

AGENDA

Senate of the Urbana-Champaign Campus
April 29, 2013; 3:10 pm
Levis Center

- I. **Call to Order** – Chancellor Phyllis Wise
- II. **Approval of Minutes** – March 25, 2012
- III. **Senate Executive Committee Report** – Chair Matthew Wheeler
- IV. **Chancellor’s Remarks** – Chancellor Phyllis Wise
- V. **Questions/Discussion**
- VI. **Consent Agenda**

These items will only be distributed via www.senate.illinois.edu/130429.asp. If a senator wishes to move an item from the Consent Agenda to Proposals and have copies at the meeting, they must notify the Senate Office at least two business days before the meeting. Any senator can ask to have any item moved from the Consent Agenda to Proposals.

EP.13.20	Proposal from the College of Liberal Arts and Sciences to revise the BALAS in History, in the Department of History	Educational Policy <i>(G. Miller, Chair)</i>
EP.13.23	Proposal from the Graduate College and the College of Liberal Arts and Sciences to Establish a New Graduate Minor in Global Studies	Educational Policy <i>(G. Miller, Chair)</i>
EP.13.26	Proposal from the Graduate College and the College of Agricultural, Consumer and Environmental Sciences (ACES) to Establish a new option in the Master of Science in Agricultural and Applied Economics.	Educational Policy <i>(G. Miller, Chair)</i>
EP.13.30	Proposal from the Graduate College and the College of Agricultural, Consumer and Environmental Sciences to transfer the Master of Science in Agricultural Education from the Department of Human and Community Development to the Agricultural Education Program.	Educational Policy <i>(G. Miller, Chair)</i>
EP.13.31	Proposal from the College of Liberal Arts and Sciences (LAS) Department of English to revise the Major in the Science and Letters Curriculum: BALAS English- English Concentration and English Teaching Concentration	Educational Policy <i>(G. Miller, Chair)</i>
EP.13.32	Proposal from the College of Media Journalism Department to reorganize and revise the News Editorial major and Broadcast Journalism major as a new unitary Journalism major	Educational Policy <i>(G. Miller, Chair)</i>

EP.13.33	Proposal from the College of Liberal Arts and Sciences (LAS) to Establish a Graduate Concentration in Second Language Acquisition and Teacher Education (SLATE)	Educational Policy (G. Miller, Chair)
EP.13.34	Proposal from the College of Applied Health Sciences to Change the Name of the Bachelor of Science Degree in Health to the Bachelor of Science in Interdisciplinary Health	Educational Policy (G. Miller, Chair)
EP.13.38	Proposal from the College of Liberal Arts and Sciences (LAS) to Establish a Minor in Slavic Language, Literature, and Culture, in the Department of Slavic Languages and Literatures	Educational Policy (G. Miller, Chair)
EP.13.39	Proposal from the College of Engineering to establish a Combined Bachelor of Science in Computer Science and Master of Computer Science in the Department of Computer Science	Educational Policy (G. Miller, Chair)
EP.13.41	Proposal from the College of College of Agricultural, Consumer and Environmental Sciences (ACES) to Revise Requirements for Ph.D. in Natural Resources and Environmental Sciences	Educational Policy (G. Miller, Chair)

VII. Proposals (enclosed)

CC.13.09	Approval of Nominations for the Athletic Board	Committee on Committees (P. Kalita)	1
SP.13.06	Revisions to <i>Standing Rule 3</i> – Proposed Amendments to Documents	University Statutes and Senate Procedures (W. Maher)	7
SP.13.07	Revisions to the <i>Bylaws</i> , Part D. 5 – Committee on Campus Operations	University Statutes and Senate Procedures (W. Maher)	11
EP.13.35	Proposal to Establish the Institute for Universal Biology (IUB)	Educational Policy (G. Miller, Chair)	13
EP.13.37	Revisions to 2017-2018 Academic Calendar	Educational Policy (G. Miller, Chair)	23

EP.13.40	Proposal from the College of Education to establish a non-licensure Bachelors of Science in Learning and Education Studies with concentrations in: 1) Applied Learning Science; 2) Education, Globalization, and Social Justice; 3) Workplace Training and Development; and 4) International and Cultural Perspectives in Early Schooling.	Educational Policy <i>(G. Miller, Chair)</i>	27
CG.13.01	Revisions to the Academic Integrity Portions of the Student Code	Educational Policy <i>(G. Gollin, Chair)</i>	53
NB.13.01	Electronic Communications Policy	Campus IT Privacy and Security Committee	75
SC.13.14	2013-2014 Senate/SEC Calendar	Senate Executive Committee <i>(M. Wheeler, Chair)</i>	83

VIII. Current Benefits Issues (5 min.)– John Kindt, Chair of Faculty and Academic Staff Benefits

IX. Reports (enclosed)

HE.13.07	FAC/ IBHE Report – March 15, 2013	A. Aminmansour	85
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X. New Business

XI. Adjournment

Minutes
Urbana-Champaign Senate Meeting
March 4, 2013

A regular meeting of the University of Illinois at Urbana-Champaign Senate was called to order at 3:14 pm on the 3rd floor of the Levis Center with Chancellor Phyllis Wise presiding and Professor Emeritus H. George Friedman, Jr. as Parliamentarian.

Approval of Minutes

03/04/13-01 The minutes from February 4, 2013 were approved as written.

Senate Executive Committee Report

Matthew Wheeler (ACES), Faculty Senator and Chair of the Senate Executive Committee (SEC), reported that the Senate Office would be sending out an email requesting senators' committee preferences. He also noted that going forward ballots would need to have the name of the voter on each ballot.

Faculty senators William Maher (LIBR), H. F. Williamson (LAS), and Joyce Tolliver (LAS) served as tellers for the meeting.

Wheeler requested that senators remain for the duration of the meeting to discuss the important items on the agenda. These items included several Educational Policy proposals, the filling of Committee on Committees vacancies, and discussion on honorary degrees.

SEC has held one meeting on February 4 since the last Senate meeting. Issues discussed included a potential survey on department and colleges to assess the state of shared governance at the unit level, several Educational Policy committee issues and concerns, a potential Bylaws change to include sustainability in the scope of the Campus Operations committee, and John Kindt discussed current benefit issues. Several committees are looking into these issues in more depth and will report back to the SEC at the next meeting on April 8.

Chancellor's Remarks

Chancellor Wise announced that the second meetings to put action behind the Visioning Future Excellence were held. Very good conversations came out of the brainstorming about things faculty members felt were important to act upon. They were then asked to prioritize those items. There was a list of advice in terms of recommendations on what should be done in the future under each one of these themes. Wise's next step is to meet with the Provost, Vice Chancellor for Research, and Vice Chancellor for Advancement to discuss what Illinois can fund and a timetable for implementation.

The Provost and Chancellor had met with different groups of faculty; those faculty members in humanities, social science, science, and math to discuss the next steps for excellence, to increase visibility, respect, and impact.

A Town Hall meeting is planned before the end of April to outline what was learned, and then work during the summer with faculty members. Then hold another Town Hall meeting at the beginning of the fall when most of the faculty members return to discuss specific actions and implementing.

Unofficial St. Patrick's Day was held this past Friday. There were fewer reports of disruptions in the neighborhoods and no major classes cancelled. Wise felt the new law that holds the host of any party responsible for any underage guests that consume alcohol has helped. There has been incredible cooperation between campus police and the Champaign and Urbana police as well as several other administrators who are deeply involved. Vice Chancellor for Student Affairs, Renee Romano, has been instrumental in making sure students are safe and responsible.

Questions/Discussion

No questions.

Consent Agenda

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

- 03/04/13-02 EP.13.13* Proposal from the College of Liberal Arts and Sciences to revise the requirements for the M.A. and PhD in Linguistics
- 03/04/13-03 EP.13.17* Proposal from the Graduate College and the College of Fine and Applied Arts to terminate the Ed.D. degree in Music Education
- 03/04/13-04 EP.13.18* Proposal from the Graduate College and the College of Engineering to revise the Master of Computer Science (M.C.S.) in Computer Science
- 03/04/13-05 EP.13.22* Proposal from the College of Business to Revise the Bachelor of Science in Accountancy
- 03/04/13-06 EP.13.24* Proposal from the College of Liberal Arts and Sciences to Establish a Concentration in Spanish Literatures and Cultures within the MA in Spanish in the Department of Spanish, Italian, and Portuguese
- 03/04/13-07 EP.13.25* Proposal from the College of Liberal Arts and Sciences to Terminate the Illinois PSM concentration in the MS in Plant Biology

Proposals (enclosed)

- 03/04/13-08 SC.13.11* Nominations to Fill a Faculty Vacancy on Committee on Committees

On behalf of SEC, committee Chair Matthew Wheeler introduced SC.13.11 and announced that Steven Michael had withdrawn his name prior to the meeting. There were no floor nominations and nominations were declared closed.

A preliminary election was held to reduce the number of faculty nominees to twice the number of positions to be filled. Preliminary ballots were collected and tellers reported the following vote totals:

Sara Benson	LAW	19
David O'Brien	FAA	24
Kevin Waspi	BUS	24

Tellers reported a tie on the final ballot. In a revote, tellers reported the following vote totals:

David O'Brien	FAA	35
Kevin Waspi	BUS	31

- 03/04/13-09 By ballot, Faculty Senator David O'Brien (FAA) was declared elected to Committee on Committees.
- 03/04/13-10 SC.13.12* Nominations to Fill a Student Vacancy to Committee on Committees
- On behalf of SEC, committee Chair Matthew Wheeler introduced SC.13.12. There were no floor nominations and nominations were declared closed.
- Ballots were collected and tellers reported the following vote totals:
- | | | |
|----------------|------|----|
| Chris McCarthy | ENGR | 40 |
| Matt Paarlberg | AVIA | 12 |
- 03/04/13-11 By ballot, Student Senator Chris McCarthy (ENGR) was declared elected to Committee on Committees.

03/04/13-12 CO.13.03* Resolution in Support of the Illinois Climate Action Plan

The Senate Committee on Campus Operations Chair Benjamin McCall introduced proposal CO.13.03. The purpose of this proposal is to emphasize the importance of climate change and to formally endorse the Illinois Climate Action Plan which was put into place by Interim Chancellor Easter in May 2010. For more information about the Plan, please visit the website: www.icap.sustainability.illinois.edu. It commits the campus to carbon neutrality by the year 2015.

Since implementation, the campus has reduced energy consumption and surpassed some goals. However, substantially more resources are needed to fill all of the other goals of the Plan on time. A supplemental letter* supporting this resolution was distributed at the door.

03/04/13-13 On behalf of Campus Operations, Chair McCall moved adoption of CO.13.03.

03/04/13-14 By voice vote, proposal CO.13.03 was approved.

Current Benefits Issues

John Kindt, Chair of Faculty and Academic Staff Benefits committee reminded those present that if an individual contacts a representative regarding an issue, University resources cannot be used in support of any political activities and any political activities must not interfere with employment obligations to the University. The pension reform issues will be discussed soon. Kindt noted that contacting representatives, on personal time, does have a noticeable impact.

Reports

03/04/13-15 HE.13.06* FAC/ IBHE Report – February 15, 2013

New Business

No new business.

Executive Session

03/04/13-16 A motion was made to move into executive session at 3:49 pm. The motion was seconded and approved by voice.

03/04/13-17 A motion was made to move out of executive session at 4:44 pm. The motion was seconded and approved by voice.

Adjournment

The meeting adjourned at 4:44 pm.

Jenny Roether, Senate Clerk

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

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

CC.13.09 Approval of Nominations for the Athletic Board

Background

The Athletic Board consists of seven faculty members, appointed by the Chancellor from nominations by the Senate, and two students appointed by the Chancellor from a slate of four candidates from the Illinois student government.

Terms of faculty ordinarily shall be four years; terms of students ordinarily shall be one year, with the possibility of reappointment for an additional year. Continuing faculty members of the Athletic Board and the expiration of their terms are as follows:

Cleo D’Arcy	ACES	2015
Adrienne Dixson	EDUC	2016
Rayvon Fouche	LAS	2014
<i>Margaret Kelley</i>	<i>LAS</i>	<i>2013</i>
Michael Raycraft	AHS	2015
Brent Roberts	LAS	2014
<i>Thomas Ulen</i>	<i>LAW</i>	<i>2013</i>

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

Nominations

The following faculty are nominated to fill two (2) faculty positions for four-year terms expiring in 2017. If no additional nominations are made, the four (4) nominees below will be forwarded to the Chancellor.

Andrea Beller	ACES
Laurence Chalip	AHS
Vicente Diaz	LAS
Harley Johnson	ENGR

The following students are nominated to fill two (2) student positions for one year terms expiring in 2014. If no additional nominations are made, the four (4) nominees below will be forwarded to the Chancellor.

McKennon Biers	BUS
Nicole Fremarek	AHS
Imran Kazmi	AHS
Nisar Qureshi	LAW

Committee on Committees

Prasanta Kalita, Chair
Marni Boppart
Harley Johnson
Tim Flanagan
Steve Letourneau
Jim Maskeri
Chris McCarthy
David O’Brien
Joyce Tolliver
Jenny Roether, *ex officio*

Nominations from the floor must be accompanied by the nominee's signed statement of willingness to serve if elected, 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.

FACULTY NOMINEES

ANDREA BELLER (ACES)

I have attended men's basketball games annually since my son was young, usually with him but occasionally by myself! I attended many women's and occasionally men's gymnastics meets with my daughter (who attended gymnastics camp and had her picture on the cover of the brochure). I have attended some men's tennis matches and both my son and my daughter took tennis lessons at Atkins.

Concerning participation of women and minorities in the intercollegiate athletic program, I have engaged in relevant research. Much of my research has been on evaluating the effects of equal opportunity legislation on both women and minorities, including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. I have published many journal articles and book chapters on this topic. In one in particular, I evaluated the effects of Title IX (which prohibits discrimination on the basis of sex in sports) on women's earnings and occupations: Andrea H. Beller, "The Impact of Equal Opportunity Policy on Sex Differentials in Earnings and Occupations," *The American Economic Review* 72 (May 1982): 171-175. My research is widely cited, and I received the Senior Faculty Award for Excellence in Research in the College of ACES for my research in this and in other areas.

I have been a tenure track and tenured faculty member at UIUC for more than 30 years during which time I have taught more than 1000 upper level undergraduates in my ACE 476 (Family Economics) class. Over the years, I have had several athletes in my class (football, tennis, golf), and I have filled out the form on their academic progress. I was even invited to a football game by one who then met us afterwards so I could introduce my son. I am an economist (with a Ph.D. in economics), and I understand financial issues related to costs and revenues.

LAURENCE CHALIP (AHS)

I would like to nominate Professor Laurence Chalip, Professor and Head of the Department of Recreation, Sport and Tourism for appointment to the Athletic Board. Dr. Chalip is a nationally recognized scholar in sport management that was recruited last year from the University of Texas at Austin to serve as the Head of our RST department. Dr. Chalip has been a sport manager and coach and has led academic sport management programs for over 25 years. He has published research on the development systems for men's and women's sport in the United States, including intercollegiate athletics. Dr. Chalip has served as a consultant to several intercollegiate athletics programs. As Head of the Department of Recreation, Sport and Tourism, he is knowledgeable about UIUC educational and academic objectives and he remains abreast of developments in those areas. Dr. Chalip has run sport programs and has taught various aspects of sport management and marketing at both the undergraduate and graduate levels. He has demonstrated a strong commitment to athlete welfare through his many years of research and service.

Sincerley,

Tany Gallagher, Dean
College of Applied Health Sciences

VICENTE DIAZ (LAS)

Please accept this nomination of Professor Vicente Diaz (LAS) to the Athletic Board. This is Vince's second year at Illinois in American Indian Studies and Anthropology, after having spent the previous decade at the University of Michigan. During his time at Illinois, I have come to appreciate the depth of knowledge and understanding Vince has of American sports culture, including intercollegiate athletics. Vince's current research in Native Pacific studies focuses on the intersection of sports, wellness, race, and masculinity. For instance, Vince has theorized around the phenomenon of Samoan and other Pacific Islander participation in collegiate and professional football, an interest he began developing as a youth football player on Guam, where he grew up (he would later go on to walk on to the football team at the University of Hawai'i). That work critically engages the ways in which stereotypes proliferate about Polynesian football players, but Vince takes his analysis further by, for instance, grappling with what is at play in Samoan American nose tackle Ezra Tuaola's coming out as gay in 2002 after retiring from the NFL. Vince's approach to sports and other research topics, it is worth pointing out, is deeply informed by his experience as a ocean-going canoe navigator. The philosophical, cultural, and ceremonial aspects of this physically-demanding rowing and sailing tradition provides insight into the deep roots of contemporary arenas of physicality, including intercollegiate athletics. Vince now teaches at least a module on sports in every course, challenging students to examine their connections to sports culture through critical examination of race, gender, class, and sexual orientation.

In my discussions with Vince, I have found him to be an unwavering and fierce advocate for student athletes and their well-being. His long record of teaching about sports and his own experiences as an athlete have given him a strong awareness of the vulnerabilities student athletes face even as they pursue the opportunities provided by participating in a Division I athletics program. He has strong awareness of the tremendous demands that high-level academic and athletic performance place on student athletes, and he brings critical perspective to bear on the need to balance the institution's stake in athletics with its core academic mission of serving students, including student athletes, and society through teaching and producing new knowledge. These demands can play out in particular ways for athletes of color, women athletes, and LGBTQ athletes, and Vince's awareness around issues of race, gender, class, and sexual orientation would serve the board well. Like most faculty members, Vince does not have management or oversight experience on anything close to the scale of DIA's budget, but I can tell you that he has worked with me on budgetary issues in our program as a member of our advisory committee and has also served with me as a council member of an academic association whose leadership deals with fiduciary issues on a regular basis. Vince's professional approach is deeply ethical, and I have found him to be a straightforward, trustworthy colleague. I have every confidence that he would be an outstanding member of the Athletic Board.

Sincerely,

Robert Warrior, Director
American Indian Studies

HARLEY JOHNSON (ENGR)

I believe that Harley Johnson is the ideal candidate to be a member of the University of Illinois Athletic Board. He embodies excellence in scholarship, teaching, service, and athleticism. He is currently professor and Associate Head of Graduate Programs in the Department of Mechanical Science and Engineering. He is a highly regarded researcher, who studies the mechanics of electronic and photonic materials, the mechanics of nanostructures, and the optimal properties of materials. In a very short amount of time Professor Johnson has already garnered numerous university and national awards, such as the NSF CAREER award, the ASME Thomas J.R. Hughes Young Investigator award, and the Kritzer Faculty Scholar award. Having such a highly regarded researcher on the Athletic Board would serve as a keen symbol of the excellent research and scholarship that the U of I faculty is known for.

In addition to his stellar research, Professor Johnson also has extensive service experience. He is currently the Associate Head for the Department of Mechanical Science and Engineering. He has served either on the UIUC Faculty Senate or on Senate committees since 2009, as well as the Engineering Dean's Faculty Leadership Forum. This is a formidable resume of service for any faculty member, which attests to Professor Johnson's ability to handle multiple responsibilities and do so in a way that other faculty find constructive and supportive—skills that would serve him and the Athletic Board well.

As if this were not enough, he is also an award-winning teacher. He has made the "List of Teachers Ranked as Excellent by Their Students" seven times. The comments made by his students about his teaching illustrate why he is so well regarded. Numerous students describe Professor Johnson, not only as a "great" professor, but also as one of the best professors they have ever had. In addition, one student describes Professor Johnson as "...a great guy, but one of the hardest professors I have ever had." Based on my interactions with our current coaches, I would bet that these words also describe people like John Groce and Matt Bollant. Professor Johnson would fit in quite well with the Department of Intercollegiate Athletics staff.

Finally, and just as importantly, Professor Johnson is an experienced Division I student athlete. He competed for four years in track and field and cross country at Georgia Tech, was named to the Atlantic Coast Conference Honor Roll multiple times, and was a four-year varsity letter recipient. He also took time out of his graduate studies to coach high school cross-country and track. Professor Johnson to this day continues to compete in running. In fact, he is easily one of the top runners, if not the top runner in the Champaign-Urbana. He continues to run multiple marathons per year, including the Boston Marathon, where he reliably places in the top 1% of runner (out of 19 thousand participants). His athletic experience would give him unparalleled insights into the lives of student-athletes. He could not only represent the interest of the faculty while serving on the Athletic Board, but also bring critical knowledge of how policy decisions might affect the lives of student athletes, which arguably is one of the most important functions for a member of the Athletic Board.

In closing, I should emphasize that Harley is, as one of his students put it "a great guy." I have gotten to know Harley largely through running—not necessarily with him of course, usually well behind him. But, in pauses between sprints or down times between workouts, I have found Harley to be a paragon of congeniality, stability, good humor, and sound advice and wisdom. While his background, achievements, and skills would make him a formidable candidate for the Athletic Board, those factors combined with his personality make him an obvious choice.

Sincerely,

Brent W. Roberts, Professor
Psychology

STUDENT NOMINEES

MCKENNON BIERS (BUS)

I am interested in serving an additional one (1) year term on the UIUC Athletic Board because I believe that I can continue to help improve our athletic program. With a second term, the learning curve would be significantly less. I understand my role on the APEC Committee and feel comfortable with the position, as well as the people. I also understand roles on the Finance Committee, which I have had the privilege of sitting in on during every meeting. These levels of comfort would allow me to maximize the potential of the student appointee position. I believe that over the course of the past year, I have demonstrated a body of work that is desired of the student position. I have not missed a single meeting, and I have built relationships with many of the members across the athletic board. The relationship building aspect has helped me to feel much more comfortable in voicing my opinion. I am not the least bit intimidated, nor scared, because I believe in what I have to say, and understand that my opinion is valued by fellow members of the board. In short, I am extremely passionate about Illini athletics and I would like to continue to help the UIUC Athletic Board in every way that I am able so that others are able to discover their passion for Illini athletics as well.

