurrence, but if students were more familiar with each other and understood that their differences can bring forth more conversation and friendship then they may try and reach out to other students. By taking a minority culture class I have come to realize that the differences between my culture and others' does not make us as people different. If anything, I have come to understand the significance of culture and appreciate the differences that make this campus diverse and beautiful.

-AJ Melarkey

African American Studies Spring 2015

John Bochniak

Professor Bailey

Letter Regarding Ethnic Studies

U.S. ethnic studies provides the liberal arts tradition with a much needed modernization; a way for students to engage in material that is of great (yet often understated) value to the pursuit of greater self-enlightenment. Maintaining an open, multicultural mindset should be a goal of every United States four-year institution; especially the University of Illinois, touting its long history of excellence. Ethnic studies at UIUC provides students with a variety of new perspectives on American history and culture. These new perspectives (for example our Afrocentric perspective in African American studies) are central to gaining a holistic, non-biased understanding of American history and culture. It is then important to understand that ethnic studies not only contributes to knowledge of diversity, but to diversity of knowledge (without which we cannot truly fulfill our liberal arts educations).

Providing students with the tools needed to gain an outside "ethnocentric" perspective on issues related to history, culture and politics is one of the main goals of ethnic studies at UIUC. This is invaluable to the furthering of knowledge on both individual and communal levels. Allowing students to engage in material from a multicultural perspective is essential to establishing a healthy and inclusive educational and work environment. Joint cultural competence is essential to teamwork and productivity and will allow the University (as a community) to develop and grow at a faster rate.

Ethnic studies is reflective of the diverse population pool at the University of Illinois, and is now more important than ever given the large influx of non-western Asian students. Something is needed to bridge the cultural gap between American students and their Asian counterparts, and ethnic courses fill this need. The student body here at the University of Illinois is dynamic, ever-evolving and requires greater analysis than is offered outside of multicultural classes.

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

La Casa Advisory Board
1203 West Nevada Street, MC-145
Urbana, IL 61801



February 25, 2016

Jonathan Xavier Inda, Co-Chair, Curriculum Diversity Committee, CORE
Chair, Department of Latino/a Studies, University of Illinois, Urbana-Champaign

Ronald W. Bailey, Chair, CORE
Head, Department of African American Studies, University of Illinois, Urbana-Champaign

Dear Jonathan and Ron,

The La Casa Cultural Latina Advisory Board is writing to express strong support for the Chancellor's Committee on Race and Ethnicity's proposal to change the General Education requirements to include a course on both U.S. minority cultures and non-Western cultures. As a committee that supports the La Casa, we have been privy to the complex challenges that Latino/a and other minority students face on campus and in the community. As we prepare global, responsible, concerned leaders, we believe it is imperative to increase the understanding of every Illinois student, especially with specific attention of the many contemporary issues facing U.S. minorities and other marginalized peoples and cultures across the globe. The critical nature of these courses yields healthy and progressive development of all students at the University of Illinois. We believe that by implementing this general education requirement, the campus climate has the potential to shift, and we will truly be forging an even more Inclusive Illinois both in and outside of the classroom. We view the proposed changes to the General Education course requirement as a positive step towards creating a better climate for all students to learn and engage together.

Sincerely,
La Casa Advisory Board

Moises Contreras
Amanda Cox
Lizette Dorantes
Betoel Urias Escobar
Diego Espino
Gabriela Garcia
Melissa Guevara

Ivy Delgado Hernandez
Kimberly Hodges
Francisco Masso
Natasha Murray-Everett
Sandy Perez
Krissy Pettigrew
Giacanda Guerra Perez (ex officio)

Subject: Statement of support for EP.16.23
Date: Mon, 11 Apr 2016 10:37:01 -0500
From: Andrea Herrera <andrea@uigeo.org>
To: Bettina Francis <bfrancis@illinois.edu>

Dear Dr. Bettina Francis,

In regards to proposal EP.16.23, the GEO wants to make clear that the proposal in no way conflicts with the collective bargaining agreement that GEO has with UIUC.

Secondly, the GEO welcomes increased training for TAs especially around complex issues such as race, class, gender, sexuality, etc.

Lastly, as a social justice labor union the GEO fully supports proposal EP.16.23, especially in light of the prevalent racism at the UIUC campus.

If you or anyone on the committee have any questions, GEO representatives will be at the meeting to answer any questions.

Have a good day!

