

**AGENDA**

Senate of the Urbana-Champaign Campus  
September 19, 2016  
3:10 – 5:15 pm

**ILLINI UNION – ILLINI ROOM C**

- I. Call to Order** – Interim Chancellor Barbara Wilson
- II. Approval of Minutes** – April 18, 2016 & May 2, 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/20160919a.asp>*

EP.17.01	Proposal from the Office of the Vice Chancellor for Research to Create a Permanent (phase 2) Institute named the Interdisciplinary Health Sciences Institute (IHSI)	Educational Policy (B. Francis, Chair)
EP.17.02	Proposal to Revise the Bachelor of Science in Architectural Studies (BSAS) in the School of Architecture, College of FAA	Educational Policy (B. Francis, Chair)
EP.17.03	Proposal to Revise the Master of Architecture (M.Arch) in the School of Architecture, College of FAA	Educational Policy (B. Francis, Chair)
EP.17.05	Proposal to Revise the Undergraduate Minor in Leadership Studies from the College of Agricultural, Consumer and Environmental Sciences	Educational Policy (B. Francis, Chair)

**VII. Proposals (enclosed)**

EP.17.13	Proposal to Establish a Doctor of Medicine Professional Degree Program (MD) in the Carle Illinois College of Medicine	Educational Policy (B. Francis, Chair)	1
CC.17.03	Nominations for Membership on Standing Committees of the Senate and Senate Representatives to Other Bodies	Committee on Committees (Monda-Amaya, Chair)	39
CC.17.04	Nominations to the Joint Committee on Socially Responsible Licensing and Investment	Committee on Committees (Monda-Amaya, Chair)	43
CC.17.05	Nominations for Student Membership to the Athletic Board	Committee on Committees (Monda-Amaya, Chair)	45
CC.17.06	Nominations for Membership on the Research Policy Committee	Committee on Committees (Monda-Amaya, Chair)	47
SC.17.04	Election of a University Senates Conference (USC) Member to Serve on the Senate Executive Committee (SEC)	Senate Exec Committee (G. Miller, Chair)	49
SC.17.05	Election of Faculty Members to the Committee on Committees	Senate Exec Committee (G. Miller, Chair)	51
SP.16.14	Revisions to the Senate <i>Constitution</i> - Committee on Elections and Credentials (Second Reading)	University Statutes & Senate Procedures (W. Maher, Chair)	55

SP.17.03	Proposed Revision to <i>Standing Rule 6</i> – Tellers	University Statutes & Senate Procedures ( <i>W. Maher, Chair</i> )	57
SP.17.04	Revisions to the <i>Bylaws</i> , Part A.5 – Meetings	University Statutes & Senate Procedures ( <i>W. Maher, Chair</i> )	59

### VIII. Reports for Information (enclosed)

EP.16.92	Report on the Winter Session 2015-2016 EPC	Educational Policy ( <i>B. Francis, Chair</i> )	61
EP.16.93	Report to Inform the Senate of Expected Enrollment Increase for the College of Business' Enrollment Plans for the iMBA Program per <i>Standing Rule 13</i>	Educational Policy ( <i>B. Francis, Chair</i> )	75
EP.17.10	Report of Administrative Approvals through August 22, 2016	Educational Policy ( <i>B. Francis, Chair</i> )	77
EP.17.12	Report to Inform the Senate of Expected Enrollment Increase for the Department of Accountancy's Enrollment Plans for the MSA Degree Program via Online Courses per <i>Standing Rule 13</i>	Educational Policy ( <i>B. Francis, Chair</i> )	79
EP.17.18	Report of Administrative Approvals through September 12, 2016	Educational Policy ( <i>B. Francis, Chair</i> )	93
HE.16.02	Report of the Faculty Advisory Council (FAC) of the Illinois Board of Higher Education (IBHE) Meeting on June 21, 2016	K. Andersen	95
SC.17.06	Report of the Board of Trustees Meeting on September 8, 2016	G. Francis	97
SUR.16.02	Report of the State Universities Retirement System Members Advisory Committee Meeting (SURSMAC) on April 26, 2016	J. Kindt	99
UC.16.02	Report of the University Senates Conference (USC) Meeting on March 29, 2016	M. Wheeler	101
UC.16.03	Report of the University Senates Conference (USC) Meeting on April 28, 2016	M. Wheeler	103
UC.16.04	Report of the University Senates Conference (USC) Meeting on May 26, 2016	M. Wheeler	105
UC.16.05	Report of the University Senates Conference (USC) Meeting on June 22, 2016	M. Wheeler	107

### 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

**URBANA-CHAMPAIGN SENATE**  
**2016-2017 Elections and Organizational Meeting**  
 April 18, 2016  
 Minutes

The 2016-2017 Elections and Organizational Meeting of the University of Illinois at Urbana-Champaign Senate was called to order at 3:17 pm in Illini Room A of the Illini Union with Vice Provost for Faculty & Academic Affairs Abbas Benmamoun presiding and Professor Emeritus H. George Friedman, Jr. serving as Parliamentarian.

**SENATE EXECUTIVE COMMITTEE REPORT**

Gay Miller (VMED), faculty senator and Chair of the Senate Executive Committee (SEC) welcomed senators. Chair Miller encouraged senators to contact her if senators have concerns or questions. Miller has and will continue to encourage shared governance in action in the Senate and more commonly in Senate committees. Read the Committee charges and contact the appropriate committee chair with your concerns.

Shared governance comes with responsibilities; to work hard when asked, to listen carefully to understand others' perspectives, to share your thoughts by speaking and voting, to share your views and respect the views of others.

Chair Miller introduced those at the front table; Vice Provost for Faculty & Academic Affairs Abbas Benmamoun, Senate Parliamentarian George Friedman, and Senate Clerk Jenny Roether.

Chair Miller brought senators attention to the Campus Master Planning and noted that providing feedback would be a way to contribute to the campus. Miller mentioned the interactive website for reviewing information: <https://www.uocpres.uillinois.edu/resources/uiucplan>.

Members of the Senate and Senate committees are subject to the Illinois Open Meetings Act (OMA) and are required to complete the online training. Senate Clerk Roether will send an email via the Senate listserv with a link to the online training.

04/18/16-01 Tellers for the meeting were faculty senators G. Francis (LAS) and Graber (AHS), and student senator LeRoy (BUS).

**CHANCELLOR'S REMARKS**

Abbas Benmamoun, Vice Provost for Faculty & Academic Affairs thanked all senators for their service as a senator and being a part of shared governance. Shared governance is taking ownership of this university, and lend our perspective and expertise to make informed decisions that impact the future of this university.

**I>CLICKER TUTORIAL**

Chair Miller gave a short tutorial on i>Clicker use.

Parliamentarian Friedman gave pointers on speaking into the microphone to ensure everyone's voices are heard during meetings.

**PROPOSALS**

04/18/16-02 CC.17.01\* Nominations for Membership on the University Senates Conference (USC)

On behalf of the Senate Committee on Committees, committee member O'Brien (LIBR) moved approval of the nominees on CC.17.01. There were no floor nominations and nominations were declared closed.

04/18/16-03 By voice vote, Kalita (ACES), Maher (LIBR), and Miller (VMED) were declared elected to the USC.

04/18/16-04 SC.17.02\* One of the Senate's representatives to the University Senates Conference (USC), elected to serve on the Senate Executive Committee

On behalf of the SEC, Chair Miller presented SC.17.02. There were no nominations from the floor and nominations were declared closed.

04/18/16-05 By voice vote, Burbules (EDUC) was declared elected as the USC Representative to the SEC.

04/18/16-06 SC.17.03\* Election of Faculty Members to the Committee on Committees

On behalf of the SEC, Chair Miller presented SC.17.03. Due to the tie between the three LAS nominees in the online election, a run-off election was held between the three LAS nominees since no two nominees may be from the same college on the final ballot.

The following i>Clicker vote totals were reported in the LAS run-off election:

Molina	LAS	57
Francis	LAS	49
Somerville	LAS	26

04/18/16-07 By i>Clicker, Molina will advance to the final ballot.

In the final election, the following i>Clicker vote totals were reported:

Molina	LAS	73
Monda-Amaya	EDUC	70
DeBrock	BUS	63
Motl	AHS	37

04/18/16-08 By i>Clicker, Molina (LAS) and Monda-Amaya (EDUC) were declared elected to the Senate Committee on Committees.

**EDUCATIONAL POLICY COMMITTEE (EPC) CHAIR BETTINA FRANCIS EXPLAINED THE ROLE OF EPC**

**PROPOSALS**

04/18/16-09 CC.17.02\*

Nominations for Membership on Standing Committees of the Senate and Senate Representatives to Other Bodies

Committee on Committees Chair Kalita (ACES) thanked the members of the Committee for all of their hard work putting together the slate of nominees and moved approval of the slate of nominees on proposal CC.17.02.

04/18/16-10 Student senator Villanueva (LAS) nominated the following students to serve on the corresponding committees. The nominees verbally stated their willingness to serve.

Student senator Roncone (LAS) was nominated to serve on the Senate Committee on General University Policy. Awad and student senator Whitman (LAS) were nominated to serve on the Senate Committee on Student Discipline. Gordon and student senator Raju (ENGR) were nominated to serve on the Senate Committee on Educational Policy. Student senator Szofer (EDUC) was nominated to serve on the Senate Committee on University Student Life. Gonigam was nominated to serve on the Senate Committee on Information Technology.

04/18/16-11 All student nominations were accepted without objection.

04/18/16-12 Faculty senator Graber (AHS) nominated faculty senator DeBrock (BUS) to the Senate Committee on Educational Policy (EPC). The seven nominees with the highest votes were elected to the EPC.

The following i>Clicker vote totals were reported:

Cooke	ACES	104
Reisner	MDA	103
Muncaster	LAS	101

McCarthy	LAS	99
Ngo	LAS	99
Meyer	MDA	95
Michael	BUS	93
DeBrock	BUS	66

04/18/16-13 By i>Clicker, Cooke (ACES), Reisner (MDA), Muncaster (LAS), McCarthy (LAS), Ngo (LAS), Meyer (MDA), and Michael (BUS) were declared elected.

04/18/16-14 By voice, the amended slate of nominees on CC.17.02 was approved.

04/18/16-15 SS.17.01\* Election of Committee Chairs to the Senate Executive Committee

Vice Provost Benmamoun presented the ballot of committee chairs willing to serve on the SEC, and opened the polls.

The following i>Clicker vote totals were reported:

Steinberg, Chair of Academic Freedom and Tenure	91
Benson, Chair of Conference on Conduct Governance	86
Oberdeck, Chair of Equal Opportunity and Inclusion	86
Kindt, Chair of Faculty and Academic Staff Benefits	51
Wheeler, Chair of Honorary Degrees	49

04/18/16-16 By i>Clicker, Steinberg (LAS), Benson (LAW), and Oberdeck (LAS) were declared elected to the SEC.

**PARLIAMENTARIAN GEORGE FRIEDMAN EXPLAINED BASIC PARLIAMENTARY PROCEDURE**

**REPORTS**

04/18/16-17 SC.17.01\* Results of the Election for Senate Executive Committee Chair and Vice Chair, and Student Members of the Committee on Committees.

04/18/16-18 SP.17.01\* Faculty, Academic Professional, and Student Electorate and Senator Distribution

04/18/16-19 SP.17.02\* 2016-2017 Urbana-Champaign Senate Membership

**ADJOURNMENT**

The meeting was adjourned at 4:17 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>



**URBANA-CHAMPAIGN SENATE**

May 2, 2016

Minutes

A regular meeting of the University of Illinois at Urbana-Champaign Senate was called to order at 3:13 pm in Illini Rooms A & B of the Illini Union with Interim Chancellor Barbara Wilson presiding and Professor Emeritus H. George Friedman, Jr. serving as Parliamentarian.

**APPROVAL OF MINUTES**

05/02/16-01 The minutes from April 4, 2016 were approved as distributed.

**SENATE EXECUTIVE COMMITTEE REPORT**

Gay Miller (VMED), faculty senator and Chair of the Senate Executive Committee (SEC), stated that the end of the academic year is celebrated with many accomplishments. It has been an interesting year as the SEC Chair working on some challenging topics such as providing input on background checks, university strategic planning, changes to Senate *Bylaws* and University *Statutes*, and multiple proposals from the Senate Committee on Educational Policy (EPC), and various resolutions. Chair Miller thanked the Senate for the work done this past year.

The agenda for today is very full. Each of you is empowered to speak and share your perspectives, especially if your perspectives are not being shared by others. We have to be careful to move efficiently through the agenda to complete Senate business.

05/02/16-02 Floor privileges granted without objection to the following individuals to speak to item EP.16.80: Charles Tucker, Vice Provost for Undergraduate Education and Innovation; Jamie Singson, CORE and Native American House; Arianna Wilson, Native American & Indigenous Student Organization (NAISO); Deja Gardner, Central Black Student Union (CBSU); Vanessa Garcia, Movimiento Estudiantil Chicano de Aztlán (M.E.Ch.A.); Jaylan Williams, Minority Association of Future Attorneys (MAFA); Stephanie Skora, Campus Union for Trans Equality and Support (CUTES); Shay Akil McLean, Sociology Graduate Student. To speak to item RS.16.03: Charles Tucker, Vice Provost for Undergraduate Education and Innovation. To speak to item SP.15.21: Eric Johnson, Chair of the Hiring Policies and Procedures Review Committee.

05/02/16-03 Tellers for the meeting were faculty senators H. F. (Bill) Williamson (LAS) and Eric Benson (FAA), and student senator Calvin Lear (GRAD).

**CHANCELLOR'S REMARKS**

Interim Chancellor Barbara Wilson reported that significant progress has been made with the specialized faculty contract negotiations. Over the weekend a vote was made to end the work stoppage. The specialized faculty will vote this Thursday on ratifying the contract. This is a milestone agreement that has come after many conversations and negotiations. This contract supports the specialized faculty in the ways they deserve to be supported in the areas of academic freedom and predictability and stability of processes and procedures and giving colleges and departments full ownership of promotion processes. Wilson thanked Shawn Gilmore, President of the Non-Tenure Faculty Coalition (NTFC) and Kay Emmert, along with the Human Resources staff lead by Leslie Arvan and the Provost Office staff lead by Provost Feser.

Wilson reported that the State has provided partial funding through a stop-gap measure. MAP (Monetary Award Program) grant funding has been provided for one semester. Administration continues to strongly advocate for funding with the legislators. The Illinois Caucus has been very supportive of this process. The funding is not sufficient and is only a small portion of our budget.

Commencement will be held on May 14 at Memorial Stadium. Wilson encouraged attendance.

Wilson met with students from the Mascot committee to explore the possibility of creating the campus's first ever mascot. The students have gone through a very thorough and thoughtful process and engaging numerous stakeholders. The students submitted their report to Chancellor

Wilson. The report was also presented the Illinois Student Senate (ISS). The ISS was in with a vote of 28 in favor, 2 against, and one abstention. Wilson has accepted the report and recommendations. Wilson intends to appoint a steering committee of 10-12 people including numerous stakeholder groups. Wilson is optimistic and committed to embracing a first ever mascot.

#### **QUESTIONS/DISCUSSION**

Faculty senator Rosenstein (MDA) noted that it was his understanding that the Athletic Board would report to the Senate twice per year. Rosenstein does not recall a report this academic year and asked why there has been no report. Wilson replied that she would look into the issue.

Student senator LeRoy (BUS) asked if the mascot steering committee would be exploratory or for implementation? Wilson replied that the steering committee is for implementation and will move forward with the process to create the first ever mascot.

#### **CONSENT AGENDA**

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

- 05/02/16-04 EP.16.42\* Proposal to Revise the Ph.D. Requirements for the Department of Nuclear, Plasma, and Radiological Engineering, College of Engineering
- 05/02/16-05 EP.16.62\* Proposal to Revise the Curriculum to the Ph.D. Requirements for the Department of Bioengineering, College of Engineering
- 05/02/16-06 EP.16.64\* Proposal to Revise and Rename the BALAS in Germanic Languages and Literatures to the BALAS in Germanic Studies
- 05/02/16-07 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
- 05/02/16-08 EP.16.66\* Proposal to Establish a transcriptable Graduate Concentration in "Advanced Analytics" in the Department of Industrial & Enterprise Systems Engineering, College of Engineering
- 05/02/16-09 EP.16.68\* Proposal to Revise the BSLAS in Atmospheric Sciences, in the Department of Atmospheric Sciences, College of LAS
- 05/02/16-10 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
- 05/02/16-11 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
- 05/02/16-12 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
- 05/02/16-13 EP.16.75\* Proposal to Revise the PhD Program in Animal Sciences
- 05/02/16-14 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
- 05/02/16-15 EP.16.77\* Proposal to Revise the Undergraduate Music Minor in the School of Music, College of Fine and Applied Arts
- 05/02/16-16 EP.16.78\* Proposal to Revise the Minor in French, Department of French and Italian, LAS
- 05/02/16-17 EP.16.79\* Proposal to Revise the BALAS in French, French Studies Concentration, Department of FRIT, LAS
- 05/02/16-18 EP.16.81\* Proposal to Revise the BSLAS in Integrative Biology, Integrative Biology Honors (IBH) Concentration, LAS



- 05/02/16-19 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
- 05/02/16-20 EP.16.85\* Proposal to Revise the PhD in Crop Sciences, Department of Crop Sciences, College of Agricultural, Consumer of Environmental Sciences
- 05/02/16-21 EP.16.86\* Proposal to Establish a Master of Science in Management Degree in the Department of Business Administration in the College of Business
- 05/02/16-22 EP.16.88\* Proposal to Revise the Undergraduate Major Leading to the BALAS in Anthropology, Department of Anthropology, College of LAS
- 05/02/16-23 EP.16.89\* Proposal to Revise the Early Childhood Education Undergraduate Major in College of Education
- PROPOSALS**
- 05/02/16-24 CC.16.11\* Nominations for Membership on the Seventh Senate Review Commission Implementation Committee
- On behalf of the Senate Committee on Committees, Chair Kalita moved approval of the slate of nominees on proposal CC.16.11. There were no floor nominations and nominations were declared closed.
- 05/02/16-25 By voice vote, proposal CC.16.11 was approved.
- 05/02/16-26 SC.16.29\* 2016-2017 Senate and Senate Executive Committee (SEC) Calendar
- On behalf of the SEC, Chair Miller moved approval of the 2016-2017 Senate and SEC calendar.
- 05/02/16-27 By voice vote, proposal SC.16.29 was approved.
- 05/02/16-28 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
- On behalf of the SEC, Chair Miller moved approval of moved approval of proposal SC.16.30 and invited Chair of the CAP Michael Bohlmann to speak. Bohlmann described the hardships that some employees have incurred to their health due to the State budget impasse and requested support of the CAP resolution. Kindt (BUS), Chair of the Senate Committee on Faculty and Academic Staff Benefits (FB) gave the FB Committee's unanimous support.
- 05/02/16-29 By voice vote, proposal SC.16.30 was approved unanimously.
- 05/02/16-30 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 (LIBR) gave a brief summary of the proposal and moved approval of proposal SP.15.21. A short discussion with supportive comments was held.
- 05/02/16-31 By voice vote, proposal SP.15.21 was approved unanimously.
- 05/02/16-32 SP.16.09\* Revisions to the *Bylaws* and *Standing Rules* – Committee on Elections and Credentials
- As Chair and on behalf of the USSP Committee, Maher (LIBR) gave a brief summary of the proposal and moved approval of proposal SP.16.09. The Senate Committee on Elections and Credentials (EC) will address the eligibility questions that have been numerous lately. The USSP Committee continues to have a very full agenda and with the re-establishment of the EC Committee it would alleviate some of the backlog. This proposal recreates the EC Committee and updates the *Bylaws* by replacing references to the USSP Committee for eligibility and elections issues to the EC Committee.
- 05/02/16-33 By voice vote, proposal SP.16.09 was approved.

- 05/02/16-34 SP.16.14\* Revisions to the Senate *Constitution* - Committee on Elections and Credentials (First Reading; Informational)
- As Chair and on behalf of the USSP Committee, Maher (LIBR) gave a brief summary of the proposal and noted that this is a first reading of proposal SP.16.14. The proposed revisions are editorial to remove reference to the USSP Committee and replace with the EC Committee. No discussion. As a first reading no action was taken. The second reading is anticipated for the first Senate meeting of the following academic year.
- 05/02/16-35 SP.16.12\* Amendment to the *Bylaws*, Part E to Establish a Joint Advisory Committee on Socially Responsible Licensing and Investment
- As Chair and on behalf of the USSP Committee, Maher (LIBR) gave a brief summary of the proposal and moved approval of proposal SP.16.12. This proposal would replace the current SEC ad hoc Licensing Advisory Committee (LAC). The ad hoc LAC requested that the committee scope be expanded and the Committee be made permanent.
- 05/02/16-35 By voice vote, proposal SP.16.22 was approved unanimously.
- 05/02/16-37 IT.16.01\* University of Illinois Information Technology Accessibility Policy
- On behalf of the Senate Committee on Information Technology (IT), Chair Hart moved approval of IT.16.01 and invited Tim Offenstein and Keith Hayes to speak about the proposal.
- Hayes noted that the campus has been a leader in physical accessibility, but would like to lead in IT accessibility. This policy would help to ensure resources are in place so the campus can respond to requests.
- Concern was expressed that this policy might expose the campus to greater legal liability. The policy does not address the costliness of content creation, but focuses on education rather than providing resources. Hayes replied that University Counsel has reviewed and accepted the policy. The proposal is asking that the Senate endorse the policy. It would be a recommendation to the Chancellor to make it a campus policy. Further discussion of the proposed policy continued.
- 05/02/16-38 Graber (AHS) made a motion to postpone proposal IT.16.01 until the first Senate meeting in the fall of the next academic year. The motion was seconded.
- 05/02/16-39 By voice, the motion to postpone was approved.
- 05/02/16-40 IT.16.02\* University Access of Employee Electronic Communication
- On behalf of the Senate Committee on Information Technology (IT), Chair Hart gave a brief summary of the proposal moved approval of proposal IT.16.02. Hart noted that the proposal addresses FOIA (Freedom of Information Act) requests. University email can be used for limited personal use. Employees are not required, but encouraged to use university email for university business. The proposal also recommends specific amendments the Campus Administrative Manual (CAM). Hart added that the Senate Committee on General University Policy has reviewed the proposal and is in agreement with the proposal. No further discussion.
- 05/02/16-41 By voice, the proposal IT.16.02 was approved unanimously.
- 05/02/16-42 EP.16.80\* Proposal to Amend EP.89.09 Undergraduate General Education Requirements and to Revise the Cultural Studies Requirement
- On behalf of the Senate Committee on Educational Policy (EPC), Chair Francis moved approval of EP.16.80 to open discussion. Chair Francis noted that the major proposed change would require students take one non-western and US minority culture instead of the current requirement of one non-western course or a US minority culture course. The EPC has had many long and in-depth conversations with the proposal sponsors and numerous stakeholders. This proposal touches on larger issues for general education requirements.

Ronald Bailey, co-chair of the Committee on Race and Ethnicity (CORE), provided a document\* detailing the reason CORE submitted the proposal. Bailey also provided a list of academic departments, colleges and divisions, student groups, and individual professors in support of the proposal. The list of supporters\* was displayed on the screen. Many senators and stakeholder groups spoke in favor of the proposal, but there were a few individuals that did not support the proposal. A very robust discussion followed.

05/02/16-43 Student senator Lear (GRAD) made a motion to amend the proposal by making the following revisions to Section 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 GB.91.02 to the Senate Committee on 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~~ and not simply cover topics outside the dominant cultural tradition of the U.S. U.S. minority populations shall include racial and ethnic minority populations as well as other socially significant subgroups of the U.S. population, such as those formed on the basis of sexuality, gender, religion, or disability. The Board's proposed criteria shall further ensure that U.S. minority culture courses provide a sufficient depth of knowledge on the U.S. minority population(s) covered in each course to provide students with a foundation for addressing bias, intolerance, and ignorance as may be encountered in society.

The motion was seconded and a robust discussion followed. Several senators and proposal stakeholders spoke against the amendment.

05/02/16-44 By voice, the amendment failed.

05/02/16-45 EPC graduate student member Gordon made a motion to amend the proposal by adding the new section below.

*Section 4. Recommend the following with respect to this proposal and the Illinois Articulation Initiative:*

*A. That this proposal be forwarded to the Illinois Board of Higher Education for the purposes of the General Education Core Curriculum Panel considering a revision to its definition of "courses designed specifically to examine aspects of human diversity within the United States."*

*B. That the campus's policy for the Illinois Articulation Initiative be revised or otherwise clarified that transfer students who complete courses at sending institutions that are certified under the General Education Core Curriculum with an "N" suffix or a "D" suffix shall have completed this campus's Non-Western or U.S. Minority cultural studies requirements, respectively.*

The motion to amend was seconded and a robust discussion followed.

05/02/16-46 Graber made a motion to close debate. The motion was seconded and by voice vote debate was closed.

05/02/16-47 By voice vote, the amendment failed.

05/02/16-48 By voice, the original proposal was approved.

05/02/16-49 RS.16.03\* Campus Senate Recommendation to University of Illinois Regarding Advanced Placement Credit  
Student senator LeRoy (BUS) moved approval to open discussion, but encouraged postponement of the proposal. The motion was seconded.

05/02/16-50 Gordon, as one of the proposal authors, made a motion to postpone resolution RS.16.03 indefinitely. No discussion.

05/02/16-51 By voice, proposal RS.16.03 was postponed indefinitely.

**REPORTS FOR INFORMATION**

05/02/16-52 EP.16.90\* Report from EPC on Resolution RS.16.03, Campus Senate Recommendation to University of Illinois Regarding Advanced Placement Credit

05/02/16-53 EP.16.73\* Report of Administrative Approvals through April 11, 2016

05/02/16-54 EP.16.74\* Report of Irwin Center for Doctoral Study Renaming (Previously Surveying Building). Minor Matter (Bylaws Part B.9.a)

05/02/16-55 EP.16.83\* Report of Administrative Approvals through April 18, 2016

05/02/16-56 EP.16.91\* Report of Administrative Approvals through April 25, 2016

**NEW BUSINESS**

None.

**ADJOURNMENT**

The meeting was adjourned at 5:14 pm.

A reception hosted by the Chancellor was held immediately following adjournment in Illini Room C.