NICOLE FREMAREK (AHS)

Participating in athletics teaches teamwork, dedication, and passion. Being a part of a team is something I have learned through my 15 years of athletic background. I want to be able to make a difference in the athletic board and assist the athletic department in improving both the academic and athletic aspects of the university. Having a strong discipline can impact both athletic performance, as well as academic standing. I believe that it is important for the athletes to be held to standards that can improve their future! It is important to encourage a balance between academics and athletics because life is unpredictable, and at any moment we may need to rely on our academic history to provide for life. I believe that as a leader in the academic community, I would be able to attribute leadership and coordination to the Athletic Board. Through my experience working closely with the faculty and staff of Applied Health Sciences, I have the resources and access to faculties' opinions and understanding of the athlete/academic relationship. Having valuable resources on campus can only enhance the experience the athletes have, and improve the quality of the Athletic Board. I strongly believe that working with people is a strength of mine that can be an asset to the board. Working with different levels of authority, it is important to be respectful, listen, and relay information in the most professional manner. I want to be able to impact the intercollegiate athletic program in a positive manner and serve as a positive advisory committee in regards to fiscal and operational aspects. I have learned through my experiences both at the university, as well as those listed in my resume, that collaboration and willingness to learn are the keys to success. I want to make a difference in the athletic department by strengthening academic standings for all of the athletes, as well as provide my strengths and experiences to the board.

IMRAN KAZMI (AHS)

My interest for serving on the UIUC Athletic Board dates back to when I first became a student at Illinois. As a member of the Marching Illini, being able to experience so many football and basketball games has fueled my interest of the University's athletic department. Last year, I was appointed to serve on the 2012-2013 UIUC Athletic Board. I have served on committees concerning student involvement as well as participating with the Chancellor and Athletic Director during Athletic Board meetings.

NISAR QURESHI (LAW)

There are a variety of reasons that I would be a good fit for a position on the University of Illinois Athletic Board. First and foremost, I have a great passion for University of Illinois athletics. This is evidenced by both my work with the student organization, Orange Krush, and my work as a student manager for the University of Illinois men's basketball team for the last four years. Second, I have a great deal of knowledge in the field of athletics. My major during my undergraduate studies was Recreation, Sport, and Tourism with a concentration in Sport Management. Additionally, I attained a minor in Business. After my undergraduate studies I enrolled in law school at the University of Illinois. Moreover, I am currently in the application process for the University of Illinois MBA program as well. All three of these areas of study are greatly involved in athletics and have provided me with great insight into the decision making processes that take place in athletics. In addition to my academic experiences, I have a variety of work experiences in all levels of athletics. I was a three sport athlete in high school and continued to exhibit my passion for athletics when I arrived at the University of Illinois by working with the men's basketball team. I also had the privilege of working for USA Basketball in the summer of 2011, exposing me to Olympic competition. During the summer of 2012 I was exposed to the professional side of athletics while working for an athletes representation firm in Philadelphia, Pennsylvania. Finally, I feel as though I would be a good fit for this position because I already have a good working relationship with Athletic Director Mike Thomas and Executive Senior Associate Athletics Director Jason Lener through my work with the men's basketball team. Overall, I have the academic and work experience necessary to be a successful fit for a position on the University of Illinois Athletic Board.

**UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE**

University Statutes and Senate Procedures
(Final; Action)

SP.13.06 Revisions to *Standing Rule 3* – Proposed Amendments to Documents

BACKGROUND

Standing Rule 3 of the Senate delineates the procedure for proposed amendments to Senate documents. It includes a formatting requirement that specifies the use of square brackets to signify deletions and underlining to signify additions. The Senate Committee on University Statutes and Senate Procedures (USSP) recommends that the rule itself be amended now to use strikethrough text, instead of square brackets, to signify deletions.

At one time, square brackets were needed to produce the most legible version of amendment text. Since then, typographic quality has improved such that strikethrough text is generally easy to follow. USSP now believes that the use of strikethrough can provide a clear and expeditious means to present and consider amendments.

Additionally, the following amendment clarifies that it is USSP's responsibility to produce the correctly formatted document. This allows proposers the flexibility of communicating a suggested amendment, with USSP producing a precise proposal in the correct format.

RECOMMENDATIONS

The Senate Committee on University Statutes and Senate Procedures recommend approval of the following revisions to *Standing Rule 3*. Text to be amended is indicated first followed by the proposed wording.

PROPOSED REVISIONS TO STANDING RULE 3

1 3. Proposed Amendments to Documents

2

3 CURRENT LANGUAGE

4

5 A. A proposal to amend the *Statutes* or *General Rules* of the University, the *Constitution*,
6 *Bylaws*, or *Standing Rules* of the Senate, or any other document, shall be cast in the following
7 form:

8

9 PROPOSED LANGUAGE

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11 A. Prior to submission to the Senate, a proposal to amend the *Statutes* or *General Rules* of the
12 University, the *Constitution*, *Bylaws*, or *Standing Rules* of the Senate, or any other document,
13 shall be cast in the following form:

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15 UNREVISED LANGUAGE

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17 1. It must refer to a specified portion of the document, for example to a specific Article
18 and Section, not to a page number.

19

20 CURRENT LANGUAGE

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22 2. Deletions.

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24 a. Language and punctuation to be deleted from an existing provision shall be set
25 forth in full and enclosed within brackets, as []. This requirement does not apply to
26 a proposal to repeal an entire section, which may be done simply by specific
27 reference; the section to be repealed shall be quoted.

28

29 b. Deletions shall precede new matter; e.g., "[He] The dean shall be appointed
30 [biennially] annually...."

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32 PROPOSED LANGUAGE

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34 2. Deletions.

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36 a. Language and punctuation to be deleted from an existing provision shall be set
37 forth in full and marked as ~~strikeout~~ text. This requirement does not apply to a
38 proposal to repeal an entire section, which may be done simply by specific
39 reference; the section to be repealed shall be quoted.

40

41 b. Deletions shall precede new matter; e.g., "~~He~~ The dean shall be appointed
42 ~~biennially~~ annually...."

43

44 UNREVISED LANGUAGE

45

46 3. Additions.

47

48 a. New wording, including punctuation, added to an existing provision shall be
49 underlined with a solid line.

50

51 b. Entirely new sections need not be underlined but shall be preceded by the
52 designation, NEW SECTION, in upper case letters and underlined.

53

54 4. If a revision is so extensive that the procedure in (2) and (3) above is impractical, the
55 old text and the new must both be provided, appropriately labeled, either in two columns
56 side-by-side, or the old followed by the new.

57

58 5. The proposed amendment shall be typewritten and double-spaced, and with each line
59 and page numbered for easy reference.

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61 6. A concise statement of the rationale must also be included.

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63 7. The sponsors must be listed at the end of the proposal.

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8. The proposal must be dated.

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CURRENT LANGUAGE

B. All proposed changes to the *Statutes, General Rules, Constitution, Bylaws, and Standing Rules* shall be referred to the Committee on University Statutes and Senate Procedures before final consideration by the Senate.

PROPOSED LANGUAGE

B. All proposed changes to the *Statutes, General Rules, Constitution, Bylaws, and Standing Rules* shall be referred to the Committee on University Statutes and Senate Procedures (USSP) before final consideration by the Senate. USSP shall be responsible for ensuring that the changes are placed into the format required by this Standing Rule.

UNREVISED LANGUAGE

C. Proposed amendments to the *Constitution* and *Bylaws* may be submitted to the faculty electorate for an expression of opinion as permitted by Article VI, Section 1 of the *Constitution* and in accordance with Part G, Paragraph 1 of the *Bylaws*.

UNIVERSITY STATUTES AND SENATE PROCEDURES

William Maher, Chair
Nikita Borisov
H. George Friedman
Shao Guo
Wendy Harris
Anna-Maria Marshall
Jim Maskeri
Ann Reisner
Sandy Jones, *Ex officio (designee)*
Jenny Roether, *Ex officio*
Dedra Williams, *Observer*

**UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE**

University Statutes and Senate Procedures
(Final; Action)

SP.13.07 Proposed Revisions to the *Bylaws*, Part D.5 – Committee on Campus Operations

BACKGROUND

Over the past two years, the Senate Committee on Campus Operations (CO) has devoted increasing attention to issues of sustainability as the issue has received growing attention both on campus and beyond. CO has been engaging the issue of sustainability based on a broad interpretation of its duties, as stated by the charge provided in the current Bylaws, to "Identify and consider problems, needs, and concerns pertaining to campus administrative operations affecting academic activities and the academic environment, and recommend desirable changes in campus policy" and to "Examine trends in campus operations here and in higher education generally and recommend appropriate changes in campus policy". The committee has also been liaising informally with the Office of Sustainability by inviting its Interim Director to attend CO meetings.

In recognition of this issue's importance on our campus, CO and USSP believe it is now appropriate to formalize sustainability as one of the duties of the committee, and to include the Director of the new Center for a Sustainable Environment and the Chair of the Student Sustainability Committee as ex officio members of the committee. Accordingly, CO and USSP recommend approval of the following amendments to the Bylaws.

RECOMMENDATIONS

The Senate Committee on University Statutes and Senate Procedures and the Senate Committee on Campus Operations recommend approval of the following revisions to *Bylaws*, Part D.5. Text to be added is underscored and text to be deleted is indicated in [square brackets].

PROPOSED REVISIONS TO THE BYLAWS, PART D.5

- 1 5. Committee on Campus Operations
2
3 (a) Duties
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5 The Committee shall:
6
7 1. Identify and consider problems, needs, and concerns pertaining to campus
8 administrative operations affecting academic activities and the academic
9 environment, and recommend desirable changes in campus policy;
10 2. Examine trends to campus operations here and in higher education generally and
11 recommend appropriate changes in campus policy;
12 3. Serve in a broad advisory capacity to the Chancellor;

- 13 4. Report to the Senate newly adopted or proposed changes in policy or procedure
14 when Senate advice or knowledge of the matter is appropriate;
15 5. Monitor the availability of instructional space using as guidelines resolutions
16 adopted by the Senate for the assignment of instructional space[.]; and
17 6. Consider the environmental sustainability of campus operations and recommend
18 changes in campus policy to enhance the environmental stewardship of our campus.
19

20 (b) Membership

21 The Committee shall consist of:

- 22
23
24 1. Eight faculty members,
25 2. One academic professional member,
26 3. Two student members,
27 4. The Assistant Vice President for Business and Finance or the Assistant Vice
28 President's designee (*ex officio*), [and]
29 5. The Executive Director of Facilities and Services or the Executive Director's designee
30 (*ex officio*)[.],
31 6. The Director of the Center for a Sustainable Environment or the Director's designee
32 (*ex officio*), and
33 7. The Chair of the Student Sustainability Committee or the Chair's designee (*ex officio*).
34
35

UNIVERSITY STATUTES AND SENATE PROCEDURES

William Maher, Chair
Nikita Borisov
H. George Friedman
Shao Guo
Wendy Harris
Anna-Maria Marshall
Jim Maskeri
Ann Reisner
Sandy Jones, *Ex officio (designee)*
Jenny Roether, *Ex officio*
Dedra Williams, *Observer*



Proposal to the Senate Educational Policy Committee

TITLE OF PROPOSED CENTER OR INSTITUTE:

Institute for Universal Biology (IUB)
(a NASA Astrobiology Institute [NAI])

CONTACT INFORMATION:

Professor Nigel Goldenfeld
Physics, University of Illinois Urbana-Champaign
217-333-8027
nigel@illinois.edu

DESCRIPTION OF THE CHARTER:

The mission of the Institute for Universal Biology is to understand the major evolutionary transitions that occur in living matter, constrain the diversity of life, and govern the way in which energy and information are utilized by life, wherever it may occur. In so doing, answers will begin to emerge to the question “Is there life beyond Earth?” This pathway of scientific inquiry will define the existence and nature of life elsewhere in the universe. These concepts are the intellectual underpinning of astrobiology and provide the scientific scaffolding for NASA’s Astrobiology Institute program.

The development of the field of universal biology, and the study of the emergence of life require full consideration of collective biological interactions, but the study of these mechanisms in present day biology is still in its infancy. Our project will transform our understanding of collective mechanisms in biology and the origin of cellular organization through three focus areas: (1) Field observation and characterization of the mechanisms by which individuals contribute to the collective evolution of a community through horizontal gene transfer, eg. as mediated by viruses, thus engendering system-scale stability and diversity; (2) Laboratory studies of rapid evolution and collective community dynamics under extreme conditions, (e.g.) using synthetic biology techniques to engineer biofilms and manipulate their emergent properties including antibiotic resistance, cellular communication and immunity; (3) Theoretical and computational studies of co-evolutionary dynamics in natural and digital life systems, using cooperative game theory and novel mathematical methods to explore the open-ended growth of complexity, the pervasiveness of modularity at all levels of biological organization, and the emergence of well-defined lineages from early life.

This project requires the efforts of a diverse and interdisciplinary team of microbiologists, virologists, chemists, geologists, systems and synthetic biologists, computational biologists and physicists. The scope of the project includes not only systems evolutionary biology, but also observational work in a variety of environments with distinctive gradients or extreme aspects, including Yellowstone National Park. Ultimately, our project will provide a sound conceptual and quantitative framework for estimating the timescales and the nature of chemical self-organization leading to life on other planets.

The proposed IUB will be part of the Institute for Genomic Biology, which is dedicated to transformative research with program areas in systems biology, cellular and metabolic engineering and genome technology. The IUB is aligned with the strategic direction of the Institute for Genomic Biology through its strong emphasis on using modern day genomics to detect signatures of early phases of life on Earth.

The Institute for Universal Biology will exist for the initial funded period of five years, with potential additional five year renewal periods upon approval by NASA.

The Institute for Universal Biology will not only forward the research goals of its host unit, the Institute for Genomic Biology, but it will drive an ambitious Education and Public Outreach (E/PO) effort that emanates from its research activities. Education and public outreach will be completed with the integration and active participation of all faculty, postdoctoral and graduate student members of the NAI team from Illinois, Baylor and Davis. These activities will include: (1) K-12 Formal Education: establishment of a new middle school Student Teacher Scientist Partnership (STSP) program in collaboration with the National Park Service (NPS) at Mammoth Hot Springs in Yellowstone National Park; and (2) Informal Education: development of a web-based 1- to 2-minute video series for middle school classrooms, as well international use of these videos by university partners in Sweden. In addition, the Plan to Support Other Institute Objectives (presented below), includes: (1) Higher Education: development of two new Illinois College of Liberal Arts and Sciences On-Line courses at both undergraduate and graduate levels; and (2) Community Outreach: development of a new Astrobiology course in the Illinois Osher Lifelong Learning Institute for students 50 years of age and older, as well as a new Yellowstone Association Institute course for the general public. Significant effort will be devoted to recruiting and retaining women, underrepresented communities and disabled students. The Illinois IUB E/PO program will become formally involved with four major outreach programs available within the Illinois Graduate College, all of which carry financial support that will be used to recruit and retain traditionally underrepresented graduate student populations for the Illinois IUB. These are the Educational and Equity Programs Office, the American Indian Studies Institute, the Center for African Studies and the Center for Latin American and Caribbean Studies.

JUSTIFICATION:

The IUB provides a campus home for a diverse set of faculty with interests that overlap in astrobiology. Because of the unprecedented intellectual breadth of astrobiology, encompassing mathematics, physics, geology, chemistry, microbiology, and evolutionary biology, the IUB does not replicate existing research programs at UIUC. Through participation in its activities, all members of the university community, from professors through undergraduates, will develop novel interdisciplinary skills and scientific outlook.

The IUB will be a highly-visible part of the world-wide network of NASA Astrobiology Institutes, and it is important that it have its own distinctive branding that reflects fully the special contributions made by the Illinois team to the entire NAI system. Through the IUB, the University of Illinois at Urbana-Champaign will be positioned to be a major player in the emerging field of astrobiology, building on the world-wide reputation that the university enjoys as a result of the prominence of Professor Carl Woese whose work underlies that of the IUB.

In addition to these research foci, the IUB will be active and visible in education and public outreach. The emphasis of our training program will be comprehensive overview coverage of all seven of the NASA Astrobiology Roadmap goals in a new Illinois LAS On-Line course entitled *Astrobiology* that will be developed with a targeted first offering in the fall semester of 2014. This class will be offered as a 100-level 3-credit hour Illinois General Education introductory science course taken by undergraduate freshman and sophomores. The class will be cross-listed in the School of Earth, Society and the Environment (ESE) 111 and the School of Molecular and Cellular Biology (MCB) 111. Enrollment for ESE111/MCB111 *Astrobiology* is projected to reach 500 or more Illinois students within the first year it is offered, and increase in subsequent years. Because the course will fulfill a General Education requirement, students from disciplines across the Illinois campus will enroll. This will provide invaluable engagement and long-lasting impact with a large number of entering undergraduate students from multiple disciplines who would otherwise never have direct exposure to Astrobiology science. It will also provide a core knowledge base for students wishing to pursue studies from a wide variety of disciplines within the physical, chemical and life sciences that will lead to a successful career in Astrobiology. Other courses are planned, building from our experience with the initial course.

PROPOSED STRUCTURE:

- The Institute for Universal Biology will be centered at the Institute for Genomic Biology at the University of Illinois at Urbana-Champaign, with two sub-projects contracted out to researchers at the Baylor College of Medicine and the University of California at Davis. The IUB will be directed by the Principal Investigator (PI), Nigel Goldenfeld, Swanlund Endowed Chair and Professor of Physics, assisted by an Executive Committee and an External Advisory Board of non-Illinois faculty. This is chosen by the members of the IUB, who suggest suitable scientists whose expertise can help us in our mission. Management of the NAI seeks to maintain an atmosphere and organization that is optimal for outstanding research and E/PO while meeting requirements for responsible administration. The IGB itself is part of the Office of the Vice-Chancellor for Research.

- The research program of the IUB is centered on four key directions, referred to as “themes”. These are (1) General physical principles underlying the emergence of life; (2) Windows on the progenote; (3) Emergence of cellular machinery from the breakdown of the progenote state; (4) How cells respond to their environments.
- The PI will coordinate the organization of the IUB with the Director of the Institute for Genomic Biology, Professor Gene Robinson, who will also receive on a yearly basis a report from the External Advisory Board. Two committees will report to the PI: (i) An Executive Committee of four Co-Investigators, one from each theme; (ii) An External Advisory Board, composed of up to four experienced scientists in relevant areas of astrobiology, but who are not close collaborators.

Executive Committee (EC). It will be composed of four co-I’s on a rotating two-year term basis, including one member from the sub-contracted universities. Each theme will have a representative on this committee. The EC will work with the PI on major decisions regarding research, budget, appointment of postdocs and students and visiting scientists and E/PO. One member of the EC will have special responsibility to ensure that particular attention is paid to women and underrepresented minorities. The EC will also work with the PI to appoint new faculty to the IUB as appropriate.

External Advisory Board (EAB). It will be asked to evaluate the overall direction of the IUB, the extent to which it is meeting the goals of the overall NASA Astrobiology Institute, the level of synergy between the main center and its sub-contractees, the level of synergy with the broader NASA Astrobiology program, and the quality of the E/PO activities. The EAB will meet once a year either physically at Urbana, Illinois, or by using videoconference technology, and will be briefed by oral reports about the IUB activities in astrobiology research and E/PO. It will prepare a report with evaluations and recommendations and this will be addressed to the PI and shared with the IGB Director and NASA.

Management of themes. Each theme will be required to draw up a brief statement of project milestones annually, to be reviewed and approved by the Executive Committee. Progress will be reviewed annually, including collaborative programs with other institutions, with possible outcomes ranging from increased support to termination by the PI after taking into account recommendations from the EC, if warranted. If resources permit, new themes can be created through promotion of an emerging area, or through submission of a proposal to the PI for review by the Executive Committee.

- The Institute for Universal Biology will be staffed by a Program Coordinator who will handle administrative duties, and led by the PI, Nigel Goldenfeld. The other co-investigators, listed below, will appoint graduate student researchers and hire undergraduate student researchers for summers. The PI, Dr. Goldenfeld, will appoint the postdoctoral researchers IUB-wide.

ACADEMIC IMPLICATIONS:

- Principal Investigator: Nigel Goldenfeld
Co-Investigators at University of Illinois, Urbana-Champaign:
Elbert Branscomb, Isaac Cann, Bruce Fouke, Lee Deville, Rod Mackie, Gary Olsen, Zaida Luthey-Schulten, Charles Werth, Rachel Whitaker
Co-Investigators at Baylor College of Medicine:
Philip Hastings and Susan Rosenberg
Co-Investigator at University of California, Davis: Scott Dawson
- *Tenure-stream faculty will not formally hold appointments in the unit?*
- The E/PO plan will be developed with the integration and active participation of all faculty, postdoctoral and graduate student members of the IUB team from Illinois, Baylor and Davis. E/PO activities will emanate directly from the core theoretical and experimental research activities of the IUB program within the context of the overarching primary goals of the NASA Astrobiology Roadmap. E/PO materials available from the NASA Astrobiology Education and Outreach website will also be fully utilized. The Illinois-Baylor-Davis IUB E/PO activities will include: (1) K-12 Formal Education: establishment of a new middle school Student Teacher Scientist Partnership program in collaboration with the National Park Service at Mammoth Hot Springs in Yellowstone National Park; and (2) Informal Education: development of a web-based one- to two-minute video series for middle school classrooms, as well international use of these videos by university partners in Sweden. In addition, our outreach plan includes: (1) Higher Education: development of new Illinois College of Liberal Arts and Sciences On-Line courses at both undergraduate and graduate levels; and (2) Community Outreach: development of a new Astrobiology course in the Illinois Osher Lifelong Learning Institute (OLLI) for students 50 years of age and older, as well as a new Yellowstone Association Institute course for the general public.