Andrea Herrera

--

Andrea Herrera

Staff Organizer

Graduate Employees' Organization

IFT/AFT Local 6300 - AFL-CIO

630-273-5768

andrea@uigeo.org <mailto:andrea@uigeo.org>

Office of the Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820



April 13, 2016

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

Dear Professor Francis:

Enclosed is a copy of a proposal from the Committee on Race and Ethnicity (CORE) to amend EP.89.09 to revise the Cultural Studies requirement.

Sincerely,

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

Kathryn A. Martensen
Assistant Provost

Enclosures

c: R. Bailey
M. Ramirez Fernandez
J. Inda
J. Singson

UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE
Prefiled Resolution

RS.16.03 Campus Senate Recommendation to University of Illinois Regarding Advanced Placement Credit

WHEREAS, the Illinois Student Senate adopted AA.2016.01 *ISS Recommendation to University of Illinois Regarding Advanced Placement Credit* on October 14, 2015 (attached), and;

WHEREAS, the Illinois General Assembly passed HB 3428, or *The College and Career Success for All Students Act*, which was signed into law on August 13, 2015 and which will take effect for the 2016-2017 academic year, and;

WHEREAS, this act requires all public institutions of higher education in the State of Illinois to accept Advanced Placement scores of three or above to be able to earn elective, general education, or major college credit as determined by the individual institution, and;

WHEREAS, the University of Illinois is deciding whether this act will only apply to incoming freshman, and therefore would not be applied retroactively to any current students, and;

WHEREAS, many current students at the University would benefit financially and academically from being granted credit under the new Illinois credit guidelines, and;

BE IT RESOLVED, that the Senate of the Urbana-Champaign Campus, recommends that students whose first term on campus was Fall 2015 (or later) be awarded either elective, general education, or major credit according to the pending revised guidelines for fulfillment of degree requirements through Advanced Placement examinations in accordance with HB 3428, *The College and Career Success for All Students Act*.

Submitted by senators:

Sam LeRoy (BUS)	Alex Villanueva (LAS)
Matt Hill (LAS)	Mitch Dickey (LAS)
Sarah Hochman (ACES)	Anita Mixon (GRAD)
Joseph Moseley III (GRAD)	Priyal Amin (LAS)
Mark Schaer (BUS)	Arielle Rausin (BUS)
Christopher Ott (AHS)	Katherine Mertens (AHS)
David Kennedy (ACES)	Rahul Raju (ENG)
Joe Lasser (ENG)	Kat Reiser (FAA)
Logan Walker (FAA)	Erik Brannon (DGS)
TaNay Morris (LAS)	Ellen Guo (LAS)
Andrew Storm (LAS)	Laura Saldivar (LAS)
David Hanley (GRAD)	Trymore Magomana (GRAD)
Rahul Kalluri (LAS)	Madison Scanlan (ACES)
Haya Al Daawi (GRAD)	Ahmed Radwan (LAS)
Patricia Rodriguez (LAS)	Farah Chalisa (LAS)
Matthew Chang (ENG)	Jaclyn Kaminski (DGS)



STUDENT SENATE

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

AA.2016.01
October 14, 2015

ILLINOIS STUDENT SENATE TWELFTH ASSEMBLY

AUTHORS: Academic Affairs Chairman Collin Schumock and Marijo Enderle

SPONSORS: Senator David Hanley and Senator Andy Storm

APPROVAL FOR ACTION: Approved by the Committee on Academic Affairs with a recommendation to pass with a vote of 9-0-1 on October 11, 2015.

SENATE ACTION: Approved by the Illinois Student Senate with a vote of 24-4-4 on October 14, 2015.

ISS Recommendation to University of Illinois Regarding Advanced Placement Credit

Whereas, the Illinois General Assembly passed HB 3428, or *The College and Career Success for All Students Act*, which was signed into law on August 13, 2015, and;

Whereas, this act requires all institutions of higher education in Illinois to accept Advanced Placement scores of three or above to be able to earn elective, general education, or major college credit as determined by the individual institution, and;

Whereas, this act will take effect in time for the 2016-17 school year, and;

Whereas, the University of Illinois is deciding whether this act will only apply to incoming freshman, and therefore would not be applied retroactively to current students, and;

Whereas, many current students at the University would benefit financially and academically from being granted credit under the new Illinois credit guidelines, and;

Therefore, Let it finally be Resolved, that the Illinois Student Senate of the University of Illinois at Urbana-Champaign recommends that the Office of the Provost and the Office of the Registrar award students whose first term on campus was Fall 2015 (or later) either elective, general education, or major credit as determined by the policy enacted by campus administration for Advanced Placement examinations that meet the new Illinois state standards as set by HB 3428, *The College and Career Success for All Students Act*; and

Let it finally be Resolved, that the attached addendum be sent as a resolution to the Campus Senate of the University of Illinois at Urbana-Champaign.