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>



---

## Proposal to the Senate Educational Policy Committee

**PROPOSAL TITLE:** Establish a Doctor of Medicine Professional Degree Program (MD) in the Carle Illinois College of Medicine.

**SPONSORS:** Interim Provost Ed Feser, [feser@illinois.edu](mailto:feser@illinois.edu), 217-333-6677

Professor Rashid Bashir, Abel Bliss Professor and Dept. Head Bioengineering, co-chair, Carle Illinois College of Medicine Curriculum Committee, [rbashir@illinois.edu](mailto:rbashir@illinois.edu), 217-333-1867

Dr. Robert Good, Medical Director, Clinical Integration Operations, co-chair, Carle Illinois College of Medicine Curriculum Committee, [Robert.Good@carle.com](mailto:Robert.Good@carle.com), 217-383-5173

**COLLEGE CONTACT:** Interim Provost Ed Feser, Feser, [feser@illinois.edu](mailto:feser@illinois.edu), 217-333-6677

### BRIEF DESCRIPTION:

The Carle Illinois College of Medicine (CICOM) seeks to establish a professional degree program in the College for the degree of Doctor of Medicine (MD). The MD degree is the initial and foundational degree to be offered by the new CICOM whose creation was approved by the Senate on February 9, 2015 and subsequently approved by the Board of Trustees on March 12, 2015. The proposed MD degree is a four year program that integrates engineering concepts with the traditional pillars of medicine, namely the basic health sciences and clinical training. The program will produce students who are trained and equipped to incorporate analytical and quantitative techniques, modeling and computation, innovation, and human systems approaches to advancing and delivering high-quality healthcare. The curriculum emphasizes professional, compassionate, and ethical care and the utilization of team-based approaches to transform healthcare delivery and improve health outcomes through the continuum of care: preventive medicine through acute care. Graduates are expected to become highly professional, passionate, and compassionate physician leaders and innovators who are creative problem-solvers. Graduates are also expected to challenge status quo, to drive and implement technology, and be comfortable in working in teams to create non-traditional solutions to challenges in health care.

The MD degree program is designed to meet Liaison Committee for Medical Education (LCME) accreditation requirements and prepare students to succeed on all parts of the required United States

Medical Licensing Examinations. The case-driven, active learning curriculum includes professional training elements, fundamental knowledge instruction, small team-based, problem-based learning, core coursework, required clinical rotations and electives that allow the student to pursue individual areas of clinical and engineering interest. Performance in all courses and rotations will be assessed on a pass/fail basis, as is common practice in many peer schools of medicine. Students who successfully complete all requirements will graduate with an MD degree. Students who show excellence throughout the program will graduate with Honors. Students who excel and elect to pursue an optional MD research thesis as part of their course work will be able to graduate with High Honors.

The MD degree program has been designed to span 179 weeks with an increased emphasis on clinical work, research, and innovation. This exceeds the 130 total minimum weeks of instruction required by the LCME.

The program includes:

- A core component covering the health sciences, engineering, professional and clinical basics spanning 1.5 years; which includes a minimum of 40 hours of professional development coursework;
- A minimum of ten months of required clinical rotations;
- A minimum of 15 months of elective rotations that will include eight months of clinical rotations, four months of engineering/innovation rotations, and three months during which a student may pursue any specific avenue.

The LCME requires that all MD curriculum elements taken by students be specifically designed to be consistent with the objectives and mission of the College degree program. In addition, LCME expects students to have a uniform experience in completing a given track (of which we have only one). As such, no previous University of Illinois Urbana-Champaign graduate-level coursework can be transferred and applied to this degree program.

See Appendix A for a detailed overview of the curriculum framework of the MD degree.

## **JUSTIFICATION:**

There is no public research university in the country better positioned to leverage the convergence of engineering with medicine and be a leader in the transformation of health care research, education, practice and delivery than the University of Illinois at Urbana-Champaign. The Urbana-Champaign campus already has the assets, including one of the nation's top five engineering schools and the National Center for Supercomputing Applications. All of the top ten medical schools in the country already partner with our College of Engineering faculty members in joint research projects. Furthermore, medical delivery and innovation is increasingly dependent on the formation of interdisciplinary teams. The breadth and excellence of the campus provides an excellent opportunity for leveraging assets across the campus to further development and implementation of a program like this. In addition, the need for cross-disciplinary physician training has been emphasized by the Association of American Medical Colleges and the Howard Hughes Medical Institute, who have argued for transformative approaches to the education of future physicians that would better reflect and anticipate emerging technologies. Panelists at the 2012 First IEEE Life Sciences Grand Challenges Conference, held at the National Academy of Sciences, emphasized the need for medical education to adapt to tomorrow's medicine, including increased attention to the quantitative sciences in physician training. These panels also argued for the need to

prepare future physicians by leveraging closer collaborations between medical and engineering schools, and teaching physicians to adopt a systems view of the human body.

The numerous letters of support that were provided to support the creation of a new College of Medicine from leading medical educators, practitioners, and leaders of industry in the medical sphere attest to the transformative value of the creation of a distinct engineering-based College of Medicine (see Attachment A of EP.15.33). Although creation of the College has been approved, an MD degree program within it also is needed so the College can obtain preliminary accreditation from LCME and begin to recruit students.

As the only health system in Illinois that owns its own health plan, and one of the state's largest providers of clinical care, Carle is a leader in high-quality, cost-effective and well-coordinated patient care, and is the only fully integrated health system in the State of Illinois. Carle's unique profile allows improvements across entire systems of care, rather than focusing on one area of healthcare delivery – a capability that has led to Carle being consistently recognized as among the best in the state and the nation. In particular, the application of big data techniques and data analytics across such an integrated health system holds the promise of reducing costs and improving healthcare by tracing health trends and identifying effective prevention and treatment strategies. The MD degree program is poised to leverage Carle's fully integrated health system to position students to be at the leading edge in the quest to identify and drive improvements in cost and effectiveness of healthcare, both locally and nationally. As a physician-led and patient-centered organization, Carle will play a significant role in developing medical students who deliver care with high levels of professionalism, compassion and ethical standards.

#### **BUDGETARY AND STAFF IMPLICATIONS:**

##### 1) Resources

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

The College intends to financially support this program through tuition and fees, a major contribution of \$100 million from Carle, philanthropy, and other corporate contributions. Consistent with prior commitments, the College will not request any new State General Revenue Funds. In addition, consistent with LCME expectations, no individual source of funding will account for more than 50% of total College revenue. The College will be staying within the financial resources presented in the "Business Plan to Establish a New College of Medicine in Urbana-Champaign," dated October 20, 2014 that led to approval of the College's creation.

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

The College has developed plans to build-up and resource this program within the financial resources presented in the "Business Plan to Establish a New College of Medicine in Urbana-Champaign," dated October 20, 2014 that led to approval of the College's creation. The College of Medicine is a new unit and will therefore not need to consider what programs or functions it may no longer support to create capacity.

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

The College, as an equal and peer college amongst others, is expected to collaborate with colleges across campus. In particular, the College expects to work closely with the College of Liberal Arts and Sciences and the College of Engineering to engage faculty in the new College of Medicine for teaching and research. Furthermore, The College of Engineering is already committed to housing the College of Medicine's 'JUMP Simulation and Education Center' in Everitt Laboratory, the future home of the Department of Bioengineering. Furthermore, the College of Engineering has agreed to allow much of the College of Medicine curriculum to be delivered in the revitalized Everitt Laboratory for the first two years. The configuration of Everitt is ideally suited to deliver the planned medical curriculum. Sharing the facility will also permit renovations to be completed in the Medical Science Building, which will be utilized for the delivery of a substantial portion of the curriculum delivery upon renovation completion. More than \$22 million were budgeted for capital investments including building upgrades and capital equipment IT/media classroom enhancements.

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

The College like other Colleges of Medicine is the unit providing the MD degree and not a department. Thus, no letter is provided.

## 2) Resource Implications

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

After careful review of other MD degree programs from peer institutions and of the growing trend towards active, small group case-based and problem-based learning approaches, it has been decided to deliver a four year degree and start with an initial class of 32 students (four small groups of eight students each) with a ramp up to 64 students per year in the steady state.

Teaching loads are expected to conform to teaching loads expected from faculty and instructors on the Urbana campus. However, these will be aligned with the distinct curriculum and curriculum delivery of a modern College of Medicine. The faculty FTE anticipated is provided in Appendix B. Estimates of these faculty numbers have been verified to be consistent with that of peer institutions through visits to two of these institutions and teleconferences with key officials at several others.



A summary of the number of students, faculty FTE and student to faculty ratio are presented in the table below. Please refer to Appendix B for the full details.

	2018	2019	2020	2021	2022
Students in Year 1	32	32	40	40	64
Total Students in College	32	64	104	144	176
Faculty FTE	8	13.5	17.1	21.3	28.3
Student/Faculty FTE ratio	4:1	4.7:1	6.1:1	6.8:1	6.2:1

- b. Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units. *(A letter of acknowledgement from units impacted should be included.)*

The CICOM is a new, independent college that will deliver its own curriculum. As such, no impact on course enrollment in other units is anticipated.

- c. Please address the impact on the University Library *(A letter of estimated impact from the University Librarian must be included for all new program proposals. If the impact is above and beyond normal library business practices, describe provisions for how this will be resourced.)*

The LCME requires library resources and services to support medical education be provided. A letter from the dean of the University Library is attached that describes how this will be resourced.

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

The MD Degree Program will have three main points of operation. Everitt Laboratory, the new home of the Department of Bioengineering, will house a state-of-the-art simulation laboratory. This \$10 million College of Medicine facility will be a portal to engineering and is paid for through a donor gift. As part of transition planning, Everitt will also serve to house lectures and small group problem-based learning in the first two years of operations of the College. Another key portal to the clinical world is Carle clinical network (hospital and regional clinics) where most clinical rotations will be held. Finally, with the phase-down of the regional UIC-administered College of Medicine, the Medical Sciences Building (MSB) will eventually house the dean's administrative offices as well as its main educational facilities. MSB will thus act as a portal to the basic health sciences on campus. A resource and infrastructure workgroup has developed plans for this transition into Everitt and MSB and has verified that these are adequate for the level of students anticipated in the MD program. This effort has also been supported with an

active internal planning group involving members of the campus CIO office, the University Library, and Facilities and Services. Facilities and Services has assigned a chief planner to plan for renovations and adequate associated swing space for the MSB renovations. It should be noted that the MSB that houses the current UIC Illinois College of Medicine regional campus is an LCME approved location for delivering a four-year MD degree, including 125 first year students. Planned capital and IT infrastructure resources built into the original budget will allow for significant upgrades to facilities.

For new degree programs only:

- 3) Briefly describe how this program will support the University's mission, focus, and/or current priorities. Include specific objectives and measurable outcomes that demonstrate the program's consistency with and centrality to that mission.

The University of Illinois at Urbana-Champaign is charged by the State of Illinois to enhance the lives of residents in Illinois, across the nation, and around the world through leadership in learning, discovery, engagement, and economic development. The University's vision is to become the pre-eminent public research university with a land-grant mission and global impact. The proposed CICOM MD program significantly advances this vision in an area of the highest national and international priority: the preparation of doctors and the conduct of research centered on the use of advanced technologies and engineering to make health care maximally effective, affordable, and accessible. The April 17, 2014 feasibility study report entitled, "Evaluating the Feasibility of a New College of Medicine in Urbana-Champaign," completed by the Tripp Umbach firm, affirmed that a new college of medicine at the University of Illinois at Urbana-Champaign would provide economic development leading to employment opportunities for Illinois residence residents and their families and would improve the health and well-being of the state's population, two core elements central to the University's mission.

The U.S. healthcare system is undergoing historic changes driven by an aging population with more chronic conditions, an influx of millions of new people into the healthcare system due to the Affordable Care Act, and a severe physician shortage. The convergence of engineering, technology and medicine is expected to lead to discoveries that will result in greater access to better healthcare at lower cost for more people. Studying how to address these new medical realities is consistent with our mission to address societal issues through research, education, and engagement. Carle's mission to serve people through high-quality care, medical research, and education complements our mission.

As with other colleges on the Urbana-Champaign campus, the MD program and CICOM will be reviewed in the University's formal review process. The Provost will review annually the college's performance and plans. Like all other colleges, the college's performance will be measured by capturing key metrics that have been identified to assess performance against the core goals identified in the university's

strategic plan. Consistent with LCME requirements, the College will assign a quality officer the task of capturing performance data to assess performance against all 12 LCME standards to assist the College leadership and its faculty in implementing a continuous improvement process and facilitating re-accreditation reporting.

- 4) Please provide an analysis of the market demand for this degree program. What market indicators are driving this proposal? What type of employment outlook should these graduates expect? What resources will be provided to assist students with job placement?

As extracted from, “*New and Developing Medical Schools - Motivating Factors, Major Challenges, Planning Strategies – Part 2,*” authored by Michael E. Whitcomb and published in July 2013:

*In 2006, the Association of American Medical Colleges (AAMC), in response to a growing body of evidence that the country was already experiencing physician shortages in some specialties and in some regions of the country, issued a policy statement that called for a 30% increase in medical school enrollment. The AAMC acknowledged in the statement that to increase enrollment to that degree would not only require existing schools to increase the size of their student bodies, but would also require the establishment of new schools.*

By 2013, the number of graduates from medical school had increased to only about a third of the increase called for by the AAMC. The AAMC call was also made before the passage of the Affordable Care Act which has resulted in far greater number of patients now covered to receive care. There is only approximately one seat in a medical school for every two qualified applicants.

The new proposed MD program will be the nation’s first engineering-based medical college designed for the express purposes of infusing engineering and computing into medical education and therefore adding engineering to the basic biological and health sciences and clinical training. Graduates of the college will be uniquely equipped and trained to discover and/or invent the devices, approaches, and concepts that will transform medicine. In addition, the new College of Medicine will address a central workforce challenge facing Illinois, a shortage of well-trained physicians. According to a 2010 Illinois Physician Workforce report conducted by Northwestern University’s Fienberg School of Medicine, the Illinois Hospital Association, and the Illinois State Medical Society, Illinois is “in danger of being unable to meet even the most pressing health care needs” due to a shortage of physicians.

The MD degree is typically followed by Graduate Medical Education (GME) in residencies where graduates are embedded in health systems. This is required for graduates to become practicing physicians. We intend for our MD graduates to have access to top tier residencies across the nation and as such, we will focus on providing career development support and advising in order to best prepare our students for

residency application and interview processes. Having said that, the skills to be provided, such as resume building, interview preparation, mock interviews, etc. will also serve those graduates who elect to join companies to advance healthcare through product and service innovations. For the latter, we may elect to work with our peer colleges to coordinate access to job fairs and corporate interview schedules.

- 5) If this is a proposed graduate program, please discuss the programs intended use of waivers. If the program is dependent on waivers, how will the unit compensate for lost tuition revenue?

The MD program is requesting self-supporting status. There will be no Graduate College or BOT waivers allowed for students in this program.

**DESIRED EFFECTIVE DATE:** *(Proposals may not be implemented until they go through all necessary levels of approval. The Provost's office will inform the sponsors in writing when they may implement their proposal. Proposed changes may not be publicized as final on any web sites, printed documents, etc. until written confirmation of final approval is issued.)*

Fall 2018 (with a July 2018 early start).

**STATEMENT FOR PROGRAMS OF STUDY CATALOG:** *(All proposals must include either a new or revised version of the entry in the Programs of Study Catalog, if applicable. Entries will be published as approved by the Senate. Future changes in the statement for Programs of Study Catalog which reflect changes in the curriculum, must go through the normal review process at the appropriate levels.)*


See Appendix C.


**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:

  
College Representative: Interim Provost Ed Feser

  
Date:

  
Dean of Graduate Studies: Wojtek Chodzko-Zajko

  
Date:

## Appendix A: Curriculum Framework

### Course Requirements Summary Table Doctor of Medicine (Professional Degree)

Requirements	
<b>Credit Hours</b>	
• Minimum core coursework (excluding professional development)	75
• Minimum professional development coursework	12
• Minimum required clinical rotations	50
• Minimum elective rotations	74
Total minimum Credit hours	211
<b>Other requirements and conditions</b>	
Courses are all graded on pass/fail. Students must pass all courses to obtain the MD degree.	
No credit hours from any previous University of Illinois Urbana-Champaign coursework may be transferred or applied to the MD degree.	

### Program Development and Administration

The courses of a MD degree program, in part due to accreditation standards and in part through the adoption of best practices, are structured differently from typical courses. The courses are organized as modules and these are in turn scheduled as a series of topical rotations. Each module consist of entire weeks of focused learning including self-discovery. Pursuing a series of modules each centered on a different organ, as the proposed MD curriculum does, is common. The curriculum workgroup for the CICOM (see Appendix E1), consisting of a mix of engineering, health sciences and accreditation faculty from the University of Illinois and physicians from Carle, many involved in the existing UIC-administered College of Medicine regional campus followed a systematic phased approach (Appendix E2) to develop the curriculum. This effort included two visits to aspirational peer institutions, numerous discussions with leaders of multiple institutions (Appendix E3) and research into the curriculum framework of several medical schools. The curriculum committee reorganized itself numerous times to form subcommittees (for an example, see Appendix E4) to tackle various aspects of the curriculum, always with the goal of developing a curriculum aligned with the distinct vision and goals of the College while keeping accreditation standards and requirements in mind. After months of effort, the curriculum committee, aided by outside consultants expert in meeting accreditation standards, have developed a curriculum framework (Appendix A) that is at the center of the proposed MD degree featuring 179 weeks of instruction, 49 more weeks than are minimally required and a set of required rotations that included all rotations required by the accreditation body (LCME) and two additional rotations viewed particularly beneficial to the goals and strengths of the College.

In keeping with accreditation standards and the active learning approach adopted by the curriculum committee, students will proceed through each course (module) in groups of eight, with each group assigned to a full-time facilitator who will help guide students through each series of lectures, case-based studies, patient interactions, simulations and other active learning experiences involving

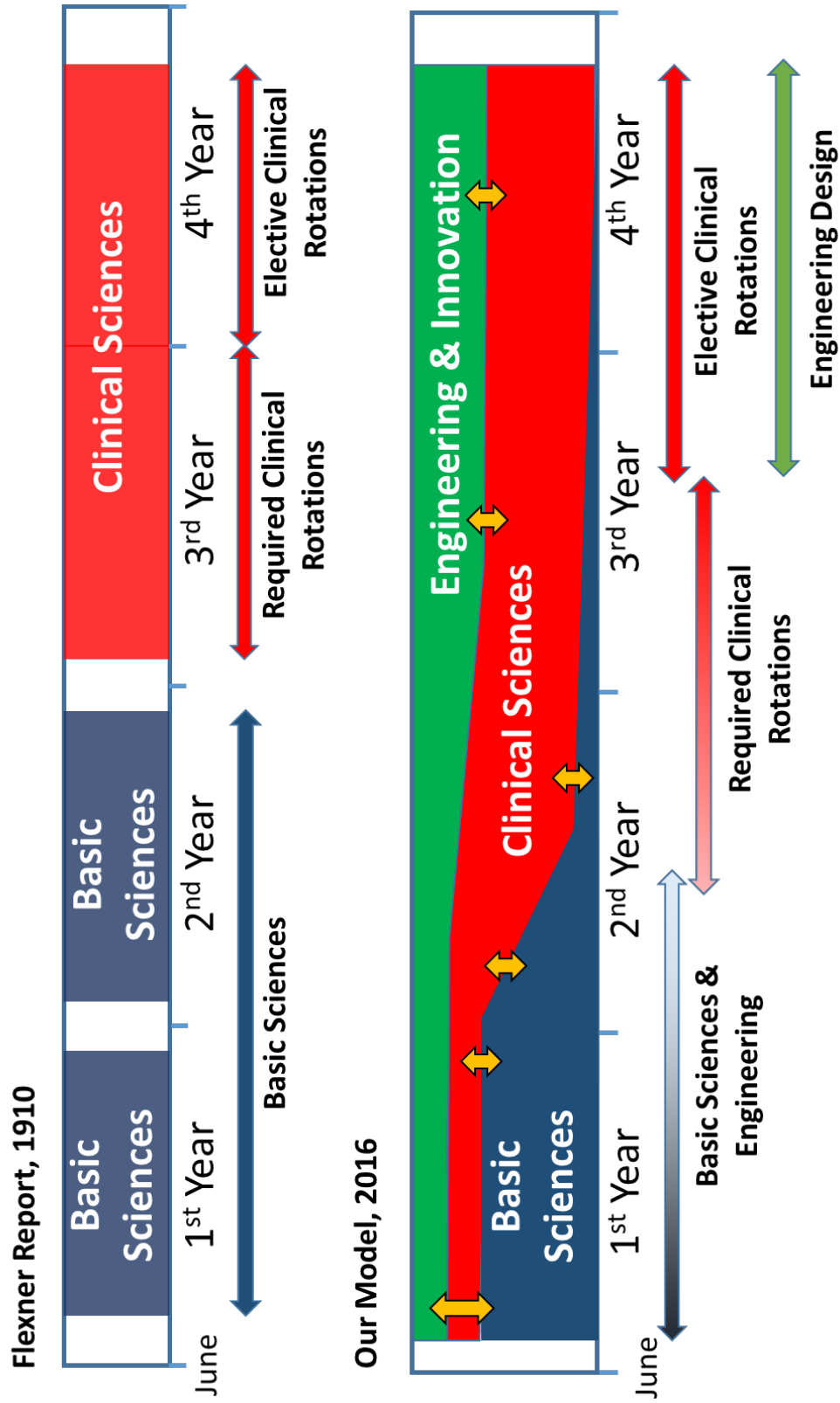
numerous other faculty members and subject-matter experts. Embedded in each module will be professional development and engineering innovation learning objectives. Lengthy periods, as required by accreditation standards will be reserved for student self-study and individual research. Students will also be exposed to clinical experiences and physical diagnosis early in the curriculum preparing them for the required clinical rotations and electives to follow. An example of a weekly schedule is provided in Appendix F. The curriculum group also has developed a prototype that establishes the individual case structure around which all case-based elements incorporating the health sciences, engineering and clinical training can be incorporated in a systematic and consistent manner. The foundations are thus in place for the development of detailed individual course syllabi to continue and be refined as faculty and administration for the college are selected.

Informed by best practices of peer institutions, the curriculum group also developed a structure for delivery of the courses/modules. Each course will be assigned a course director and be subject to the oversight of this director. The director would be responsible for ensuring that the module is designed and completed to satisfy the learning objectives. The director would coordinate the selection of appropriate discipline experts for the lectures, coordinate the development of the cases to make sure that they meet learning objectives in the mapping process, integrate appropriate simulation laboratory experiences, and be responsible for student assessment for a given course. Courses directors are expected to lead multidisciplinary teams, possibly drawn from engineering, the sciences and clinical fields, to develop and improve courses over time. Facilitators are to be specifically trained to facilitate team-based and case-based learning. They themselves would not necessarily be subject matter expert but instead be experts at facilitating group learning experiences. Facilitators and other faculty involved in a course would receive direction from the course director and report to the course director. Directors would be appointed by the dean and report to the associate dean for academic affairs. Similarly, clinical rotations are to be considered courses and there would be a clinical rotation director appointed to each of the required courses who would have the responsibility to make sure that the learning objectives are completed and that student assessment and competencies are recorded and monitored. A clinical director will similarly be appointed to oversee clinical elective rotations. Research electives are expected to be supervised by a mentor. The curriculum will be under the control of the CICOM dean and faculty. They would own, refine and revise the curriculum. Directors would thus be expected to meet regularly to assess the effectiveness of courses and student progress and work with the College's curriculum committee to propose changes and improvements. The latter would in turn be brought to the College's Executive Committee for approval.

#### **4 Year framework**

Details of the proposed four-year MD degree framework are presented in the graphical representations and tables that follow. The first page represents a high level comparative perspective between the proposed MD degree curriculum and the traditional medical school curriculum framework that goes back to the 1910 Flexnor report. The proposed MD degree is presented includes a compressed basic sciences component (with an extended tail into later years) and the introduction of clinical sciences much earlier in the curriculum. These two elements are consistent with emerging curriculum trends at peer institutions. The distinct element of our proposed curriculum is the early introduction of engineering and innovation elements with substantial growth of these elements in later years. The next two pages provide a graphical representation consistent with LCME requirements. This is followed by a graphical and tabular representations of specific engineering integration design elements including IDEA projects, capstone projects, data science projects and research options to be incorporated into the curriculum.