BUDGET AND FUNDING STRATEGY:

- Total budget funded is \$8,044,935 for five years:
Year 1: \$1,611,262
Year 2: \$1,557,097
Year 3: \$1,590,015
Year 4: \$1,639,614
Year 5: \$1,646,947
- The funding has already been awarded by NASA. The entire budget consists of those external funds from NASA listed above.

OUTCOMES:

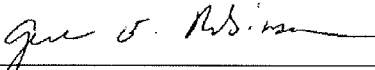
The goal of this Institute is to initiate the development of universal biology through a concerted series of investigations that range from theoretical physics to deep surveys of genome architecture. We plan to carry out specific experiments, a specific bioinformatics project, specific theoretical modeling, and specific education and public outreach activities. Each of these sub-

projects has been carefully designed to address or illuminate a particular generic question about the evolutionary process, such as the nature of the transition between a highly collective state of life and the present era of vertically-dominated evolution. The quality of the Institute will be measured by its productivity in generating scientific research, graduating students and postdocs into careers for which astrobiology is a suitable training, and by the excitement it generates amongst the public at large. The Institute has a built-in process to evaluate its effectiveness, through the NASA review process and eventual renewal.

CLEARANCES:

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

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



Proposal Clearances:

March 1, 2013

Date:

Proposal Clearances:

Date:

Proposal Clearances:

Date:

Office of the Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820



March 8, 2013

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

Dear Professor Miller:

Enclosed is a copy of a proposal to establish the Institute for Universal Biology within the Institute of Genomic Biology. It now requires Senate review.

Director Nigel Goldenfeld will serve as the primary contact for the proposal.

Sincerely,

A handwritten signature in cursive script that reads "Kristi A. Kuntz".

Kristi A. Kuntz
Assistant Provost

KAK/nh

Enclosures

UNIVERSITY OF ILLINOIS
AT URBANA – CHAMPAIGN

Institute for Genomic Biology
1206 West Gregory Drive
Urbana, IL 61801



March 1, 2013

Senate Educational Policy Committee
University of Illinois at Urbana-Champaign

To whom it may concern:

The Institute for Genomic Biology (IGB) strongly supports the proposal to create an Institute for Universal Biology (IUB) within the IGB. The IUB aligns strongly with the strategic direction of the IGB through its strong emphasis on using modern day genomics to detect signatures of early phases of life on Earth.

The importance of the proposed research was recognized by NASA when it awarded a team of researchers led by Professor Nigel Goldenfeld (Physics) a five year \$8M grant with the potential for an additional five years of funding. The IUB will be a highly visible part of the world-wide network of NASA Astrobiology Institutes, and it is very important that that the University of Illinois team have its own distinctive branding to reflect their unique contributions. The IUB will also position the campus to become a major player in the emerging field of astrobiology.

The IGB enthusiastically looks forward to housing the IUB. Professor Nigel Goldenfeld currently reports to me in his role as the Theme Leader of the Biocomplexity Research Theme, so I anticipate no issues regarding reporting lines. If you need any additional information, please do not hesitate to contact me.

Sincerely,

Gene E. Robinson
Director

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

EP.13.37 Revisions to 2017-2018 Academic Calendar

Background

Similar to what we experienced for the 2012-2013 Academic Calendar prior to revisions, the 2017-2018 Academic Calendar is currently structured in a way that creates a hardship for achieving all the activities that need to be accomplished between the end of when grades must be submitted and the Federal Financial Aid disbursement deadline date. These activities include grades processing, and academic decisions by the Colleges and Departments (e.g. drops, probation, etc.) related to Fall Semester student performance.

This hardship is created due to the late timing of finals for Fall Semester 2017 and the abbreviated window between the Fall Semester 2017 and the Spring Semester 2018.

Just as we did for the Academic Calendar revised for 2012-2013, more time needs to be “created” for the above activities. This “effective time” needs to occur between when grades must be submitted and the Federal Financial Aid disbursement deadline date, and needs to be created with as little disruption to the academic calendar overall as is reasonably possible. Please see FAQs related to the academic calendar for additional information and requirements:

[Hyperlink to FAQs from EP.12.11](#)

Additionally, we have the experience from Academic Year 2012-2013 in administering Saturday finals and shortening the grading period by one day. Please see Educational Policy Report [EP.13.36](#).

Aspects of the currently approved Fall Semester 2017 and Spring Semester 2018 Schedule:

Fall Semester 2017 and Start of Spring Semester, 2018

Instruction Begins	Monday, August 28
Labor Day	Monday, September 4 (no classes)
Thanksgiving Vacation Begins	Saturday, November 18, 1 p.m.
Instruction Resumes	Monday, November 27, 7 a.m.
Instruction Ends	Wednesday, December 13
Reading Day	Thursday, December 14
Final Examinations Begin	Friday, December 15
Final Examinations End	Friday, December 22
Academic Standing Review Completed – 5pm	Friday, January 5, 2018
Financial Aid Disbursement deadline	Saturday, January 6, 2018
Spring Semester 2018 – Instruction begins	Monday, January 15, 2018

Proposed Solution: The same solution that was implemented for Academic Calendar 2012-2013 on proposal EP.12.11.

- Allow for Saturday Finals to occur on December 16, 2017. This would have the final Examination period end on Thursday, December 21, 2017 (one day prior to what is listed on the currently approved calendar.
- Grades submission deadline will be adjusted based on the Campus Holidays for Fiscal Year 2017. The intent would be to compress the grading period by no more than one day compared to previous general practice. This still allows for 5.5 days for grading examinations, determining and reporting of

grades after final examinations end (including holidays), and avoids having the deadline on a paid holiday.

- EP.13.37 effectively revises both [EP.05.29](#) and [EP.09.44](#). EP.05.29 states that “There shall be 18 3-hour Final Examination periods scheduled, with 3 periods each day and none on **Saturday** or Sunday.” [EP.09.44](#) is the currently approved 2017-18 Academic Calendar.

Impact

As for Academic Year 2012-2013, we do not anticipate any major problems with this calendar revision. See [EP.13.36](#).

This provides the Office of the Registrar, Colleges and Departments sufficient time to complete the needed work to meet the Federal Financial Aid disbursement deadline date.

This solution shares the burden among students, faculty and campus administrators.

Given the advanced notice, faculty can plan their syllabi accordingly, and also take advantage of the pedagogical opportunity to try new examination or grading methods, or other strategies that meet course and student needs.

Assessment

The Educational Policy Committee will again monitor outcomes associated with this Academic Calendar adjust as was done for Academic Year 2012-2013. But we do not anticipate any difficulties.

Recommendation

The Senate Committee on Educational Policy recommends approval of the following revised 2017-2018 Academic Calendar. The following 2017-2018 Academic Calendar is formulated in accordance with *Synopsis of Policies Governing the Academic Calendar at UIUC*, adopted December 5, 2005 with the exception of permitting Saturday finals examination.

Fall Semester 2017

Instruction Begins	Monday, August 28
Labor Day	Monday, September 4 (no classes)
Thanksgiving Vacation Begins	Saturday, November 18, 1 p.m.
Instruction Resumes	Monday, November 27, 7 a.m.
Instruction Ends	Wednesday, December 13
Reading Day	Thursday, December 14
Final Examinations Begin	Friday, December 15
Final Examinations to be conducted on	Saturday, December 16
Final Examinations End	Thursday, December 21

Senate Committee on Educational Policy

- | | | |
|-------------------|------------------|---|
| Gay Miller, Chair | Sarah Halko | Pratap Vanka |
| Carey Ash | Prasanta Kalita | Michael Andrejasich, <i>ex officio</i> |
| Brenda Clevenger | Randy McCarthy | William Buttlar, <i>ex officio</i> |
| Lauren Eiten | Jerome McDonough | Brenda Clevenger Evans, <i>ex officio</i> |
| Max Ellithorpe | Eric Meyer | Stacey Kostell, <i>ex officio</i> |
| Bettina Francis | Steve Michael | Kristi Kuntz, <i>ex officio</i> |
| Phillip H. Geil | Paul Prior | Faye Lesht, <i>ex officio</i> |
| Brock Gebhardt | Leslie Struble | |

SYNOPSIS:

- In 2005 changes were made to the policies governing the Academic Calendar (passed by the Senate). Unfortunately the holiday schedule in the fall term following these new policies resulted in compressed time between the Fall and Spring semesters. Fall 2012 was the first year where adjustments were needed as there were only 3 weeks between the end of final exams and the start of the spring term. Typically there are 4 weeks between the terms. This similar set of circumstances will occur infrequently with the next occurrence being in the 2017–2018 Academic Year.
- Modifications to the 2012–2013 Academic Calendar were needed to ensure that there was sufficient processing time for end of term activities:
 - The Final Exam schedule was modified to use Saturday Dec 15th so finals could end on Thursday, Dec 20th (one day prior to the originally approved calendar).
 - The grade submission deadline chosen was Wed, Dec 26 which was a paid holiday
 - Grading period was compressed one day but still had 5.5 days for grading exams and determining grades after final exams end (including holidays)
- Even with the above adjustments to the Academic Calendar, there was an overall shorter timeline to complete End of Term processing. The main two components impacted:
 - Dean’s review of Academic Standing
 - Student Appeal for drop status
- The difference in timeline between the grade submission deadline and the Federal Financial Aid disbursement deadline was:

Fall 2012

3 full service days
2 reduced service days plus one weekend
2 holidays

Fall 2011

6 full service days
3 reduced service days and 2 weekends
3 holidays

The solutions implemented for Fall 2012 shared the burden among students, faculty, and campus administrators. This solution was considered and passed by the Senate. See EP.12.11 which was passed by the Senate on November 7, 2011:

<http://www.senate.illinois.edu/ep/Props/1112/ep.12.11.pdf>

OVERVIEW OF FINAL EXAM (SATURDAY FINAL) IMPACT:

There were a total of **358** exams scheduled on Saturday, Dec 15:

- **317** - Non Combined (the University appointed exam time)
- **41** - Specifically requested Saturday by way of Combined, Arranged or Conflict exams.
- **0** - Requests submitted to the Office of the Provost to move an exam away from Saturday.

Facility Mgmt & Scheduling (FMS) provided phone coverage on Saturday for exam scheduling issues. As of Jan 9, 2013, Facility Mgmt & Scheduling had not received any complaints from students, staff or faculty in regards to Saturday exams. Of note, one student did contact the Office of the Registrar to express a problem with a Friday evening final exam (religious observation of Sabbath from dusk on Friday to Saturday). This conflict was not related to the Saturday exam schedule.

OVERVIEW OF FINAL GRADE ENTRY IMPACT:

The main impact to the adjusted calendar related to the grade submission deadline being on Wed, Dec 26th (holiday). When this submission date was originally approved by the Senate in November 2011, the official Campus Holidays for Fiscal Year 2013 were not available from Human Resources. Many communication efforts were made to various groups to ensure the grade entry deadline was known but some individuals were still unclear of the date mainly due to the deadline being on a paid holiday and assumed the deadline was on the first Reduced Service Day (Dec 27th). Also, other than Friday, Dec 21st, the weekdays leading up to the deadline were either gift days or paid holidays. This slowed communications with departments that normally assist with the coordination of grade collection. Office of the Registrar staff monitored email and voicemail regularly throughout the holidays to provide faculty/instructors any necessary assistance.

Despite these efforts, just over 7,000 Not Reported (NR) grades were rolled to student academic records. In normal spring and fall terms, there are typically 3,500 NR grades. Though many grade change requests were able to be processed relatively quickly in the days following Dec 26, there were still several departments without staff to approve the grade changes in time to have better grade audits for academic standing reviews. The additional NR grades had an overall impact on the Dean's review of Academic Standing as some student GPA data was incomplete when determining true academic standing for drop status considerations.

While there were possibly a variety of reasons for the increase in NR grades, one of the main reasons communicated to the Office of the Registrar was the deadline being on a paid holiday. Some units communicated lack of staff employment over the paid holidays that would normally provide additional faculty/instructor support. It is also worth noting that one instructor was ill which resulted in NR grades for one very large enrollment class (~900 students).

FUTURE PLANS FOR SHORTENED TIMELINES BETWEEN TERMS:

In discussions with Council of Undergraduate Deans, Associate & Assistant Deans, and administrative resources at the Undergraduate College level, it was agreed that there appeared to be no impact to students by having Saturday finals. It was also determined that we should provide a reasonable amount of time for final grade submission and make every effort to prevent the deadline from being on a paid holiday. While a longer grade entry period may result in a slightly shorter timeframe for administrative units to provide necessary reporting for Dean's review of Academic Standing, those units providing the support for grade audits felt they could work with a slightly shorter window of time if this allowed for more accurate GPA information for the reviews.

Recommendations include:

- Allow Saturday finals in years with condensed time between terms to accommodate final grades submission and end of term processing (grade roll, GPA calculation, Academic Standing calculation, Dean's Review of Academic Standing, student appeal for academic drop status).
- Choose the final grade submission deadline after the Campus Holiday Schedule has been published for the Fiscal Year. The schedule is typically communicated in the June/July timeframe. Included in this option would be to identify a better mode of communicating the important date information to faculty/instructors. Early communications this year did not seem to make it to all faculty/instructors or was forgotten by the actual deadline.



Proposal to the Senate Educational Policy Committee

PROPOSAL TITLE: Establish a non-licensure Bachelor's of Science in Learning and Education Studies in the College of Education with concentrations in: 1) Applied Learning Science; 2) Education, Globalization, and Social Justice; 3) Workplace Training and Development; and 4) International and Cultural Perspectives on Early Schooling.

SPONSOR: Cris Mayo, Professor of Education Policy, Organization and Leadership, 217/333-3673, cmayo@illinois.edu

Fouad Abd-El-Khalick, Head of Curriculum and Instruction, 217/333-6510, fouad@illinois.edu

Daniel Morrow, Professor of Educational Psychology, 217/333-2245, dgm@illinois.edu

Michaelene Ostrosky, Head of Special Education, 217/333-0260, ostrosky@illinois.edu

COLLEGE CONTACT: Christopher M. Span, Associate Dean for Academic Programs, 217/333-2800, cspan@illinois.edu

BRIEF DESCRIPTION: Education is no longer conceptualized as an enterprise restricted to schools. The unprecedented pace of change in the nature of literacies, expansion of technology, and access to information affords learning in both school and non-school contexts so as to challenge universities to prepare students in new ways. Successful participation in contemporary society requires the ability to learn complex information to support problem solving and decision-making across a wide range of contexts. Learning must also be lifelong to afford adaptation to change in the economic, political, technological, and cultural landscape.

This curriculum prepares students for a broad range of positions requiring expertise in formal and non-formal learning and education. Examples include cooperative extension work, training and program development, international schools, corporate placements and other education-related positions in agencies, business, and government.

The proposed degree in Learning and Educational Studies will be a Bachelors of Science, so that students will spend much of the first two years with general education courses, achieving a solid preparation in the humanities, social and natural sciences, technology and mathematics. In the final two years of the major, students will take a set of core courses, as well as coursework in a concentration.

This is a College-wide degree that will be housed in a new entity, (being developed in consultation with campus leadership and modeled after the i-Health program in the College of Applied Health Sciences) tentatively titled, The I-Teach/I-Lead Program (slated to officially begin Fall 2014). It will be under the leadership of the Associate Dean and Director for Undergraduate Education (See Appendix B for draft of the organizational chart).

Students in the Learning and Education Studies major will be assigned to an existing Education undergraduate adviser until they graduate. Once they have declared a concentration, they will have a secondary faculty adviser in our EPOL, CI, SPED or EPSY departments. Departments will assign faculty advisers based on areas of interest or research. This facilitates a connection between undergraduates and graduate faculty that may encourage future graduate study.

The College of Education anticipates the start of the new degree offering in Fall 2015. We expect that initially there will be predominately intercollegiate transfer (ICT) students entering the Learning and Education Studies major and the College will work closely with the Division of General Studies and other campus units during this time. As we transition to accepting freshmen into the Learning and Education Studies major, the College of Education will work closely with the Office of Undergraduate Admissions in conjunction with the Division of General Studies and other campus units.

The following is the process whereby our three different student populations will declare a concentration in this new major:

- On campus students seeking to ICT into the Learning and Education Studies major will be required to meet with an undergraduate Education adviser and can then apply via the Education ICT form and declare a concentration on that form.
- Incoming freshmen admitted directly into the Learning and Education Studies major will declare their concentration in consultation with their academic adviser during the spring of their freshmen year prior to the first day of priority registration for fall.
- Outside transfer students seeking admission to the Learning and Education Studies major will declare a concentration when they accept their offer of admission into the major.

The College of Education recognizes the academic, professional and personal value of an experience abroad and provides all students with a sum of \$500 dollars towards this end. Students in this major are strongly encouraged to participate in a study abroad experience that is aligned to their concentration.

Students are encouraged to add a minor that supports the depth and breadth of knowledge acquired in this major. A recent National Academy of Sciences report¹ confirms that 21st century skills are best acquired in the context of a content domain, which a minor provides.

Two of the four concentrations allow students to gain practicum or internship experience. In the International and Cultural Perspectives on Early Schooling concentration, CI 260,

¹ http://www.nap.edu/catalog.php?record_id=13398

EDPR 250, and CI 420 all afford practicum experience for students. Students wanting more extended practicum experience will be advised to apply for intercollegiate transfer to our Early Childhood Education program to receive a degree and licensure in this area.

In Workplace Training and Development, faculty will work with students to obtain an internship. Currently, Human Resource Development (HRD) faculty serve as internship coordinators and assist with local internship projects and sites for graduate students. Internship opportunities are announced to the student body and detailed skills and knowledge are used to match students with specific project sites. As such, timelines and responsibilities are clearly defined and articulated in a written document signed by the site supervisor, faculty supervisor, and the student. The same will be done for students in this new undergraduate concentration. It is not yet determined which of the courses the undergraduate internship will reside in.

Although a formal practicum or internship experience for students in the concentrations of Education, Globalization and Social Justice and Applied Learning Sciences has not been provided, students in these concentrations will be advised to consider using study abroad or undergraduate research to enhance their overall experiences and training.

See Program of Study for requirements in each concentration.

JUSTIFICATION:

- a. Why should we have the program? There is a need for a program aimed at undergraduate students who are interested in education but not necessarily interested in a traditional state licensure program. Many students discover an interest in education at a point too late in their academic plan to be candidates for the existing education majors due to the many requirements that accompany a licensure program. The Learning and Education Studies major has all the key components of a well-rounded education major: focus on learning, globalization, diversity, and technology. In addition, it will meet calls for formal education to provide students with 21st century skills such as critical thinking, problem solving, and collaboration. These elements will make the Learning and Education Studies major attractive to a variety of students from across the globe and also from across campus, incoming freshmen, transfer students from other institutions, and for students who need to declare a major in the Division of General Studies. Like most undergraduate degree offerings today, it is highly important for students to consider graduate school to enhance their understanding and expertise. The concentrations in this degree offering provide a good basis for students who wish to pursue graduate work.
- b. What do we expect students to get from these concentrations? Students in Applied Learning Science will explore the foundations and principles of learning and the application of problem solving skills in educational, health care, business, and other organizational contexts. Students in Education, Globalization and Social Justice will understand the role of education in enabling social justice locally and globally. Students in Workplace Training and Development will acquire a broad set of knowledge and skills that will enable them to develop, deliver, and evaluate programs across workplace settings. Students in International and Cultural Perspectives on Early Schooling will gain an understanding and expertise on how children learn in different cultural contexts and settings.

- c. What jobs will these students seek upon graduation? Cooperative extension work, training and program development, international schools, non-government organizations (NGOs), corporate placements and other education-related positions in agencies, business, and government. Jobs that require expertise in design, analysis, and evaluation of learning environments, as teachers, knowledge managers, policy makers, analysts, and professionals in government, healthcare, business, and nonprofit organizations. Jobs in international educational settings, including teaching English as a second language, and teaching internationally. Jobs in global business and NGOs to explore the problems and potentials of policies intent on improving global conditions. Jobs that require the development, delivery, and evaluation of training and development programs across workplace settings, such as businesses and industries, two-year post-secondary schools, or community and government agencies. As in all concentrations, students are encouraged to add a minor to support the knowledge acquired in their concentration and major.
- d. What makes this major/concentrations different from other majors on this campus? The Applied Learning Science concentration is a unique combination of learning and analysis that is not offered on this campus and prepares students for jobs that cross disciplines, for example, as the management and disaggregation of data for a school district. The Education, Globalization and Social Justice concentration offers a chance for students to delve into diversity, social justice, and education at the undergraduate level and to be prepared to work in the United States or an international context. Workplace Training and Development provides students with an undergraduate concentration focused on the knowledge and skills needed for the development, delivery and evaluation of educational programs in workplace settings. The International and Cultural Perspectives on Early Schooling concentration will allow students to learn about children's learning and development from an international perspective. This concentration is directed at international students and U.S. students interested in international teaching, but certainly not solely. Another degree program on campus, Human and Community Development (HCD), has similar objectives for one of its concentrations in educating children at an early age but the overall goals of our degree with the Concentration in International and Cultural Perspectives on Early Schooling and its course content differ from that of the HCD degree and concentration. The overall goal of this concentration is to educate international and domestic students for work in international settings.
- e. How do we promote this program to high school and ICT students? This major will appeal to high school students who have an interest in education but are still unsure as to whether they are interested in becoming teachers, who have done a lot of service learning and/or volunteer work, and have an interest in working and living abroad or in an international context. Students with an interest in children, but with broader interests too, will have the freedom to study education in general and still have the flexibility to expand their interest to other facets of education. Many students in other colleges wish to ICT to Education but are unable to do so with the current constraints of the licensure majors. The Learning and Education Studies major will allow students from across campus interested in education to ICT into the College of Education and complete their degree requirements in a concentration that appeals to their personal and professional interest. The College will market and advertise this new major and concentrations to high school, community college, and current university students.