Mitch Dickey
President
Illinois Student Senate

Sam Awad
Chief of Staff
Illinois Student Senate

UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE
Committee on Educational Policy
Report Recommending Action on a Resolution

EP.16.90: Report from EPC on Resolution RS.16.03, Campus Senate Recommendation to University of Illinois Regarding Advanced Placement Credit

NATURE OF REFERRAL

The Committee on Educational Policy (EPC) received RS.16.03 on referral from the Senate Executive Committee under Standing Rule 14. EPC is responsible for making a recommendation on the adoption of the resolution.

RECOMMENDATION ON THE RESOLUTION AS REFERRED

EPC recommends that RS.16.03 be postponed indefinitely.¹ The committee concluded that retrospective application of the 2016-2017 policy to Fall 2015 admissions is inappropriate, noting the following:

- Retrospective application is contrary to longstanding campus precedent and the practice of our sister campuses. Retrospective application is also not required under the law. Adoption of RS.16.03 could set a new precedent with negative consequences, especially if retrospective application of future changes in laws and regulations were to have a negative impact on a majority of students.
- Advanced Placement credit is first and foremost about subject matter proficiency and credit is not simply an entitlement on the basis of financial savings.
- A simple retrospective application of the 2016-2017 credit policy would cause some students to lose credit. Any revised one-time process to mitigate this loss, such as the process outlined in the amendment to RS.16.03 received from the Illinois Student Senate, is administratively burdensome.

¹ An affirmative vote to postpone indefinitely has the same effect as a negative vote on adoption of a main motion. The motion to postpone indefinitely is desirable when adoption of a main motion would be problematic to carry out. In the case of RS.16.03, EPC found support for indefinite postponement as well as a recommendation to fail outright. A straw poll of the voting members found 6 in favor of indefinite postponement and 5 in favor of a recommendation to fail outright. Notwithstanding this division on the precise recommended action, there was no dissent within EPC on the ultimate outcome for RS.16.03, that the resolution not be implemented.

UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE
Senate Committee on Educational Policy
(Final; Information)

EP.16.73 Report of Administrative Approvals at the April 11, 2016 meeting of the EPC.

Undergraduate Programs

Major in Food Science & Human Nutrition – In the Dietetics concentration, move FSHN 428, Community Nutrition (3 hours) from the list of Dietetics Concentration Electives from which students are to select 2-4 hours to the list of Dietetics Concentration Requirements, thereby moving it from an elective to a requirement. Remove MCB 450, Introductory Biochemistry (3 hours) from the list of Other Natural Sciences and Technology Required courses. The changes are in response to the newly published 2017 requirements for Didactic Programs in Dietetics, per the Accreditation Council on Education in Nutrition and Dietetics (ACEND) and do not change the overall required hours for the concentration or the major.

Major in Animal Sciences –In the Companion Animal and Equine Science concentration, students currently take the following to complete the concentration-specific requirements:

1. Three courses/9 hours of “Companion Animal/Equine” coursework;
2. One course/3 hours of “Applied” coursework; and
3. Two courses/6 hours of “Basic Science” coursework

The requested change is to have students complete the following concentration-specific requirements:

1. Two courses/6 hours of “Companion Animal/Equine” coursework;
2. Two courses/6 hours of “Applied” coursework; and
3. Two courses/6 hours of “Basic Science” coursework.

This does not change the total number of hours required in the Companion Animal and Equine Science Concentration-Required category and therefore it also does not change the number of hours in the concentration or the major.

Graduate Programs

Ph.D. in Biochemistry – Change timing and format of the Qualifying Exam. The format of the Qualifying Exam will now be used as the Preliminary Exam, which will be administered by the end of the second year. This change is in response to changes by the Graduate College to requirements for the preliminary exam to advance graduate students to candidacy.

Current statement for Biochemistry in the Academic Catalog:

Qualifying Exam Required	Yes, students must pass an oral research qualifying exam within the first 18 months of residence.
Preliminary Exam Required	Yes

Revised statement for Biochemistry in the Academic Catalog:

Preliminary Exam Required Yes, administered by the end of the second year.