# Curriculum Framework





**M1 Year**  **2018-2019**

7/2/18	Jumpstart
7/9/18	Foundational Elements 6 weeks
8/13/18	Engineering Innovation
8/13/18	Professional Development
8/13/18	Digital Population Health
8/13/18	Clinical Integration
8/20/18	Break
8/27/18	Cardiovascular 6 weeks
9/3/18	Engineering Innovation
9/3/18	Professional Development
9/3/18	Physical Diagnosis
9/3/18	Clinical Integration
9/10/18	Respiratory 5 weeks
9/17/18	Engineering Innovation
9/17/18	Professional Development
9/17/18	Physical Diagnosis
9/17/18	Clinical Integration
9/24/18	Renal 5 weeks
10/1/18	Engineering Innovation
10/1/18	Professional Development
10/1/18	Physical Diagnosis
10/1/18	Clinical Integration
10/8/18	Brain & Behavior 5 weeks
10/15/18	Engineering Innovation
10/15/18	Professional Development
10/15/18	Physical Diagnosis
10/15/18	Clinical Integration
10/22/18	NeuroMuscular 6 weeks
10/29/18	Engineering Innovation
10/29/18	Professional Development
10/29/18	Physical Diagnosis
10/29/18	Clinical Integration
11/5/18	Time of Discovery 3 weeks
11/12/18	Engineering Innovation
11/12/18	Professional Development
11/12/18	Physical Diagnosis
11/12/18	Clinical Integration
11/19/18	Step 1 Exam
11/26/18	Step 1 Review 4 weeks
12/3/18	Engineering Innovation
12/3/18	Professional Development
12/3/18	Physical Diagnosis
12/3/18	Clinical Integration
12/10/18	Internal Medicine 10 weeks
12/17/18	Engineering Innovation
12/17/18	Professional Development
12/17/18	Physical Diagnosis
12/17/18	Clinical Integration
12/24/18	Winter Break
12/31/18	Winter Break
1/7/19	Step 1 Exam
1/14/19	Step 1 Review 4 weeks
1/21/19	Engineering Innovation
1/21/19	Professional Development
1/21/19	Physical Diagnosis
1/21/19	Clinical Integration
1/28/19	Time of Discovery 3 weeks
2/4/19	Engineering Innovation
2/4/19	Professional Development
2/4/19	Physical Diagnosis
2/4/19	Clinical Integration
2/11/19	Internal Medicine 10 weeks
2/18/19	Engineering Innovation
2/18/19	Professional Development
2/18/19	Physical Diagnosis
2/18/19	Clinical Integration
2/25/19	Step 1 Exam
3/4/19	Step 1 Review 4 weeks
3/11/19	Engineering Innovation
3/11/19	Professional Development
3/11/19	Physical Diagnosis
3/11/19	Clinical Integration
3/18/19	Spring Break
3/25/19	Spring Break
4/1/19	Brain 4 weeks
4/8/19	Engineering Innovation
4/8/19	Professional Development
4/8/19	Physical Diagnosis
4/8/19	Clinical Integration
4/15/19	Movement 6 weeks
4/22/19	Engineering Innovation
4/22/19	Professional Development
4/22/19	Physical Diagnosis
4/22/19	Clinical Integration
4/29/19	Digestion 4 weeks
5/6/19	Engineering Innovation
5/6/19	Professional Development
5/6/19	Physical Diagnosis
5/6/19	Clinical Integration
5/13/19	Nutrition & Metabolism 3 weeks
5/20/19	Engineering Innovation
5/20/19	Professional Development
5/20/19	Physical Diagnosis
5/20/19	Clinical Integration
5/27/19	Internal Medicine 10 weeks
6/3/19	Engineering Innovation
6/3/19	Professional Development
6/3/19	Physical Diagnosis
6/3/19	Clinical Integration
6/10/19	Time of Discovery 3 weeks
6/17/19	Engineering Innovation
6/17/19	Professional Development
6/17/19	Physical Diagnosis
6/17/19	Clinical Integration
6/24/19	Step 1 Exam
6/24/19	Step 1 Review 4 weeks
6/24/19	Engineering Innovation
6/24/19	Professional Development
6/24/19	Physical Diagnosis
6/24/19	Clinical Integration

**M2 Year**  **2019-2020**

7/1/16	Endocrinology 4 weeks
7/8/19	Engineering Innovation
7/8/19	Professional Development
7/8/19	Physical Diagnosis
7/8/19	Clinical Integration
7/15/19	Reproductive on 3 weeks
7/22/19	Engineering Innovation
7/22/19	Professional Development
7/22/19	Physical Diagnosis
7/22/19	Clinical Integration
7/29/19	Women's Health 4 weeks
8/5/19	Engineering Innovation
8/5/19	Professional Development
8/5/19	Physical Diagnosis
8/5/19	Clinical Integration
8/12/19	Obstetrics 4 weeks
8/19/19	Engineering Innovation
8/19/19	Professional Development
8/19/19	Physical Diagnosis
8/19/19	Clinical Integration
8/26/19	Hematology & Oncology 4 weeks
9/2/19	Engineering Innovation
9/2/19	Professional Development
9/2/19	Physical Diagnosis
9/2/19	Clinical Integration
9/9/19	Immunology 4 weeks
9/16/19	Engineering Innovation
9/16/19	Professional Development
9/16/19	Physical Diagnosis
9/16/19	Clinical Integration
9/23/19	Family Medicine Clerkship
9/30/19	Family Medicine Clerkship
10/7/19	Family Medicine Clerkship
10/14/19	Family Medicine Clerkship
10/21/19	Family Medicine Clerkship
10/28/19	Family Medicine Clerkship
11/4/19	Family Medicine Clerkship
11/11/19	Family Medicine Clerkship
11/18/19	Family Medicine Clerkship
11/25/19	Family Medicine Clerkship
12/2/19	Family Medicine Clerkship
12/9/19	Family Medicine Clerkship
12/16/19	Family Medicine Clerkship
12/23/19	Family Medicine Clerkship
12/30/19	Family Medicine Clerkship
1/6/20	Family Medicine Clerkship
1/13/20	Family Medicine Clerkship
1/20/20	Family Medicine Clerkship
1/27/20	Family Medicine Clerkship
2/3/20	Family Medicine Clerkship
2/10/20	Family Medicine Clerkship
2/17/20	Family Medicine Clerkship
2/24/20	Family Medicine Clerkship
3/2/20	Family Medicine Clerkship
3/9/20	Family Medicine Clerkship
3/16/20	Family Medicine Clerkship
3/23/20	Family Medicine Clerkship
3/30/20	Family Medicine Clerkship
4/6/20	Family Medicine Clerkship
4/13/20	Family Medicine Clerkship
4/20/20	Family Medicine Clerkship
4/27/20	Family Medicine Clerkship
5/4/20	Family Medicine Clerkship
5/11/20	Family Medicine Clerkship
5/18/20	Family Medicine Clerkship
5/25/20	Family Medicine Clerkship
6/1/20	Family Medicine Clerkship
6/8/20	Family Medicine Clerkship
6/15/20	Family Medicine Clerkship
6/22/20	Family Medicine Clerkship
6/29/20	Family Medicine Clerkship

**M3 Year**  **2020-2021**

7/6/21	M3 Elective 2 weeks	Engineering Innovation	Professional Development	Engineering Rounds
7/13/20				
7/20/20				
7/27/20				
8/3/20				
8/10/20	OB-Gyn 6 weeks	Engineering Innovation	Professional Development	Engineering Rounds
8/17/20				
8/24/20				
8/31/20				
9/7/20	M3 Electives 4 weeks	Engineering Innovation	Professional Development	Engineering Rounds
9/14/20				
9/21/20	Pediatrics 4 weeks	Engineering Innovation	Professional Development	Engineering Rounds
9/28/20				
10/5/20				
10/12/20				
10/19/20				
10/26/20	M3 Electives 6 weeks	Engineering Innovation	Professional Development	Engineering Rounds
11/2/20				
11/9/20				
11/16/20				
11/23/20				
11/30/20				
12/7/20	Neuro 4 weeks	Engineering Innovation	Professional Development	Engineering Rounds
12/14/20				
12/21/20				
12/28/20				
1/4/21	Winter Break			
1/11/21	Anesthesia 2 weeks	Engineering Innovation	Professional Development	Engineering Rounds
1/18/21				
1/25/21				
2/1/21	Psych 4 weeks	Engineering Innovation	Professional Development	Engineering Rounds
2/8/21				
2/15/21				
2/22/21	Break			
3/1/21	USMLE Step 2 Exam			
3/8/21				
3/15/21				
3/22/21				
3/29/21				
4/5/21				
4/12/21				
4/19/21				
4/26/21				
5/3/21				
5/10/21				
5/17/21				
5/24/21				
5/31/21				
6/7/21				
6/14/21				
6/21/21				
6/28/21				

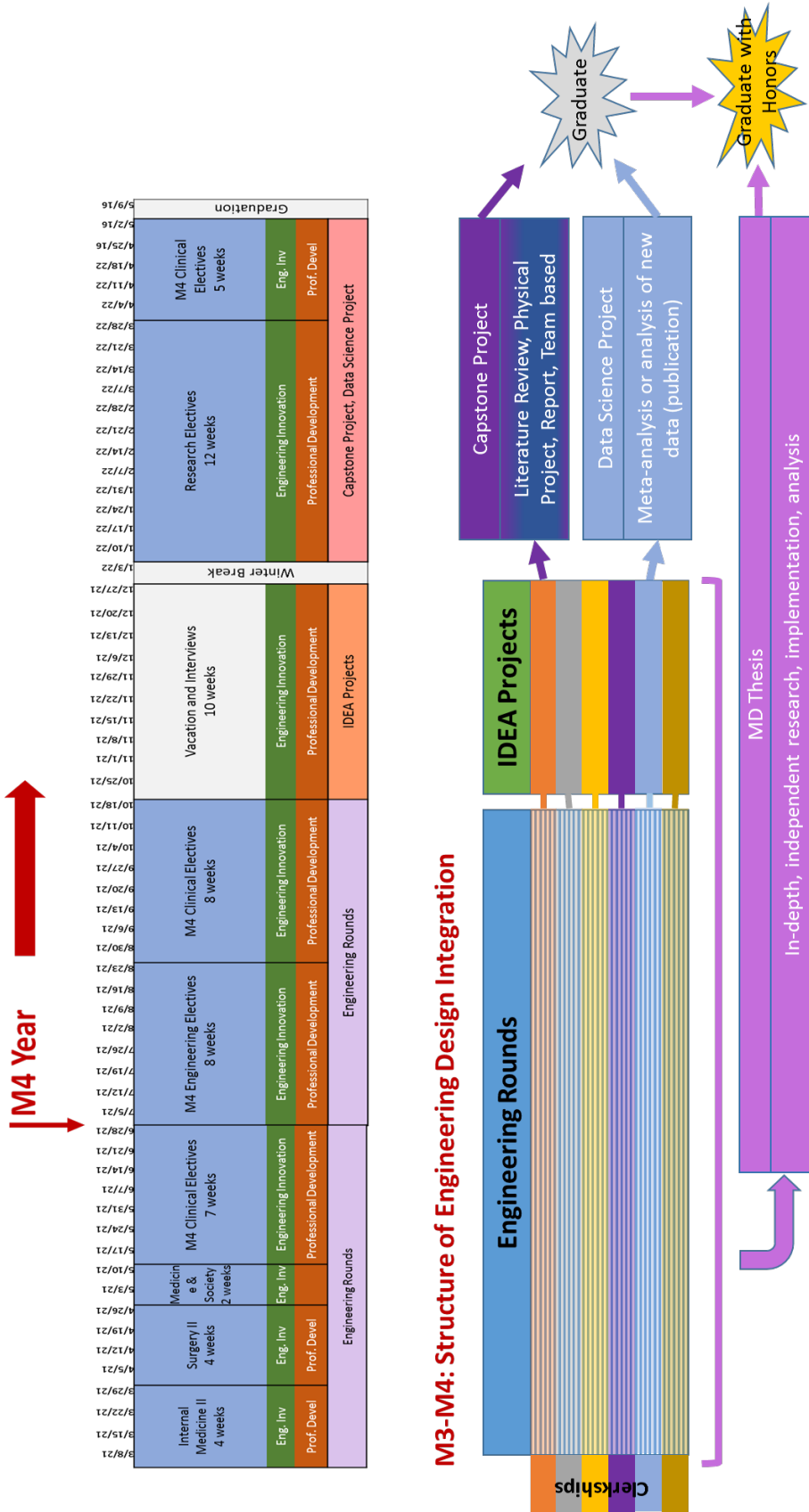
**M4 Year**  **2021-2022**

7/5/21				
7/12/21				
7/19/21				
7/26/21				
8/2/21				
8/9/21				
8/16/21				
8/23/21				
8/30/21				
9/6/21				
9/13/21				
9/20/21				
9/27/21				
10/4/21				
10/11/21				
10/18/21				
10/25/21				
11/1/21				
11/8/21				
11/15/21				
11/22/21				
11/29/21				
12/6/21				
12/13/21				
12/20/21				
12/27/21				
1/3/22	Winter Break			
1/10/22				
1/17/22				
1/24/22				
1/31/22				
2/7/22				
2/14/22				
2/21/22				
2/28/22				
3/7/22				
3/14/22				
3/21/22				
3/28/22				
4/4/22				
4/11/22				
4/18/22				
4/25/16				
5/2/16				
5/9/16				

## M3 - M4: Elective Rotations and Engineering

Rotation	Duration	Notes
Clinical Electives	30 weeks required	Chosen from list of approved electives
Engineering Electives	8 weeks required	Chosen from list of approved electives
Research/Innovation	12 weeks required	Capstone

Projects	Duration	Notes
IDEA project	M3 Core rotation	Applications in clinical setting – required
CAPSTONE	M4 Team Based	Focus during engineering rotations-required
Data Science Project	M4 Individual	Parallel with Capstone
MD Thesis	M2-M4 long term project	Elective Graduation with high honors



The following tables are as required by LCME to describe the MD program. The table below reports the planned number of scheduled weeks of instruction in each academic year/phase of the medical curriculum.

Table 6.8-1 Number of Scheduled Weeks per Year

Year	Number of Scheduled Weeks
Year One	47
Year Two	49
Year Three	50
Year Four	33
<b>Total Weeks of Scheduled Instruction</b>	<b>179</b>

The table below provides the anticipated percent of time that medical students will spend in inpatient and ambulatory settings in each required clinical clerkship.

Table 6.4-1 Percent Total Clerkship Time

Required Clerkship	Anticipated Percent of Total Clerkship Time	
	% Ambulatory	% Inpatient
Family medicine	90-100%	0-10%
Internal medicine	20-30%	70-80%
Ob-Gyn	40%	60%
Pediatrics	65%	35%
Psychiatry	50%	50%
Surgery	30%	70%
Neurology	50%	50%
Anesthesiology	10%	90%
Subinternship (choice of ONE)		
Medicine	10-20%	80-90%
Surgery	10-20%	80-90%

MD students are required to complete a number of specific clinical rotations and a number of additional clinical rotation electives. Required clinical rotations and their duration are listed below:

<b>Family Medicine (delivered longitudinally in M2)</b>	<b>4 weeks</b>
<b>M3 Year</b>	
<b>Proposed Rotation</b>	<b>Number of Weeks</b>
Internal Medicine	10
Surgery	8
OB-GYN	6
Pediatrics (in-patient only)	4
Neurology	4
Anesthesia	2
Psychiatry	4
Required clinical rotations	38
Electives required in M3 year	12
Total scheduled weeks in M3 year	50

Clinical Elective Rotations that are expected to be available to students are provided in the following list.

<b>ELECTIVES</b>	
Elective credit granted for MSP	
Emergency Medicine	
Neurosurgery	
Vascular surgery	
Thoracic surgery	
Otolaryngology	
Ophthalmology	
Anesthesiology	
Urology	
Dermatological surgery	
Dermatology	
Family Medicine	
Sports Medicine	
Cardiology	
Pulmonology	
Nephrology	
Orthopedic Surgery	
Fetal Maternal Medicine	
Oncology	
Breast surgery	
Oncological gynecology	
Pediatric neurology	
Pediatric nephrology	
Infectious diseases	
Pediatric surgery	
Gastroenterology	
Hepatology	
Pathology	
Radiology	
Pediatric cardiology	
Epilepsy	
	Pediatric Psychiatry
	Pediatric Development
	Genetics
	Palliative Medicine
	Geriatrics
	Plastic surgery
	Allergy and Immunology
	Physical medicine/rehabilitation
	Adolescent psychiatry
	Population health
	Colorectal surgery
	Critical Care
	Endocrinology
	Diabetes
	Cardiac electrophysiology
	Hand surgery
	Otology
	Hyperbaric medicine/Wound care
	Neonatology
	Occupational Medicine
	Trauma surgery
	Pain Management
	Pediatric pulmonology
	Preoperative Medicine
	Rheumatology
	Sleep Medicine
	Spine Surgery
	Retinal surgery
	Bariatrics
	Joint replacement Orthopedics
	Community Health Center

The table that follows provides a listing of courses including their corresponding weeks of instruction.

## WEEKS OF INSTRUCTION

The following provides a listing of courses and a brief description of topics to be covered in each course. The “Weeks” column represents the number of weeks over which the course will be delivered. The “Unique” column is a count of distinct weeks adding to the total number of weeks in the curriculum. Thus the Orientation (Jumpstart) is delivered over 1 week and counts as a week for the curriculum. *Population Health* is delivered over 6 weeks but these weeks are not unique – they correspond to the same weeks over which *Fundamental Elements* is being taught.

<u>Course Number</u>	<u>Course Name</u>		<u>Weeks</u>	<u>Unique</u>
	<b>YEAR 1</b>			<b>47</b>
MED XXX	Orientation (Jumpstart)	Life skills for med school: sleep, nutrition, under-standing self, emotional intelligence, New vocabulary, Clinical reasoning, thinking like a doctor and an engineer, resource review, problem solving, design, Future patient care, systems, regulations	1	1
MED XXX	Fundamental Elements		6	6
		Instruction on fundamental elements serving as a baseline for the rest of the curriculum. Topics to be covered include anatomy, cell biology, histology, physiology, integration of engineering science, systems, microbiology, pharmacology, genetics, behavioral science		
MED XXX	Population Health		6	
		Concepts to be covered include concepts of populations, social behavior, chronic disease, health care team, patient safety, statistics, big data, PCMH, palliative care, quality, compensation, mobile health technologies		
MED XXX	Clinical Integration I		45	
		Exposure and instruction on fundamentals of clinical work including office support with basic history, vitals, understanding the team, communicating with patients, observing health care roles and		

<u>Course Number</u>	<u>Course Name</u>		<u>Weeks</u>	<u>Unique</u>
		processes. Complete basic life support. Working with physician mentor in primary care.		
MED XXX	Physical Diagnosis		44	
		Topics include concepts of history and physical assessment, includes H&P, preoperative assessment, routine physicals		
MED XXX	Cardiovascular		6	6
		Topics include ischemic heart Dx, Cardiomyopathy/CHF, Aortic stenosis, Atrial fibrillation, Peripheral vascular disease, Pediatric ASD		
MED XXX	Respiratory		5	5
		Topics include asthma – peds, COPD, Pulmonary Fibrosis, Respiratory failure, Pulmonary vasculitis		
MED XXX	Renal		5	5
		Topics include UTI with pyelonephritis, Urinary obstruction-BPH, Acute renal failure-toxic, Chronic renal failure-DM, Polycystic renal disease-peds		
MED XXX	NeuroMuscular		6	6
		Topics include PMR, Multiple sclerosis, Muscular dystrophy, Peripheral neuropathy-DM, Polymyositis, Carpal Tunnel Syndrome		
MED XXX	Brain		5	5
		Topics include stroke, Seizure, Brain injury, Schizophrenia, depression, Glioblastoma, Depression		
MED XXX	Movement		6	6
		Topics include femoral fracture, Osteogenic imperfecta, Osteoporosis, Back pain, Rheumatoid arthritis, SLE, Cervical fracture		
MED XXX	Digestion		4	4



<u>Course Number</u>	<u>Course Name</u>		<u>Weeks</u>	<u>Unique</u>
		Topics include GERD with stricture/Barretts, Crohn's Disease, Peptic ulcer disease w hemorrhage, Chronic Diarrhea, Pyloric stenosis – peds		
		Hepatitis C		
		Colonic polyposis		
MED XXX	Nutrition & Metabolism		3	3
		Topics include malabsorption syndrome, Vitamin D deficiency, G6PD deficiency, TPN, Obesity		
	<b>YEAR 2</b>		<b>49</b>	<b>49</b>
MED XXX	Endocrinology		4	4
		Topics include Diabetes – Type II, Ketoacidosis, Hypothyroidism, Hyperthyroidism, Adrenal insufficiency, Cushings Syndrome, Diabetes insipidus		
MED XXX	Reproduction		3	3
		Topics include Hypogonadism – male, Erectile dysfunction, Testicular torsion, Infertility, Sexual orientation, BPH		
MED XXX	Women's Health		4	4
		Topics include Dysmenorrhea, Menorrhagia, Polycystic ovarian disease, Cervical Dysplasia, Menopause – vasomotor, Pelvic pain		
MED XXX	Obstetrics		4	4
		Topics include Normal delivery, Breach, Multiple gestation, Medical illness of pregnancy – Diabetes, Placenta previa		
MED XXX	Hematology/Oncology		4	4
		Topics include Lung cancer, Colon cancer, Breast Cancer, Renal cancer, Prostate cancer, Pancreatic cancer, Iron Deficiency Anemia, Sickle Cell Anemia, Lymphoma- Non-Hodgkin, Acute myelocytic leukemia, Chronic Lymphocytic		

<u>Course Number</u>	<u>Course Name</u>		<u>Weeks</u>	<u>Unique</u>
		leukemia, Idiopathic Thrombocytopenia		
MED XXX	Infection/Immunity		4	4
		Topics include Pneumonia, Sepsis UTI – Pyelonephritis, Cellulitis, HIV Anaphylaxis, Allergic dermatitis, Myocarditis Encephalitis		
MED XXX	Step 1 Review		4	4
		Review for Step 1 Board Exams		
	Step 1 Exam and rest		1	1
MED XXX	Time of Discovery		3	3
		Topics include Design, innovation, problem solving, entrepreneurship, IP, Capstone Projects, Team leadership		
MED XXX	Core Rotations M3		18	18
		Core rotations include required clerkships and are distributed over 2 <sup>nd</sup> and 3 <sup>rd</sup> years. These include		
	<b>YEAR 3</b>		<b>50</b>	<b>50</b>
MED XXX	Core Rotations M3		20	20
		Core M3 rotations include required clerkships.		
	Step 2 Exam and rest		1	1
MED XXX	M3 Elective Rotations		12	12
		M3 rotations will include clinical electives (16 weeks)		
MED XXX	M4 Rotations		17	17
		M4 rotations will include clinical electives (13 weeks) and required 4 weeks of Internal Medicine II or Surgery II.		
	<b>YEAR 4</b>		<b>33</b>	<b>33</b>
MED XXX	M4 Rotations		33	33
		M4 rotations will include Engineering rotations (8 weeks), Research/Innovation (MD Thesis or capstone, 12 weeks), Clinical electives (13 weeks).		
	<b>TOTAL</b>			<b>179</b>

## **Appendix B: Student Numbers and Faculty FTE**

The number of students planned for each of the first two (2) years is based on creation of four small teams of eight students for case-based learning. This is ramped up to 40 students (five teams of eight students) for each of the following two cohorts, and then increased to a steady state of sixty-four students (eight teams of eight students) for each subsequent cohort.

The resulting faculty FTE required to deliver the curriculum was then estimated based on the method of delivery for various components of the curriculum. Estimates of faculty FTE and student to faculty FTE ratio are provided on the next page. These estimates do not include time to be contributed by volunteer clinical faculty. The latter are expected to easily include more than 100 individuals.

# FTE Planning

	2018	2019	2020	2021	2022
Yr 1	32 students	32 students	40 students	40 students	64 students
Yr 2	32 students	32 students	32 students	40 students	40 students
Yr 3			32 students	32 students	40 students
Yr 4				32 students	32 students
<b>Total students</b>	<b>32</b>	<b>64</b>	<b>104</b>	<b>144</b>	<b>176</b>
	<ul style="list-style-type: none"> <li>Yr. 1: 32 students</li> <li>4 FTE Facilitators</li> <li>2 FTE Sci/Engr Faculty</li> <li>2 FTE Clinical Faculty</li> <li>1 technical Lab staff</li> </ul>	<ul style="list-style-type: none"> <li>Yr. 1: 32 students</li> <li>4 FTE Facilitators</li> <li>2 FTE Sci/Engr Faculty</li> <li>2 FTE Clinical Faculty</li> <li>1 technical Lab staff</li> </ul>	<ul style="list-style-type: none"> <li>Yr. 1: 40 students</li> <li>5 FTE Facilitators</li> <li>2 FTE Sci/Engr Faculty</li> <li>2 FTE Clinical Faculty</li> <li>1 technical Lab staff</li> </ul>	<ul style="list-style-type: none"> <li>Yr. 1: 40 students</li> <li>5 FTE Facilitators</li> <li>2 FTE Sci/Engr Faculty</li> <li>2 FTE Clinical Faculty</li> <li>1 technical Lab staff</li> </ul>	<ul style="list-style-type: none"> <li>Yr. 1: 64 students</li> <li>8 FTE Facilitators</li> <li>4 FTE Sci/Engr Faculty</li> <li>4 FTE Clinical Faculty</li> <li>2 technical Lab staff</li> </ul>
	<ul style="list-style-type: none"> <li>Yr. 2: 32 students</li> <li>1 FTE Facilitators</li> <li>3 FTE Sci/Engr Faculty</li> <li>1.5 FTE Clinical Faculty</li> <li>0.5 technical lab staff</li> </ul>	<ul style="list-style-type: none"> <li>Yr. 2: 32 students</li> <li>1 FTE Facilitators</li> <li>3 FTE Sci/Engr Faculty</li> <li>1.5 FTE Clinical Faculty</li> <li>0.5 technical lab staff</li> </ul>	<ul style="list-style-type: none"> <li>Yr. 2: 32 students</li> <li>1 FTE Facilitators</li> <li>3 FTE Sci/Engr Faculty</li> <li>1.5 FTE Clinical Faculty</li> <li>0.5 technical lab staff</li> </ul>	<ul style="list-style-type: none"> <li>Yr. 2: 40 students</li> <li>1 FTE Facilitators</li> <li>3 FTE Sci/Engr Faculty</li> <li>1.5 FTE Clinical Faculty</li> <li>0.5 technical lab staff</li> </ul>	<ul style="list-style-type: none"> <li>Yr. 2: 40 students</li> <li>1 FTE Facilitators</li> <li>3 FTE Sci/Engr Faculty</li> <li>1.5 FTE Clinical Faculty</li> <li>0.5 technical lab staff</li> </ul>
			<ul style="list-style-type: none"> <li>Yr. 3: 32 students</li> <li>2 FTE Sci/Engr Faculty</li> <li>0.6 FTE Clinical Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Yr. 3: 32 students</li> <li>2 FTE Sci/Engr Faculty</li> <li>0.6 FTE Clinical Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Yr. 3: 40 students</li> <li>2 FTE Sci/Engr Faculty</li> <li>0.6 FTE Clinical Faculty</li> </ul>
			<ul style="list-style-type: none"> <li>Yr. 4: 32 students</li> <li>4 FTE Sci/Engr Faculty</li> <li>0.2 FTE Clinical Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Yr. 4: 32 students</li> <li>4 FTE Sci/Engr Faculty</li> <li>0.2 FTE Clinical Faculty</li> </ul>	<ul style="list-style-type: none"> <li>Yr. 4: 32 students</li> <li>4 FTE Sci/Engr Faculty</li> <li>0.2 FTE Clinical Faculty</li> </ul>
<b>Total Faculty</b>	<ul style="list-style-type: none"> <li>4 FTE Facilitators</li> <li>2 FTE Sci/Engr Faculty</li> <li>2 FTE Clinical Faculty</li> <li>1 technical lab staff</li> </ul>	<ul style="list-style-type: none"> <li>5 FTE Facilitators</li> <li>5 FTE Sci/Engr Faculty</li> <li>3.5 FTE Clinical Faculty</li> <li>1.5 technical lab staff</li> </ul>	<ul style="list-style-type: none"> <li>6 FTE Facilitators</li> <li>7 FTE Sci/Engr Faculty</li> <li>4.1 FTE Clinical Faculty</li> <li>1.5 technical lab staff</li> </ul>	<ul style="list-style-type: none"> <li>6 FTE Facilitators</li> <li>11 FTE Sci/Engr Faculty</li> <li>4.3 FTE Clinical Faculty</li> <li>1.5 technical Lab staff</li> </ul>	<ul style="list-style-type: none"> <li>9 FTE Facilitators</li> <li>13 FTE Sci/Engr Faculty</li> <li>6.3 FTE Clinical Faculty</li> <li>2.5 technical Lab staff</li> </ul>
<b>Total Faculty FTE</b>	8 Faculty FTE	13.5 Faculty FTE	17.1 Faculty FTE	21.3 Faculty FTE	28.3 Faculty FTE
<b>Student/Faculty FTE Ratio</b>	4:1	4.7:1	6.1:1	6.8:1	6.2:1

## **Appendix C: Academic Catalog Programs of Study Entry**

Medicine (Professional Program: MD)

### **Mailing Address:**

Carle Illinois College of Medicine  
Admissions  
190 Medical Sciences Building (MC-714)  
506 South Mathews  
Urbana, IL 61801

### **Contact Information:**

Campus Location: 190 MSB  
(217) xxx-yyyy  
email: [admissions@medicine.illinois.edu](mailto:admissions@medicine.illinois.edu)  
website: [www.medicine.illinois.edu](http://www.medicine.illinois.edu)

### **Administration:**

Dean: [dean@medicine.illinois.edu](mailto:dean@medicine.illinois.edu)  
Associate Dean for Student Affairs: [studentaffairs@medicine.illinois.edu](mailto:studentaffairs@medicine.illinois.edu)

The University of Illinois at Urbana-Champaign MD program is conducted on the Urbana Campus in the Carle Illinois College of Medicine. The college offers a professional, four-year MD degree program that integrates engineering concepts with the traditional pillars of medicine, namely the basic health sciences and clinical training, and prepares students for postgraduate medical education programs. This curriculum produces students who are trained and equipped to incorporate analytical and quantitative techniques, modeling and computation, innovation, and human systems approaches to advancing and delivering high quality healthcare. The curriculum emphasizes professional, compassionate, and ethical care and the utilization of team-based approaches to transform healthcare delivery and improve healthcare outcomes through the continuum of care: preventive medicine through acute care. In addition to required courses, elective rotations provide opportunities for students to explore specialized areas of interest. Students have the option to complete a research thesis that may lead to the award of an MD degree with High Honors.