BUDGETARY AND STAFF IMPLICATIONS: *(See Appendix A for additional information.)*

- a. Additional staff and dollars needed: No additional staff or dollars will be needed for this new degree offering as we are expanding the number of existing faculty that will teach into undergraduate Education courses. If additional staff becomes needed—e.g. an additional academic adviser—the College will assume the costs.
- b. Internal Reallocations: Few internal reallocations will be needed to accommodate this new major. The current structures of the undergraduate majors in teacher licensure do not allow all faculty in the College to teach at the undergraduate level. The faculty who would teach in these proposed concentrations reside disproportionately in departments in the College that do not teach in a teacher education licensure program. As such, a number of faculty in the College who do not currently teach at the undergraduate level have willingly agreed to teach in this new education major.
- c. Effect on course enrollment in other units and explanations of discussions with representatives of those departments: We have established agreements with other departmental units outside the College of Education to secure the needed seating allocations for this new major. All departmental units have agreed to work with the College in ensuring the start and success of this initiative. (See attached Appendixes for units/courses that will partner with the College).
- d. Impact on the University Library: No additional resources will be needed from the University Library for this new major. (See Appendixes for Letter of Acknowledgment.)
- e. Impact on computer use, laboratory use, equipment, etc.: There are no anticipated impacts on computer use, laboratory use, equipment, etc.

DESIRED EFFECTIVE DATE: Fall 2015

STATEMENT FOR PROGRAMS OF STUDY CATALOG:

Education

<http://education.illinois.edu/>

Associate Dean for Academic Programs: Christopher M. Span
120 Education Building, 1310 South Sixth, Champaign, (217) 333-2800

Learning and Education Studies

For the Degree of Bachelor of Science in Learning and Education Studies

This curriculum prepares individuals for positions requiring expertise in formal and non-formal learning and educational settings that do not require licensure (becoming a licensed teacher). Students interested in a licensure program should consider the majors of Elementary Education, Early Childhood Education, or Special Education.

A minimum of 120 semester hours is necessary for graduation in the Learning and Education Studies program. Students will spend much of the first two years with general education courses, achieving a solid preparation in the humanities, social and natural sciences, technology and mathematics. In the final two

years of the major, students will take a set of core courses, as well as coursework in one of the following concentrations: 1) Applied Learning Science; 2) Education, Globalization, and Social Justice; 3) Workplace Training and Development; and 4) International and Cultural Perspectives on Early Schooling.

Degree Requirements

Hours **Orientation Seminar**

1 EDUC 101, Education Orientation Seminar

The following degree requirements also meet general education course requirements and must be selected from the campus [general education](#) course list. Selections of general education and core requirements courses are dependent upon concentration.

Hours **Composition¹**

4-6 Composition I
3-4 Advanced Composition

Hours **Quantitative Reasoning¹**

3 STAT 100 or another approved basic course in statistical methods such as EPSY 280, SOC 280, PSYC 235
3 From approved campus list (Recommended: INFO 102)

Hours **Natural Sciences and Technology¹**

6 From approved campus list (Recommended: ECE 101)

Hours **Humanities & the Arts¹**

6 From approved campus list

Hours **Social & Behavioral Sciences¹**

6 From approved campus list (must include PSYC 100)

Hours **Cultural Studies¹**

3 From Western Culture(s) approved campus list
3 From U.S. Minority Culture(s) or Non-Western Culture(s) approved campus list

37-40 Total hours of general education courses

Hours **Language other than English**

0-12 Three years of one language other than English in high school or completion of the third semester of college-level language.

Hours **Core Requirements²**

6-7 Choose 2 from:
SPED 117 – The Culture of Disability (3 hours)
EPSY 236 – Child Dev for Elemen Teachers (3 hours) (Not recommended for the Workplace Training and Development concentration.)
EPS 201 Foundations of Education (3 hours) or EPS 202 Foundations of Education
Advanced Composition (4 hours)

18-20 Choose 6 courses from the list below, with at least 2 courses in each:
Teaching and Learning:

- CI 260 – Serving Child in Schools/Comm (3 hours)
- CI 415 – Language Varieties, Cult, & Learning (3 hours)
- EPSY 401 – Child Language and Education (3 hours)
- EOL 440 – Prof Issues for Teachers (3 hours)
- EPSY 201 – Educational Psychology (3 hours)
- EPSY 400 – Psyc of Learning in Education (3 hours)

Leadership in a Diverse Global Economy:

- AGED 260 – Intr to Leadership Studies (3 hours)
- EPS 310 – Race and Cultural Diversity (4 hours)
- EPS 402 – Asian American Education (4 hours)
- EPS 405 – Historical and Social Barriers (3 hours)
- HRD 415* – Diversity in the Workplace (3 hours)

24-27 Total hours of core requirements

Hours **Concentration²**

24 Students must complete 24 credit hours within one of the following four areas of concentration: 1) Applied Learning Science; 2) Education, Globalization, and Social Justice; 3) Workplace Training and Development; or 4) International and Cultural Perspectives on Early Schooling.

Hours **Electives**

16-34 Electives (including minor, if taken)

120 TOTAL minimum hours, including general education, language other than English, concentration, and core credits

1. General Education Requirement. Courses must be selected from the Campus [General Education Approved Course List](#).
2. Area of Concentration and Core Requirement courses found on the [General Education Approved Course List](#) may also be credited toward the General Education requirements.

Applied Learning Science (AppLeS) Concentration

The undergraduate non-licensure concentration in Applied Learning Science (AppLeS) will provide a thorough grounding in the learning sciences through an innovative program that includes courses in learning, language understanding, quantitative reasoning and statistics, designing learning environments, and human performance. The program culminates in a capstone course in which the student works on a research project under the direction of one or more faculty members. Graduating students will have a solid preparation for graduate study in this emerging area of scholarship (such as the new Learning Science and Engineering Professional MS Program at Carnegie-Mellon University), as well as in education, psychology, business, law, and other more traditional areas of study. In addition, through their coursework and research experience international and domestic students will be prepared for a wide range of current (and future) jobs that require expertise in design, analysis, and evaluation of learning environments, as teachers, policy makers, analysts, and professionals in government, healthcare, business, and nonprofit organizations.

* The current rubric is HRE. It has been approved to change to HRD effective Spring 2014.

Students in the AppLeS concentration will:

- Explore theories, phenomena, and methods in the learning sciences (i.e., the biological, cognitive, dispositional, and sociocultural underpinnings of learning).
- Identify general principles of learning, their contextual variations, and how they can be applied in the classroom, at work and home, and diverse settings of daily life.
- Acquire flexible learning and problem solving skills that can be broadly applied to diverse contexts, including research, quantitative reasoning, communication, and collaborative problem solving.

Hours

Applied Learning Science (AppLeS)

The following courses are currently required for this concentration. Changes/additions to this list can be obtained from the College office. Approvals for substitution must be submitted to the College office.

- | | |
|---|---|
| 3 | EPSY 403 – Research Methods in the Learning Sciences |
| 3 | EPSY 398 – Capstone Research Project |
| 6 | Choose 2 from:
EPSY 425 – Psychology of Language Understanding
EPSY 490 – Learning in Everyday Contexts
PSYC 357 – Introduction to Cognitive Science |
| 3 | Choose 1 from:
EPSY 407 – Adult Learning and Development
EPSY 431 – Cognitive Development in Context |
| 3 | Choose 1 from:
EPSY 402 – Sociocultural Influences on Learning
EPSY 404 – Psychology of Classroom Management
HRD 490 – Issues and Development in HRE |
| 3 | Choose 1 from:
EPSY 408 – Learning and Human Development with Educational Technology
HRD 472 – Learning Technologies
PSYC 456 – Human Performance and Engineering Psychology |
| 3 | Choose 1 from:
EPSY 486 – Principles of Measurement
SOC 485 – Intermediate Social Statistics |

Education, Globalization and Social Justice Concentration

This undergraduate non-licensure concentration will prepare students to better understand the role of education in enabling social justice in local and global perspectives. Focusing on U.S.-based and global forms of diversity, further, will give students a unique perspective on the historical place of education in both challenging inequities and helping to justify social divisions. Understanding how education as an institution operates to perpetuate social and economic stratification will give students a perspective on the challenges of creating a more equitable distribution of education. Classes will cover a wide range of disciplinary approaches, including history, social science, educational policy analysis, and theory. Students will understand the contemporary and historical barriers to the distribution of education and examine recent human rights-based demands for extending education to people of all social classes, regions, ethnicity, language groups, and genders.

Because understanding how globalization and social justice are enabled through education requires a close understanding of local and global contexts, introductory courses will cover basic definitions of educational justice, survey global minorities in relationship to education, and explore political, economic, and social contexts for globalization. Intermediary classes will invite students to apply their basic understanding of such processes to more local and detailed contexts, like shifts in the U.S. that have extended public and higher education to working class, people of color and women. Advanced classes will introduce students to the theoretical approaches to studying social justice and difference, including Critical Race Theory, transnational and global theory, and globalized critical pedagogy.

These courses will be designed to appeal to international and domestic students seeking employment in both the United States and international educational settings, including teaching English as a second language. In addition, understanding the role of education in fostering the expansion of global human rights will enable students interested in global business and NGOs to explore the problems and potentials of policies intent on improving global conditions. As all areas of study and trade are increasingly situated in transnational networks, the concentration in Education, Social Justice and Globalization provides a firm grounding on key issues of rights, obligations, and new institutions that help maintain commitments for justice under these new circumstances.

Students are encouraged to pursue a minor in English as a Second Language, or in ethnic, women’s or international studies.

Hours

Education, Globalization and Social Justice

The following courses are currently required for this concentration. Changes/additions to this list can be obtained from the College office. Approvals for substitution must be submitted to the College office.

- 3 EPS 411 – School and Society
- 3 EPS 390 – The 1960s
- 3 EPS 399 – Social Justice and Education
- 3 EPS 405 – Historical and Social Barriers to Education
- 3 EPS 390 – Education, Diversity, and Critical Citizenship
- 3 EPS 422 – Race, Educational Policy, and Social Science
- 3 EPS 423 – Politics of Education
- 3 Elective class from GWS, LLS, AAS, AFRO, AIS, or GLBL

Workplace Training and Development Concentration

Workplace Training and Development is a non-licensure undergraduate concentration. The concentration will provide international and domestic students with the broad sets of knowledge and skills necessary to develop, deliver, and evaluate training and development programs across workplace settings, such as businesses and industries, two-year post-secondary schools, or community and government agencies. In addition, it will serve a growing demand for graduates who have an interest in helping adults learn and improve organizational performance. The demand comes from a range of business sectors, specifically health care, manufacturing, and logistics.

Students in this concentration will receive an overview of the human resource development field and specifically focus on the training and development aspects of the field. Students will acquire the knowledge and practical skills, such as job and task analysis, training program design, and training program coordination. Students will also be introduced to learning management systems, which most organizations now use to track the learning progress of their employees. An internship will be a required component of the concentration.

The concentration appeals to the following potential students:

- Individuals who wish to combine the study of organizations and learning in their academic studies;
- Individuals who currently work in a technical role, such as a lab tech or nurse in health care, and who want to become more involved in training others about their occupation;
- Individuals who work as information technology specialists and who are asked to develop and deliver training for others;
- Individuals who wish to work in the business and industry outreach departments of community colleges;
- Individuals who serve as instructors in post-secondary technical education schools;
- Individuals who wish to serve as a staff member in the human resource development department of an organization; and
- Individuals who wish to prepare for future graduate study in human resource development.

Hours

Workplace Training and Development

The following courses are currently required for this concentration. Changes/additions to this list can be obtained from the College office. Approvals for substitution must be submitted to the College office.

3	HRD 401 – Training in Business/Industry
3	HRD 402 – Business Principles for HRD
3	HRD 411 – Instructional Design
3	HRD 412 – Instructional Techniques
3	HRD 414 – Facilitation Skills
3	HRD 415 – Diversity in the Workplace
3	HRD 440 – Work Analysis in Human Resource Development
3	HRD 472 – Learning Technologies

International and Cultural Perspectives on Early Schooling Concentration

Understanding early schooling requires a deep understanding of how children learn and develop. Students in the *International and Cultural Perspectives on Early Schooling* undergraduate non-licensure concentration will explore how children from infancy to age 8 learn and develop within the context of contemporary schooling. Understanding contemporary schooling in an increasingly globalized world requires a deep understanding of both the culture of schooling and the cultures into which young children are growing. The cultures of schools vary depending on the primary focus, quality of staff and funding sources used. Early schooling in the U.S. varies greatly from early schooling in many European and Asian countries. International and domestic students who choose to enroll in this concentration will develop a broad and in-depth understanding of the range of potential services provided in developed countries. In addition, they will examine the increasingly rapid changes in demographics and societal needs of young children and their families. Understanding the increasingly broad range of influences on young children's learning and development is critical to the design of early schooling and early childcare. Graduates with this concentration will be qualified to provide services, such as teaching young children internationally or in corporate childcare placements, or may opt to pursue graduate education in a variety of fields including education, psychology, or social work.

Students are encouraged to pursue a minor in English as a Second Language.

Hours

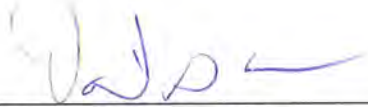
International and Cultural Perspectives on Early Schooling

The following courses are currently required for this concentration. Changes/additions to this list can be obtained from the College office. Approvals for substitution must be submitted to the College office.

- 1 EDPR 250 – School and Community Experiences
- 3 CI 420 – Foundations of Early Childhood Education
- 3 CI 421 – Principles and Practice in Early Childhood
- 2 MUS 345 – Music Methods in Early Childhood
- 2 ART 201 – Art in Early Childhood
- 2 CI 468 – Children’s Literature for Early Childhood Education
- 3 CI 422 – Families, Communities, Schools
- 2 SPED 450 – Introduction to Early Childhood Special Education
- 3 EPS 411 – School and Society
- 3 EPS 423 – Politics of Education

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.)

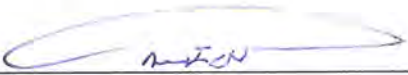
Signatures:



EPSY Unit Representative:

3/29/13

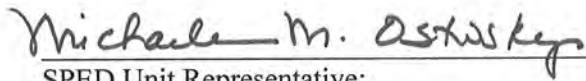
Date:



CI Unit Representative:

3/29/13


Date:



SPED Unit Representative:

3/28/13


Date:



EPOL Unit Representative:

3/29/13

Date:



College Representative:

3/29/13

Date:

Graduate College Representative:

Date:

Appendix A: (Budgetary and Staff Implications)

New Degree Programs – Required Budgetary Implication Questions

- 1) How does the unit intend to financially support this program?

There are no anticipated additional costs to support this new degree offering. If there are, the costs would be covered by the additional revenue generated by the instructional units from the new degree offering.

- 2) Will the unit need to seek campus or other external resources?

No.

- 3) If no new resources are required, how will the unit create capacity or surplus to appropriately resource this program? (What functions or programs will the unit no longer support?)

The current structure related to undergraduate course and degree delivery revolves around teacher education preparation, which is currently located in the Departments of Curriculum and Instruction and Special Education. As a consequence, only a small proportion of faculty in the College currently teach in a teacher education program. The establishment of this new non-licensure undergraduate baccalaureate degree and reorganization efforts in the College (I-Teach/I-Lead Program) (See Appendix B), allows the College to draw upon the broader capacity of all faculty to teach undergraduate Education courses. (This is consistent with the new load agreement in the College that requires all faculty to teach undergraduate Education courses).

- 4) Please provide a market analysis: What market indicators are driving this proposal? What type of employment outlook should these graduates expect? What resources will be required to assist students with job placement?

There are a number of considerations that drive this proposal. For all proposed concentrations there are ever-increasing demands in the United States and abroad for persons trained to work in areas of specialization in education beyond licensure and in business and non-profit organizations. A peer college and institution—the School of Education at Northwestern University—has a similar program to the Applied Learning Science concentration. As this proposal was being established, we reached out to them for guidance on these matters and they assured us that their graduates have no trouble finding employment upon graduation. Many of their graduates obtain work in differing fields of consulting and business.

Similar findings point to employment opportunities with the Education, Globalization, and Social Justice concentration. While this concentration is the first of its kind in the College of Education at the undergraduate level, the College offers a master degree—on campus and online—in Global Studies in Education (GSE). This master degree has existed for nearly a decade and has a current enrollment of 80 students (25 on campus and 55 online students). Education, Globalization, and Social Justice is modeled after this master degree program. A peer institution, Michigan State University, offers a minor in international education. The former Dean of Education of Michigan

State University, who is currently serving as a consultant to the College of Education in the redesign of its teacher education programs, has indicated to us that this minor in international education has been a tremendous success. We are confident that this concentration in the new major will be a success as well. Graduates find employment in international educational settings, including teaching English as a second language, working for NGO's, and in global business ventures that explore the problems and potentials of policies intent on improving global conditions.

For students interested in remaining in the United States following the completion of their degree in this concentration, there are a number of growing opportunities, particularly as a diversity specialist or diversity officer in the P-20 system of education in the United States. As the demographics of the nation change², so too will be the emphasis on ensuring that diversity is seen not simply as a concept linked to empathy, but understood as a set of skills, knowledge, and dispositions that serve to enhance life chances of all students. The work of Jon Gant³, the Director of the Center for Digital Inclusion in the Graduate School of Library and Information Sciences (GLIS), and his associates, illustrates the need for students to learn the skills and knowledge necessary to work in diverse communities and spaces. Having the skills and knowledge to address issues related to diversity, equity, revitalization, sustainability, and youth development will increasingly be necessary. This concentration would help prepare students to have a deep(er) understanding of the institutional contexts to these (and other) considerations to help them navigate successfully on the job. We would encourage students interested in these aspects of this concentration to consider a minor in a host of areas that complement their professional interests.

Suggested minors for students in this concentration are: Urban Planning, Global Studies, English as a Second Language, Science and Technology in Society, Gender and Women's Studies (GWS), African American Studies (AFRO), Asian American Studies (AAS), Latina/Latino Studies (LLS), American Indian Studies (AIS) or some equivalent.

Graduates with the BS degree in Learning and Education Studies with a concentration in International and Cultural Perspectives on Early Schooling will be qualified to work in formal and informal childcare and early childhood education settings that do not require formal licensure, especially in international and corporate contexts, and in contexts that serve diverse student populations. We recognize there is a growing demand for employees in these areas, especially as the workforce becomes both more diversified, and caters to the professional and personal needs of their employees who expect greater considerations as it relates to their ability to both work and provide for the needs of their young children. See the URLs in footnote 2 for additional clarification. As with students in Education, Globalization, and Social Justice, we would encourage students interested in working or teaching abroad in this concentration to consider minoring in Global Studies or English as a Second Language.

² By 2050, children from underrepresented backgrounds will be more than 50% of the nation's public school students. Today, more than 50% of all public school students in California are from underrepresented backgrounds. Public school students in Illinois are close to 50% minority. See: http://www.childrennow.org/index.php/learn/facts_k12; <http://www.centerforpubliceducation.org/You-May-Also-Be-Interested-In-landing-page-level/Organizing-a-School-YMABI/The-United-States-of-education-The-changing-demographics-of-the-United-States-and-their-schools.html>.