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

EP.16.74 Report of Irwin Center for Doctoral Study Renaming

In January 2014, the College of Business (COB) requested to rename the Surveying Building to the Irwin Center for Doctoral Study in Business. The building, located adjacent to the College of Business's Wohlers Hall, will provide a contemporary infrastructure for business doctoral and post-doctoral scholars as they pursue their research and teaching activities. COB received a generous gift from the Irwin Family Foundation for the renovation of the Surveying Building. This gift honors the memory of Richard D. Irwin , a 1926 U of I graduate and founder of the publishing house of Richard D. Irwin, Inc. (now Dow Jones-Irwin, Inc.), and his wife, Anne Marie Irwin. This change was requested to recognize the generosity of the Irwin Family for their substantial contribution for the complete renovation of this building. The request was approved and in March 2014, the Board of Trustees approved the renaming of the Surveying Building to the Irwin Center of Doctoral Study in Business.

However, subsequently, upon further examination of the conditions stated in the Donor Agreement, naming was described for the interior spaces , as well as the renaming of the building itself. Inadvertently, the specified name for the interior space was provided in the previously approved Board item. Therefore, a renaming of the building must occur, changing the building name from Irwin Center of Doctoral Study in Business to Richard D. and Anne Marie Irwin Doctoral Study Hall.

EDUCATIONAL POLICY
Bettina Francis, Chair

Approved by the Board of Trustees
March 6, 2014

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Board Meeting
March 6, 2014

APPROVE RENAMING SURVEYING BUILDING, URBANA

Action: Approve Rename the Surveying Building

Funding: No New Funding Required

The Chancellor, University of Illinois at Urbana-Champaign, and Vice President, University of Illinois, recommends approval of the renaming of the Surveying Building at 607 East Gregory Drive, Champaign to the Irwin Center for Doctoral Study in Business. The building, located adjacent to the College of Business's Wohlers Hall, will provide a contemporary infrastructure for business doctoral and post-doctoral scholars as they pursue their research and teaching activities. The gift from the Irwin Family Foundation honors the memory of Richard D. Irwin, a 1926 University of Illinois graduate and founder of the publishing house of Richard D. Irwin, Inc. (now Dow Jones-Irwin, Inc.), and his wife, Anne Marie Irwin. This change is recommended to recognize the generosity of the Irwin Family for their substantial contribution for the complete renovation of this building.

The Board action recommended in this item complies in all material respects with applicable State and federal laws, University of Illinois *Statutes*, *The General Rules Concerning University Organization and Procedure*, and Board of Trustees policies and directives.

The President of the University concurs.


UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Chancellor
Swanlund Administration Building
601 East John Street
Champaign, IL 61820



Date: April 5, 2016

To: Jenny Roether
Senate Clerk

From: Barbara J. Wilson 
Interim Chancellor

Re: Renaming of Irwin Center for Doctoral Study in Business

Attached please find the transmittal of approval from CCRC for correcting the building name from Irwin Center for Doctoral Study in Business to Richard D. and Anne Marie Irwin Doctoral Study Hall. The specified name in the previously approved March 6, 2014 Board item was incorrect and will need review/approval by the Education Policy Committee.

UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE
Senate Committee on Educational Policy
(Final; Information)

EP.16.83 Report of Administrative Approvals at the April 18, 2016 meeting of the EPC.

Undergraduate Programs

Minor in Classical Archaeology – Add two courses, ARCH 410/CLCV 410, Ancient Egyptian & Greek Arch (3 hours), and ARCH 411/CLCV 411, Ancient Roman Architecture (3 hours) to the list that students can choose from to satisfy the 18-hour Classical Archaeology courses requirement for the undergraduate minor in Classical Archaeology. The School of Architecture has agreed to the addition of these courses. The total number of hours required for the minor remains unchanged.

UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE
Senate Committee on Educational Policy
(Final; Information)

EP.16.91 Report of Administrative Approvals at the April 25, 2016 meeting of the EPC.

Undergraduate Programs

Bachelor of Arts in Urban Studies & Planning – Update list of courses from which students select their Concentration Workshop (Senior Workshop) requirement to *add* UP 447, Land Use Planning Workshop (4 hours) and *remove* UP 445, Economic Development Planning (4 hours), and UP 455, Economic Development Workshop (4 hours). The Urban Studies and Planning Department will begin teaching UP 447 again in the fall, and they have not offered UP 445 or 455 in the recent past, nor are there immediate plans to resurrect these courses. This revision does not impact the total number of hours required for the degree.