The educational program spans four (4) years. Students are exposed to extensive clinical training, professional development and scientific and engineering education through a case-driven active learning curriculum.

The college selects applicants with the best combination of academic and extracurricular achievement, maturity, integrity, and motivation. Selection of students is based on an assessment of all available data and an evaluation of skills and aptitude. The quality of work in all subject areas is considered, with an emphasis on quantitative methods, breadth of education, and experiences that demonstrate initiative, creativity and interest in compassionate patient care.

For more information about the University of Illinois at Urbana-Champaign MD program, please consult the following websites:

Admissions: <http://www.medicine.illinois.edu/admissions>

Financial Aid: <http://www.medicine.illinois.edu/finaid>

MD Program: [http://www.medicine.illinois.edu/prospective\\_students/](http://www.medicine.illinois.edu/prospective_students/)

## **Appendix D: Letters of Support**

- Dean of University Library
- Dean of College of Engineering
- Dean of Liberal Arts and Sciences
- Dr. Li

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

University Library

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



August 22, 2016

Edward Feser  
Interim Vice Chancellor for Academic Affairs and Provost  
217 Swanlund Administration Building  
601 E. John Street  
MC 304

Dear Ed:

I have received substantial briefs on plans for the Carle Illinois College of Medicine during the past year. In fact, I have been pleased to see the University Library be invited to participate in the planning process around the emerging College of Medicine. Our participation has resulted in a greater confidence that the resources budgeted in the planning process for library support for the College will be sufficient. These needs include:

- \$90,000 Medical Librarian salary (projected start in Spring 2018)
- \$40,000 Support personnel (projected to start in summer 2018)
- \$500,000 One-time for acquisitions (for FY19)
- \$500,000 Recurring annually for acquisitions (starting in FY19)


The availability of these resources will ensure that necessary library materials and support services are available by the time the inaugural class begins its activities. Given the figures provided in the initial estimates and sufficient support in corresponding programs, the University Library can establish a comprehensive set of research library services for the College; they will also provide the foundation necessary for us to cooperatively assess the ongoing needs of what is envisioned as being a unique and leading medical college in the coming years.

The plans to support the library needs of the College are creative and well suited to a modern college of medicine. They build on our current outstanding University Library collections and services as well as on the resources for which the College has budgeted.

We are confident that we will be able to create first-class research library services for the College. Those services will also provide the foundation necessary for the University to assess the ongoing needs of what will surely be a unique and leading medical college.

As I indicated at the time consideration was being given for the creation of a new college of medicine on the Urbana campus, if additional services or materials are required as the program develops, I will be happy to work with the College's leadership and campus administration to plan around those requirements.

Sincerely,



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

c: Normand Paquin  
Thomas Teper



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



August 22, 2016

Senate Educational Policy Committee

Dear Chair Francis and Members of the Committee:

I am writing in support of the proposed Doctor of Medicine (MD) curriculum in the Carle-Illinois College of Medicine. The College of Engineering is a committed partner to the new College, and we look forward to its innovative curriculum to significantly advance the use of technology and data science in the practice of healthcare, and to grow and diversify biomedicine, bioengineering, bioinformatics, and health and wellness research and teaching opportunities across the College of Engineering and in collaboration with other Colleges across the Campus.

The fusion of engineering with medicine will transform the delivery of healthcare and improve healthcare outcomes for the people of Illinois, the nation and the world. The University of Illinois is uniquely positioned to lead this transformation. The proposed MD degree curriculum is as transformative as one could have hoped for in the manner that it truly infuses engineering concepts, approaches and technologies in a synergistic manner with the basic and health sciences and clinical training throughout the four years of the program. As such, the College of Engineering is enthusiastic about working with the College of Medicine to address the resource needs of the faculty within the College of Engineering who will participate in the delivery of the curriculum. Engineering faculty members are excited to participate in and co-supervise the proposed 'engineering rounds' as part of clinical rotations, mentor the MED-IDEA projects with medical students, and assist in the development and delivery of an innovative, case-based, active-learning curriculum in the first two years. We are delighted that the future home of the Department of Bioengineering, Everitt Laboratory will host the College of Medicine's Jump Simulation Laboratory and thus act as an important portal, both in the short and longer term, between the two colleges, through which ideas and innovation can emerge and blossom.

Some of the very best student candidates will come to the Carle-Illinois College of Medicine. They will become the partners our engineering students and students from other colleges will want to work with to initiate new interdisciplinary biomedical advances for better health outcomes. These future students must have access to the excellent research facilities and interdisciplinary research institutes across our Campus. As such, in addition to offering space, as needed, in Everitt Laboratory for the delivery of the

MD degree curriculum for the first two years of the new College until renovations in the anticipated future home of the College of Medicine, namely the Medical Sciences Building, are completed, we are excited at the prospect of an active presence of medical students and faculty in our research facilities in the decades ahead.

Through this active presence and engagement, more avenues of collaboration and the pursuit of mutually beneficial opportunities will arise. We will be eager to continue to coordinate with the Carle-Illinois College of Medicine on a range issues, including courses and instructional needs, joint faculty appointments, and space for interdisciplinary research.

Sincerely,

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

Andreas C. Cangellaris  
Dean and M.E. Van Valkenburg Professor  
in Electrical and Computer Engineering

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

Office of the Dean  
College of Liberal Arts and Sciences  
2090 Lincoln Hall  
702 S. Wright Street  
Urbana, IL 61801-3631



Tuesday, August 23, 2016

Senate Educational Policy Committee

Dear Chair Francis and Members of the Committee:

I am writing in support of the proposal to establish a Doctor of Medicine (MD) in the Carle Illinois College of Medicine. The College of Liberal Arts and Science continues to support the College of Medicine and the opportunities the College and new curriculum will provide to advance the research and teaching of biomedical research in LAS and in other areas of campus.

LAS is committed to working with the College of Medicine to address the resource needs of the faculty within LAS who will participate in the delivery of the curriculum. We are willing and eager to continue to coordinate with the College of Medicine on a range issues that include but are not limited to course and instructional needs, space for research laboratories and other LAS resources that may be required.

Sincerely,



Brian H. Ross  
Executive Associate Dean  
College of Liberal Arts and Sciences

UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN

Office of the Dean  
Graduate College



204 Coble Hall, MC-322  
801 S Wright St  
Champaign, IL 61820  
217 333-6715 office  
e-mail: wojtek@illinois.edu  
www.grad.illinois.edu

To: Faculty Senate Educational Policy Committee

From: Wojtek Chodzko-Zajko, PhD  
Dean, Graduate College  
Shahid and Ann Carlson Khan Professor

Date: 8/24/16

Re: Proposal to Establish a Doctor of Medicine Professional Degree Program (MD) in the Carle Illinois College of Medicine

A handwritten signature in black ink, appearing to be 'Wojtek', written over a horizontal line that extends to the right.

Colleagues;

The Graduate College has been pleased to participate in the process for developing a proposal to establish a doctor of medicine professional degree in the Carle Illinois College of Medicine. Due to the fact that a Dean has yet to be named for the new College of Medicine and a College of Medicine Educational Policy Committee has yet to be formulated, the Graduate College was pleased to be able to assist with the review and preparation of the proposal.

We have worked hard to ensure that the proposal for the MD degree is as consistent with graduate college and campus guidelines as possible, while recognizing that the special nature of the degree and its educational programs may require a slightly different approach than is typical for graduate programs on our campus.

Initially, the highest priority is the establishment of the MD degree. However, we understand that eventually, dual degree options such as the MD/PhD or MD/MS degrees are likely to be developed. The staff of the Graduate College is excited to assist with the development of such opportunities.

Please feel free to call on us if there are any questions about the current proposal, or if we can assist in any other way.

September 5, 2016

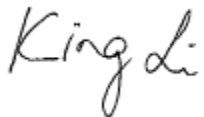
University of Illinois at Urbana-Champaign  
Bettina Francis, Chair  
Senate Educational Policy Committee  
Office of the Senate  
228 English Building, MC-461  
608 South Wright Street  
Urbana, IL 61801

Dear Professor Francis and Members of the Committee:

I write to express my enthusiastic support for the proposed Doctor of Medicine (MD) curriculum in the Carle Illinois College of Medicine. Having reviewed the curricular proposal, I am supportive of its content and structure. I appreciate the work the Carle Illinois College of Medicine Curriculum Committee has put into this highly innovative curriculum, and I believe the proposed MD curriculum you have before you does an excellent job of incorporating engineering, informatics and innovation with the traditional medical education elements of health sciences and clinical training.

I look forward to the opportunity to lead this college and coordinate with the existing campus academic units and faculty, Carle Health Systems and the physicians there, and with the many key stakeholders and contributors to this endeavor from across the state. Thank you for your time and consideration in reviewing the MD curriculum proposal.

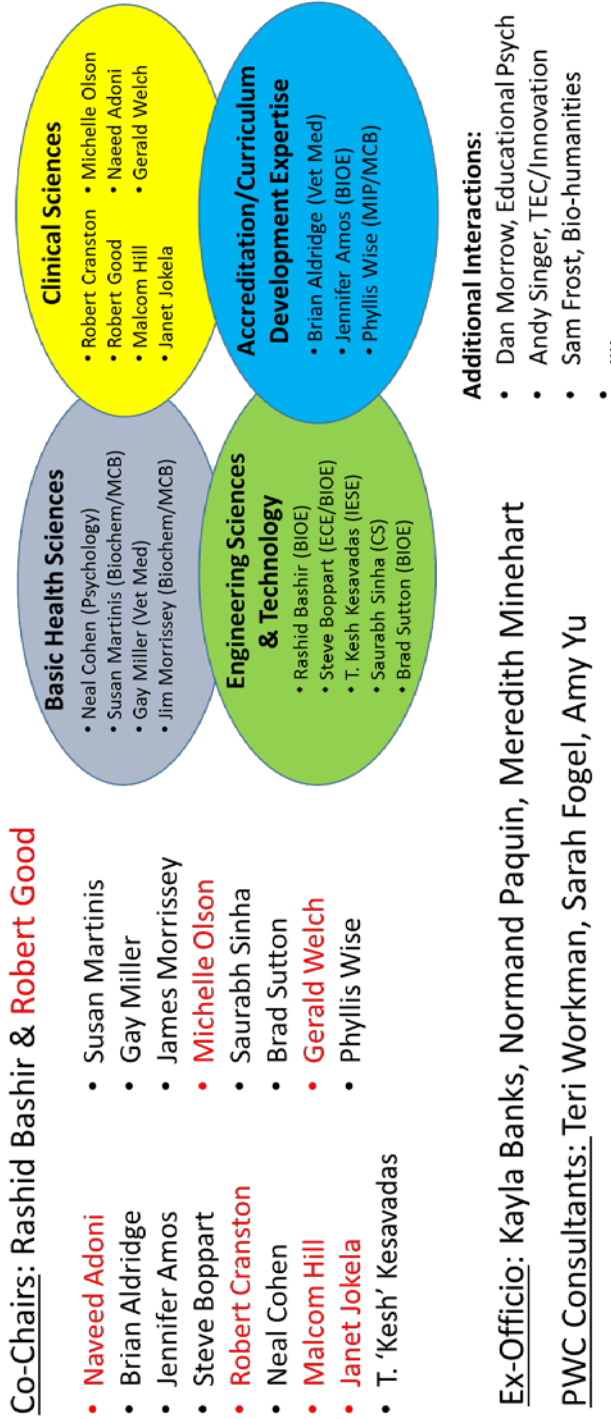
Sincerely yours,



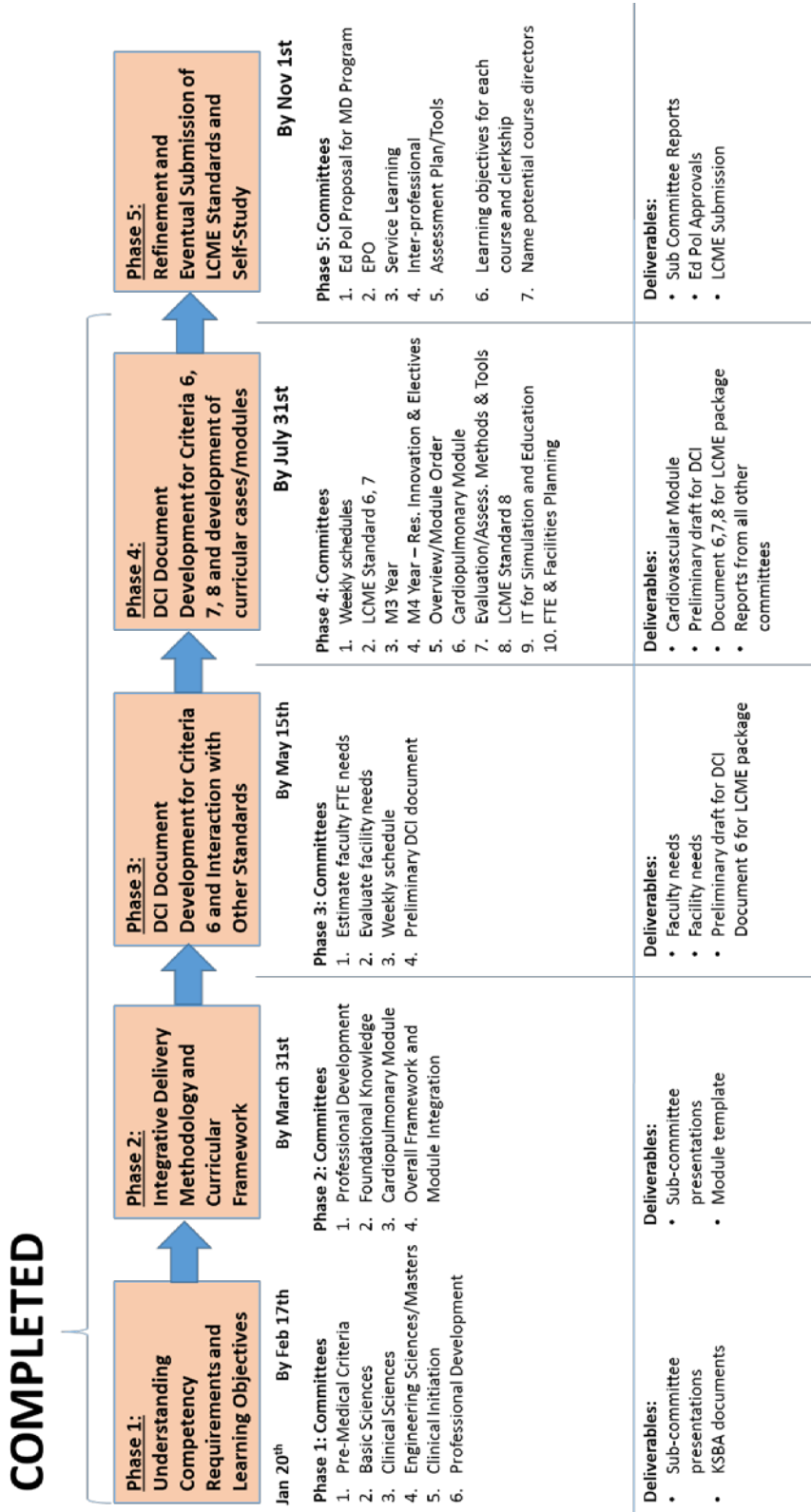
King C. Li, M.D., M.B.A.

## Appendix E: Program Development

### E1: Members of the curriculum committee



## E2. Process Overview – Phases of Development



### **E3. Peer Analysis**

#### Site Visits

- Vanderbilt University
- University of California at San Francisco

#### Multiple phone consultations

- Cleveland Clinic and Lerner College
- Heritage College
- University of Texas at Austin
- Harvard Medical School
- Southern Illinois University
- Mayo Clinic College of Medicine
- University of South Carolina



## E4. Committees for Phase 4

<b>Cardiopulmonary Module</b>	
Adoni, Naveed	Hill, Malcolm
Aldridge, Brian - Chair	Kesavadas, Kesh
Amos, Jenny	Miller, Gay
Cranston, Bob	Morrissey, Jim
Els, Willem (Callie) *	Sinha, Saurabh
Good, Robert	Sutton, Brad

<b>M4 Year - Research Innovation and Electives</b>	
Boppart, Steve - Chair	Jokela, Janet
Kesavadas, Kesh	Sinha, Saurabh
Sutton, Brad	Welch, Gerald
Singer, Andy *	Taylor, Jed *

<b>M3 Year</b>	
Amos, Jenny	Good, Robert
Jokela, Janet – Chair	Welch, Gerald
Wise, Phyllis	

<b>Weekly schedules - year 1/half of year 2</b>	
Aldridge, Brian	Cohen, Neal
Hill, Malcolm	Kesavadas, Kesh
Sinha, Saurabh	Sutton, Brad - Chair

<b>IT for Simulation and Education</b>	
Kesavadas, T. Kesh (Chair)	Saurabh Sinha
Cohen, Neal	Towns, John *
Henderson, Mark *	Polk, et al *
Olsen, Michelle	Vozenilek, John *

<b>FTE needs and Facilities Planning</b>	
Bashir, Rashid	Good, Robert
Miller, Gay	Paquin, Normand
Wise, Phyllis	

<b>LCME Standard 8</b>	
Minehart, Meredith	Amos, Jenny (Chair)
Cranston, Bob	Jokela, Janet
Martinis, Susan	Miller, Gay
Miller, Gay	

<b>Evaluation/Assessment Methods/Tools (&amp; IT needs)</b>	
Aldridge, Brian (co-chair)	Martinis, Susan
Amos, Jenny (co-chair)	Miller, Gay
Bashir, Rashid	Sutton, Brad
Boppart, Steve	Bashir, Rashid
Cohen, Neal	Welch, Gerry
Cranston, Bob	

<b>Module Order</b>	
Cohen, Neal	Good, Robert (Chair)
Jokela, Janet	Morrissey, Jim
Olsen, Michelle	Wise, Phyllis

<b>LCME Standard 6, 7</b>	
Minehart, Meredith	Amos, Jenny (Chair)
Cranston, Bob	Jokela, Janet
Morrissey, Jim	Welch, Gerry

## Appendix F: Weekly Schedule Example: Year 1 during a Cardiovascular Case

# Year 1 During CV Case

		Clinical	Engineering	Professionalism	Integrated			
<b>Weekly Activities</b> (26 hrs didactic, 14 hrs self-directed)								
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY			
0800-10.00	BiCEP Learning Community I	TBL cardiac cycle	BiCEP Learning Community II	TBL - lipid metabolism	BiCEP Learning Community III			
1000-1100	Discovery Learning (DL)	Guided Discovery Sim Lab #1 (EKG)	Discovery Learning (DL)	Sim Lab #1 Pressure/flow/compliance simulation)	Data/epidemiol/Pop Med - atherosclerosis			
1100-1200	History taking		Professionalism (RC) Wellness/lifestyle	Basic science of therapeutics (lipid lowering/ anticoagulants)	Week 1 Assessment			
1200-1300								
1300-1400	<b>Group rotations - 2 hrs each activity b/w T/R:</b> <ul style="list-style-type: none"> <li>IDLL- cardiac anatomy, myocard/vasc histology)</li> <li>PCMTC Lab - Phys Exam cardiac, EKG</li> <li>Discovery Learning (in clinic)</li> <li>Discovery Learning (other)</li> </ul>		<b>Group rotations - 2 hrs each activity b/w T/R:</b> <ul style="list-style-type: none"> <li>IDLL- cardiac anatomy, myocard/vasc histology)</li> <li>PCMTC Lab - Phys Exam cardiac, EKG</li> <li>Discovery Learning (in clinic)</li> <li>Discovery Learning (other)</li> </ul>			<b>Grand Rounds</b>		
1400-1500						Discovery Learning (DL)	Discovery Learning (DL)	Discovery Learning (DL)
1500-1600						Guided discovery: EKG simulator	Discovery Learning (DL)	Discovery Learning (DL)
1600-1700							Discovery Learning (DL)	Discovery Learning (DL)
<b>Note #1:</b> patient-centered narrative runs through all learning activities in the week		<b>Note #2:</b> Access to topic experts available via online office hours		<b>Note #3:</b> Student groups rotate between lab activities and clinic T/R afternoons				
BiCEP = Biology, Clinical, Engineering, Professionalism								

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

**CC.17.03** Nominations for Membership on Standing Committees of the Senate and Senate Representatives to Other Bodies

**Academic Freedom and Tenure**

To fill 2 student vacancies unfilled during the spring 2016 elections.

Natalie Hein-Ferris	ACES	Term Expires 2017
Nima Rasekh	GRAD	Term Expires 2017

**Admissions**

To fill 3 faculty vacancies unfilled during the spring 2016 elections.

Carol Emmerling-Dinovo	FAA	Term Expires 2017
Patrick Keenan	LAW	Term Expires 2018
Kari Foss	VMED	Term Expires 2018

To fill 3 student vacancies unfilled during the spring 2016 elections.

Kelsie Travers	LAS	Term Expires 2017
Lauren Hagler	GRAD	Term Expires 2017
Caitlyn Schneeman	SSW	Term Expires 2017

**Budget**

To fill 1 faculty vacancy created by the resignation of Stephanie Davidson (LIBR).

Peter Kuchinke	EDUC	Term Expires 2017
----------------	------	-------------------

**Conference on Conduct Governance**

To fill 5 student vacancies unfilled during the spring 2016 elections

Jon Stricker	GRAD	Term Expires 2018
Annabelle Emuze	LAS	Term Expires 2017
Jordan Evans-Kaplan	ENGR	Term Expires 2017
Sebastian Sulewski	DGS	Term Expires 2018
Tamarrian Johnson	ACES	Term Expires 2018

**Educational Policy**

To fill 1 faculty vacancy created by the resignation of Laurie Johnson (LAS).

Christopher Dunbar	EDUC	Term Expires 2017
--------------------	------	-------------------

To fill 2 student vacancies created by the resignation of Shawn Gordon (GRAD) and one unfilled during the spring 2016 elections.

Angel Velez	GRAD	Term Expires 2017
Patricia Rodriquez	LAS	Term Expires 2017

**Elections and Credentials**

To re-establish the committee.

To fill 3 faculty vacancies.

George Friedman	ENGR	Term Expires 2018
Kelli Trei	LIBR	Term Expires 2018
Bettina Francis	LAS	Term Expires 2017

To fill 2 student vacancies.

Logan Cailteux	BUS	Term Expires 2017
Jessica Mendoza	DGS	Term Expires 2017

**Faculty and Academic Staff Benefits**

To fill 2 faculty vacancies unfilled during the spring 2016 elections.

Joseph Martocchio	LER	Term Expires 2018
George Francis	LAS	Term Expires 2018

**Honorary Degrees**

To fill 2 student vacancies unfilled during the spring 2016 elections.

Nick McCormick	DGS	Term Expires 2017
Chelsea Iennarella	GRAD	Term Expires 2017

**Information Technology**

To fill 1 faculty vacancies created by the resignation of William Gropp (ENGR).

Carl Gunter	ENGR	Term Expires 2018
-------------	------	-------------------

To fill 1 student vacancy unfilled during the spring 2016 elections.

Fangjian Flora Xiao	ENGR	Term Expires 2017
---------------------	------	-------------------

**Library**

To fill 4 student vacancies unfilled during the spring 2016 elections.

Douglas Heintz	GRAD	Term Expires 2017
Sang Yoon Josh Lee	GRAD	Term Expires 2017
Xiaoqi Jing	LAS	Term Expires 2017
Courtney Williams	AHS	Term Expires 2017

**Public Engagement and Institutional Advancement**

To fill 1 student vacancy unfilled during the spring 2016 elections.

Cameron Letterly	GRAD	Term Expires 2017
------------------	------	-------------------

**Student Discipline**

To fill 1 faculty vacancies created by the resignation of Kelly Ritter (LAS).