³ http://cdi.lis.illinois.edu/cdi/?page_id=48#jongant

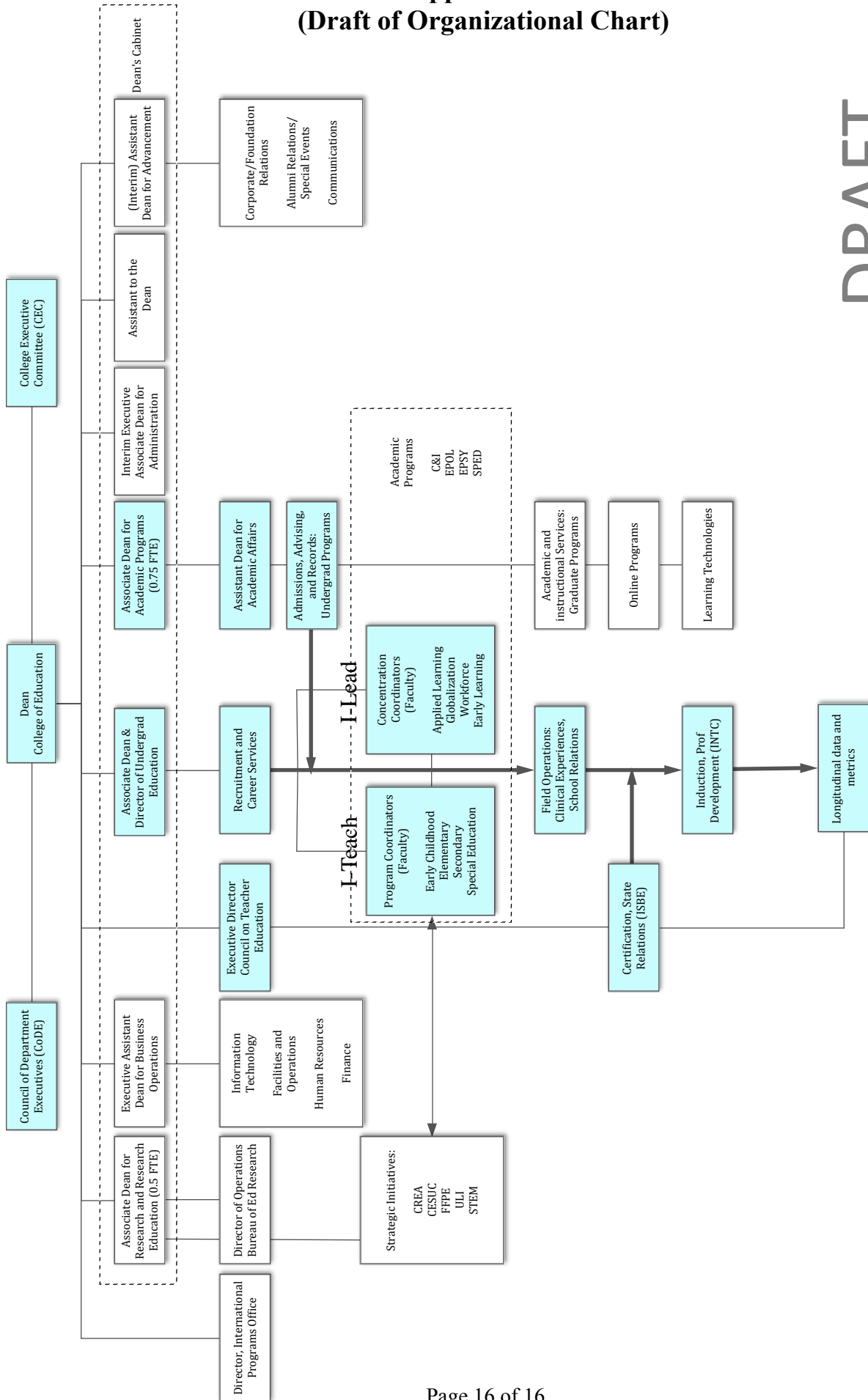
Workplace Training and Development, will serve a growing demand for graduates who have an interest in helping adults learn and improving organizational performance. The demand comes from a range of business sectors, but most probably from health care, manufacturing, and logistics. Job titles might include Training and Development Specialist, Trainer, Training Coordinator, Training Designer, and Training Analyst. The concentration serves an important role in aiding businesses, government, and institutions of education in finding competent employees trained with human resource expertise.

With regard to any additional resources to assist students with job placement, it is the hope of the College of Education that campus career counselors and job fairs will work with the College to ensure our students are adequately placed in current and future markets. Notwithstanding, the College will work with additional potential employment outlets no different than it does for undergraduate students seeking licensure as teachers.

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?

There will be no need for waivers. This is an undergraduate degree offering, not a proposed graduate degree offering.

I-Teach/I-Lead Program Organizational Chart



DRAFT

From: "Kramer, Laurie F" <lfkramer@illinois.edu>
Date: March 29, 2013, 9:58:25 AM CDT
To: "Span, Christopher" <cspan@illinois.edu>
Cc: "Hauser, Robert J" <r-hauser@illinois.edu>, "Phillippe, Carol A" <cphilli1@illinois.edu>, "Burgoon, Lisa Ann" <burgoon@illinois.edu>, "Clark, Richard Warner" <clark6@illinois.edu>
Subject: AG ED 260

Dear Chris,

Thank you for your interest in including the Ag Ed 260, Introduction to Leadership Studies, as part of the proposed Learning and Education major developed by the College of Education.

As we have discussed, the Department of Human and Community Development does have concerns about the duplication of the proposed concentration in International and Cultural Perspectives on Early Schooling concentration with the existing Child and Adolescent Development concentration of the Major in Human Development and Family Studies. Their concern is only with this one proposed concentration.

We recognize that your proposal is subject to a formal approval process, which will include approval from the Senate Educational Policy Committee, the Senate, BOT and IBHE. Thus, the Agricultural Education Program in the College of ACES is willing to support the inclusion of AG ED 260 as a required course in the Learning and Education major, if it does attain approval at the required levels. We would be able to provide seats for 15 students each semester that the course is offered.

I very much appreciate your interest in providing your students with an introduction to leadership studies.

Thank you.

Laurie Kramer

Laurie Kramer, Associate Dean and Professor
Academic Programs
College of Agricultural, Consumer and Environmental Sciences
University of Illinois
1301 W. Gregory Dr., Room 125
Urbana, IL 61801
Ph: (217) 333-3380
Fax: (217) 333-2027
lfkramer@illinois.edu

UNIVERSITY OF ILLINOIS
AT URBANA - CHAMPAIGN

Department of Sociology

College of Liberal Arts and Sciences
3120 Lincoln Hall, MC-454
702 South Wright Street
Urbana, IL 61801



March 27, 2013

Kathy Ryan
Assistant Dean for Academic Affairs
College of Education
120 Education Building
1310 South Sixth Street
Champaign, IL 61820

Dear Ms. Ryan:

We understand that the College of Education is developing a proposal for a new undergraduate non-certification major entitled Learning and Education Studies. We also understand that the proposal calls for SOC 485 to fulfill one of the requirements for this new major.

On behalf of the Department of Sociology, we would be happy to make SOC 485 available to your students. We expect that we could accommodate your students in that course.

Please let me know if you have any additional questions.

Best wishes,



Anna-Maria Marshall
Head

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

School of Music
1114 West Nevada Street
Urbana, IL 61801



March 25, 2013

Dr. Christopher Span
Associate Dean for Academic Programs
120 Education
1310 S Sixth
M/C 708
Champaign, IL 61820

Dear Dr. Span,

The School of Music supports the College of Education's request include MUS 345 as part of the degree plan for Learning and Education Studies majors. This request has the support of the Music Education faculty, the division responsible for teaching MUS 345 (Music Methods in Early Childhood). Therefore, the School of Music affirms that students enrolled in the Learning and Education Studies major will have access to enroll in MUS 345. Should you need any additional information, please let me know.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jeffrey Magee'.

Dr. Jeffrey Magee, Interim Director

CC: Joyce Griggs, Associate Director
William Kinderman, Music Education Chair

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

School of Art and Design
143 Art and Design Building
408 East Peabody Drive
Champaign, IL 61820



March 7, 2013

The School of Art & Design is supportive of the Non Certification Minor offered by the College of Education and will make available seats in ART 201 for these minors as far as capacity allows.

Nan Goggin

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

Director
School of Art & Design

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of Psychology

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



April 16, 2013

Dr. Christopher Span
Associate Dean for Academic Programs
120 Education
1310 S. Sixth
M/C 708
Champaign, IL 61820

Dear Dr. Span,

The Department of Psychology supports the College of Education's request to include PSYC 357 and PSYC 456 as part of the degree plan for the Learning and Education Studies major. This request has the support of the Psychology faculty, the division responsible for teaching these classes. Therefore, the Department of Psychology affirms that students enrolled in the Learning and Education Studies major will have access to enroll in PSYC 357 and PSYC 456. Should you need any additional information please let me know.

Sincerely,

A handwritten signature in black ink that reads 'David E. Irwin'.

Dr. David Irwin
Professor and Head
Department of Psychology
315 Psychology Building
217/333-0632
Irwin@illinois.edu

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



March 5, 2013

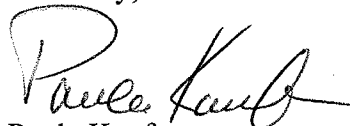
Chris Span, Associate Dean for Academic Programs
120 Education
MC-706

Dear Dean Span:

Thank you for giving the University Library the opportunity to review the College of Education's proposal to the Senate Committee on Educational Policy to a non-certification B.S. in Learning and Education Studies in the College of Education with concentrations in: 1) Applied Learning Science; 2) Education, Globalization, and Social Justice; 3) Workplace Training and Development; and 4) International and Cultural Perspectives in Early Schooling. Based on the proposal reviewed, there appear to be no changes to the curriculum currently offered that lead us to believe that there will be an appreciable impact on our operations or collections.

If additional services or materials are required as the program develops—particularly in its graduate offerings, we will be happy to discuss securing the requisite resources with the program sponsors.

Sincerely,



Paula Kaufman

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

c: Thomas Teper
Nancy P. O'Brien

Office of the Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820



April 2, 2013

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

Dear Professor Miller:

Enclosed is a copy of a proposal from the College of Education to establish a Bachelor of Science in Learning and Education Studies. The new major will have four concentrations: Applied Learning Science; Education, Globalization and Social Justice; Workplace Training and Development; and International and Cultural Perspectives in Early Schooling.

This proposal has been approved by the College of Education Graduate Programs Committee. It now requires Senate review.

Sincerely,

A handwritten signature in black ink that reads "Kristi A. Kuntz".

Kristi A. Kuntz
Assistant Provost

KAK/njh

Enclosures

c: M. Kalantzis
C. Span

**Senate Educational Policy Committee
Proposal Check Sheet**

PROPOSAL TITLE (Same as on proposal): Establish a non-licensure Bachelor's of Science in Learning and Education Studies in the College of Education with concentrations in: 1) Applied Learning Science; 2) Education, Globalization, and Social Justice; 3) Workplace Training and Development; and 4) International and Cultural Perspectives in Early Schooling

PROPOSAL TYPE (select all that apply below):

Proposal for a NEW or REVISED degree program. Please consult the Programs of Study Catalog for official titles of existing degree programs.

1. Degree program level:

Graduate Professional Undergraduate

2. Proposal for a new **degree** (e.g. B.S., M.A. or Ph.D.):

Degree name, "e.g., *Bachelor of Arts or Master of Science*": Bachelor of Science

3. Proposal for a new or revised **major, concentration, or minor**:

New or Revised **Major** in (name of existing or proposed major): Learning and Education Studies

New or Revised **Concentration** in (name of existing or proposed concentration):
Applied Learning Science; Education, Globalization, and Social Justice; Workplace Training and Development; and International and Cultural Perspectives in Early Schooling

New or Revised **Minor** in (name of existing or proposed minor): _____

4. Proposal to rename an existing major, concentration, or minor:

Major Concentration Minor

Current name: _____

Proposed new name: _____

5. Proposal to terminate an existing degree, major, concentration, or minor:

Degree Major Concentration Minor

Nature of the proposal: _____

Revised 10/2012

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

CG.13.01 Revisions to the Academic Integrity Portions of the Student Code

BACKGROUND

From the Academic Integrity Taskforce 2.0 Executive Summary:

In the fall of 2008, Vice Chancellor for Student Affairs, Dr. Renee Romano charged a task force of students, faculty and staff to review the policies and procedures in the Student Code related to academic integrity. The goal of the task force was to fine tune the language and structure of the policy to make it clear and accessible while also working to address gaps in the policy that caused confusion in how it was enforced and implemented.

The task force developed a draft policy and submitted it to a variety of campus stakeholders for review and comment in the spring of 2012. Seeking broader input from the entire Illinois community, the Vice Chancellor posted the draft policy on a website for public comment for the month of October 2012. The Vice Chancellor then appointed a new task force (consisting of both new and former members) to review and consider all comments for possible inclusion and discussion. The new task force met several times in November and December to carefully review all 35 unique submissions.

The task force considered and implemented a number of small grammatical corrections and suggestions to sharpen the language. The task force also appreciated the submission of a number of comments about issues that were broader than the purview of the current task force. Those issues have been documented in the complete text of the Academic Integrity Taskforce 2.0 Executive Summary which is attached.

The Conference on Conduct Governance conducted an initial review in the spring of 2013. After incorporating several suggestions to further clarify and fine tune the language of the document, CCG formally endorsed the current draft on March 7, 2013. In addition, the attached draft was endorsed by the Educational Policy Committee on Monday, April 15, 2013.

RECOMMENDATION

The Conference on Conduct Governance recommends endorsement of the proposed revisions to Part 4, Academic Integrity Policy and Procedure in the Student Code. The proposed revisions will go into effect fall of 2013.

CONFERENCE ON CONDUCT GOVERNANCE

George Gollin, Chair
Abbas Aminmansour
Chris Cheng-De Vries
Adriana Cuervo
Leah Dinh
Brian Farber
Sarah Halko
Rachel Heller
Rod Hoeing

Tim Knudsen
Kristi Kuntz
Jim Maskeri
James Rooney
Kevin Seymour
Miranda Terry
Casey Thiel
Kevin Waspi
H.F. (Bill) Williamson

PART 4. ACADEMIC INTEGRITY POLICY AND PROCEDURE

1-401 Policy Statement; Application; Definitions

- a. Policy Statement. The University has the responsibility for maintaining academic integrity so as to protect the quality of education and research on our campus and to protect those who depend upon our integrity.
 1. *Expectations of Students.* It is the responsibility of each student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions. Students have been given notice of this Part by virtue of its publication. Regardless of whether a student has actually read this Part, a student is charged with knowledge of it. Ignorance is not a defense.
 2. *Expectations of Instructors.* It is the responsibility of each Instructor to establish and maintain an environment that supports academic integrity. An essential part of each Instructor's responsibility is the enforcement of existing standards of academic integrity. If Instructors do not discourage and act upon violations of which they become aware, respect for those standards is undermined. Instructors should provide their students with a clear statement of their expectations concerning academic integrity.
- b. Application. This Part contains the procedures for addressing course-based academic integrity infractions, including proficiency tests taken after enrollment, for all courses in all colleges except for courses in the College of Law, the College of Medicine, and the College of Veterinary Medicine. This Part also does not apply to pre-enrollment infractions (see § 1-301 and § 1-303) or infractions of the [Academic Integrity in Research and Publications Policy](#).
- c. Definitions. For purposes of this Part, the following definitions shall apply:
 1. *Business Day.* Monday through Friday, excluding University and campus holidays and reduced service days.
 2. *Consultant.* A person with whom a student or Instructor may privately consult during the process. A Consultant may attend hearings with a student or Instructor, but may not participate in the hearings, and may not

serve as a witness. Each participant may be accompanied by only one Consultant.

3. *Dean*. The dean of the college or head of the equivalent academic unit in which a course or examination is conducted or his/her designee.
4. *Executive Officer (EO)*. The executive officer or head of the department or unit in which a course or examination is conducted or his/her designee.
5. *Instructor*. A faculty member or authorized staff member who supervises any academic endeavor.
6. *Notice*. A written communication conveying information to or from a participant in the process. E-mail notices are strongly encouraged.
7. *Record*. The Instructor's Allegation Notice, written student Response, any materials relied upon by the Instructor to make the Instructor's decision, the course syllabus, and the Instructor's Decision Notice.

1-402 Academic Integrity Infractions

- a. Cheating. No student shall use or attempt to use in any academic exercise materials, information, study aids, or electronic data that the student knows or should know is unauthorized. Instructors are strongly encouraged to make in advance a clear statement of their policies and procedures concerning the use of shared study aids, examination files, and related materials and forms of assistance. Such advance notification is especially important in the case of take-home examinations. During any examination, students should assume that external assistance (e.g., books, notes, calculators, and communications with others) is prohibited unless specifically authorized by the Instructor. A violation of this section includes but is not limited to:
 1. Allowing others to conduct research or prepare any work for a student without prior authorization from the Instructor, including using the services of commercial term paper companies.
 2. Submitting substantial portions of the same academic work for credit more than once or by more than one student without authorization from the Instructors to whom the work is being submitted.
 3. Working with another person without authorization to satisfy an individual assignment.

- b. Plagiarism. No student shall represent the words, work, or ideas of another as his or her own in any academic endeavor. A violation of this section includes but is not limited to:
1. *Copying*: Submitting the work of another as one's own.
 2. *Direct Quotation*: Every direct quotation must be identified by quotation marks or by appropriate indentation and must be promptly cited. Proper citation style for many academic departments is outlined in such manuals as the *MLA Handbook* or K.L. Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations*. These and similar publications are available in the University bookstore or library. The actual source from which cited information was obtained should be acknowledged.
 3. *Paraphrase*: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part. This is true even if the student's words differ substantially from those of the source. A citation acknowledging only a directly quoted statement does not suffice as an acknowledgment of any preceding or succeeding paraphrased material.
 4. *Borrowed Facts or Information*: Information obtained in one's reading or research that is not common knowledge must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc. Materials that contribute only to one's general understanding of the subject may be acknowledged in a bibliography and need not be immediately cited. One citation is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from one source.
- c. Fabrication. No student shall falsify or invent any information or citation in an academic endeavor. A violation of this section includes but is not limited to:
1. Using invented information in any laboratory experiment or other academic endeavor without notice to and authorization from the Instructor or examiner. It would be improper, for example, to analyze one sample in an experiment and covertly invent data based on that single experiment for several more required analyses.
 2. Altering the answers given for an exam after the examination has been graded.
 3. Providing false or misleading information for the purpose of gaining an academic advantage.

- d. Facilitating Infractions of Academic Integrity. No student shall help or attempt to help another to commit an infraction of academic integrity, where one knows or should know that through one's acts or omissions such an infraction may be facilitated. A violation of this section includes but is not limited to:
 - 1. Allowing another to copy from one's work.
 - 2. Taking an exam by proxy for someone else. This is an infraction of academic integrity on the part of both the student enrolled in the course and the proxy or substitute.
 - 3. Removing an examination or quiz from a classroom, faculty office, or other facility without authorization.
- e. Bribes, Favors, and Threats. No student shall bribe or attempt to bribe, promise favors to or make threats against any person with the intent to affect a record of a grade or evaluation of academic performance. This includes conspiracy with another person who then takes the action on behalf of the student.
- f. Academic Interference. No student shall tamper with, alter, circumvent, or destroy any educational material or resource in a manner that deprives any other student of fair access or reasonable use of that material or resource.
 - 1. Educational resources include but are not limited to computer facilities, electronic data, required/reserved readings, reference works, or other library materials.
 - 2. Academic interference also includes acts in which the student committing the infraction personally benefits from the interference, regardless of the effect on other students.

1-403 Procedures

- a. Suspicion of infraction – Initial Determination.
 - 1. *Allegation.* An Instructor who has reason to believe that a student has committed an academic integrity infraction shall notify the student in writing of the basis for the belief. E-mail notice is strongly encouraged. The Allegation Notice must contain sufficient information to permit the student to respond to the concern. A copy of the Allegation Notice shall be provided to the department and college in which the course or examination is conducted. The college should, where applicable, submit a copy of the

Allegation Notice to the college with which the student is affiliated (for graduate students, the Graduate College is always the applicable college).

2. *Response.* The student has ten (10) business days from the date of the Allegation Notice to submit a written Response to the Instructor. The Response should include all relevant information, materials and witness statements the student wishes the Instructor to consider. Upon good casue shown, an extension may be requested in writing and may be granted by the executive officer (EO).
3. *Fact-Finder.* The Instructor shall act as fact-finder and explore information relevant to the alleged infraction. The Instructor should consider all information provided by the student in the Response. The instructor may collect additional relevant information to assist in making a determination. The Instructor will pay due regard to the Family Educational Rights and Privacy Act ([FERPA](#)) when making inquiries, including interviewing involved parties.
4. *Timing.* The Instructor shall work to resolve the matter and make a determination on a timely basis.
5. *Instructor's Decision.*
 - A. If the Instructor concludes that the student did not commit an infraction, the student shall be permitted to:
 - i. Continue in the course and be given whatever grade the student is entitled to without regard to the charge of an infraction; or
 - ii. Drop the course at any time during the semester without a "W" on the transcript. However, to drop the course after the applicable drop deadline, the student must indicate his/her desire to drop the course within 10 business days of the Instructor's decision; or
 - iii. Change sections in the course, if possible.
 - B. If the Instructor concludes, based on available information, that it is more probably true than not true that the student has committed an infraction, the Instructor shall make a finding of a violation and impose a sanction as permitted in 1-404.
 - C. In either case (A or B), Notice of the Instructor's decision shall be given to the student and to the department and college in which the course or

examination was conducted. The college should, where applicable, submit a copy of the Instructor's Decision Notice to the college with which the student is affiliated (for graduate students, the Graduate College is always the applicable college). When an infraction is found, the Instructor's Decision Notice shall include at least: 1) the finding of violation, 2) a brief explanation of the facts establishing the violation, 3) the sanction and the basis for the same, and 4) a statement such as: "*You have the right to appeal this decision and/or sanction by [insert date, i.e. within five (5) business days from the date of the Instructor's Decision Notice] pursuant to 1-403(b) of the Student Code.*"

6. *Multiple students.* When two or more students have been accused of cooperating in an academic infraction, any fact-finding inquiries should establish their independent responsibility and the sanctions for each individual should be decided separately.
7. *Student not enrolled in course.* If a student is not enrolled in the course affected, the Instructor shall not make an allegation but shall instead forward that student's case to the Senate Committee on Student Discipline for handling pursuant to its policies and procedures.
8. *Finality of Instructor's Decision.* If a student does not appeal the instructor's decision, it shall be final except to the extent the sanction includes a recommendation for suspension or dismissal from the University. A recommendation of suspension or dismissal will be handled pursuant to 1-403(d).
9. *Forwarding the Record.* Once a decision has been made, the Instructor shall forward the Record to the department or unit executive officer for retention pursuant to applicable policy.

b. Contested Determination or Sanction - Appeal.

1. *Timing and Content of Appeal.* A student wishing to appeal an Instructor's decision must file a written appeal within five (5) business days from the date of the Instructor's Decision Notice, except as provided in 1-403(d)(1)(A). The appeal shall include at least: the name of the student, the course involved, the name of the Instructor, the applicable grounds for

appeal (see b.2 below), and an explanation for the basis of appeal. The appeal shall be submitted to the executive officer (EO) in the department or unit in which the infraction is alleged to have occurred.

2. *Burden of Proof; Grounds for Appeal.* A student wishing to appeal bears the burden of establishing at least one of the following grounds for appeal:

A. The Instructor did not follow these procedures as outlined in the Academic Integrity Policy and Procedures and the deviation resulted in significant prejudice against the student;

B. The Instructor's decision was clearly not objectively reasonable based upon information available at the time of the Instructor's decision;

C. The sanction was disproportionate to the violation; or

D. New information exists that was not available at the time of the Instructor's decision and that information proves conclusively that the student did not commit the violation.

3. *EO handling of Appeal.* Upon receipt of the appeal and Record, the EO shall:

A. Schedule a departmental hearing if the highest sanction was a Category 2 as provided in 1-404. If the department consists of nine or fewer full-time faculty members, the appeal will be directed to a similarly constituted committee of the school or college.

B. Refer the Record to the Dean of the college offering the course for a college hearing if the highest sanction is Category 3 as provided in 1-404.

4. *Automatic Review.* A recommendation for suspension or dismissal by an Instructor shall be automatically reviewed pursuant to 1-403(d).

c. Appeal Hearing Procedures.

1. *Configuration*

A. *Departmental Level Appeal.* The EO shall appoint a Chair, who shall serve as a non-voting member. The EO shall select a hearing committee which shall be composed of at least two faculty members and at least one student to hear and vote on the matter. Only faculty and students without a conflict of interest (as determined by the EO) shall serve.

- B. *College Level Appeal.* The Dean shall appoint a Chair who shall be a nonvoting member. The Chair shall select a hearing committee which shall be composed of at least two faculty members and at least one student member to hear and vote on the matter. Only faculty and students without a conflict of interest (as determined by the Chair) shall serve.
- C. *Student Committee Members.* The student members on the hearing committees shall be of the same status as the respondent(s) (undergraduate or graduate). In matters involving both undergraduate and graduate student(s), both an undergraduate and a graduate student shall serve on the committee. The undergraduate committee member shall vote on the undergraduate respondent(s) and the graduate student committee member shall vote on the graduate respondent(s).
2. *Notice of Hearing.* Notice of Hearing shall be sent at least five (5) business days prior to the hearing, unless the student requests an expedited hearing and the request is granted.
 3. *Attendance.* Attendance is restricted to committee members and to the student(s), Instructor(s), and their Consultants. Both the student and the Instructor shall be permitted to be present throughout the hearing but are not required to attend. When multiple students are involved, their hearings may be combined except when discussing the educational record of each student with regard to sanctions. Students and Instructors shall represent themselves in the hearing. Any person, including a student or Instructor, who disrupts a hearing or who fails to adhere to the directives of the Chair may be removed from the hearing at the discretion of the Chair. All parties shall be excluded during committee deliberations.
 4. *Information Considered.* Appeals are intended to determine if the student has established the grounds for appeal. The student and the Instructor may each make a brief opening statement, and then respond to questions from the committee. The student and the Instructor may suggest questions to be asked of each other. The Chair shall decide whether or not to pose the questions. The committee, through the Chair, may solicit information or statements from any person it deems relevant to the matter in dispute,

either at its own initiative or at the suggestion of the student or Instructor. All such information must be presented in the hearing and not in closed deliberation. The confidentiality of all information shall be preserved. Formal rules of evidence shall not apply.

5. *Committee Deliberations and Disposition.* The deliberations of the Committee are confidential. The decisions and recommendations of the committee must be agreed to by a simple majority of the voting members of the committee hearing the matter. The committee shall submit a written report to the EO (or Dean of the college offering the course in the case of a college level hearing) within five (5) business days from the date of the hearing. The report should include:
 - A. A brief overview of the allegation(s) and response;
 - B. A summary of the relevant information considered at the hearing;
 - C. A statement as to whether the student has met the burden establishing the grounds for an appeal; and
 - D. A recommendation. The recommendation may include upholding, overturning or adjusting the instructor's decision or sanction, or such other recommendation as may be appropriate. Failure by the Instructor, department or college to follow the procedures of this Part shall not absolve a student of his/her responsibility to refrain from violations of academic integrity. The committee may recommend that a matter be returned to the level where the error occurred for reconsideration. The committee shall not recommend a sanction of a higher Category than the Instructor's original sanction. (*See 1-404 of this Part.*)
6. *EO or Dean's decision.* Following the receipt of the Report and on a timely basis, the EO or Dean may do any of the following:
 - A. If the EO or Dean accepts a committee recommendation to uphold the Instructor's decision and sanction, he or she shall inform the Instructor and the student of the same in writing.
 - B. If the EO or Dean accepts a committee recommendation to overturn or adjust the Instructor's decision and/or sanction, the EO or Dean shall inform the Instructor and permit the Instructor five (5) business days to

concur with the committee's recommendation or submit a statement of objection. If the Instructor objects, the EO or Dean shall take that objection into account when making a final decision in the case. No response from the Instructor within the allotted time shall be construed as no objection to the recommendation.

C. If the EO or Dean disagrees with the committee's recommendation, the EO or Dean shall direct the committee to reconsider the matter. The specific errors or concerns shall be identified and the committee need only address the issues raised. The EO or Dean may then accept or decline the committee's recommendation in whole or in part.

7. *Finality of Decision.* The decision of the EO or Dean shall be final, and shall be communicated to the student and Instructor in writing.

d. Handling of a Recommendation for Suspension or Dismissal from the University

1. Upon receipt of a recommendation for suspension or dismissal from the University, the EO shall review the record and discuss the matter with the Instructor and with the student.

A. If the EO declines to forward the recommendation for suspension or dismissal, the EO shall provide Notice declining the recommendation to the student and the Instructor. The Instructor's finding(s) and other sanction(s) remain in effect. The student shall have five (5) business days from the date of the EO's Decision Notice to appeal the Instructor's finding and/or sanctions, pursuant to the provisions of 1-403(b).

B. If the EO agrees with the recommendation and the student waives his/her right to a college-level appeal hearing, the matter shall be forwarded to the Senate Committee on Student Discipline for review and action.

C. If the EO agrees with the recommendation and the student does not waive his/her right to appeal, the EO shall forward the matter to the Dean for a hearing by the college in which the course or examination was offered. The college shall conduct a hearing in accordance with 1-403(c) except, in the event the student is affiliated with a different college, the dean of the student's college shall be invited to name a representative

from the student's college, who shall serve as a non-voting member of the committee. The hearing committee shall consider the facts of the case and make a judgment on whether suspension or dismissal is warranted. If the student also wishes to appeal the Instructor's finding(s) and/or other sanction(s), that appeal shall be heard at the same hearing. In that case, the burden rests with the student to establish that at least one of the grounds for appeal found in 1-403(b)(2) are present.

2. If, after a hearing, the dean of the college in which the course or examination was offered accepts a recommendation for suspension or dismissal, the dean shall forward the recommendation to the Senate Committee on Student Discipline for review and action.
 3. The question before the Senate Committee on Student Discipline would be whether the breach of academic integrity in question is of such a nature as to warrant suspension or dismissal of the student. The Committee may take into consideration prior findings of academic integrity violations against the student when determining if suspension or dismissal from the University is warranted. If the hearing committee or the Senate Committee on Student Discipline does not concur with the recommendation of suspension or dismissal, it may impose a lesser formal sanction and/or educational sanctions, along with the course-based sanction imposed by the Instructor. (See SCSD Student Disciplinary Procedures for permissible sanctions.) The Committee shall inform the Dean of its decision and the Dean shall notify the Instructor and EO of the unit in which the infraction occurred. The decision of the Senate Committee on Student Discipline shall be final.
- e. Student Status. While an academic integrity infraction is pending (from the date of the Allegation Notice until final resolution), no change in enrollment status in the course shall be permitted.
1. If the final deadline for reporting a grade occurs prior to the resolution of the case, the Instructor shall request that the student's college assign an "Incomplete" grade to the student for the course until final resolution.
 2. Upon a finding of no infraction and resolution of the case, the student shall have the options set forth in 1-403(a)(5)(A).

3. Upon a finding of an infraction and resolution of the case:
 - A. If the sanction is Category 1 or 2 as provided in 1-404, an undergraduate student may drop the course or change the course to Credit/ No Credit status if he or she were otherwise eligible under section 3-311(d)(2) at the time of the infraction. Graduate students may drop the course provided the infraction occurred before the usual deadline for dropping a course. A record of the infraction will remain in the student's file even if the student drops the course.
 - B. If the sanction is a Category 3 as provided in 1-404, the student may neither change the course to a Credit/No Credit status nor drop the course.

1-404 Sanctions

- a. Authorized Sanctions. Authorized Sanctions for academic integrity violations are one or more of the following:
 1. Category 1 – Any sanction discussed and agreed to in writing by the Instructor and the student. A Category 1 sanction must also be reported pursuant to 1-405. A student who accepts a Category 1 sanction waives his or her right to appeal either the finding of a violation or the sanction under 1-403(b).
 2. Category 2 –
 - A. A written warning
 - B. Educational Sanctions including make-up assignments of a more difficult nature, assignments pertaining to academic integrity, and/or required attendance at a noncredit workshop or seminar on academic integrity.
 - C. A reduced grade on the assignment
 - D. A failing grade for the assignment
 - E. A reduced grade for the course
 - F. A denial of credit for the proficiency exam
 3. Category 3 – A failing grade for the course.
 4. In addition to any other sanctions imposed, an Instructor may also recommend suspension or dismissal from the University.
 5. If a combination of sanctions is imposed, the sanction from the highest Category shall determine to whom a Contested Determination or Sanction

is forwarded in 1-403(c), except as provided by 1-403(d) for cases involving suspension or dismissal.

- b. General Guidance for Sanctions. The variety of academic settings encountered in the University precludes establishing uniform sanctions for all infractions. Instructors may use their discretion in light of the nature of the class, the educational experience of the student, prior instructions or warnings the Instructor has given to the student, etc.
1. Relevant aggravating and mitigating factors shall be considered in determining the sanction.
 - A. Knowledge and intent are not necessarily factors in determining whether an infraction occurred, but shall be considered in determining an appropriate sanction. Instructors shall consider whether the student knew or should have known that an infraction was likely to occur based on the circumstances surrounding the incident. Careless conduct that results in an infraction should be sanctioned less severely than intentional conduct.
 - B. Instructors shall consider aggravating factors, such as repeated violations within the same course in the same semester, cheating on the major work for the course, activity that was designed to hinder the academic performance of others, and similar conduct when determining an appropriate sanction.
 - C. Violations in other courses or other semesters will be addressed by the Senate Committee on Student Discipline and shall not be considered by the Instructor when determining a sanction. See Section 1-406.

1-405 Reporting and Record Keeping

- a. Report. Once a violation of academic integrity matter has been resolved (a finding of violation, sanction and completion of appeals process or expiration of time to appeal), the EO shall prepare a report of the violation. The report shall include:
1. the nature of the alleged violation of academic integrity;
 2. if applicable, the appeal procedures followed and the recommendation of any hearing committee; and
 3. the final decision and sanction(s) imposed.

- b. Transmittal. The EO shall send a copy of this report, including the student's name and University identification number, to the college in which the course or examination was conducted, to the college or equivalent academic unit in which the student is enrolled, and to the executive director of the Senate Committee on Student Discipline within ten (10) business days of the resolution of a case.
- c. Record Retention. A record of the infraction will remain in the student's department and college files (both the student's college of enrollment and the college in which the course or examination was conducted), pursuant to the University's record retention policy. The executive director of the Senate Committee on Student Discipline will retain the information pursuant to the University's records retention policy.
- d. Annual Report. The executive director of the Senate Committee on Student Discipline shall compile an annual report to the Senate on the number and severity of such infractions of academic integrity, without identification of the individuals involved. The report shall be available to the public.

1-406 Continuing Jurisdiction of the Senate Committee on Student Discipline

Nothing contained herein shall be construed to limit or impair the jurisdiction of the Senate Committee on Student Discipline (SCSD) over student disciplinary matters. Departments that become aware of repeat offenders are encouraged to call these cases to the attention of their college. Colleges are encouraged to make special note of repeat offenders to the SCSD. The SCSD will address multiple violations of the academic integrity policy by the same student.

ACADEMIC INTEGRITY TASKFORCE 1.0

Executive Summary

The main goal of our task force was to clarify the sections of the Student Code that deal with academic integrity. This included adjustments to the language and arrangement of the Code, as well as new language to clarify the definitions and processes associated with academic integrity.

The revision retains the overall structure of the current Student Code. The definitions of the most common violations (cheating, plagiarism, fabrication, facilitating violations by others) are essentially the same as before. The process for dealing with alleged violations is also essentially the same: the instructor still plays a central role as finder of fact and determiner of penalty; the student still has the right to respond to an allegation before the instructor makes a finding, and to appeal the instructor's finding, penalty, or both.

Going section by section:

1-402: The language describing academic integrity infractions was sharpened and made more consistent. The example of plagiarism was removed, as being more confusing than helpful. Infraction categories for Computer-related Infractions and for Unauthorized Use of University Resources were removed. These infractions by themselves are conduct discipline matters that can be dealt with through other provisions of the Code. The definition of Sale or Distribution of Lecture Notes or Course Materials was clarified and no longer requires that the instructor explicitly state that students should not sell or distribute their copyrighted course materials.

1-403 Procedures, has been restructured to make the procedure itself more clear, while retaining the existing structure. Among the changes:

The time limit for student's response to the initial allegation has been increased to ten (10) working days (previously 8 working days). The language regarding the student's response to the allegation now indicates that the student should provide all relevant information to the instructor at that time. The intent here is to promote a thorough investigation and interchange between the student and instructor at the early stages.

There is now an explicit basis for an instructor to decide whether a student has committed a violation: "more probably true than not true."

The time limit from an instructor's finding and penalty to the student's notice of appeal has been shortened to 5 working days (previously 15 calendar days). This is justified by the more extensive interaction between student and instructor at the previous phase, and helps resolve cases in a timely manner. The grounds for appeal, and the student's burden of proof for establishing those grounds, is also now made explicit.

A single explanation of appeal procedures at either the departmental or college level is provided, simplifying and unifying these procedures. A baseline procedure and appeal committee structure for

departments is now provided. Previously departments were charged to have their own appeal procedures defined and available in writing, but many departments did not put this in place until a case arose. Student members are required on all appeal committees, with undergraduate members hearing undergraduate-student cases and graduate members hearing graduate-student cases.

The appeal hearing is clearly defined as a review of specific appeal criteria, not as a *de novo* re-examination of the entire case. To this end, witnesses and examination of other evidence is only allowed when the appeal committee judges that such information is useful and appropriate.

The procedures following an appeal are clarified. The Executive Office or Dean reviews the appeal committee's recommendation, and must take into account any subsequent objections by the instructor. If the EO or Dean disagrees with the committee's recommendation, he/she must return the decision to the committee with a request to reconsider specific issues.

Procedures for handling a recommendation of suspension or dismissal are now explained more clearly. A college-level appeal hearing is still required, but now that hearing is held in the college that offered the course or examination. If the student is registered in a different college (including the Graduate College), a representative from that college can serve as a non-voting member of the appeal committee. (Previously the appeal of a suspension/dismissal recommendation was heard by the student's college of registration, while an appeal of the course-based penalty was held in the college conducting the course. This could require two hearings, and potentially recommend for dismissal a student who was then found not to be in violation by a different committee.)

1-404 Sanctions is shifted in location, and new Categories for the penalties are defined to make the rest of the Code easier to read and understand. A new sanction -- "educational sanctions" such as make-up assignments, academic integrity workshops, etc. -- has been added. This gives instructors a broader set of tools, and increases the options for maximizing the learning opportunities for students. Appeals of denial of credit for a proficiency exam are moved from a college-level to a department-level appeal, which seems appropriate since the penalty does not influence the student's academic transcript.

ACADEMIC INTEGRITY TASKFORCE 2.0
EXECUTIVE SUMMARY

In the fall of 2008, Vice Chancellor for Student Affairs, Dr. Renee Romano charged a task force of students, faculty and staff to review the policies and procedures in the Student Code related to academic integrity. The goal of the task force was to fine tune the language and structure of the policy to make it clear and accessible while also working to address gaps in the policy that caused confusion in how it was enforced and implemented.

The task force developed a draft policy and submitted it to a variety of campus stakeholders for review and comment in the spring of 2012. Seeking broader input from the entire Illinois community, the Vice Chancellor posted the draft policy on a website for public comment for the month of October 2012. The Vice Chancellor then appointed a new task force (consisting of both new and former members) to review and consider all comments for possible inclusion and discussion. The new task force met several times in November and December to carefully review all 35 unique submissions.

The task force considered and implemented a number of small grammatical corrections and suggestions to sharpen the language. The task force also appreciated the submission of a number of comments about issue that were broader than the purview of the current task force. We believe these issues are important and should be a part of the campus dialogue to advance the cause of academic integrity, and will briefly summarize them for future work:

TABLED ITEMS:

1. Definition of plagiarism: Contemporary understandings of the ownership of ideas and how and when the work of other scholars must be cited continues to evolve in an information age. Some scholars on our campus have expressed grave concerns that our definition of plagiarism lags behind contemporary understanding of the issue and does not provide appropriate guidance to students. The primary function of our task force was to review and revise the procedures to address academic integrity violations. However, the task force strongly endorses the work of subsequent work groups with expertise in this area to revise this definition. We believe that changing this definition would not substantively change policy provisions proposed.
2. Instituting a campus honor code: One commenter expressed a more fundamental and substantive change is needed in how we approach academic integrity to a campus honor code. Research from the International Center on Academic Integrity suggests that there is a process by which even an institution of our size could embark on a path toward becoming an honor code school. However, it is our assessment that we are not there yet. It is our hope that the increasing dialogue on this issue will lead to work by new task forces to address this and other issues.
3. Instructor as fact finder vs. an Independent committee as fact finder: There were many concerns offered that perhaps an instructor should not act as the fact finder, but instead that any infraction would immediately be turned over to an independent committee. This suggestion raises many other issues (i.e. a faculty member's academic freedom) and

fundamentally changes the basic premises of the current and draft Student Code. While this may be an idea worthy of consideration, it is beyond the scope of the current task force and our beliefs about the best approach given our size and complexity. We further believe that the appeals process provides the necessary safeguards for students.

4. A departmental or college appeal committee vs. provost office or student disciplinary appeal committee: One commenter suggested that the authority for hearing appeals should be removed from departments and colleges and should instead be handled by a central appeal committee. The task force discussed the importance that content and context of the academic work may be in understanding and determining a violation of academic integrity and an appreciation of why certain violations may be more serious than others. However, this issue may be something that future task forces would wish to consider if the necessary resources could be allocated to support such a large endeavor.

The task force noted several themes in the comments and spent significant time discussing these and considering changes and alternatives.

1. Standard of Proof: In the current code at § 1-403(b), it states, in part “as the determiner of penalty, the faculty member should feel certain that the student has committed an infraction before determining the penalty”. This statement was frequently a source of confusion for faculty who were uncertain about the degree of certainty that was required to find a student responsible. Those faculty members who sought advice from most academic colleges and University counsel were instructed to use a “preponderance of information” standard as it is the prevailing standard in most administrative proceedings. Of the 10 other Big Ten schools polled at the time of the revision, 8 of them also use a preponderance standard in cases of academic dishonesty. The task force also believes that the phrase “more likely true than not true” (a synonym to “preponderance of the information”) is a clearer expression to all stakeholders of the standard that should be used in determining responsibility.
2. Clarification of Ground for Appeal B: The draft code included a ground for appeal criteria B that seemed to create a higher standard of proof than “more probably true” by stating that the facts must be “sufficient to establish” that an infraction occurred. The task force amended criterion B to read “the instructor’s decision was clearly not objectively reasonable based upon information available at the time of the instructor’s decision.” The task force believes this criterion is clearer for the appealing student and for the committee tasked to consider the merits of an appeal.
3. Timing for filing an appeal: A commenter expressed concern about the shortened timeline for a student to file a written appeal of the instructor’s decision (from 15 days in the current code to 5 days in the draft code). This issue was considered at length numerous times in both the original and subsequent task forces. Our view is that issues of academic dishonesty are ideally resolved at the lowest level possible; between the student and the instructor. The draft policy reinforces the view that the instructor act as fact finder in determining whether or not a violation occurred. At the time the student is provided notice of an allegation, they are instructed to provide a response to the instructor that includes all relevant information including

all materials and witness information the student wishes the instructor to consider. This response period for the student was extended from 8 working days in the current code to 10 business days in the draft code. It is our belief that this extended and robust fact finding period will give the student a better understanding of the relevant issues and will assist them in preparing their information and arguments in their own defense should they wish to file an appeal. Further, by including defined criteria for appeal and a single appeal procedure across all departments and colleges, we believe it will be easier for a student to consider and create an appeal letter if they desire. Finally, we feel it is important to provide enough time for vital functions to occur without unnecessarily dragging the process out into subsequent semesters. Ultimately, the task force has comfort with the existing timelines in the draft.