Kirk Sanders	LAS	Term Expires 2017
--------------	-----	-------------------

To fill 2 student vacancies unfilled during the spring 2016 elections.

Peter Schmidt	ENGR	Term Expires 2017
Lincy Pompilus	SSW	Term Expires 2017

**University Statutes and Senate Procedures**

To fill 1 faculty vacancy to replace Mark Roszkowski (BUS).

Nikita Borisov	ENGR	Term Expires 2017
----------------	------	-------------------

To fill 1 student vacancy created by the resignation of Shawn Gordon (GRAD).

Mary Sheehan	BUS	Term Expires 2017
--------------	-----	-------------------

**University Student Life**

To fill the Chair position unfilled during the spring 2016 elections.

Damarys Canache		Fall semester 2016
Mark Dressman		Spring semester 2017

To fill 3 student vacancies unfilled during the spring 2016 elections.

Samdisha Punjani	LAS	Term Expires 2017
Caitlin Miller	AHS	Term Expires 2017
Naayaab Nagree	LAS	Term Expires 2017

**REPRESENTATIVES TO GOVERNING AND ADVISORY BODIES**

**General Education Board**

To fill 3 student vacancies.

Casey Walker	BUS	Term Expires 2018
James Swigart	GRAD	Term Expires 2018
Meagan Schaffer	DGS	Term Expires 2017

**Military Education Council**

To fill 2 faculty vacancies unfilled during the spring 2016 elections and 1 faculty vacancies created by the resignation of Timothy Garrow (ACES).

Christopher Higgins	EDUC	Term Expires 2017
Lynne Rudasill	LIBR	Term Expires 2018
Matthias Perdekamp	ENGR	Term Expires 2018

To fill 2 student vacancies unfilled during the spring 2016 elections.

Delmar Rhodes	GRAD	Term Expires 2017
Omar Hakeem Haney	LAS	Term Expires 2017

**COMMITTEE ON COMMITTEES**

Lisa Monda-Amaya, Chair  
 Tim Flanagin  
 George Gross  
 David Hanley  
 Tommy Justison  
 Nancy O'Brien  
 Annalisa Roncone  
 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**  
Committee on Committees  
(Final;Action)

CC.17.04 Nominations to the Joint Committee on Socially Responsible Licensing and Investment

**BACKGROUND**

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.

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.

The student members shall serve renewable terms of one year.

**NOMINATIONS**

Committee on Committees recommends approval of the following slate of nominees to fill three student vacancies with at least one undergraduate student and one graduate or professional student. If no additional nominations are made, the six nominees below will be forwarded to the Chancellor for selection of three students to serve; including at least one undergraduate student and at least one graduate or professional student.

Chen Song	LAS	David Kennedy	ACES
David J.T. Claverie	GRAD	Courtney Krafczyk	GRAD
Sebastian Sulewski	DGS	Laith Abad	ENGR

**COMMITTEE ON COMMITTEES**

- Lisa Monda-Amaya, Chair
- Tim Flagin
- George Gross
- David Hanley
- Tommy Justison
- Nancy O’Brien
- Annalisa Roncone
- 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**  
Committee on Committees  
(Final; Action)

CC.17.05 Nominations for Student Membership to the Athletic Board

**BACKGROUND**

The Athletic Board consists of two students appointed by the Chancellor from a slate of four candidates from the Illinois student government.

The nominations by the Senate and all appointments by the Chancellor shall be made with due regard for representation of those interested and knowledgeable in men's athletics, women's athletics, and minority participation in the intercollegiate athletic program, and knowledgeable of the University's educational and academic objectives, as well as those knowledgeable in business and financial management.

The Committee on Committees recommends approval of the following slate of nominees.  
(Submitted interest statements from nominees are attached.)

**NOMINATIONS**

The following students are nominated to fill two student vacancies unfilled during the spring 2016 elections for a one year term expiring in 2017. If no additional nominations are made, the four nominees below will be forwarded to the Chancellor for selection of two students to serve.

Oluseun Kayode Arowolaju	GRAD
Theopolies Moton III	GRAD
Yassir Siddiqi	GRAD
Alex Villanueva	LAS

**COMMITTEE ON COMMITTEES**

Lisa Monda-Amaya, Chair  
Tim Flanagan  
George Gross  
David Hanley  
Tommy Justison  
Nancy O'Brien  
Annalisa Roncone  
Jenny Roether, *ex officio*

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

**STUDENT NOMINEE BIOGRAPHICAL SKETCHES****Oluseun “Sean” Kayode Arowolaju (GRAD)**

As an immigrant from Nigeria, sports were the only association Oluseun had with institutions of higher education. Using sports to fuel his academic interests, he embarked on a journey that would turn I-57 into an Orange and Blue Bridge, leading him from Chicago to Champaign. A bridge built by Illinois Athletics. A bridge that has been used as a medium to serve people of all walks. Oluseun received his B.S. Sport Management in August 2016 and will receive his M.S. Technology Management in August 2017. He has exercised student leadership by serving on the Black Greek Council and SORF Board, as well as Homecoming Court. He’s been involved in Illinois Athletics as a Varsity Football player, a Technology Services Consultant, and a member of the Diversity and Inclusion Committee. With this valuable experience, he hopes to assist Illinois Athletics in their mission to, “provide a culture which fosters the development of our student-athletes for excellence academically, competitively and socially”. In this collaborative effort to support our students, athletes and employees, #WeWillWin.

**Theopolies “Theo” Moton III (GRAD)**

Theo is a doctoral student in the Education Policy, Organization and Leadership program with a concentration in History of Education. Theopolies received his B.A. in History and a M.A. in History from Southern University Baton Rouge. Prior to coming to the U of I, he worked as an educator and administrator in the Baton Rouge school system while serving as an adjunct professor of History. His research interest includes history of African American higher education, higher Education Law, desegregation and access.

**Yasir Aftab Siddiqi (GRAD)**

Yasir is a graduate student in the College of Business. He completed his undergraduate degrees in Agricultural Economics and Political Science this past May. As an avid supporter of Illinois Athletics, he served as student manager for the women’s soccer team for two years supporting student athletes in their endeavors on and off the field. In addition to his engagement in athletics, he is an active member of Illinois Business Consulting, a student run consultancy group out of the College of Business. After graduation, Yasir plans to build a career in the financial services industry while maintaining strong relations with the University of Illinois and the athletics department. As student manager with the women’s soccer program, Yasir has seen firsthand the work and dedication that our student athletes bring every day. He has also developed a strong appreciation for the coaches, administrators, service workers and students who work tirelessly to support these athletes.

**Alex Villanueva (LAS)**

Alex is a Senior studying History and Political Science from Plattsburgh, NY. Alex serves as the ISS Vice-President External, and Student Body Vice President. He is a Senator representing LAS-B. He is involved in many organizations across campus. He has held season football tickets since first coming to Illinois in 2013. He’s an avid fan of Illini athletics and a staunch supporter of student engagement in athletics and appropriate support mechanisms for student athletes. My passion for joining the Athletic Board stems from my love of Fighting Illini athletics, my involvement with the selection of a University mascot (helped me learn and appreciate many of the inner workings of Illinois’ and peer institution’s programs), and my desire to ensure that our scholar-athletes are being treated fairly and respectfully. Alex hopes to provide a clear administrative connection so that students and student-athletes with concerns about athletics (funding, administration, or treatment) can have their voice heard in the classroom, locker room, or the Chancellor’s Office.

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

CC.17.06 Nominations for Membership to the Research Policy Committee

**BACKGROUND**

The Research Policy Committee advises the Chancellor, the Vice Chancellor for Research (VCR), and the Senate on matters of research policy. Eight of the ten faculty members are appointed by the VCR from nominations by the Senate. The one graduate member and one undergraduate student member are each appointed by the VCR from nominations by the Senate. Nominations should be twice the number of vacancies. The faculty members and graduate student member serve two-year terms and the undergraduate student serves a one-year term.

Continuing faculty members of the Research Policy Committee from Senate nominations and the expiration of their terms are as follows:

Neal Merchen	ACES	2017
Feng Sheng Hu	LAS	2017
Jeffrey Woods	AHS	2017

**NOMINATIONS**

Committee on Committees recommends approval of the following slate of nominees to fill four faculty vacancies with terms ending 2018 and one faculty vacancy with a term ending 2017 created by the resignation of Fouad Abd el Khalick (EDUC). If no additional nominations are made, the nominees below will be forwarded to the VCR.

Nicole Allen	LAS	Sarah Lubienski	EDUC
Jeff Brawn	ACES	Naomi Makins	ENGR
Heidi Imker	LIBR	Susan Martinis	LAS
Andrew Leakey	ACES	Mariselle Melendez	LAS
Keith Leicht	LAS	Liz Stine-Morrow	EDUC

Committee on Committees recommends approval of the following slate of nominees to fill two student vacancies; one graduate student vacancy with a term ending 2018, and one undergraduate student with a term ending 2017. If no additional nominations are made, the nominees below will be forwarded to the VCR.

Alejandra Aguro	GRAD	Michael Jacobson	ACES
Allison Musser	GRAD	Ema Khan	LAS

**COMMITTEE ON COMMITTEES**

Lisa Monda-Amaya, Chair  
Tim Flanagan  
George Gross  
David Hanley  
Tommy Justison  
Nancy O'Brien  
Annalisa Roncone  
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.17.04 Election of a University Senates Conference (USC) Member to Serve on the Senate Executive Committee (SEC)

**BACKGROUND**

The University Senates Conference (USC) is a University-wide body established by the University *Statutes* and composed of a total of twenty representatives from the several campus senates. The number of representatives from each senate is specified in the *Statutes*. The representatives are elected by their respective senates for three-year terms beginning on the first day of the academic year following their election, and must be faculty members or members-elect of their senates at the time of their election. As close to one-third as possible of the representatives from each senate are elected each year. Representatives from the Urbana-Champaign Senate may serve no more than two full terms consecutively.

In accordance with *Bylaws* D.1.b.i, one of the Senate's representatives to the University Senates Conference (USC) shall be elected by the Senate to serve on the Executive Committee.

**NOMINATIONS**

The following USC members are willing to serve as the USC representative to the SEC if elected. Biographical sketches are available on the following page. The nominee with the highest number of votes shall be elected to the SEC.

Harley Johnson	ENGR
Prasanta Kalita	ACES
Matthew Wheeler	ACES

**SENATE EXECUTIVE COMMITTEE**

Gay Miller, Chair  
Kim Graber, Vice Chair  
Sara Benson  
Nicholas Burbules  
Bettina Francis  
George Francis  
David Hanley  
Sam LeRoy  
William Maher  
Lisa Monda-Amaya  
Kathryn Oberdeck  
Rahul Raju  
Jeff Stein  
Mark Steinberg

**FACULTY NOMINEE BIOGRAPHICAL SKETCHES****Harley T. Johnson (ENGR)**

Harley T. Johnson is a Professor in the Department of Mechanical Science and Engineering at the University of Illinois at Urbana-Champaign. He joined UIUC in 2001 as an assistant professor, and he leads an active research group in materials for electronics and solar energy. Prof. Johnson previously served as Associate Head and Director of Graduate Studies in his department. He is currently a member of the executive committee of the University Senates Conference, where he also chairs the Finance, Budget, and Benefits Committee. He is actively involved in campus-wide diversity and inclusion initiatives, as a member of the Chancellor's council on Enhancing Diversity Guiding Excellence (EDGE), the Gender Equity Council (GEC), and the Senate Committee on Equal Opportunity and Inclusion (EQ). His previous campus level service includes terms on the Faculty Senate Committee on Committees, the UI Athletic Board, and the Provost's Faculty Compensation Review Committee. He has received numerous recognitions for his research and teaching, including a 2014-2015 Fulbright Scholar Award, an NSF CAREER Award, election to Fellow of the American Society of Mechanical Engineers, and many times listed in the UI List of Excellent Teachers. Johnson received his Ph.D. degree from Brown University, where he also served as Co-President of the Graduate Student Council.

**Prasanta Kalita (ACES)**

Dr. Prasanta K. Kalita is a Professor in the Agricultural & Biological Engineering Department and an Associate Dean for the College of ACES. He served several years on the UIUC Senate and as chair of the Committee on Committees for 4 years. He is currently serving on the University Senate Conference. He served on the Senate Educational Policy Committee, chaired the Campus Committee on Race and Ethnicity (CORE), and the University IT Governance Security and Privacy Subcommittee. He served on Coursera Course Review Committee, Governing Documents Review Committee, and Non-instructional Space Task Force Committee on the campus level. Prasanta was a co-chair on Teaching Advancement Board (TAB), chaired the College of ACES Administrators Evaluation Committee, chaired the College of Engineering Grievance Committee, served on ACES P&T Committee and chaired the Campus Study Abroad Advisory Committee. Additionally, he has served on both colleges of Engineering and ACES Executive Committees. Prasanta has a well-funded research program both nationally and internationally, has guided more than 45 Ph.D. and MS graduate students, advised more than 70 undergraduate research students, and published extensively in peer reviewed journals. He has won departmental, college, campus, regional, and two national awards, and has been recognized with Distinguished Teacher Scholar Award on Campus. He is a Fellow of the American Society of Agricultural and Biological Engineers (ASABE). He has served as Associate Editor of the Transactions of the ASABE and Applied Engineering in Agriculture as well as the Editor-in-Chief of the Journal of Spatial Hydrology.

**Matthew B. Wheeler (ACES)**

Dr. Wheeler is Professor of Animal Sciences at the University of Illinois at Urbana-Champaign. He has joint appointments in the Department of Bioengineering, the Micro-Nanotechnology Laboratory, the Beckman Institute and the Carl Woese Institute for Genomic Biology at the University of Illinois. Dr. Wheeler is also a Visiting Professor in the Department of Biomedical Engineering, University of Wisconsin-Madison. He served as Chair of the Academic Progress and Eligibility Committee of the Athletic Board and Chair from 1999-2002. Dr. Wheeler is one of the Faculty Representatives to the Big Ten Conference and NCAA. He has served on UIUC Senate Committees on Admissions, Conference on Conduct Governance, General University Policy and currently Chairs the Honorary Degrees Committee. Dr. Wheeler was elected to University Senates Conference in 2008, serving as Chair in 2010-11. He served as the USC representative to the UIUC Senate Executive Committee and was elected SEC Vice-Chair in 2009-2011 and SEC Chair 2011-2013. His areas of professional interests are embryo/ developmental biology, genomics and regenerative biology research. Dr. Wheeler and has published more than 200 peer-reviewed articles, chapters and technical articles. His research has been funded by USDA, DOD, NSF, USAID, Gates Foundation and NIH.

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

SC.17.05 Election of Faculty Members to Fill Vacancies on the Committee on Committees

**BACKGROUND**

The Committee shall consist of five senators who are members of the faculty electorate at the time of election, with no two from the same college, school, institute, or similar unit.

Continuing faculty members of the Committee on Committee and expiration of their terms are as follows:

George Gross	ENGR	2017
Lisa Monda-Amaya	EDUC	2018
Nancy O'Brien	LIBR	2017

Nominations for the Committee on Committees shall be made by the incumbent Senate Executive Committee. Nominations may also be made for faculty committee positions by faculty senators. Each nomination shall be accompanied by the consent of the nominee and a short biographical sketch. Nominees must be senators at the time the committee term begins.

**NOMINATIONS**

The following faculty members are nominated to fill two faculty vacancies created by the resignation of Prasanta Kalita (ACES) 2017 and Isabel Molina (LAS) 2018.

In accordance with Senate *Bylaws* Part D.6.c.2: If necessary, a preliminary ballot shall be held to reduce the number of faculty nominees, as the case may be, to twice the number of positions to be filled. Only faculty vote in the preliminary election.

Amy Ando	ACES
Mary Arends-Kuenning	ACES
Larry DeBrock	BUS
Rosalba Hernandez	SSW
Jay Rosenstein	MDA
Scott Tainsky	AHS
Siobhan Somerville	LAS
Joyce Tolliver	LAS

In accordance with Senate *Bylaws* Part D.6.c.3: The final ballot will contain the names of the four faculty nominees with the highest votes on the preliminary ballot. In the case of a tie for the fourth place position on the preliminary ballot, the tied faculty nominees will go forward to the final ballot. No more than one faculty from each college may appear on the final ballot.

The candidate with the highest number of votes on the final ballot will fill the faculty vacancy with a term ending 2018, and the candidate with the second highest number of votes on the final ballot will fill the faculty vacancy with a term ending 2017.

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

**SENATE EXECUTIVE COMMITTEE**

Gay Miller, Chair

Kim Graber, Vice Chair

Sara Benson

Nicholas Burbules

Bettina Francis

George Francis

David Hanley

Sam LeRoy

William Maher

Lisa Monda-Amaya

Kathryn Oberdeck

Rahul Raju

Jeff Stein

Mark Steinberg



**FACULTY BIOGRAPHICAL SKETCHES****Amy Ando (ACES)**

Amy Ando is a Professor in the Department of Agricultural and Consumer Economics. She earned a BA from Williams College and a PhD from MIT, and joined Illinois in 1999. Ando's research focuses on the economics of species and habitat conservation. She has had grants from the NSF, USEPA, and USDA-NIFA, and her papers have appeared in journals including *Science*, *PNAS*, and the *Journal of Environmental Economics and Management*. Ando has worked as a handling editor for three journals and on NSF grant review panels. She served her department as both Director of Graduate Studies and Associate Head. She served the College of ACES on its Executive Committee and chaired the subcommittee that overhauled that College's bylaws. She's served for eight years on the Faculty Senate, including work on the Senate Budget Committee, Senate Committee on Equal Opportunity and Inclusion, Senate Committee on Student Discipline, and campus Faculty Advisory Committee.

**Mary Arends-Kuenning (ACES)**

Mary Arends-Kuenning is Associate Professor in the Department of Agricultural and Consumer Economics. She received her undergraduate degree from Georgetown University, a Master's degree from the University of Chicago, and a Master's degree and doctorate from the University of Michigan. She is an economic demographer with research interests in child labor and education in developing countries, as well as smallholder agriculture. She currently serves on the Faculty Advisory Committee. She is former director of the Lemann Institute for Brazilian Studies. She served on the Vice Provost for International Affairs Search Committee. Her service to the Senate includes membership on the Senate Executive Committee and Chair of the Senate Budget Committee.

**Larry DeBrock (BUS)**

Lawrence DeBrock, Professor of Finance and Dean Emeritus, College of Business, earned his Ph.D. in Economics from Cornell in 1980. He served as the ninth Dean of the College of Business from 2009-2015. Prior to that, he served as Interim Dean, Acting Associate Dean of Faculty as well as Associate Dean for Graduate and Professional Programs in the College of Business. Professor DeBrock has long been associated with the Illinois MBA and has won many awards in teaching, including the Campus Award for Excellence in Graduate and Professional Teaching in 2001 and the Campus Award for Distinguished Undergraduate Teaching (the Luckman Award) in 1992. His research interests lie in the area of applied microeconomics and focus on topics in industrial organization, regulatory issues, health economics, and labor economics. He is currently in his 38<sup>th</sup> year on the faculty at the University of Illinois.

**Rosalba Hernandez (SSW)**

Rosalba Hernandez is an Assistant Professor at the School of Social Work. Trained as a public health researcher, she received her undergraduate degree, masters and doctorate from the University of Illinois at Chicago (UIC). Before joining the Urbana-Champaign campus, she completed training as a Postdoctoral Fellow in Cardiovascular Epidemiology and Prevention at Northwestern University. Dr. Hernandez's interests are in exploring the link between psychological well-being (e.g., happiness) and cardiovascular health, particularly in underserved minority populations. She recently received a K01 Career Development Award from the National Heart, Lung, and Blood Institute (NHLBI) to test whether an intervention to increase positive emotion is effective in reducing blood pressure in Hispanics/Latinos. Her work has been featured in many outlets including TIME, PBS Newshour, and U.S. News & World Report. She is currently part of the Senate committee of the Urbana-Champaign Campus and has served on the UIC Vice Chancellor for Research Search Committee.

**Jay Rosenstein (MDA)**

Jay Rosenstein is a Center for Advanced Study Professor of Media & Cinema Studies. He has been a full-time member of the faculty for seventeen years, having previously been a professor in the Department of Journalism until 2015. He currently serves on the Senate's General University Policy Committee, and was previously selected as the co-chair of the Provost's Committee for evaluating the Center for Advanced Study and was elected by the Senate to Chancellor Search Committee. He is a member of the permanent faculty of the Center for Advanced Study, and was named a University Scholar in 2013. His research is as a documentary filmmaker, where he specializes in films about contemporary social issues. As a filmmaker, he is a 2011 recipient of a Peabody Award, the highest honor for creators of electronic media, as well as two Emmy Awards from the Mid-america Region.

**Scott Tainsky (AHS)**

Scott Tainsky is an Associate Professor and Director of Undergraduate Studies in the Department of Recreation, Sport and Tourism. He received his undergraduate degree from New York University (2000) and his master's and doctorate from the University of Michigan (2008). His research focuses on the industrial organization of sports leagues and corporate social responsibility of professional sports franchises. Selected service to the campus has included university faculty senate, search for Associate Dean of the College of Applied Health Sciences, college and departmental grievance committees, and departmental faculty advisory committee. Other professional involvement has included membership on the diversity committee (2014-16), chair of the nominating committee (2008-10), and section head in finance (2013) and economics (2015, 2016) for the North American Society for Sport Management. He is a research fellow of the North American Society for Sport Management (2015).

**Siobhan Somerville (LAS)**

Siobhan B. Somerville (Ph.D., English, Yale University) is an Associate Professor in the Departments of English and Gender and Women's Studies, as well as an affiliated faculty member in the Unit for Criticism and Interpretive Theory and the Department of African American Studies. She is author of *Queering the Color Line: Race and the Invention of Homosexuality in American Culture* (Duke UP). Her research and teaching interests include: interdisciplinary studies of race and sexuality; American literature; queer theory; African American literature; law and humanities; film; and feminist theory. Formerly an Associate Dean of the Graduate College and Interim Director of the Gender and Women's Studies Department, Somerville has served on several campus-wide committees, including the Chancellor and Provost Committee on LGBT Concerns; the Chancellor's Committee on Diversity; the Interdisciplinary Working Group in the Humanities; and the Equal Opportunity and Inclusion Committee of the Academic Senate.

**Joyce Tolliver (LAS)**

Joyce Tolliver is Associate Professor of Spanish and Director of the Center for Translation Studies. Her research focuses on Spanish and Philippine literature of the late nineteenth century. She chairs the MLA Global Hispanophone Forum and represents the Women in the Profession caucus at the MLA Delegate Assembly. She chaired the SEC (2009-2011) and was elected SEC vice-chair in 2011 and 2013. She was elected to the University Senates Conference Executive Committee several times and as USC vice-chair for 2014-2015. She has also served on the Senate Conference on Conduct Governance, Committee on Committees, the Sixth Senate Review Commission, and the Equal Opportunity and Inclusion Committee. Other campus-wide service includes the Graduate College Executive Committee, the MOOC Strategy Advisory Committee, and the George A. Miller Programs Committee. Currently she serves on GUP and the Faculty Advisory Committee to the Vice President of Academic Affairs.

UNIVERSITY OF ILLINOIS  
URBANA-CHAMPAIGN SENATE

University Statutes and Senate Procedures  
(Final; Action)

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*.<sup>1</sup> 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  
Tara Chatteraj  
H. George Friedman  
Shawn Gilmore  
Wendy Harris  
Gisela Sin  
Sandy Jones, *Ex officio (designee)*  
Jenny Roether, *Ex officio*  
Sarah Zehr, *Observer*

---

<sup>1</sup> 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.17.03      Proposed Revision to *Standing Rule 6* – Tellers

**BACKGROUND**

With the acquirement of i>Clickers to vote electronically, tellers are no longer necessary to hand count ballots at each Senate meeting. It is proposed to allow the Chair of the Senate Executive Committee to determine at the beginning of each Senate meeting if tellers are needed.

**RECOMMENDATION**

The Senate Committee on University Statutes and Senate Procedures recommends approval of the following revisions to *Standing Rule 6*. Text to be added is underscored and text to be deleted is ~~struck through~~.

**PROPOSED REVISIONS TO *STANDING RULE 6***

1    **6. Tellers**

2            At the beginning of each meeting of the Senate, the Chair of the Senate Executive  
3            Committee shall ~~announce the names of at least three senators to act as~~ appoint tellers as  
4            needed.

UNIVERSITY STATUTES AND SENATE PROCEDURES  
William Maher, Chair  
Tara Chatteraj  
H. George Friedman  
Shawn Gilmore  
Wendy Harris  
Gisela Sin  
Sandy Jones, *Ex officio (designee)*  
Jenny Roether, *Ex officio*  
Sarah Zehr, *Observer*



UNIVERSITY OF ILLINOIS  
URBANA-CHAMPAIGN SENATE

University Statutes and Senate Procedures  
(Final; Action)

SP.17.04 Revisions to the *Bylaws*, Part A.5 – Meetings

**BACKGROUND**

When Other Academic Staff members were added to the Senate, the addition of this class of senators to the Senate Organizational Meeting was overlooked. The following proposal is offered to correct this oversight.

**RECOMMENDATIONS**

The Senate Committee on University Statutes and Senate Procedures recommends approval of the following revisions to the *Bylaws*, Part A.5. Text to be deleted is ~~struck through~~.

**PROPOSED REVISIONS TO THE BYLAWS, PART A**

**Part A – Meetings**

- 1 5. a. One organizational meeting shall be held after the general election of senators and before the  
2 last day of classes. All newly elected ~~faculty and student~~ senators, those ~~faculty~~ senators  
3 whose terms extend through the next year, and ex officio senators shall be eligible to  
4 participate.  
5

UNIVERSITY STATUTES AND SENATE PROCEDURES  
William Maher, Chair  
Tara Chatteraj  
H. George Friedman  
Shawn Gilmore  
Wendy Harris  
Gisela Sin  
Sandy Jones, *Ex officio (designee)*  
Jenny Roether, *Ex officio*  
Sarah Zehr, *Observer*





### Winter Session 2015-2016 Summary

*Prepared for the Senate Educational Policy Committee by Kathy Martensen*

*April 6, 2016*

The University of Illinois at Urbana-Champaign offered its second winter session with a total of 18 online courses between the fall and spring semesters. Courses ran from December 22, 2015 to January 15, 2016. Registration for on-campus students opened simultaneously with spring time tickets; in other words, on-campus students were able to register at the same time for the winter session as they were for spring, 2016. Non-degree registration opened November 11, 2015. The only restrictions on registration were: 1) All students could enroll in only one course; 2) Some upper-level courses were restricted by calculated class standing (specifically, BADM 300, 350, 375, and 380 were restricted to students with junior or senior standing; BADM 310 to those with sophomore, junior, or senior standing).