4. Hearing Committee Composition: There were several concerns noted about the composition of the departmental and college appeal committees. The task force agreed and clarified that at both departmental and college committees, the EO or dean must appoint a non-voting member who shall serve as chair. The role of the chair will be to ensure that the process is fairly executed and will assist in reporting the recommendation from the committee to the EO or Dean (who should not be directly involved in the appeal hearing). Also, concerns were expressed about whether the composition of all committees being at least one student and at least two faculty members might lead an EO or Dean to load a particular committee with more faculty or more students. We wrestled with the idea of requiring that any additional members be invited proportionally (i.e. 2 students and 4 faculty members). We also wrestled with the possibility of explicitly limiting the committee to only three members, but worried that exceptionally long hearings or unforeseen circumstances might lead to committee member attrition and costly delays or continuances. Ultimately, we believe that giving some flexibility to the department or college will benefit both the student and the instructor to ensure that the matter is heard in both a timely and fair way.
5. Standardization of Sanctions: One commenter noted that the third criterion for appeal (the sanction was disproportionate to the violation) creates a conundrum for both the faculty member and the student. Given that our process is structured to have the individual faculty member assign the appropriate sanction, there will likely be some variance from one instructor to the next. The commenter also noted the possibility for variance from one appeal committee to the next. The task force discussed this issue at length and agrees that this variance may lead to confusion and inconsistency in the process. At the same time, the task of deciding a standardized set of sanctions within colleges and departments may be difficult if not impossible and was certainly beyond the purview of this task force. Instead, we appreciate the commenter's suggestion that this issue be discussed and considered regularly within departmental and faculty meetings to create consistency and guiding principles in instructor sanctions. These discussions will also assist appeal committees in recognizing those sanctions that are clearly disproportionate to the violation. The task force recommended no change to the language.
6. Informal Resolution: A commenter noted that neither the current code nor the revision allowed an instructor to informally resolve a suspected academic integrity violation and not formally charge a student or report the infraction to the department or college. While we believe that

this is a well-meaning sentiment, the task force believes that it is best for all parties to follow the formal process to protect the student's rights to due process. Informal conversations without formal charges might lull a student respondent into sharing information without understanding the possible implications. The task force notes that the instructor has wide latitude in determining the appropriate sanction if the violation was less significant or deliberate. We believe it is important that violations of the Student Code be reported and noted so that repeat violations of policy can be appropriately addressed. The task force recommends no change to the language.

7. Sharing Copyrighted Instructor Materials: Several commenters expressed significant concern about the illegal distribution of copyright protected materials provided by instructors and what would constitute a violation. First, the task force notes that the material generated by an instructor and provided to students must be protected from sale or for-profit redistribution. However, the task force wanted to endorse cooperative studying and learning by students enrolled in the same course and believes that the proposed language supports this practice. Finally, the task force believes that violating an instructor's copyright will not necessarily be considered a violation of academic integrity and may not belong in this section of the code. Also, given that in a copyright violation it is the instructor who is the victim, the task force feels it is inappropriate for the instructor to act as both the fact finder and the victim in the academic integrity process. Therefore, the task force suggests that the Sale or Distribution of Lecture Notes or Course Materials section be moved to the § 1-302 student discipline section of the Student Code.
8. Dropping Courses and Academic Integrity violations: Several commenters were concerned and asked for clarity about when and if a student is allowed to drop a course if a violation of academic integrity is determined. There were questions about when a student is found not responsible by an instructor, whether they are eligible to drop the course if they were otherwise eligible at the time of the infraction or at the time of the allegation. The task force clarified the language in § 1-403.a.5.A.ii to specifically allow the student to drop the course even after the drop deadline if they feel that the instructor-student relationship has been so damaged that continuing in the course would be difficult. However, the student needs to make this decision to drop within 10 days of the instructor's decision so that the student may not choose to ride out the term and then drop the course very late for purely academic performance reasons. The student would still be able to use the capricious grading policy if a problem should occur later. The task force further clarified in §1-403.e.3.A that even if a student is found responsible for a violation of the academic integrity policy, they might still be able to drop the course provided that the assigned sanction was from Category 1 or Category 2 (low level sanction) and the student were eligible to drop at the time of the infraction. This protects the student from an instructor who might choose to wait to make an accusation until after the drop period has expired. It also protects the faculty member because a record of the student's infraction is still kept in the student respondent's file.
9. Role of Schools and DGS in Code language: A commenter expressed concern about how some schools (or collection of departments that function as colleges) would process academic integrity violations given the references to Department and its Executive Officer throughout the

Student Code. The task force decided that rather than attempting to account for all of the nuances of our institution's organizational structure in the Student Code, a parallel document to administrators responsible for appeals would provide guidance on how to address these unique concerns. Fundamentally, the recommendation of the task force is that the route of appeal for each course, department, school, or college be determined before an accusation of academic integrity violation is made.

The task force has prepared a "tracked changes" version of the document that compares the language that was proposed from the first task force and the subsequent changes that they made based upon feedback received. Unfortunately, the reorganization and changes from the current code to the final proposal make a "track changes" document useless. However, we hope that this Executive summary along with the summary from the first task force will guide the reader in understanding our rationale for substantive changes.

We are very grateful for the input and support that we have received in emphasizing the importance of integrity in our academic endeavors.

April 29, 2013

March 18, 2013

Professor Mathew Wheeler, Chair
Senate Executive Committee
University of Illinois at Urbana-Champaign

Submitted via: mbwhee@illinois.edu

Dear Professor Wheeler:

I am writing on behalf of our campus IT Security and Privacy Committee to share with you our proposed Electronic Communications Policy document for review by the Academic Senate.

Our committee shared its original draft document with leaders of a number of committees, groups and organizations on February 2, 2013 for input. Each leader was asked to share the draft policies with their respective members and offer input by February 22, 2013. The list of recipients included the following.

1. Dean Paula Kaufmann, Chair of the Campus IT Governance Executive Committee
2. Professor Matt Wheeler, Chair of the Senate Executive Committee (SEC)
3. Professor Roy Campbell, Chair of the Senate IT Committee
4. Professor Nick Burbules, Chair of the Senate Committee on General University Policies (GUP)
5. Professor Eric Johnson, Chair of the Senate Committee on Academic Freedom and Tenure (CAFT)
6. Professor Leslie Struble, President of the local Chapter of the American Association of University Professors (UIUC-AAUP)
7. Mr. Brock Gebhardt, President of the Illinois Student Senate (ISS)
8. National Office of the American Association of University Professors (AAUP)

In addition, University Legal Counsel's office received copies and was asked to offer feedback.

Our committee is very grateful to all who took time to review and comment on our proposed policies. Please share this document with our Academic Senate for review at its March 25, 2013 meeting. The proposed policies along with the Senate's recommendations will be forwarded to the Provost for his consideration and adoption.

Thank you for your consideration and have a wonderful day.

Abbas Aminmansour, Chair
Campus IT Security and Privacy Committee

cc: Paul Hixon, Campus Chief Information Officer (CIO)
Mike Corn, CITES Chief Security and Privacy Officer

Proposed Campus Electronic Communications Policy

Article I: Introduction

A. Our Commitment

The University of Illinois at Urbana-Champaign (University) affirms its commitment to freedom of speech guaranteed by the First Amendment as well as to principles of academic freedom established by the American Association of University Professors (AAUP) and widely recognized as the foundation for administration of academic institutions.

B. Governance and Implementation

The University of Illinois at Urbana-Champaign is committed to the principles of shared governance articulated by the American Association of University Professors and will adhere to such practices in its development of policies pertaining its faculty, staff and students. Implementation of Information Technology (IT) policies is delegated by the Vice Chancellor for Academic Affairs and Provost to the campus Chief Information Officer (CIO).

C. Scope of Policies

The policies outlined in this document apply to the entire University community including faculty, staff, and students as well as all other users of electronic communication resources provided by the University. In addition to these policies, all such users must comply with laws applicable to members of a public institution.

D. Forms of Electronic Communication

Electronic communications include sharing and/or exchange of a variety of forms of digital information between different electronic devices. Examples include but are not limited to email; electronic messaging; web sites; file sharing or other methods of electronic communication or exchange of information.

E. References in This Document

This document includes a number of references to the University of Illinois governing documents such as the University General Rules and Campus Administrative Manual. Those documents are available at the appropriate University web sites. Readers are asked to refer to those documents for additional applicable policies, guidelines or information.

F. Definitions

1. Electronic Resources: An account, program, or device used to support electronic communications.
2. Electronic Communications: The electronic transmission or sharing of information, as used in this policy to refer to email, text, web sites; chat, video, or similar means of electronically mediated human interaction.
3. An email alias is a forwarding address. For example, all campus email addresses of the form netid@illinois.edu are aliases for an actual email account such as netid@ad.illinois.edu. Use of an alias allows for replacement or changes to the email infrastructure (and thus the actual email address) without forcing a change to the publicly disseminated email address.
4. University officials may include: (1) any person employed by the University in an administrative, supervisory, academic, research, student employee, or support staff position (including persons

- employed by the University law enforcement unit and health staff); (2) a person serving on an official committee, including but not limited to a scholarship, disciplinary or grievance committee, or otherwise assisting a University official in performing his or her tasks; (3) a person serving on the Board of Trustees; (4) a person or company with whom the University has contracted to provide a service (such as an attorney, auditor, or collection agent).
5. Bulk email or other forms of electric communication are considered those sent to 100 or more University alias at the same time or cumulatively.
 6. Appropriate Use Policy is used to refer to the campus policy on the appropriate use of computers and network systems at the University of Illinois at Urbana-Champaign. It can be found within the Campus Administrative Manual at <http://www.cam.illinois.edu>.

Article II: General Policies

A. Ownership of Electronic Communication Resources

Email addresses and other electronic communication identifiers as well as servers and computer networks provided by the University or created to support the mission of the University are the property of the University. Use of such resources may be subject to certain policies and restrictions as outlined elsewhere in this document as are other University properties.

B. Accessibility

The University of Illinois at Urbana-Champaign is committed to serving all individuals regardless of their abilities. As such, all electronic communications intended to accomplish the academic and administrative missions of the University should be accessible to all users regardless of their abilities and should be in compliance with pertinent state and federal laws as well as University policies. Further, alternative accommodations provided for those with limited abilities shall conform to appropriate state and federal laws as well as University policies and guidelines.

C. Ownership of Copyright and Intellectual Property

The University of Illinois General Rules and other governing documents include policies and guidelines applicable to ownership of copyright and intellectual property of material developed by members of the University community in the context of their employment at the University. Unless specifically noted otherwise, such policies and guidelines shall apply to electronic communications by members of the University community.

D. Freedom of Information Act (FOIA)

1. The University of Illinois at Urbana-Champaign is a land-grant public institution. Under the Illinois Freedom of Information Act (FOIA), written communications in addition to other public records pertaining to University duties, including electronic communications, to and/or from members of the University community are public records and may be subject to public disclosure. Exceptions to this rule are defined by the Act as well as other pertinent State and Federal laws. Information about the Act is available at Illinois General Assembly's web site (<http://www.ilga.gov>) as well as at the Illinois Attorney General's web site (<http://foia.ilattorneygeneral.net>) or the University of Illinois Freedom of Information Act web site (<http://www.foia.uillinois.edu>).
2. University of Illinois does not monitor phone calls to or from University telephones or other communication devices. Further, the University will save voice messages left on the University's Unified Communications system only for the purpose of making such messages available for use by the intended recipient at a later time. Transcription of voicemails sent to recipients via email are subject to FOIA. In addition, electronic records relating to the transaction of public business are public records subject to disclosure under FOIA notwithstanding that they are generated on employees' private equipment and/or maintained on personal electronic accounts. Such electronic

records include, but are not limited to, instant messages, emails, voicemail recordings, text messages, audio and video recordings, and electronic files, such as text documents, spreadsheets, graphics, and images.

E. Family Educational Rights and Privacy Act (FERPA)

1. Electronic communications sent by members of the University community shall comply with the Family Educational Rights and Privacy Act (FERPA). Information about this federal law is available through the U.S. Department of Education as well as the University Registrar's Office web sites. Members of the University community shall be mindful of potential vulnerabilities of electronic communications in exchanging protected information on networks and devices that do not meet University's privacy and security standards.
2. Units or individual members of the University community may not release any non-Directory student information to a third party such as an electronic service, vendor or person without a contracted service relationship addressing the restrictions on use of student data as specified by FERPA.

F. Security

1. Users of University related protected electronic information shall adhere to generally accepted practices as well as to University and campus policies and standards for maintaining the confidentiality and integrity of electronic communications. This obligation extends to information stored on University-owned or leased equipment as well as on personally-owned devices.
2. Units providing or using electronic communication resources are similarly obligated to appropriately secure such resources under their control.
3. The campus Appropriate Use Policy and the Information Security Policy currently listed within the Campus Administrative Manual as well as the Campus Information Technology Standards contain practices related to security of University's protected information.

G. Privacy

1. The University is committed to protecting the privacy of electronic communications under its control. Access to the contents of electronically stored information may only be permitted through the procedures described in the Appropriate Use Policy.
2. Users of the University's electronic communication resources are reminded of the potential application of Freedom of Information Act as well as other applicable laws to such exchanges.
3. The campus Appropriate Use Policy as well as the University FOIA website provide additional information on the handling requests for access to digital content.
4. Members of the University community shall be mindful that electronic communications such as email sent to or through third party networks may not meet the security standards established by the University and may be subject to exposure.
5. Email notifications sent by the University (pertaining to, for example, financial aid, enrollment, and other protected information) may only be sent to the University provided email alias. This requirement may be waived for new incoming students prior to the establishment of such alias by the University.
6. Faculty and staff may share student educational information with individual students over University electronic communication resources as long as the student first requests the information via a University email system.

H. Emergency Communications

In the interest of life safety or other significant campus emergencies, all University provided communications resources may be used to communicate information to the campus community, at the discretion of the Chancellor or the Head of the Division of Public Safety. The campus emergency communication policy is contained in the Campus Administrative Manual.

I. Record Retention and Disposal

1. Consistent with the Illinois State Records Act, the General Rules of the University of Illinois, *“Records produced or received by any agency or employee of the University in the transaction of University business become University property.”* Therefore, such information is subject to all applicable laws and policies of the University.
2. Certain electronic communications may be university records. These must be managed, and retained or disposed of according to policies coordinated by the University's Records and Information Management Services (RIMS) and the University Archives. RIMS and the Archives help campus offices, faculty and staff determine which electronic communications are University Records and if so, how to retain or dispose of them. Please contact the RIMS program for assistance in determining retention periods for email and other electronic communications.

J. Exchange of Electronic Communications

1. Faculty, students and staff must use a campus or University provided official email service when communicating information which is protected by the university's privacy policies as well as FERPA requirements.
2. Electronic communications sent to University officials from students must be addressed to the Official's University provided account. Messages sent to non-University accounts cannot be assumed to have been successfully delivered.
3. Faculty, students and staff are expected to read their emails received through University provided accounts on a regular basis in that such emails may be used to provide individuals with timely and pertinent information related to their responsibilities as students and/or employees of the University.
4. Faculty have the discretion to establish the best forms of communication (e.g., websites, email, blogs, twitter, social networking, etc.) with students in all their courses offered through the University. Students shall be clearly notified by faculty of any obligations they have relative to such exchange of information. Prior to any postings to an online public forum or web site of student information or work such as course projects, enrollment or roster information, etc., faculty must obtain written consent from each individual student. Instructors must provide a way for students to "opt-out" from public online posting. Instructors should contact the Registrar's Office to inquire what information may be shared with others and the proper forms of consent from students. Course materials that are held behind protected login are not considered public.
5. Faculty must properly inform their students of their official University email address at the beginning of the semester.
6. Faculty and staff may use non-University provided or licensed communications and collaboration services as required by collaborators or professional communities in support of research and administration. However faculty are reminded that doing so may limit the University's ability to assist with security, copyright or other intellectual property disputes and that such communications may be subject to FOIA. Non-academic staff should consult with their supervisor as to the appropriateness of using non-University provided electronic communication accounts or resources.

Article III: Use of University Electronic Communications Resources

A. Appropriate Use

University electronic communications resources such as accounts and equipment are provided to meet the teaching, research, and service missions of the University as well as the administrative functions in support of those missions. Use of such resources shall comply with the applicable laws and ethical policies and practices expected of the members of the University community.

B. Personal Use

1. University of Illinois General Rules prohibit use of University property and services including electronic communication resources for personal gain. In addition, Campus Administrative Manual has a number of relevant policies pertaining to Appropriate Use, including Guidelines for Sponsorship and Advertisements; Institutional Benefits for Retired Faculty and Staff and Information Security Policy. Members of the campus community are expected to abide by these and other campus and University policies in use of our electronic communication resources.
2. Section VIII-1.1-IV.D.2 of the Campus Administrative Manual, titled Use Unrelated to University Positions under Proper and Authorized Use of UIUCnet states, *“Use by University employees unrelated to their University positions must be limited in both time and resources and must not interfere in any way with University functions or the employee's duties. It is the responsibility of employees to consult their supervisors, if they have any questions in this respect.”*

C. Use of Electronic Communications Resources by Non-Faculty/Staff/Students

Visiting Scholars, collaborators, other guests and individuals affiliated with the University may be granted access to the University’s electronic communication resources in support of the missions of the institution. Such authorizations shall be granted by the appropriate University authorities. Non-faculty/staff/student users of the University’s electronic communication resources shall comply with all policies, laws and expectations applicable to the members of the University community.

D. Endorsements and Representation (Use of the University's Name)

1. Members of the University community are not permitted to benefit personally or benefit others through sponsorships, advertising or other means in University supported media including electronic communications. The requirements for units are more nuanced. The Campus Administrative Manual includes a section titled Guidelines for Sponsorships and Advertisements.
2. Use of the University’s identity in electronic communications must meet the appropriate criteria including standards for proper representation of the campus and University. See the Illinois Identity Standards web site for applicable standards.

E. Bulk Mail and Similar Uses of Electronic Communication Resources

1. Academic and administrative units may use University’s electronic communication resources to communicate with the faculty, staff and students in their unit for matters related to their work without restriction.
2. Faculty members may use the University’s electronic communication services to communicate with all students enrolled in their courses offered through the University.
3. Organizations and groups affiliated with the University may contact individuals on their mailing list, but must include an opt-out option in all such communications.
4. Bulk emails containing surveys and questionnaires shall comply with the Policy Governing Electronic Surveys and Questionnaires Directed to Students, Faculty Members, or Staff of the University of Illinois at Urbana-Champaign. These policies were approved by and are available at the web site of the UIUC Academic Senate.
5. Professional communication staff such as campus communications officers operate under delegated authority from their unit head.

Article IV: Appropriate Conduct

A. Ethical Conduct

All faculty, staff, students and other users of the University’s electronic communication services are expected to observe ethical standards in their exchanges. Per University Code of Conduct, *“Those acting on behalf of the University have a general duty to conduct themselves in a manner that will maintain and*

strengthen the public's trust and confidence in the integrity of the University and take no actions incompatible with their obligations to the University.”

B. Identity and Contact Information of Users

1. Faculty, staff, students and other users of the University’s electronic communication resources must conduct University business among themselves as well as those outside the University community using University provided alias and other identifiers.
2. Electronic communications for the purpose of reporting possible legal, ethical or policy infractions such as the Crime Stoppers TIPS or reporting instances of intolerance or incivility to the Dean of Students may be sent anonymously and may be protected from disclosure by law and or University policy. The University Ethics Office has information about protection for whistle-blowers.
3. False identification of oneself or presenting oneself as another person using University’s electronic communications is prohibited. The Appropriate Use Policy section of the University Administrative Manual as well as the Student Code have appropriate rules applying to such conduct.
4. Individuals in professional communication roles may post information on behalf of their respective units.
5. All systems, units and individuals should use the officially maintained contact information for University communications and notifications. This information is primarily sourced from the enterprise-wide information system (Ellucian Banner) and made generally available through the Enterprise Data Warehouse and CITES directory services. Full compliance with this requirement will not be expected until July 1st, 2014 for situations where the necessary contact information exists and is available from the aforementioned primary sources. Units unable to comply with this by 7/1/2014 should request an exemption.

Respectfully Submitted,
Campus IT Security and Privacy Committee

Abbas Aminmansour, Chair
Michael Corn (*ex officio*)
Brock Gebhardt
Barbara Geissler
Bradley Hedrick
Paul Hixon, (*ex Officio*)
Prasanta Kalita
Peter Loeb
Ray Ming
Robert Muncaster
Jan Novakofski
Melissa Pokorny
John Rossi
Randall Sadler
Robert Steltma

March 18, 2013

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

SC.13.14 Senate and Senate Executive Committee (SEC) Calendar for 2013-2014

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

All SEC meetings are held in 232 English Building. Locations of Senate meetings are listed below.