Enrollment peaked at 1,571 on December 14, 2015, with four sections of courses reaching the cap. These enrollments declined slightly through the Self-Service drop deadline of December 21, 2015 at 11:59 p.m., when enrollment was at 1,439. All students did have the ability to petition their college office or contact CITL to drop after January 3, and this winter session, there were staggered refunds (100% tuition refund deadline was December 20, 2015; 80% deadline was December 25, 2015; 60% was January 1, 2016; and 40% was January 8, 2016. All deadlines were 11:59 p.m., CST). An actual count of enrollment as of February 16, 2016 showed 1,335 students enrolled. Appendix A has enrollment details by course.

Information for students, academic units, and technical support staff on winter session 2015-2016 was available on CITL's website, [online.illinois.edu/winter](http://online.illinois.edu/winter), the Office of the Registrar's website, [registrar.illinois.edu](http://registrar.illinois.edu), and through four memos from the Office of the Provost to target audiences.

A survey was administered to the students near the end of the course period to gauge their experiences. A total of 34 questions were asked, covering a range of topics from motivation for taking the course to course difficulty. Appendix B, the Winter Session Executive Summary, provides more detail.

The table below provides an overview comparing the inaugural 2014-2015 winter session offering to 2015-2016.

	<b>2014-2015</b>	<b>2015-2016</b>
# of courses offered	8	18
Total available seats	1,070	3,535
Peak enrollment	980 (92% capacity)	1,571 (44% capacity)
Final enrollment as of mid-Feb.	764 (71% capacity)	1,340 (40% capacity)
Time tickets	Open to all on-campus students 11/25, immediately following advanced registration for spring; open to non-degree 24 hours later.	Open to on-campus students during advanced registration based on their spring time ticket; open to non-degree 11/11.
Pro-rated refunds?	No. 100% refund by 1/2 drop deadline only.	Yes. 100% refund 12/20; 80% 12/25; 60% 1/1; 40% 1/8.

Appendix A

Winter Session 2015-2016 Weekly Enrollment Count										
CRN	Course	MAX SEATS	Actual Count 11.02-11.09	Actual Count 11.09-11.16	Actual Count 11.16 -11.23	Actual Count 11.23-11.30	Actual Count 11.30-12.07	Actual Count 12.07-12.14	Census 12-21-15	Actual Count 2.16
10003	ADV 312 A	40	5	9	15	17	20	20	14	14
10005	ASTR 100 ONL	500	34	41	56	59	61	62	59	50
10002	ATMS 120 ONL	500	136	216	311	321	338	354	353	343
10013	BADM 300 A	300	50	108	117	117	117	120	111	102
10014	BADM 310 A	300	50	94	107	115	117	120	106	97
10015	BADM 350 A	300	32	37	40	41	44	49	39	38
10016	BADM 375 A	50	24	27	28	30	32	28	25	24
10017	BADM 380 A	300	23	39	41	41	44	43	41	36
10022	CHLH 101 OL	200	39	62	91	98	100	108	115	113
10019	ECON 102 ONL	100	28	45	89	100	100	94	78	69
10023	ECON 102 ON2	100					97	95	82	76
10020	ECON 103 ONL	200	19	27	69	72	71	76	66	59
10021	ECON 203 ONL	200	24	53	90	95	98	94	80	68
10008	ESE 118 A	50	4	7	6	7	8	7	5	4
<b>10010</b>	<b>ESE 210 ONL</b>	<b>35</b>	<b>6</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>13</b>	14	13
<b>10004</b>	<b>GEOG 210 ONL</b> (cross list w/ESE 210 ONL)	<b>0</b>	<b>11</b>	<b>18</b>	<b>20</b>	<b>23</b>	<b>22</b>	<b>22</b>	16	16
10006	GEOL 100 A	50	9	12	16	16	16	20	18	15
10007	GEOL 118 A	50	6	20	26	28	30	31	28	22
10009	GLBL 118 A	50	2	3	7	6	6	5	3	2
<b>10012</b>	<b>GWS 356 A</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>15</b>	<b>14</b>	<b>15</b>	<b>15</b>	13	13
<b>10025</b>	<b>GWS 356 B</b>	<b>15</b>	<b>1</b>	<b>9</b>	<b>12</b>	<b>15</b>	<b>15</b>	<b>15</b>	9	8
<b>10011</b>	<b>MACS 356 A</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	21	20
<b>10024</b>	<b>MACS 356 B</b>	<b>25</b>	<b>1</b>	<b>11</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	20	20
<b>10018</b>	<b>SOC 100 ONL</b>	<b>130</b>	<b>75</b>	<b>130</b>	<b>130</b>	<b>130</b>	<b>130</b>	<b>130</b>	123	113
<b>Total</b>	<b>Sections: 24</b>	<b>3535</b>	<b>619</b>	<b>1017</b>	<b>1347</b>	<b>1407</b>	<b>1544</b>	<b>1571</b>	<b>1439</b>	<b>1335</b>

# Illinois Online Courses Survey *Winter 2016*

## Appendix B

### Contents

Summary .....	1
Supporting Tables & Graphs .....	2
Selected Student Comments .....	9

### Summary

The University of Illinois offered a 2015-16 winter session of 18 online courses. This is more than double the number of courses that were offered during last year's inaugural winter session. During this 2015-16 winter session, a total of 1,344 students were enrolled in courses offered by the Colleges of Applied Health Sciences, Business, Liberal Arts & Sciences and Media.

A course evaluation survey was administered to students near the end of the course session to gauge their experiences. A total of 34 survey questions were asked covering a range of topics, including motivation for taking the course, course difficulty, and other assessments. Here are some highlights:

- Most students (80%) rated the overall quality of the course as good or excellent and also rated their overall experience in the course as good or excellent (78%). Around half of the students (51%) found the course to be very or extremely engaging. The majority of students (84%) felt the quality of interaction they had with their instructors was the same as or better than that in most face-to-face courses they have taken.
- For 43% of the students, the course satisfied a general education requirement; for 27% it was an elective; and for 26% it was a core course in their major.
- About half the students found their course to be at least moderately difficult, but the majority of students (87%) were at least moderately confident that they had learned the material well enough to be able to explain it to someone else.
- On average, students spent 13.5 hours per week on coursework, but this varied quite a bit by course. The mean for some courses was as low as 7.5 hours per week and for others as high as 22.5 hours per week for the same number of credit hours.
- More than half of the students (53%) had taken an online course from Illinois prior to taking this course, but only 25% had taken a four-week course (either face-to-face or online) before this one.
- Around 45% of the students were at least moderately likely to have taken a similar course at another institution if it had not been offered during the winter term at Illinois.
- Most students were living in Illinois, but outside Champaign-Urbana, during the course session (64%).
- The most common ways students heard about these winter session course offerings were via an Illinois website (38%), a friend or word-of-mouth (37%), or email from an unspecified source (35%).
- About half of students (54%) who took winter session courses this year are either very likely to or will definitely enroll in a future 4-week online course.
- Courses that satisfy the general education requirements are the most popular type of course that students would like to be offered in future winter sessions.
- The overall response rate for the survey was 36%.

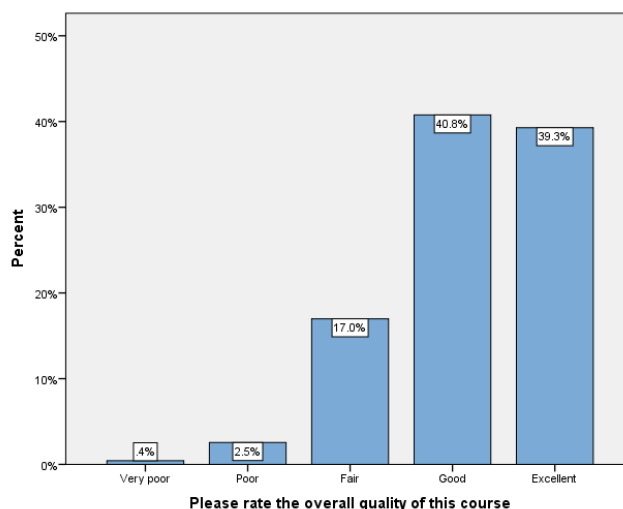
## Supporting Tables & Graphs

**Table 1. Illinois courses offered during Winter Session 2016**

Course	Credit Hours	Enrollment
<i>College of Applied Health Sciences</i>		
CHLH 101 Introduction to Public Health	3	113
<i>College of Business</i>		
BADM 300 The Legal Environment of Business	3	101
BADM 310 Management and Organizational Behavior	3	98
BADM 350 IT for Networked Organizations	3	38
BADM 375 Business Process Management	3	24
BADM 380 International Business	3	36
<i>College of Liberal Arts &amp; Sciences</i>		
ASTR 100 Introduction to Astronomy	3	51
ATMS 120 Severe and Hazardous Weather	3	344
ECON 102 Microeconomic Principles	3	147
ECON 103 Macroeconomic Principles	3	59
ECON 203 Economic Statistics II	3	70
GEOG 210/ ESE 210 Contemporary Social & Environmental Problems	3	29
GEOL 100 Planet Earth	3	16
GEOL 118/ ESE 118/ GLBL118 Natural Disasters	3	28
GWS 356/ MACS 356 Sex & Gender in Popular Media	Section A 3 Section B 3	34 28
SOC 100 Introduction to Sociology	4	114
<i>College of Media</i>		
ADV 312 Advertising History	3	14

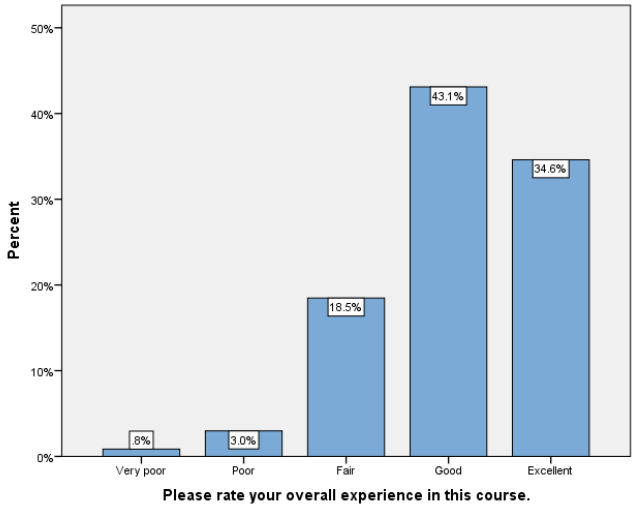
Total = 1,344

**Figure 1. Perceived course quality**



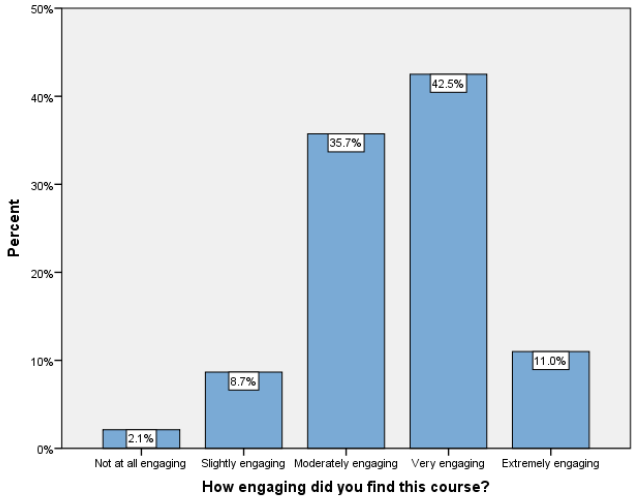
N = 471

**Figure 2. Course experience**



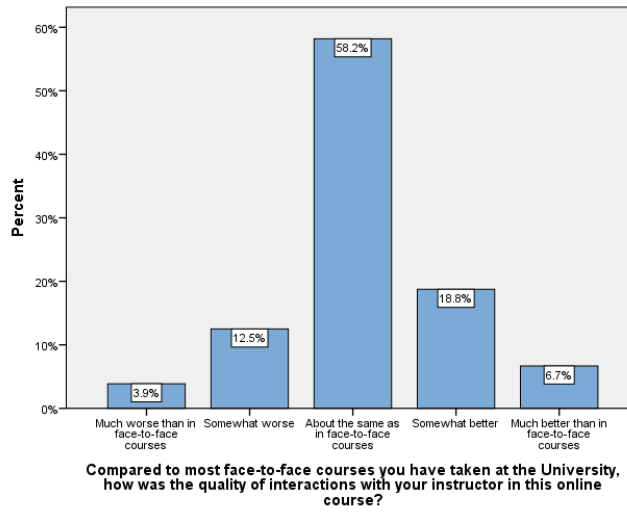
*N = 471*

**Figure 3. Course engagement**



*N = 473*

**Figure 4. Interaction with instructor**



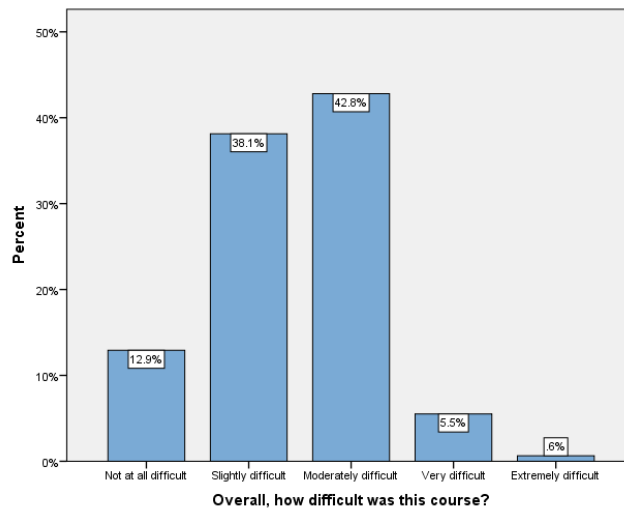
N = 464

**Table 2. What requirement(s) did this course satisfy?**

Requirement	N	Percent
General education	210	43.2%
Elective	129	26.5%
Core course/Major	125	25.7%
Minor	63	13.0%
No specific requirement ( <i>volunteered response.</i> )	32	6.6%
Pre-med, nursing, pharmacy requirement ( <i>volunteered response.</i> )	13	2.7%
Aided transfer between colleges ( <i>volunteered response.</i> )	5	1.0%
ACDIS Certificate in Global Security ( <i>volunteered response.</i> )	3	0.6%

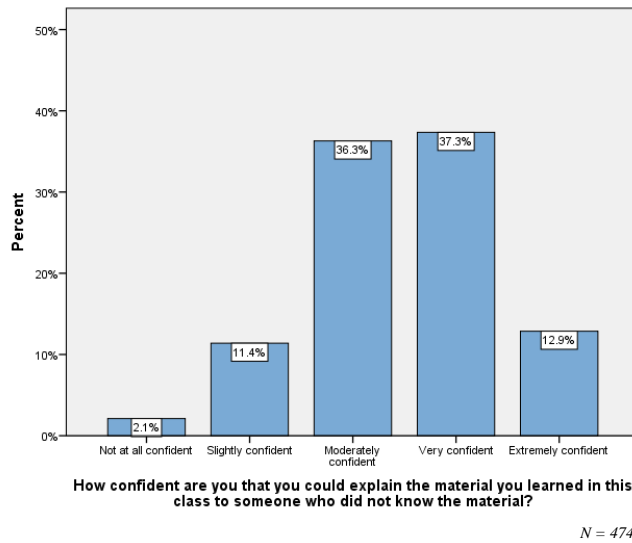
*Respondents may have indicated more than one requirement, so percentages add to more than 100%.*

**Figure 5. Course Difficulty**



N = 472

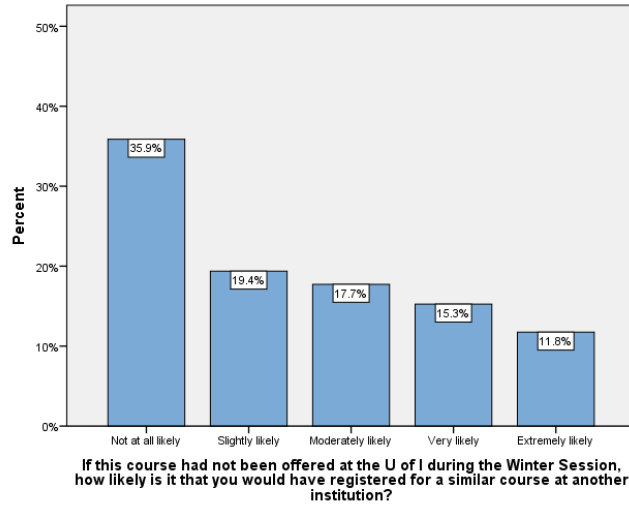
**Figure 6. Ability to explain the material to others**



**Table 3. On average, how many hours per week did you spend invested in this course, including lectures, readings, activities, studying, and quizzes?**

Course	N	Mean	Median	Std. dev.	Minimum	Maximum
ADV 312	1	11.0	11	.	11	11
ASTR 100	44	10.2	8	5.9	4	30
ATMS 120	44	10.8	10	5.1	3	21
BADM 300	13	8.7	8	3.0	5	15
BADM 310	10	11.1	10	4.9	5	21
BADM 350	35	12.6	12	6.8	5	35
BADM 375	6	7.5	8	2.6	4	10
BADM 380	15	7.4	7	4.6	2	20
CHLH 101	21	11.8	12	6.0	2	25
ECON 102	93	14.5	13	7.3	3	32
ECON 103	31	18.5	18	8.7	5	45
ECON 203	15	22.5	25	8.4	8	35
GEOG 210	21	15.9	15	8.8	5	45
GEOL 100	11	15.3	14	6.4	6	27
GEOL 118	26	15.1	15	6.9	2	30
GWS 356 A	7	11.4	10	5.7	3	18
GWS 356 B	7	13.4	15	7.5	4	24
SOC 100	69	14.2	12	8.9	4	60
<i>Overall</i>	<i>469</i>	<i>13.5</i>	<i>12</i>	<i>7.6</i>	<i>2</i>	<i>60</i>

**Figure 7. Likelihood of taking the course elsewhere**



N=485

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

Area	N	Percent
Champaign, Urbana, or Savoy	65	13.8%
In Illinois, but outside Champaign-Urbana-Savoy	301	64.0%
In the U.S. but outside Illinois	53	11.3%
Outside the U.S.	51	10.9%

N = 470

100%

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

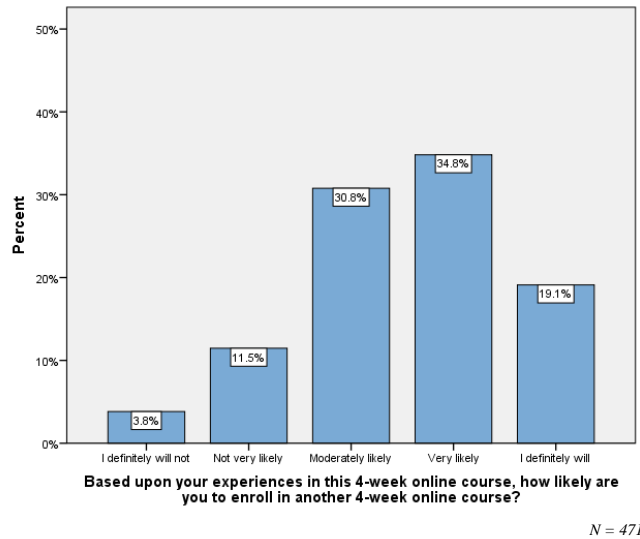
Communication source	N	Percent
U of I website	187	38.2%
Friend/Word-of-mouth	181	37.0%
E-mail	171	35.0%
Course Explorer	166	33.9%
Student Self-service/Illinois Enterprise	143	29.2%
Academic advisor	121	24.7%
Post card	74	15.1%
MTD bus ad	65	13.3%
Billboard	57	11.7%
Flyers or posters ( <i>volunteered response</i> )	4	0.8%
Major/Minor fair ( <i>volunteered response</i> )	2	0.4%
Transferology website ( <i>volunteered response</i> )	1	0.2%
Quad Day ( <i>volunteered response</i> )	1	0.2%
Seminar about Illinois Online ( <i>vol. response</i> )	1	0.2%
Professor of the course ( <i>volunteered response</i> )	1	0.2%

N = 489

Many respondents heard about winter session courses from more than one source, so percentages add to more than 100%.



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



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

1. General education courses  
(esp. western and non-western culture)
2. Business Administration  
(esp. 263, 300, 310, 320, 324, 327, 336, 352, 375, 449)
3. Math  
(esp. 112, 220, 285, and calculus)
4. Psychology  
(esp. 100)
5. Economics  
(esp. 103, 202, 302, 303, and 490)
6. Computer science  
(esp. 105 and 125)
7. Accountancy courses  
(esp. 200, 201, and 202)
8. Statistics  
(esp. 100 and 440)
9. English  
(esp. composition and literature courses)
10. Anthropology  
(esp. 101 and 103)

**Table 8. Survey response rates**

Course	Response rate
ADV 312	7.1
ASTR 100	86.3
ATMS 120	13.1
BADM 300	14.9
BADM 310	14.3
BADM 350	92.1
BADM 375	25.0
BADM 380	44.4
CHLH 101	19.5
ECON 102	66.0
ECON 103	54.2
ECON 203	24.3
GEOG 210	79.3
GEOL 100	68.8
GEOL 118	92.9
GWS 356 A	26.5
GWS 356 B	25.0
SOC 100	60.5
<i>Overall</i>	<i>36.4</i>

## Selection of Student Comments

*These comments are representative of the broad range of sentiment exhibited by the survey respondents, and we received student permission to share them.*

ECON 103: Offer more winter courses because I know I'll be coming back for a summer and winter course next year just to keep staying fresh on coursework and get hours out of the way.

BADM 350: Overall, super great course! I learned a lot and was able to focus on just this for the past four weeks.

BADM 300: Make all course content available from the beginning including lectures, quizzes, discussion activities, and exams. Overall, a high quality course with a reasonable workload and the opportunity to learn a lot over the four weeks of Winter break.

SOC 100: Grading was pretty slow which was annoying. I have assignments that I turned in two weeks ago that still aren't graded, which is frustrating because our last assignment was due yesterday and I still have NO clue where I am in the class (out of 475 points only about 250 have been graded). Feedback was also given very very late, so we couldn't use the feedback to improve future assignments because they had already been due.

GWS 356 B: I really enjoyed the course. I was scared that I would be swamped with work this break since the course is so condensed, but this wasn't the case. The clear calendar for when assignments were due, access to all the modules, and lack of exams made the course manageable.

ECON 103: I never had an exam slot available that didn't take place between 12AM and 6AM. That was rough.

BADM 310: I think that this is a great option for students that aren't living on campus during this time period.

GEOL 100: I thought the course was very well laid out and I like that it was to be completed at each students' own pace. I also appreciate how quick and helpful Professor Tomkin was in responding to my emails.

ASTR 100: There weekly emails about what assignments are due was really helpful!

BADM 350: The course really picked up at the end of the 4 weeks. I'd rather have more work at the beginning than at the end.

CHLH 101: Share the schedule of the entire course to people who have yet to register so that they know the workload in order to make a decision.

GWS 356 A: The only problem I had was not knowing when people responded to my discussion forums so I had to check constantly so they wouldn't be late.

SOC 100: I LOVED THE COURSE! I learned so much in a short time and am thankful this course was offered!

GEOG 210: When working full-time, this course takes up a majority of extra time a student would typically have after work.

GEOG 210: I thought the formatting of this course fit itself very well to the four week schedule! Because it was the only thing I was focused on, I didn't feel like I was ever behind.

ECON 102: I like the selection of winter courses. This allowed me to take any GenEds I needed, and quite frankly, slack while doing so. If I had to take an engineering core course during this session, I very well may have been screwed.

ASTR 100: Astr100 is an interesting course indeed. It would be more fun if I take it as a normal 8-week course in Fall or Spring semester.

GEOG 210: I enjoy online courses and would love to see more options.

ATMS 120: I felt this course was wonderful and a perfect wintertime course. The weekly Q and As were very helpful in working through the challenge problems and Professor Snodgrass got back to us in a rather timely manner. I enjoyed this course and the material thoroughly and I felt it was just the right amount of material for the four weeks while still giving us enough information to learn from.

SOC 100: I would highly recommend SOC 100 to other students. The structure of the course was set up perfectly for a 4-week, over break course. All of the assignments were interesting, and I appreciate the fact that there was no annoying busy work. If you do the readings and put forth effort then it will be an easy course.

ASTR 100: Make them cheaper, especially for out of state students! Its online why do I need to pay more

BADM 300: This class made learning the content engaging and fast-paced. The instructor did a good job of outlining the expectations and study skills needed to be successful.

SOC 100: I wish the course was not expensive for just one course. I also wished the TAs and professor would grade faster.

SOC 100: Because winter courses are so condensed and move quickly, grading of assignments and feedback needs to be as quick as possible, so students aren't making same mistakes for assignments later on in course because they haven't received feedback yet.

ECON 102: I still prefer a face-to-face course because I can ask questions and get instant respond in discussion sessions instead of waiting for about a day or so.

GEOG 210: This course was not too difficult overall, but the term paper was hard because we only had 2 weeks to research, prepare, and write the entire 8-10 page paper (plus do all the other class work). I think this particular class either needs a final instead of a term paper or needs to be an 8 or 16 week course. ALSO, this does not apply to the course, but to these surveys. There are a few questions that ask me to compare online courses with face-to-face courses at U of I, but I (and many others) are purely online students so we cannot accurately answer these questions. You need to have a "does not apply" option on those questions.

ASTR 100: I think the exam 1 could have been scheduled a little better because it was either New Year's Day or the day after but it wasn't a big deal, it was just extremely inconvenient.

BADM 375: A great part about online courses is you can do it at your own pace, I definitely love having everything available at once, so I can take quizzes on my own time.


GWS 356 B: I believe that the length of this course's paper--7 pages 1.5 spaces--was quite long, considering the time spent on the class. I don't believe that this was enough time to become immersed enough in the material to write a research paper of this length

ATMS 120: The course went very well, even when it was somewhat hard to get adjusted to schoolwork over winter break. While I would have liked to have spread it out over a full semester to better take in the info, the online version did a good job at clearly covering the material in a fair and accessibly way, even more so than some full-semester technical courses I've taken at UIUC.

SOC 100: I think 4 week courses over winter break are a great idea. Please keep them!

ECON 102: Very helpful to be able to take an online course during winter break.

ECON 102: I don't like how the classes paces you. I went out of town one week which made this class stressful and much worse than it should have been.



ECON 103: 4 weeks is a very short time to learn such a large amount of material, I would recommend the use of some amount of notes during quizzes or tests.

GEOL 100: Offer more variety of online courses.

SOC 100: I am really glad this option was available over winter break. It allowed me to focus on one class and gave me ample time to complete the assignments, quizzes, and readings. Overall, I'm really satisfied with my experience.

SOC 100: It was well planned and time management is key.

GEOG 210: The only negative comment I have is that there was work around Christmas time, I would have liked to have a few days off for that, but I understand why I didn't.



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



April 21, 2016

Dear members of the Senate Educational Policy Committee,

I am writing to offer an update on the iMBA program that the Senate Educational Policy Committee approved approximately one year ago and to inform you about our plans going forward.

We successfully launched the iMBA program in January 2016 with 115 students in our first cohort. As one can see from Table 1, the program has attracted highly qualified applicants from across the United States and around the world. We admitted only 20.9% of those who applied, which makes us a very selective program. For comparison, the two top-ranked online MBA programs in the United States, the University of North Carolina and Indiana University, admitted 51% and 76% of applicants, respectively.

The online MBA is an attractive option for many prospective students that value convenience and flexibility. As such, we expect the demand for our high-quality online MBA program to grow, especially now that we have begun to actively marketing our program. The available numbers from the marketplace appear to confirm our expectations. For example, in 2012, approximately 38,000 students from around the world were interested in an online MBA program. Our admission yield, in excess of 95%, is nearly unheard of in the MBA world, suggesting that the perceived value of our program is very high. Ratings from iMBA courses indicate that students are very happy with their online MBA experience thus far, which will further enhance the reputation of our program.

**Table 1: Online MBA Characteristics**

	Spring 2016 Cohort
<b>Applications</b>	555
<b>Admissions</b>	120
<b>Selectivity</b>	20.9%
<b>Enrollees</b>	115
<b>Yield</b>	95.8%
<b>Average Age</b>	36.7
<b>Average Work Years</b>	11.4
<b>Female</b>	28%
<b>International Students</b>	18%
<b>Number of States</b>	18
<b>Number of Countries</b>	13

Source: Department of Management Information Campus Profile 2015-2016

We are prepared to begin scaling up our enrollment as both word-of-mouth and our marketing efforts increase applications to our program. As you are aware, the iMBA is a self-supporting program that does not rely on State funds. Capitalizing on the market opportunity created by the strong demand for our program is essential to the College of Business' ability to pursue our mission and our strategic priorities. We expect the program will help us build our global MBA brand. And, the additional revenue that we will earn from expanding the scale of our program will provide much-needed resources to grow our scholarly impact through the hiring of new faculty. It is important that we begin scaling up immediately, as our competition is not standing still and we do not want to lose our early-mover advantage in the marketplace.

Therefore, moving forward, the College of Business intends to expand enrollment in the iMBA program beyond the initial level recommended by the Senate Educational Policy Committee last year. As required by Standing Rule 13, with this letter I am informing you that we intend to grow the program at a rate that will exceed 25%. Although it is difficult to precisely estimate demand for this new program, we have a goal of increasing enrollment to 250 students for the Fall 2016 cohort and to 500 for the January 2017 cohort. If our plans materially change from these estimates, we will provide further updates to the EPC.

Given that this is an entirely self-financed program and is staffed entirely by College of Business faculty, there is no impact on any other unit on this campus. We are fully confident in our ability to scale up our admissions, academic, and student support components to meet the potential growth.

Importantly, we have put in place a robust faculty governance process to guide this expansion. Professor Madhu Viswanathan – the Diane and Steven N. Miller Professor in Business – has led faculty oversight of the program as faculty advisor for the past year. In addition to chairing a faculty committee overseeing the iMBA, he has also done an amazing job of creating a collaborative environment between faculty and staff working on the program. Additionally, the College Executive Committee, an elected body of six of our most respected faculty in the College, have strongly endorsed the decision to expand this program.

I, as Dean, in close collaboration with College of Business faculty, will ensure that this program grows responsibly, making strategic investments in scaling to create reputational and financial capital for the College. We remain committed to maintaining the University's very high standards and using this program to enhance our global reputation. This includes maintaining high standards of quality in the admissions process, as this is key to our goal of making this a top-rated online MBA program.

Thank you for your approval of this program last year and for your continued support as we continue to invest in this opportunity.

Sincerely,



Jeffrey R. Brown

Josef and Margot Lakonishok Endowed Professor of Business and Dean

cc: Prof. Rashad Abdel-Khalik, College Executive Committee  
Prof. Raj Echambadi, Senior Associate Dean  
Prof. Kevin Jackson, College Executive Committee  
Prof. Tim Johnson, College Executive Committee  
Prof. Huseyin Leblebici, College Executive Committee  
Prof. Sharon Shavitt, College Executive Committee  
Prof. Madhu Viswanathan, Chair of iMBA faculty committee  
Prof. Scott Weisbenner, College Executive Committee



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

EP.17.10 Report of Administrative Approvals at the August 22, 2016 meeting of the EPC.

**Undergraduate Programs**

**Bachelor of Science in Human Development and Family Studies** – Revise the major’s quantitative reasoning general education requirements to *add* CHLH 244, Health Statistics (3 hours), PHIL 103, Logic and Reasoning QR II (3 hours) and STAT 200, Statistical Analysis (3 hours) to the list of courses from which students may select and to *remove* MATH 124, Finite Mathematics (3 hours) from this list. The goal is to expand the choices students have to complete the quantitative reasoning requirements to include options that will best prepare them for graduate programs that require statistics or for the logic and reasoning portion of the LSAT for those interested in law school.

**Bachelor of Arts in Urban Studies & Planning** – Update list of courses from which students select their Foundation required courses requirement to *add* AIS 102, Contemporary Issues in Indian Country (3 hours) and *remove* AIS 101, Introduction to American Indian Studies. This is to correct a typographic error in the submission of the proposal to revise this program that was approved by the Senate on May 4, 2015. The revision does not impact the total number of required Foundation course hours or the total hours required for the degree.

**Graduate Programs**

**Doctor of Musical Arts, Choral Music Concentration** – Revise the hours required in the “Advanced Music Literature” category from 8 to 6-8 to accurately reflect that the requirement is meant to be two courses, and the approved music literature courses are a mixture of 3- and 4-credit hour courses. There is no change to any other category or the total number of required hours for the degree, as students adjust the “Ensembles and Electives” category (set at 4-10 hours) accordingly.



August 12, 2016

Dear Members of the Senate Educational Policy Committee,

I am writing to offer an update on the proposed online delivery of our department's existing Master of Science in Accountancy (MSA) program. As required by the Senate's Standing Rule 13, with this letter I am informing you that in adding this online option to our MSA program, we intend to increase program enrollment by more than 25% per year over each of the next two years.

### **Background**

The Department of Accountancy at the University of Illinois at Urbana-Champaign has consistently ranked among the top accountancy schools in the United States. Both the *Public Accounting Report* and *Accounting Degree Review* have rated the Illinois graduate accounting program as one of the top accountancy master's programs in the United States.

Our MSA degree has, for many years, been offered in a one-year residential (face-to-face) format, beginning in June of each year with Summer Session II. This program enrolls both students with limited prior accounting education as well as students with undergraduate degrees in accounting. In Summer 2016 the MSA had 154 students enrolled. Our MSA program prepares students for success in accounting careers and provides the academic prerequisites for candidates who wish to take the United States Uniform Certified Public Accountant (CPA) exam.

### **The MSA Online**

We now plan to offer the same MSA degree in an online format, with the first online cohort beginning in May 2017. Degree requirements and the content of each course will be the same for the face-to-face and online forms of the program. While the residential MSA is a one-year program, the online format will offer greater flexibility: online MSA students will be able to complete the 32 credit hours of coursework required for the degree on either a one-year or a two-year plan.

The online form of the MSA will utilize the Coursera MOOC platform to assist with content delivery and marketing. Some portion of the content of each course will be available as a non-credit MOOC, though only registered U of I students will have access to the full course content and full interactions with U of I faculty and teaching staff. We expect that this strategy, combined with Coursera's marketing reach, will allow us to achieve our enrollment goals while maintaining our current high standards for admission to the program.

Student demand for training in accountancy is large and growing. Research conducted by the American Institute of Certified Public Accountants (AICPA) highlights the potential demand for graduate accounting education. Specifically, the AICPA's *2015 Trends Report* indicates:

1. Enrollment in accounting programs overall (from the bachelors to the graduate level) reached record highs with approximately 253,000 students enrolled at all levels; the growth is almost entirely at the master's level.
2. Universities are optimistic about the growth of the profession as 70 percent of master's of accounting programs expect enrollment to be the same or higher over the previous year.

Moreover, interviews with human resource professionals from top accounting firms and other corporations, conducted by Coursera, determined that:

1. Prospective employers would be willing to hire graduates of a high-quality online master's in accounting program, as firms already are expanding their search for talent in a tight labor market in which competition among employers is rapidly increasing, and
2. These prospective employers are not aware of any strong sourcing pipeline from currently available online programs.

Thus, there is a strong need for this program. A high-quality degree from a top accountancy program, offered at a competitive price, should be a very attractive option for many prospective students.

The online version of the MSA will be a self-supporting program that does not rely on state funds. All required courses will be taught by Department of Accountancy faculty, as will some elective courses. MSA students will also be able to take some iMBA courses to satisfy elective course requirements. MSA students will not take courses outside of the College of Business.

We currently have a top ranked accountancy program, but maintaining this ranking requires vigilant attention to visibility and resources. We need to capitalize on this opportunity created by strong demand for accountancy to further establish the University of Illinois as a leader in this field.

### **Faculty Involvement and Shared Governance**

Department of Accountancy faculty have been integrally involved in the design and approval of this degree program, and many will be involved in teaching courses in the program. The program was discussed at a Department faculty meeting and has been approved by both the Department Advisory Committee and the College of Business Educational Policy Committee.

The online MSA will employ a bi-annual assurance-of-learning process and use student exit surveys to gather data on learning outcomes for the program. This is the same approach we use with our on-campus MSA program. Data gathered from this process is shared with our Department Advisory Board (consisting of public accounting partners and C-suite executives from the industry) from whom we solicit input. After receiving this input, the MSA Curriculum Committee (composed of department faculty) meets to determine what changes (if any) should be made to the curriculum and other aspects of the program every other year.

### **Enrollment Plans**

Although it is difficult to precisely estimate the demand for this program, we have a goal of enrolling 100 new students in the online MSA for May 2017. Subsequent cohorts will begin once per year, in May. We expect that expansion will create capacity beyond the initial 100 student cohort target, and the Department of Accountancy will closely monitor the experience of students to ensure the academic rigor of our MSA program is maintained.

As Head of the Department of Accountancy and Dean of the College of Business, we will work in close collaboration with faculty and staff to ensure this program grows responsibly, making strategic investments in scaling to create reputational and financial capital for the University of Illinois. Accountancy remains committed to maintaining the university's very high admissions standards and will use this program to continue enhancing our global reputation.

Thank you for your continued support as we invest in this opportunity.

Sincerely,



Jon S. Davis  
R.C. Evans Endowed Chair in Business  
Head, Department of Accountancy



Jeffrey R. Brown  
Lakonishok Professor of Business  
Dean, College of Business

UNIVERSITY OF ILLINOIS  
AT URBANA - CHAMPAIGN

Graduate College  
204 Coble Hall  
801 South Wright Street  
Champaign, IL 61820-6210



August 22, 2016

Professor Jon Davis  
Department Head  
Department of Accountancy

Dear Professor Davis,

The Graduate College has received and reviewed the following proposal from the College of Business on Saturday, August 20, 2016:

**"Online Master of Science in Accountancy"**

The proposal meets standards and criteria set forth by the Graduate College policy for the off-campus/online delivery of graduate degree programs. Please note as described in the Graduate College policy:

*"The Illinois Board of Higher Education and the Higher Learning Commission (the organization that accredits the campus) have complex rules controlling the offering of courses, certificate, and degree programs off-campus or online. Please consult the web site [www.provost.illinois.edu/programs/cps/establishcurricula.html](http://www.provost.illinois.edu/programs/cps/establishcurricula.html) to see what type of approvals may be necessary."*

<http://www.grad.illinois.edu/gradhandbook/3/chapter5>

We are pleased to approve this program to be offered as described in the proposal. The online MS in Accountancy degree program has been approved as a self-supporting degree program as the current on-campus MS in Accountancy is an existing approved cost-recovery program.

We now forward the proposal to the Office of the Provost for their review and creation of the program code needed to offer this program.

Sincerely,



John C. Hart  
Executive Associate Dean  
Graduate College

cc: Kathy Martensen  
Allison McKinney  
Amy Edwards

**Proposal to the Graduate College**  
Prepared June 7, 2016

I. PROGRAM IDENTIFICATION

1. Name of department: Department of Accountancy
2. Degree program: Online Master of Science in Accountancy
3. Program's common name: Online Master of Science in Accountancy
4. Delivery mode/technology: Online to expand the traditional on-campus version of the degree program
5. Proposed starting date: May 2017

II. PROGRAM PURPOSE

1. **Program objectives:** The Department of Accountancy intends to expand its Masters of Science in Accountancy (MSA) degree to an online platform. Courses in the online format will use Coursera MOOC video lessons for lecture delivery and utilize a platform that is currently being customized for the iMBA program to manage assignments, exams, projects, office hours and other synchronous interactions with students. As with the iMBA program, the video lessons may be available to all Coursera learners, however the customized platform will restrict access of the full instructional content to registered for-credit students only.
2. **Educational needs (and how assessed [3]):** Currently, the Accountancy Department offers no degree programs using an online format. The department is consistently recognized as one of the top three accounting programs in the country, but access to our curriculum and notable faculty is limited to students who can engage in a residential, face-to-face program. Research conducted by the American Institute of Certified Public Accountants (AICPA) highlights the potential demand for graduate accounting education. Specifically, the AICPA's 2015 Trends Report indicates:
  1. Enrollment in accounting programs overall (from the bachelors to the graduate level) reached record highs with approximately 253,000 students enrolled at all levels; the growth is almost entirely at the masters' level.
  2. Universities are optimistic about the growth of the profession as 70 percent of masters' of accounting programs expect enrollment to be the same or higher over the previous year.

Moreover, the platform provider, Coursera, conducted interviews with human resource professionals from top accounting firms and other corporations to

determine whether graduates of online accounting programs at top universities would be attractive to prospective employers. Two insights stood out:

1. Prospective employers would be willing to hire graduates of a high-quality online masters in accounting program, as firms already are expanding their search for talent in a tight labor market in which competition among employers is rapidly increasing, and
2. These prospective employers are not aware of any strong sourcing pipeline from currently available online programs.

With evidence of strong demand for graduate accounting education from students, along with a willingness among prospective employers to hire online accounting graduates, we feel expanding the delivery of our MSA to an online platform leverages our unique position in the accounting education market to meet a real need.

4. ***Clientele served:*** Beyond the financial viability and opportunity afforded by adding our MSA to an online platform, we also recognize our mission as a department and as part of the University. As the cost of education for prospective students continues to rise while state support diminishes, our classes, like those from other units across campus, have seen a shrinking proportion of domestic students. The trend of shrinking domestic student representation is especially acute to those students from higher risk backgrounds. With few options to manage this growing trend, we believe offering our MSA using the online platform represents one mechanism to provide greater access and affordability to prospective students for whom a full-time residential program is not a practical option.
5. ***Expected enrollment (and ideal capacity [6]):*** Because the online MSA is not a new program, but an expansion of an existing program, our initial estimate of the enrollment increase due to the additional platform is 100 students per cohort. Cohorts will begin yearly. We expect that expansion will create capacity beyond the initial 100 additional student cohort target, and the Accountancy department will closely monitor the experience of students to ensure the academic rigor of our traditional MSA program is retained.
7. ***Program alignment with teaching, research and service missions:*** The Illinois Department of Accountancy's mission is global: we seek to lead the world in accountancy education and thought. The online expansion of our MSA program provide an opportunity to enhance the global reputation of faculty, who will be the face of the program. Moreover, the expansion represents a new delivery of a high quality accounting degree, and we seek to set the standard for online accounting education while offering access to an



educational opportunity that may have been historically unattainable to many populations, both in the United States and around the world.

### III. RELATIONSHIP WITH EXISTING PROGRAM:

1. **Similar program offerings (also [2]):** Because the online MSA represents an expansion of an existing program, each course offered by the MSA program will contain the same content, whether it is delivered using the online platform or in the traditional classroom format. A typical MOOC consists of lecture videos organized into short lessons, with embedded practice questions, end of topic quizzes, free response activities and project assignments. Our MSA courses offered online will expand these elements to include: synchronous lessons, live office hours, and program-wide events that coincide with similar programming available to MSA students receiving instruction in the traditional classroom format.

Similar to the University of Illinois iMBA program, the flexibility of online delivery will allow MSA students to complete the program within either a full-time or a part-time course plan. For example, students would be able to utilize a one-year or two-year plan, based on the student's ability to commit to completing either four courses or two courses each semester.

There are no similar programs offered in the same geographic location and/or online by other Urbana-Champaign units or other University of Illinois campuses.

3. **Benefits of new program to existing programs:** We believe MSA students who receive instruction through our traditional format will benefit from our expansion. Initially, the videos used in the online formatted courses can be an added resource available to traditional format students. However, as more online content is developed, we expect traditional format students to have access to digital electives and courses on specialized topics that may not be economically viable to provide outside the online space. Thus, we envision our online expansion to benefit all of our MSA students (and possibly students in other Masters programs).

### IV. FACULTY:

1. **Informing faculty about the purpose and design of the program:** Faculty have been integrally involved in the design and approval of this degree program, and many will be involved in teaching courses in the program. In addition, the program was discussed at a Department faculty meeting and discussed and approved by the Department Advisory Committee.
2. **Support for course development and delivery/advising:** Utilizing the infrastructure already in place for the iMBA minimizes the risk typically

associated with adding online offerings of coursework. Because the expansion of the MSA program to an online platform has the full support of the Business School Dean and the campus' Center for Innovation, Teaching and Learning (CITL), producing the videos for the online classes is scheduled to commence immediately and should require little in the way of resources from other units on campus. As the online program expands our existing program, advisors for the traditional MSA will be utilized initially, with additional advisors being acquired as needed. This additional staff will be supported by revenue generated from the expansion.

3. ***Maintaining the engagement of faculty:*** The proposed online MSA will employ a bi-annual assurance of learning process and student exit surveys to gather data on learning outcomes for the program. We use an identical approach with our on-campus MSA degree. Data gathered from this process is shared with our Department Advisory Board (consisting of public accounting partners and C-suite executives from a variety of companies) from who we solicit input. After receiving this input, the MSA curriculum committee (composed of department faculty) meets to determine what changes (if any) should be made to the curriculum and other aspects of the program every other year.
4. ***Program instructors:*** Appendix A indicates the anticipated instructors for courses within the online program.
5. ***Use of adjunct faculty members as instructors in the program:*** There may be reasons to seek out adjunct instructors in the future for developing future electives or to cover specialized topics. However, in making preliminary plans for the program, we intend to rely on our current faculty.

## V. STUDENT ADMISSION

1. ***Will students be admitted as non-degree or degree-seeking students?:*** We will admit both degree-seeking and non-degree students. Non-degree students may include those who wish to demonstrate their academic readiness to pursue the degree, and those who wish to try out a course and see whether their schedules will allow them to do it. CITL will manage non-degree admissions for the MSA.
2. ***Criteria and standards for admission to the program that are in addition to Graduate College minimums.*** In addition to the Graduate College minimums, the online MSA program will require completion of the GMAT exam, TOEFL or IELTS exam (while we don't currently use the Graduate College waiver policy for the English exams, we may be changing to adoption of the Graduate College policy), and evidence of knowledge in each of the following areas: financial accounting, statistics, finance, economics, and management. For the latter requirements we will accept either college

course credit or a certificate of completion from a known MOOC provider (e.g., Udacity, EdX, or Coursera).

3. ***How will the potential for graduate study of applicants to the program for whom intervening years since undergraduate degree may have meant a considerable increase in knowledge, motivation, maturity, the development of specific career goals, commitment to a profession, and even a distinguished record in that profession? We will consider all parts of the application (including reference letters, interviews, work history, other relevant activities and evidence of communication ability) and are prepared to write a letter of justification for admission to the Graduate College if an individual's work record and career goals indicate likelihood of success in this graduate degree program.***

## VI. CURRICULUM

1. ***Requirements for the degree program (also 2, 3 and 5):*** As mentioned previously, the curriculum for the MSA program offered online will be the same as that required of students completing the traditional delivery of the MSA program. As a reference, we summarize the course plan below.

<b>Required Courses (or substitute graduate accountancy courses approved by a program adviser)</b>	<b>Required Hours</b>
<b>ACCY 501 Accounting Analysis I</b> Uses of accounting information; collection, processing, and communication of accounting information; measurement of assets, liabilities, equity, and income; and accounting system design. <i>Offered in Summer. Semester course. Required.</i>	4
<b>ACCY 502 Accounting Analysis II</b> In-depth study of accounting valuation processes, accounting income measurement, and special reporting problems of multiple-entity organizations. <i>Offered in Fall. Semester course. Required.</i>	4
<b>ACCY 503 Managerial Accounting</b> Introduction to management accounting as part of the firm's information system, in terms of modern cost accounting and budgetary systems for planning and controlling business operations. <i>Semester course. Offered in Summer. Required.</i>	4
<b>ACCY 504 Auditing</b> Introduction to conceptual and applied material in the field of auditing. Emphasizes the audit process, reporting, and professional responsibilities. <i>Offered in Spring. Semester course. Required.</i>	4
<b>ACCY 505 Federal Taxation</b> Introduction to historical and conceptual as well as applied material in the	4

accounting area of federal taxation; emphasizes the provisions of the tax law relevant to accounting measurement methods. <i>Offered in Fall. Semester course. Required.</i>	
Or substitute graduate accountancy courses approved by a program advisor	
<b>Graduate Electives with at least 4 hours credit in a non-accountancy graduate course</b>	<b>12</b>
<b>Total Hours</b>	<b>32</b>

4. **Special accreditation issues related to program:** The Department of Accountancy is accredited by the Association for Advancement of Collegiate Schools of Business (AACSB). We have reviewed the accreditation standards in the context of online delivery of our MSA degree. We do not anticipate additional accreditation issues.
5. **Specific course offering information:** See 1, above.
6. **Course variation:** The primary variations in course delivery will be that online offerings of the course be available for students to access with greater flexibility. Utilizing the iMBA model of partnering with Coursera, students will be able to access portions of the course asynchronously, allowing students to some flexibility in meeting the learning schedule of their courses. Our on-campus MSA program has a highly diverse student population from a variety of countries and diverse levels of experience. We expect similar diversity of students in the online MSA, and our curriculum will reflect that (with slightly more emphasis on international reporting regulations). Recognizing that our online student population will likely also have a considerable diversity of experience, we will also leverage features of the Coursera platform at allow peer-to-peer interaction between students to enhance learning.
7. **Mode of Delivery:** Courses in the online MSA program with include both asynchronous videos that students will access online at their convenience, and synchronous “live” events that students will be required to join digitally. All access of the online course will come via a customized platform developed by Coursera for the iMBA program.
8. **Minimum and optimum times for completing:** This is a 32-hour degree. We anticipate most students will complete the degree within two years, but recognize that the nontraditional nature of the online student may extend the completion time to up to 5 years.

9. ***Expected duration to online offering:*** We do not expect the program to be temporary, but rather an ongoing mode of delivering our well-established MSA program.

## VII. ADVISING

1. We will replicate our current advising model, which combines full-time academic advisors with referrals as needed to full-time faculty. Advising staff use telephone, e-mail, instant messaging, social media and computer conferencing.

## VIII. ACADEMIC SUPPORT

1. ***Technologies used to deliver online program:*** The program will utilize a customized platform developed by Coursera for the iMBA program.
2. ***Availability of technology to students:*** With the technology developed by Coursera, our partnership with Coursera will allow students to take the MOOC portion of our online courses by signing up as “learners” on the Coursera website. For the asynchronous elements of the courses, students need no additional technology beyond access to a computer and internet access. For synchronous elements of the courses, students may benefit from a computer camera, but it will not be required.
3. ***Requirements of library resources:*** We do not anticipate significant requirements for library resources at this time. If needed, all for-credit Illinois registered students have access to the University of Illinois online library gateway.

## IX. PROGRAM ADMINISTRATION

1. ***Prospective students understand program objectives and policies:*** A Director of Student Support will be the initial point of contact for students in the program, as well as a liaison to other campus entities (e.g., CITL, Coursera, central campus). The director’s responsibility will be to communicate directly with prospective and current students regarding the particulars of the program’s structure and policies.
2. ***Other units involved in supporting the program:*** The Department of Accountancy, the College of Business, the Graduate College, and CITL will encompass the entities supporting the program.
3. ***Specific approvals needed to offer the program out-of-state:*** No additional approvals are needed.

4. **Marketing the program:** Marketing the program will greatly benefit from the partnership with Coursera as Coursera invests in marketing courses offered on its platform. Beyond the efforts of Coursera, we anticipate that External Communications within the College of Business will lead some marketing and public relations efforts. The MSA will also be included in CITL's Illinois Online marketing campaigns.
5. **Obligations to students if program discontinued:** If it is determined that the online delivery of the MSA should be discontinued, currently enrolled students would be notified of the timeline for final offerings of courses, with time to allow students a final opportunity to complete the program.
6. **Ensuring students meet academic and departmental requirements:** The Director of Student Support will be charged with ensuring students meet all necessary requirements, with assistance from program advisors.
7. **Accommodating accessibility for special needs students:** We will consult with the director of the iMBA program and CITL's accessibility experts who work closely with Disability Resources & Educational Services to ensure that course materials meet Illinois' world-leading guidelines for accessibility by special needs students.
8. **Involvement of CITL:** CITL will be directly involved in managing the course offerings, course production, and serving as a liaison to Coursera, our platform provider.

#### X. RESOURCE IMPLICATIONS

1. **Availability and sources of resources to support the program:** Funds are available to support the program. The faculty, staff, courses and technical infrastructure needed to launch and offer the program are already in place. That said, we do plan to hire an additional instructional designer to supplement existing resources that we will be using that are associated with the College of Business iMBA program.
2. **Adequacy of staffing to support the program:** We have the necessary recruiting, advising, career services, admissions, student records, instructional technology and information technology staff to support this program. Incremental resources required as a result of program growth will be supported by tuition generated from the program.
3. **Need for new faculty and TA hires to support the program:** The courses to be offered will be taught by current faculty. If enrollments warrant faculty expansion, we will seek permission to hire additional faculty. Through our current experience with the iMBA degree, we have experience ensuring that the needed level of TA support for the online courses will be met.

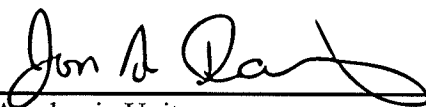


4. **Budget for marketing for the program:** We will integrate marketing for the new program into the College's communication plan for the year, with reallocation of funds from channels where we are already known to channels relevant to the focus of the online version of the degree (e.g., practicing business professionals)
5. **Will request be made to have program approved to be self-supporting?:** We expect that the program will be self-supporting, consistent with the model used for the iMBA degree. The program will be self-supporting as the current MSA program is an approved Cost Recovery program.
6. **What tuition model/rate will be used?:** The online MSA will be priced at \$475 per credit hour.
7. **Future plans for program (growth expectations):** We expect to grow for some period of time until we reach a level that reflects market demand. That said, growth will be limited by our ability to maintain delivery of a quality program.
8. **Impact of planned growth on resource needs:** We expect online MSA students to be "net new" students, bringing new tuition income to the College of Business and Department of Accountancy. We will use this tuition income to sustain growth of the program in the future. Once started, the program will be self-supporting and require no additional resources. Initially, aside from employment of a new curriculum designer, we will use existing faculty and existing online resources (with some service-in-excess payments). Subsequent operation and expansion will be supported by tuition revenue.

## XI. PROGRAM EVALUATION

1. **Monitoring and evaluation of program quality:** We will use the same systems and processes that we currently have in place for the on-campus MSA degree. All courses will be evaluated by students with ICES Online. Additional data will be collected using several instruments used in the Department of Accountancy to measure achievement learning objectives in the MSA program. We will also employ analytics provided by Coursera. The data will be used to identify areas where improvement is needed. Placement and student satisfaction surveys will enable us to track employment outcomes (when relevant) and overall satisfaction with the degree.
2. **Periodic evaluation of continued need for program and resources needed to support program:** We will track enrollment and degree completion.
3. **Evaluation of student satisfaction, curricula and faculty:** See (XI)1, above.

Appendix A: Likely instructors for the online MSA program

Proposed Instructors	Course
Greg Davis	ACCY 501
Rachel Schwartz	ACCY 502
One of the current instructors in ACCY 302, 304 or 503	ACCY 503
One of the current instructors in ACCY 504 or 415	ACCY 504
Petro Lisowsky	ACCY 505
Michael Kustanovich	ACCY 593AT
Jon Davis	ACCY 451
Various	iMBA Elective

  
 Academic Unit \_\_\_\_\_ Date \_\_\_\_\_  
 08/20/16  
 College \_\_\_\_\_ Date \_\_\_\_\_  
 8/23/16  
 Graduate College \_\_\_\_\_ Date \_\_\_\_\_  
 Wilky L. Mess 8/26/16  
 Provost's Office \_\_\_\_\_ Date \_\_\_\_\_



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

EP.17.18 Report of Administrative Approvals at the September 12, 2016 meeting of the EPC.

**Undergraduate Programs**

**Minor in Food and Agribusiness Management** – In the list of courses from which students are to select at least three hours, remove ACE 360, Spreadsheet Models & Applications. The rationale is that this particular course is only 2 credit hours, so it does not help students satisfy this requirement for the minor. Four other courses remain in this “select-from” list, and the total number of hours required for the minor is unchanged.

**BS in Agricultural Communications** – With the recent transfer of administration of this major from the College of Media to the College of ACES, change the required orientation course from MDIA 100, College of Media Orientation (1 hour), to ACES 101, Contemporary Issues in ACES (2 hours), for freshmen and from MDIA 100 to ACES 200, ACES Transfer Orientation (0 hours), for all transfers. There is no change to the total hours required for the major, as the additional orientation course hour will translate to one less elective hour for freshmen and one more elective hour for transfers.



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

HE.16.02 Report on the June 21, 2016 meeting of the Faculty Advisory Council to the IBHE

The Faculty Advisory Council (FAC) of the Illinois Board of Higher Education (IBHE) held a regularly scheduled meeting at Illinois State University on June 21, 2016, with 18 members present. FAC members were guests of the IBHE for a luncheon and attended the Board meeting in the afternoon.

The meeting was called to order at 9:00 a.m. by FAC Chair Marie Donovan. The Executive Committee will meet in August to plan for next year and welcomes suggestions. FAC secretary Steve Rock is working with the IBHE staff on replacement of members whose schools are rotating off the FAC or designating new representatives. The next meeting will be September 9 at Northeast Illinois University.

Gretchen Lohman, IBHE Assistant Director for Academic Affairs, noted there are open positions at IBHE due to the budget shortfall. They are working on credentialing certificates as part of the effort to meet the 60% goal of post-secondary education for Illinois residents by 2025. IBHE is charged with reviewing programs that exhibit low enrollments, degree completions or high expenses per degree. Institutions are asked to identify appropriate outcomes of flagged programs and given two years for such review. Five outcomes include sunset, consolidation, redesign, justification/no further action, and priority review.

Caucus reports: Community colleges are covering MSP students in different ways. Enrollment projections at 4-year publics are up in some few instances, down in others. Some concern voiced that schools with drawing power take students from other institutions. Also, out of state schools are aggressively pursuing Illinois students.

Minutes of the May meeting were approved. The Assoc. of American Publishers may participate in the FAC September meeting in a two-hour dialogue. (Interested parties could be invited to attend as well.) Long-time member John Bennett was recognized by a unanimously adopted resolution followed by meeting's adjournment.

FAC members divided into four groups for discussion with members of the IBHE at the luncheon with FAC members leading the discussion on one of four topics: 1) student exodus from Illinois; 2) FAC and IBHE interaction; 3) interaction among state educational agencies; and 4) IBHE's role in higher education (regulatory or advocacy). There were no reports to the larger group on the individual table discussions. My tabled focused on the urgent need for Board advocacy on behalf of higher education while noting the important regulatory role of the Board. One new IBHE member said Board members were appointed by the governor and needed to follow his lead, the FAC members responded that if the Board does not advocate for higher education, who will?

Following the luncheon the IBHE met. Executive Director James Applegate, who holds a PhD from Illinois, said that despite the current budget problems we need to look forward to a more promising future and plan accordingly.

Ken Andersen  
Alternate FAC Representative



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

SC.17.06 Report on the September 8, 2016 Meeting of the Board of Trustees of the University of Illinois at the Urbana-Champaign Campus

## 1 Introduction

The Board opened their public meeting with the customary rendition of the university anthem sung by Teresa, an indigenous Ecuadorian voice student of Prof. Sylvia Stone. The head of center rectangle was occupied by Chairman McMillan, and President Killeen, flanked by Counsel and Secretary. Present were trustees: Holmes, Hasara, Fitzgerald, Montgomery, Cepeda, Smart, Koritz, Smart, Estrada, the student trustees, and chancellors Koch (UIS), Wilson (UIUC) and Amiridis (UIC).

The table between the faculty observers and the trustees was occupied by the newly appointed interim VPR Seidel and VPAA Marshall, and longtime CFO Comptroller Knorr.

McMillan opened the meeting with recognition of Wilson with a reading of the appropriate resolution. Killeen showed PR videos of the three universities in the Illinois System, consisting of UIUC, UIC, UIS, the University of Illinois Hospital & Health Sciences System (UIHHSS?).

## 2 The Strategic Framework in Action

President Killeen praised the people who gestated the present plan over the future of UI system for the past two years. The entire report<sup>1</sup> should be read by the interested senator.

The highlights included that the 80K students make an annual \$15B/annum economic impact on the State. The UI system commands a \$1B research portfolio.

The document has a large number of bulleted item under “The Four Strategic Pillars” of

- I. An Institution of and for Our Students
- II. Research and Scholarship with Global Impact
- III. III Healthy Future for Illinois and the
- IV. Midwest IV Tomorrow’s University Today

Only bullet 3 of pillar II mentions a “Brilliant collaborative faculty”. Rather than repeat possibly misheard statistics (a.k.a. metrics) here, the interested reader is directed to the document. Great emphasis was given on the good progress in minority membership among the students. This observer was impressed that while the publics have an average student loan default rate of 12%, UIUC has 2%.

The presentation ended with a mention of a “compact with the State of Illinois” followed by praise from McMillan. A short presentation was given on plans for the University Sesquicentennial at graduation in May of 2018. A neologism was coined when we were promised that the University will “sesquicentennial-ize everything”.

## 3 Financial Report

Chairman McMillan next called on CFO Comptroller Knorr to present news “we always look forward to”. You are urged to study this very short and well-designed set of PowerPoints<sup>2</sup>.

Highlights were the announcement of a \$351M “bridge” appropriation for FY17 (current academic year) to pay expenses incurred through December 31, 2016. A FY17 \$29M for the Monetary Award Program (MAP)

---

<sup>1</sup> [www.trustees.uillinois.edu/trustees/agenda/September-8-2016/p-2-Strategic-Framework.pdf](http://www.trustees.uillinois.edu/trustees/agenda/September-8-2016/p-2-Strategic-Framework.pdf)

<sup>2</sup> [www.trustees.uillinois.edu/trustees/agenda/September-8-2016/p-3-Financial-Update.pdf](http://www.trustees.uillinois.edu/trustees/agenda/September-8-2016/p-3-Financial-Update.pdf)

applied to the spring 2016 semester. Knorr expects full payment for the FY17 appropriation by December 2016, and a deferred general salary program is being considered for contract Year 2016-17.

The first slide was also the most revealing. Knorr allowed that he does not show this slide in public very often. It is by the month general fund revenue receivable for FY11-FY16 (as of June 30, 2016). Superimposed is a graph of what percent of the state budget this comprises. The annual undulations show a general downward trend on both counts, with a near-death “flat line” through AY15-16. To this observer this metric demonstrates that the UI is no longer a publicly supported university system. To add to this the retirement annuities and health-care benefits is not persuasive in the face that alternatively the State would have had to pay social security and Medicare contribution to Washington over all of those and prior years. A discussion of the endowment performance and the Foundation followed. Knorr ended by exercising the personal privilege of predicting the outcome of the Illinois-Carolina game yesterday.

#### 4 Concluding Remarks

There followed committee reports including<sup>3</sup>

The Health committee was reported on by trustee Koritz. Notable was that the UI Hospital rose, in the estimation of US News and World Report, from place 23 regionally to the 8th place from the top regionally, as based on a dramatic reduction of hospital mortality. This non-profit hospital also made a profit of \$4.2M last year.

The Budget committee reported via trustee Cepeda. The funding of the Talbot Laboratory Educational labs was discussed briefly. Trustee Hasara reported on her Academic and Student affairs committee. Its memberships also includes trustees Cepeda, Estrada, and Holmes, and all three of the student trustees.

One notable item was a report by Executive Director of Ethics, Donna McNeely on the various “training” products her office has perfected. In particular, the University is now “over compliant” vis-a-vis federal mandates.

After Chairman McMillan opened the floor, a question was raised whether our increases in minority enrollment has improved our ratings. President Killeen answered in the affirmative. There followed the voting on the agenda items. There were some abstentions on specific items. Fitzgerald abstained from #13 on the expenses for the Deloitte Center at the UIUC Business School. This was followed by another round of praise from the trustees, notably for president Killeen. This was followed by the vote by roll-call. There were again a few abstentions.

This ceremonial exercise over, president Killeen extended praise to the BOT, Schook, Wilson, Seidel, and finally also the faculty senator observers. Noting that this demonstrates shared governance in action.

McMillan’s concluding remarks predicted a \$315M shortfall, and lamented the casualties of unintended consequence of the persistent budget crisis. The November 10, 2016 meeting of the BOT is in Chicago, as is the January 19, 2017, followed by the Urbana meeting on the Ides of March.

Respectfully submitted,  
George Francis

---

<sup>3</sup> [urlwww.trustees.uillinois.edu/trustees/agenda/September-8-2016/r-sep-Dashboard-Urbana.pdf](http://www.trustees.uillinois.edu/trustees/agenda/September-8-2016/r-sep-Dashboard-Urbana.pdf)  
[www.trustees.uillinois.edu/trustees/agenda/September-8-2016/r-sep-2016-Inclusive-Illinois-Impact.pdf](http://www.trustees.uillinois.edu/trustees/agenda/September-8-2016/r-sep-2016-Inclusive-Illinois-Impact.pdf)

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

**SUR.16.02** Report on SURSMAC\* Meeting April 26, 2016\*\*

SURSMAC convened its regular spring semester meeting at 10 a.m. at Parkland College in Champaign, Illinois. The increased participation rates spurred by the outreach activities of SURS liaison Larry Curtis again necessitated the utilization of the larger facilities at Parkland instead of the traditional meeting room at the SURS main office in Champaign.

SURS Chief Operating Officer Andrew Matthews opened the meeting and welcomed the members of the Academic Advisory Council (AAC), who were joining the SURSMAC meeting for the first time. Matthews noted that due to budget cuts, the regular fall semester meeting might need to be a webinar. The minutes of the October 13, 2015 meeting were then approved.

Director Bryan Lewis was absent due to his travelling schedule. Accordingly, Matthews confirmed that Tom Cross would soon be replacing Lindsay Anderson as Chair of the SURS Board of Trustees. SURS Chief Investment Officer Dan Allen has also announced his retirement and SURS has hired a search firm to suggest replacements. There were 969 new retirees processed for January 2016.

Decisions by the Board 2 years ago to de-risk the SURS portfolio are still being implemented—for example, with U.S. Equities being reduced from 32% to 25%. Overall portfolio returns for the previous quarter were up 1%, but the fiscal year returns were down 1% as of April 2016.

The State of Illinois contributed \$220 million to SURS in April 2016 which placed SURS at 85% of assumed funding. SURS expects to receive 100% of the contributions which the State of Illinois is required to make to SURS each fiscal year. Compared with other state retirement funds, the Illinois legislature needs to improve SURS funding because “SURS is ranging in the low to mid 40%” of funds required to meet projected obligations.

Throughout the meeting, the 6% rules generated several questions and discussions. SURSMAC and AAC members noted that the 6% rules needed more review by SURS and that the 6% was being treated as a penalty instead of a cost of doing business. SURS representatives indicated that they could not advocate for changes since SURS was limited just to administering the 6% rules. AAC representative Ms. Katie Ross of the UIUC campus provided valuable input and informed this discussion.

SURS Legislative Liaison Kristen Houch detailed proposed legislation impacting SURS and SURS members, including 7 House Bills, 8 Senate Bills, and 2 House Resolutions. Given the state’s budget impasse, the probabilities of any of this legislation becoming law appeared to be speculative. Fall of 2016 appeared to be a more pertinent window for monitoring pending legislative proposals.

Director of SURS Outreach Suzanne Mayer reported that due to budget cuts at universities, SURS has initiated group counseling for groups of 20 employees on campuses. Employee seminars were also scheduled for the summer of 2016 (including 3 in June). Tier 2 employee benefits and return to work issues were the concerns expressed most by employees.

September 19, 2016

Regarding the Self-Managed Plan (SMP) program, SURS has hired a full-time SMP Advisor, Nick Camerello, to assist SMP participants. Fidelity and TIAA will also be assuming greater responsibilities from SURS, including SMP record keeping, fund splitting, and several other tasks. Only 20% of SMP participants make regular changes, while 80% make only one-time investment decisions.

The SURSMAC meeting then addressed organizational issues involving the SURSMAC and AAC representatives, including the next meeting date and an updated SURSMAC website. SURSMAC Vice-Chair Bill Williamson informed the discussion on best practices and expectations for SURSMAC as the agenda addressed the formation of specific committees and the need for volunteer representatives to serve on the committees.

At approximately 12:30 p.m., the meeting was adjourned sine die.

Respectfully Submitted,

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

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

\*\*In the production of this report, the assistance of Laura Czys and Katie Ross from the UIUC Office for Human Resources is gratefully acknowledged. This report also paraphrases some salient excerpts from the SURSMAC Minutes prepared by COO Andrew Matthews, and the work of SURS employees is hereby acknowledged and appreciated.



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

UC.16.02 Report on the March 29, 2016 Meeting of the University Senates Conference (USC)

The University Senates Conference (USC) met in Urbana-Champaign at the I Hotel.

The session with President Killeen, Vice President Knorr, and Vice President Pierre included the following discussions:

- Update on the Budget Impasse  
Resolving the state budget will most likely take a multi-year approach. There is no funding for MAP. The state is not paying for medical benefits or reimbursing health care providers at this time.
- U of I 2021 Initiative (compact with the state)  
A shell bill will be submitted soon. Specifics will need to be filled in later.
- Update on the Strategic Planning Process  
The Strategic Framework document will go through at least one more round of revisions. Suggestions are being accepted. A significant change is the terminology of three universities rather than three campuses. Discussion of whether the section on intercollegiate athletics should be a part of the strategic plan. USC acknowledged that an outside firm and a professional writer are working on the document, and encouraged the strategic planning steering committee to take ownership of the document.
- Update on the 360 Review of Senior Administrators  
The review is almost complete. Focus is on professional development. UA functions are also being considered.

USC met with Dr. James Anderson, Presidential Fellow, and discussed efforts to promote inclusiveness and equity throughout the University:

- Substantial amounts of money have been put into these areas and yet there have been few positive results in the areas where students want change.
- There are different types of issues to address and different ways to address the issues on each campus.
- The University needs a plan that is comprehensive and at the same time responsive to the different groups on the campuses, some which feel isolated, silenced, and unsafe.
- Improving inclusiveness and equity needs to be a core value of the University.

The minutes and the classification of senate minutes were approved.

The USC business agenda included the following items:

September 19, 2016

- Discussion of the statutory revisions that have been approved by the senates and moved forward by USC, but have not gone to the Board for consideration.
- USC ST-81 (revisions to the University's Nondiscrimination Statement). Approved sending the UIUC Senate document to the UIC and UIS Senates for consideration.
- Report on the statutory revisions that are being considered by the UIUC Senate that would revise the hiring approval process.

Respectfully submitted,

Matthew B. Wheeler  
USC Representative to the Senate Executive Committee

**The USC minutes and agendas can be found at:**

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

**The USC membership list can be found at:**

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

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

UC.16.03 Report on the April 28, 2016 Meeting of the University Senates Conference (USC)

The University Senates Conference (USC) met in Springfield at the Public Affairs Center, UIS.

The session with President Killeen, Chairman McMillan, Vice President Knorr, and Vice President Pierre included the following discussions:

- Update on the Budget Impasse and U of I 2021 Initiative (compact with the state)  
Various caucuses have been helpful in trying to get a bill together that would guarantee steady funding in exchange for performance measures being met by the University. The stop-gap funding is good news, but it does not solve near-term and long-term problems.
- Update on the University Strategic Plan  
The Strategic Framework document will go to the Board of Trustees in May. This has been a collective project with many participants. There is a big shift in thinking in that the University is referred to as a system and the campuses as universities.
- Governor's faculty appointment to the IBHE.  
There was concern whether the Governor's nominee was qualified to represent the faculty since he is a part-time lecturer, not a tenured or tenure-track faculty member.
- Campus goals  
The Vice President for Academic Affairs is working with the provosts to develop goals in areas such as access, affordability, diversity, financial aid, curriculum direction and delivery, and enrollment management. The campuses are in charge of developing their own plans.

USC met with Chancellor Susan Koch and discussed the following:

- UIS began as Sangamon State University in 1969, enrolling only upper level students. UIS has been a part of the University for twenty years now and began admitting freshman in 1999.
- There is a diverse student body of around 5400, with a 45/55 ratio of graduate and undergraduate students. UIS has a strong reputation for online education, with 1500 students enrolled.
- UIS has a relatively small number of majors, but is creating new academic programs in high demand areas. UIS has partnered with the UIC College of Nursing to offer a Bachelor of Nursing degree beginning in the fall.
- The campus will be breaking ground on a student union on May 10 – the campus currently does not have a student union.

The minutes and the classification of senate minutes were approved.

The USC business agenda included the following items:

September 19, 2016

- Professor Burbules appointed the Nominating Committee: Benet Deberry-Spence (chair), Peter Boltuc, and Kim Graber.
- There could be movement in the fall on the statutory revisions that have been approved by all three campuses. Some items seem acceptable to move forward; others might need additional review and consideration or completely rewritten.
- USC ST-81 (revisions to the University's Nondiscrimination Statement). The UIS Senate approved the UIUC Senate version and the UIC Senate had first reading.

Respectfully submitted,

Matthew B. Wheeler  
USC Representative to the Senate Executive Committee

**The USC minutes and agendas can be found at:**

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

**The USC membership list can be found at:**

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

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

UC.16.04 Report on the May 26, 2016 Meeting of the University Senates Conference (USC)

The University Senates Conference (USC) met at Student Center West, UIC.

The session with President Killeen and Vice President Pierre included the following discussions:

- Update on the Budget

There is another stop-gap bill for FY16 funding that is currently on the Governor's desk. There is also a partisan bill for FY17 that the Governor is not expected to sign. A bipartisan group has been meeting extensively to try to develop long-term solutions to the inconsistent budgets.

- U of I 2021 Initiative (compact with the state)

The proposed document contains conservative metrics that the University would commit to in exchange for predictable funding and regulatory relief, especially in the area of procurement. The initiative is a five-year plan.

- Update on the University Strategic Plan

The Strategic Framework document was approved by the Board of Trustees in May. The implementation process will kick-off at the Board Retreat in July. The President asked for advice on how to move the framework forward. The Strategic Framework is a ten-year plan.

- Vice President for Research Position

President Killeen discussed possible changes to the position, including a name change. There will be a search to fill the position that will be vacated in August by Dr. Larry Schook, who plans to return to the faculty.

- Review of the Academic Program Approval Process

The Vice President for Academic Affairs, Dr. Christophe Pierre, provided an update on the review. The goal is to optimize the process and remove some of the approval layers.

USC met with Dr. Robert Barish, Vice Chancellor for Health Affairs, Dr. Susan Poser, Provost, and Dr. Raymond Curry, Senior Associate Dean for Educational Affairs at the UIC College of Medicine, and discussed the following:

- Dr. Barish provided an overview of the UI Health system, which consists of the hospital, 22 outpatient clinics, 13 health centers, the seven health science colleges, and 5 regional campuses. The health affairs deans report to him. He discussed the many outreach programs provided to the community and to the state by UIC's health system.
- Dr. Poser commented that eight deans and several vice provosts report to her. Moving the

medical health affairs deans out from under the Provost has been a big change for UIC. However, she and Dr. Barish work very well together and they are striving to bring the units together and find ways to collaborative between east side and west side.

- UIS has a relatively small number of majors, but is creating new academic programs in high demand areas. UIS has partnered with the UIC College of Nursing to offer a Bachelor of Nursing degree beginning in the fall.
- Dr. Curry discussed the initiative to revamp the medical school's curriculum, which has not been done in fifty years. There is urgency now due to various factors, so there is tremendous enthusiasm and many people want to be involved in the changes that will permeate throughout the entire curriculum. Student success is the first priority in making changes.

The minutes and the classification of senate minutes were approved.

The USC business agenda included the following items:

- The Conference agreed to forward statutory changes approved the UIUC Senate to the UIC and UIS Senates. The changes deal with language covering the approval process of appointments.
- There was an update on the statutory revisions that have been approved by all three campuses but have not yet been sent to the Board. Some items seem acceptable to move forward; others might need additional review and consideration or completely rewritten.
- Several items were referred to USC committees.

Respectfully submitted,

Matthew B. Wheeler  
USC Representative to the Senate Executive Committee

**The USC minutes and agendas can be found at:**

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

**The USC membership list can be found at:**

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

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

UC.16.05 Report on the June 22, 2016 Meeting of the University Senates Conference (USC)

The University Senates Conference (USC) met at the Illini Union, Urbana.

The session with President Killeen and Vice President Pierre included the following discussions:

- Update on Revisions to the *Statutes*

The Conference encouraged President Killeen to send the proposed revisions that have been approved by all three senates to the Board. Additional consideration that is needed in the section on academic freedom and to the language that provides the definition of faculty can be done separately.

- Update on the Budget

Another stop-gap bill for FY16 funding is being considered, although specifics change day-to-day. The University and its supporters have raised the level of advocacy. Vice President Pierre has assembled a system-level budget group, but he stressed the importance of the three universities having their own established processes for budget review.

- U of I 2021 Initiative (compact with the state)

President Killeen said that the metrics in the U of I 2021 Initiative are current numbers that the University is already delivering on. The five-year plan would provide predictable funding and regulatory relief for the University.

- Update on the University Strategic Plan

The Board of Trustees retreat in July will focus on implementation of the Strategic Framework, particularly the pillars outlined in the document.

- Update on Searches

President Killeen discussed various searches underway, including VP-Research and VP-Academic Affairs.

USC met with Chancellor Barbara Wilson and discussed the following:

- Chancellor Wilson provided an overview of current campus issues, such as searches that are underway, improvements to the admissions and recruitment process, the new Design Center building, a projected 7500 new freshman for fall, the upcoming development campaign, and budget issues – noting that faculty recruitment is one of the biggest risks.

- Update on the new College of Medicine. The new College of Medicine is looking at 2018 for the inaugural class. The partnership with Carle is strong. The dean search should be completed soon. A group is working aggressively on a very innovative curriculum.
- Chancellor Wilson described the many efforts that were made by the Urbana University to have censure lifted by the AAUP.

The minutes were approved.

The USC business agenda included the following items:

- Updates on various agenda items, although not much new information.
- Professor Burbules will present the USC annual report to the Board in July.

Respectfully submitted,

Matthew B. Wheeler  
USC Representative to the Senate Executive Committee

**The USC minutes and agendas can be found at:**

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

**The USC membership list can be found at:**

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