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

<u>UNIVERSITY OF ILLINOIS</u>	<u>SENATE</u>	<u>Senate</u> <u>Agenda Items</u> Due 5:00 pm	<u>Packet Items</u> Due 12:00 noon	<u>SEC</u>
<u>2013</u> Senate Meetings are held at the Illini Union				
Instruction Begins, Monday, August 26				AUG 26
				SEP 9
Illini Room C	SEP 16	SEP 6	SEP 10	
				OCT 14
Illini Room C	OCT 21	OCT 11	OCT 15	
<i>Annual Meeting of the Faculty, Illini Room A</i>	<i>OCT 28</i>			
				NOV 11
Illini Room A	NOV 18	NOV 8	NOV 12	
Thanksgiving Vacation Nov 23-Dec 1				
				DEC 2
Illini Room A	DEC 9	NOV 29	DEC 3	
Final Examinations, December 13-20				
<u>2014</u> Senate Meeting are held at Levis Center, 3rd Floor				
Instruction Begins, Tuesday, January 21				JAN 13
				JAN 27 ¹
				FEB 3
	FEB 10	JAN 31	FEB 4	
				MAR 3
Spring Vacation March 22-30	MAR 10	FEB 28	MAR 4	
				APR 7
	APR 14	APR 4	APR 8	
<i>2014-2015 Election and Organizational Meeting</i>	<i>APR 21</i>	APR 4	APR 15	
				APR 28
	MAY 5	APR 25	APR 29	
Final Examinations, May 9-16				
Commencement, May 18				MAY 19 ²
				JUN 9 ³
				JUL 14

¹ Annual Special Meeting with the University President

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

³ Executive Session with the President to evaluate the Chancellor

August-2013

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	SEC	27	28	29	30	31

September-2013

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	A	7
8	SEC	P	11	12	13	14
15	SEN	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October-2013

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

November-2013

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

December-2013

Su	Mo	Tu	We	Th	Fr	Sa
1	SEC	P	4	5	6	7
8	SEN	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January-2014

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

February-2014

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	SEC	P	5	6	7	8
9	SEN	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	A	

March-2014

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	SEC	P	5	6	7	8
9	SEN	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April-2014

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	A	5
6	SEC	P	9	10	11	12
13	SEN	P	16	17	18	19
20	ORG	22	23	24	A	26
27	SEC	P	30			

May-2014

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

June-2014

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	SEC ³	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July-2014

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	SEC	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

¹ Annual Special Meeting with the University President

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

³ Executive Session with the President to evaluate the Chancellor

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

HE.13.07 Report on the March 15, 2013 meeting of the FAC to the IBHE.

The [Faculty Advisory Council \(FAC\)](#) of the [Illinois Board of Higher Education \(IBHE\)](#) held a regularly scheduled meeting at Joliet Junior College (JJC) in Joliet, Illinois on Friday March 15, 2013 with 32 member institutions present. Special guests of the meeting included Dr. Debra Daniels, President of the Joliet Junior College; State Senator Daniel Biss (D), member of the Higher Education Committee; Tom Lockman, Institutional Sales Director for Cengage Learning; Brian Campus, Assistant Manager of the JJC Bookstore; Dr. Harry Berman IBHE Executive Director and Daniel Cullen, IBHE Deputy Director for Academic Affairs.

Chair Aminmansour called the meeting to order at 9:00 AM. After introduction of members present, Dr. Debra Daniels, President of the Joliet Junior College welcomed the group. Dr. Daniels noted that JJC is the oldest community college in the country and has 15,000 students at the Joliet campus alone.

Chair Aminmansour reported that he had planned the April 2, 2013 meeting of the Council with special guest Dr. Brenda Klostermann, Ph.D. Associate Director for Administration and Assistant Research Professor at Illinois Education Research Council. He also reported that the Urbana-Champaign campus of the University of Illinois will host the September 20, 2013 meeting of the Council. Aminmansour further reported that he is organizing a symposium to take place in the morning of the September 20, 2013 FAC meeting on how higher education will be delivered in five years. Special invited speakers include Lieutenant Governor Sheila Simon; Dr. Sylvia Manning, President of the Higher Learning Commission; Mike Baumgartner, Complete College America Vice President for Finance and Special Projects and Dr. Nick Burbules, Edward William and Jane Marr Gutgsell Professor, Department of Education Policy, Organization and Leadership, University of Illinois, Urbana-Champaign. More information will be available on the symposium later.

The three caucuses of the Council (four year public universities; community colleges and private/independent institutions) met separately and reported back to the Council. The public universities caucus is developing a number of documents on pensions as well as value of higher education.

Special guest, State Senator Daniel Biss (D), member of the Higher Education Committee, joined the Council for a discussion on current issues relative to higher education. Senator Biss spoke about the state's serious fiscal crisis and its low credit rating due to its finances. He stated that until the state's pension obligations are addressed, we will continue to have serious financial problems in Illinois. Aminmansour asked Senator Biss about his proposed Senate Bill 1900 and its implications for public universities including its faculty. The bill proposes to offer in public domain, publications resulting from research funds supported by public funds. Senator Biss spoke about the specifics of his bill including the reason he sponsored it. He acknowledged that specifics of the bill could be refined based on input from others. Senator Biss asked Aminmansour to organize a group of faculty to offer him input on his proposed bill.

After lunch, Tom Lockman, Institutional Sales Director for Cengage Learning and Brian Campus, Assistant Manager of the JJC Bookstore spoke about new developments in offering course contents in different ways including possibility of un-bundling of hard copy textbooks from software and other resources; textbook rental programs and developments in technology affecting textbooks.

Dr. Harry Berman, IBHE Executive Director and Dan Cullen, new IBHE Deputy Director for Academic Affairs addressed the council next. Dr. Berman spoke about the state's fiscal situation and higher education budget as well as a number of legislation in the works that could potentially affect higher education including pensions, concealed weapons on campuses, Monetary Awards Program (MAP) funding and research publications. Dan Cullen spoke about the IBHE's review of proposed programs and noted that the staff receive more proposals than those forwarded to the Board for consideration and approval. Other proposals, he noted, may be returned to the sponsoring institution for changes or are denied before they get to the Board. Cullen felt that the Board does currently have authority to not grant approval of proposals not meeting our quality requirements and that there is no need for further legislation.

During the Business portion of the meeting, the Council approved the minutes of its February 15, 2013 meeting at Kaskaskia College. Further, the Council elected three members to serve as the Elections Committee for election of FAC officers for the 2013-14 academic year.

The meeting adjourned at 3:30 PM. The next IBHE-FAC meeting is scheduled for April 2, 2013 at Elgin Community College. The Council will have a joint lunch meeting with the Board that day.

Respectfully submitted

Abbas Aminmansour

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

HE.13.08 Report on the April 2, 2013 meeting of the FAC to the IBHE.

The [Faculty Advisory Council \(FAC\)](#) of the [Illinois Board of Higher Education \(IBHE\)](#) held a regularly scheduled meeting at Elgin Community College in Elgin, Illinois on Tuesday April 2, 2013 with 26 member institutions present. This was the annual meeting of the Council at which the group holds a joint (lunch) meeting with the Board.

Chair Aminmansour called the meeting to order at 9:00 AM. After introduction of members present, Aminmansour reported that, per request of the presenters, the Illinois Education Research Center's presentation/discussion of their High School-to-College Success Report original scheduled for April 2nd will take place at Monmouth in May.

Aminmansour further reported that the Urbana-Champaign campus of the University of Illinois will host the September 20, 2013 meeting of the Council. Aminmansour further reported that he is organizing a symposium to take place in the morning of the September 20, 2013 FAC meeting on how higher education will be delivered in five years. Special invited speakers include Lieutenant Governor Sheila Simon; Dr. Sylvia Manning, President of the Higher Learning Commission; Mike Baumgartner, Complete College America Vice President for Finance and Special Projects and Dr. Nick Burbules, Edward William and Jane Marr Gutsell Professor, Department of Education Policy, Organization and Leadership, University of Illinois, Urbana-Champaign. More information will be available on the symposium later. In addition, Aminmansour reported that he had had a discussion with IBHE Executive Director about a number of issues including implementation of IBHE Faculty Fellow Program. A meeting with the IBHE Executive Director and Council Caucus Chairs has been scheduled to discuss implementation of this idea.

Mr. Ocheng Jany, IBHE Staff Liaison to the Council, offered his report to the Council including the fact that Dr. Daniel Cullen has been selected as the Deputy Director for Academic Affairs. There will be a search to fill Dr. Cullen's former position as Deputy Director.

The three caucuses of the Council (four year public universities; community colleges and private/independent institutions) met separately and reported back to the Council. Among other things, the caucuses had discussed priority items to be raised with the Board over lunch later that day. The Caucuses have tentatively selected names to be recommended to the Illinois Articulation Initiative (IAI) panels. However, per the Community Colleges Caucus, a vote on the matter was delayed until the May Council meeting.

During the Business portion of the meeting, the Council approved the minutes of its March 15, 2013 meeting at Joliet Community College. Further, the Council's Elections Committee for election of FAC officers for the 2013-14 academic year offered an update to the Council including names of nominees for the three elected positions (Chair, Vice Chair and Secretary).

The Council met with the Board over lunch and discussed its priority items to discuss with the Board. It was reported that there has been progress on the Faculty Fellows Program, initially discussed at last year's meeting with the Board. The Board was pleased to receive this report. The issue of public institutions' pensions and its potential impact on hiring/retaining quality faculty as well as its implications on our public institutions budgets in the future was also discussed with the Board. Board Chairwoman Hightman agreed with the Council that this is a critical issue and expressed understanding of our concerns.

Additional discussion points with the Board included a discussion on the IAI role and connections, and quality control for institutions wanting to do business in Illinois. Additional ideas included teacher education and performance standards/requirements and the interaction of the state boards.

The meeting adjourned at 3:30 PM. The next IBHE-FAC meeting is scheduled for May 17, 2013 at Monmouth Community College.

Respectfully submitted
Abbas Aminmansour

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

SC.13.13 Report on the March 7, 2013 meeting of the Board of Trustees held at the University of Illinois Urbana-Champaign campus, Illini Union

The agenda and materials, including copies of many of the presentations, may be found here:

<http://www.trustees.uillinois.edu/trustees/agenda/March-7-2013>

A video of this meeting may be found here:

<http://uishelix2.uis.edu/vod/vod/2013/BOT3713.html>

This report summarizes highlights of the meeting that are of particular relevance to the Urbana campus.

The following items forwarded by the Urbana Senate were approved:

1. Academic appointments and sabbaticals
2. Establishment of the
 - a. Grainger Center for Electric Machinery and Electro-mechanics in the College of Engineering
 - b. Center for a Sustainable Environment in the Office of the Chancellor
 - c. TIAA-CREF Center for Farmland Research, Department of Agricultural and Consumer Economics, College of ACES
 - d. Undergraduate Concentration in Jewish Studies in the B. A. in Liberal Arts and Sciences in Interdisciplinary Studies, LAS

The following items specific to the Urbana campus were also approved:

1. A 16% increase in student health insurance rates for undergraduate students and a 6% raise in these rates for graduate students at the Urbana campus (Trustee McMillan, Chair of the Audit, Budget, Finance, and Facilities Committee, noted that a lower bid on health insurance was filed after his Committee's meeting and before the Board meeting, and that lower bid was accepted.)
2. Amendment of the contract for improvements to the Assembly Hall

Remarks from President Easter:

President Easter addressed the concerns caused by sequestration, noting that it will be some time before we know the full magnitude of cuts. There are indications that Pell grants will not be affected, but that other financial aid programs will be.

It appears that current NSF grants will not be cut, although future grant opportunities will be reduced. The President is working with his staff to clarify what sequestration means for the University.

Based on Governor Quinn's budget recommendations, we can expect to see a \$32.7 billion reduction in our operating budget, which will put us back to 1995 rates. When adjusted for inflation, our budgetary

allotment would be equivalent to what it was in 1965. In interpreting this figure, it's important to note that we have doubled the number of enrolled students since 1965.

The President noted that he is closely following legislation on concealed weapons. He expressed his concern about the safety of employees and students if concealed weapons are allowed on our campuses, and noted that he has requested an exception within the statute that would disallow concealed weapons on our campuses.

Reports from Chancellor Wise:

In her general campus report, Chancellor Wise focused on the efforts made on campus to demonstrate our commitment to diversity. She expressed her conviction that a commitment to diversity implies a commitment to excellence as well as to social justice. The creation of a more diverse group of faculty is crucial, according to Chancellor Wise, and she informed the Board about new measures of inclusion and diversity, which particularly target the recruitment of faculty. At the same time, the efforts to make our student body more diverse continue, as well as programs to help our students succeed once they arrive on campus. The Chancellor thanked Board members who have helped recruitment efforts by personally contacting students who have been accepted to the Urbana campus and encouraging them to accept our offer and to enroll.

The bulk of Chancellor Wise's presentation to the Trustees was comprised by her Dashboard report. The Dashboard reports are designed to inform the Board about campus progress, plans, and challenges in a wide variety of areas, contextualized in comparison with how peer institutions are doing. A copy of the entire Power Point presentation is available here:

<http://www.trustees.uillinois.edu/trustees/agenda/March-7-2013/p-Dashboard-Urbana-BOT-Presentation.pdf>

Here are some highlights from the Chancellor's Dashboard report on the Urbana campus:

1. We have seen a downward trend in admissions yield, or the numbers of first-year students accepted who actually enroll. Our peer institutions are also experiencing a decrease in yield, partly explained by the fact that students tend to apply to more schools now, which means that students also reject more offers. Far and away, the most frequently cited reason when students reject our admission offer is economic: other schools offer them a better financial package. We are working to reverse this trend by simplifying the admissions process, visiting more high schools to recruit students, and coordinating the offers of admission with the notification of financial aid offers.
2. While our campus's student population is the most diverse in the Big Ten, there is continued concern about the graduation rate among underrepresented students. Among these groups, those who do not graduate within four years are more likely not to graduate at all, because scholarships usually are available only for four years. The Chancellor also expressed concern about the drop-off rate between the sophomore and junior years among underrepresented students, and speculated that this could be partially explained by the fact that mentoring programs typically target the first two years, but do not continue as robustly in the junior and senior years.
3. The Chancellor noted that our student-faculty ratio is higher than that of our peers, and that the number of course sections with enrollments under 20 has increased but is still lower than that of the peer median. Chair Kennedy wondered how relevant this figure is as a measure of quality, and the Chancellor responded that, while this number is important for the U.S. News and World Report rankings, it is among the least predictive of quality. One reason why this figure has become less meaningful is that the size of a class in an online format is much less relevant than it is for traditional courses.

4. We are doing very well indeed in garnering NSF grants. Of all NSF grants awarded, 2.5% come to our campus. This is a figure of which we can be very proud. However, the Chancellor cautioned against depending too much on NSF grants, and noted the importance of diversifying the sources of our grant revenue.

Report from Dean Bruce Smith, College of Law:

Dean Smith reported that 98% of our College of Law graduates pass the bar exam, which is the highest rate in the state. He shared his perception that lawyers can contribute in important ways to each of the six major issues identified by the campus Visioning Excellence exercises: Energy and the environment; social equality and cultural understanding; education; economic development; health and wellness; and information and technology.

Report from the University Health Care System Committee (Trustee Koritz, chair):

Trustee Koritz's report focused on finances, and contained very little good news. He reported a decrease in the per diem reimbursement amount paid by Medicaid, and stated that the Board is working to rectify that rate. This would require the State to seek federal approval; such a request has been filed.

The UI Health Care system is currently operating at a loss of \$875,000. Trustee Koritz expressed his hope for a 0 balance for 2013, or, more optimistically, to end the year in the black. He noted that Medicare cuts to teaching hospitals will also affect us.

Report from the Academic and Student Affairs Committee (Trustee Hasara, chair):

Trustee Hasara reported that Associate Vice-President Richard Wheeler had delivered a presentation to the Committee on faculty sabbaticals, that Urbana student Trustee David Pileski had addressed the Committee on financial literacy for students, and that the student trustees had suggested that the University develop more online cross-campus courses.

Faculty report from Prof. Peter Boltuc, UIS, on academic freedom:

Prof. Boltuc's Power Point presentation is available here:

<http://www.trustees.uillinois.edu/trustees/agenda/March-7-2013/p-Academic%20Freedom%20Dr%20Boltuc.pdf>

After providing an historical overview of the concept of academic freedom, Prof. Boltuc emphasized the centrality of academic freedom to the creation of new knowledge. He referred to ST-72, the proposed amendment to the *Statutes* whose aim is to reinforce the guarantee of academic freedom on all three campuses, and recalled President Easter's words after the death of Prof. Carl Woese, whose discovery of a new life form, archaea, might not have been possible were it not for the academic freedom afforded the prize-winning microbiologist by the University of Illinois.

Respectfully submitted by
Joyce Tolliver, Urbana Senate Observer

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

UC.13.06 Report on the February 19, 2013 meeting of the University Senates Conference at the University of Illinois Chicago campus

The Conference membership list for 2012-13 can be found here:

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

The agenda for this meeting can be found here:

<http://www.usc.uillinois.edu/Documents/AGN-0219-13.pdf>

The Conference was joined by Vice-President of Academic Affairs Christophe Pierre, Chancellor Paula Allen-Meares, Vice-President of Health Affairs Joe G. N. ("Skip") García, and Jennifer Woodard, UIC Associate Vice-Chancellor for Civic and Corporate Relations and President of the Illinois Medical District.

The meeting was convened at 10:00 AM.

I. Remarks from the USC Chair

Chairman Nicholas C. Burbules shared with the Conference copies of Communication 001 from the University-wide Records and Information Management Services (RIMS) Policy Advisory Committee, on the retention of email messages of enduring value.

(The communication may be found here:

http://www.cio.uillinois.edu/UserFiles/Servers/Server_996196/File/Resources/RIMSCommunication001.pdf.

The membership of the Advisory Committee is listed here:

<http://www.cio.uillinois.edu/cms/one.aspx?portalId=996270&pageId=1242001>.)

The RIMS Communication deals with the implementation of Article VI, Section 4 of the *University of Illinois General Rules*, which states that the University Archivists have oversight over the disposal of University records. The Communication clarifies that Archivists should periodically examine the e-mail records of administrators from the level of department chairs up to the President, in order to determine whether they are of enduring value, or whether they may be discarded.

Chairman Burbules drew the Conference's attention to the relevant section of the *General Rules*, and offered to forward suggested revisions of this section to the members of the University-wide committee that was constituted last fall to review potential amendments to the *Statutes* and the *General Rules*. The Statutes and Governance subcommittee of the Conference is looking into this issue. Prof. Campbell also suggested that the Conference remain in contact about this issue with the RIMS Policy Advisory Committee, of which he is a member.

II. Meeting with Vice-President Christophe Pierre

Vice-President Pierre reported that the reviews of University Administration offices and operations are active, and that the review teams are interviewing members of the UA staff.

Information about the UA review, including the composition of the Review Teams, can be found here: <http://web.uillinois.edu/UAreview/>

Vice-President Pierre has also asked the campus chancellors to organize campus-based reviews with the aim of setting campus goals and plans for achieving those goals over the coming three years. These reviews will be tactical rather than strategic, although Vice-President Pierre also emphasized the importance of moving from year-to-year planning to mid-term and long-term planning.

The Vice-President shared his projection of next year's budget picture, which is of serious concern, given the Governor's plans for cuts to our appropriation, in combination with the possibility that the University will be obligated to begin paying a larger portion of employee pension contributions. He emphasized that we cannot plan to raise tuition to cover these additional expenses, adding that, in contrast to many other states, the state of Illinois has not increased support of public higher education to reduce the need for tuition increases.

III. Meeting with Chancellor Allen-Meares

The Chancellor shared her vision of the UIC campus's overarching goals: 1) to focus on academic excellence, access, and student success; 2) to emphasize transformative impact and social good; to develop translational research and UIC's discovery enterprise; 4) to foster diversity and a global perspective; 5) to honor and partner with Chicago and the state of Illinois to enhance the human condition of its citizens; 6) to foster innovation in order to build future strength and success. Dr. Allen-Meares discussed some recent UIC initiatives, including enrollment shaping, a development of global perspectives, an appreciation of the humanities, and a beautification campaign to make the campus's physical environment greener and more inviting. Among the obstacles to success, in Dr. Allen-Meares's view, are a decline of state support and a concomitant decrease in affordability and in UIC's recruitment power.

The Chancellor discussed the University's health care system with the Conference, reviewing its complex budgetary and oversight structure. One salient aspect of our health care enterprise is its service to the underserved members of the Chicago community, given that a very high percentage of our patients pay through Medicare or Medicaid.

IV. Meeting with Vice-President of Health Affairs Joe. G. N. ("Skip") García

With Vice-President García, the Conference continued its discussion of the structure and budgetary aspects of the University of Illinois Hospital and Health Sciences System. He confirmed that 40% of our patients pay through Medicaid, 30% pay through Medicare, and only 20% of patient bills are paid through commercial insurers.

The Vice-President briefly reviewed some of the changes that have occurred in the structure of our health care enterprise over the past two years, including the appointment of six new associate vice-presidents, of whom only three represented new hires. Profiles of Vice-President García's leadership team may be found here: <http://www.vpha.uillinois.edu/leadership-team>

Dr. García discussed the ways in which the hospital financially supports the academic mission of the University, and voiced his commitment to ensuring that the Hospital and Health Sciences system will work to decrease health care disparities.

Chairman Burbules expressed his view that the future prospects of the hospital and health sciences should not be seen as solely a UIC issue, but as having consequences across the campuses. This reflects a higher degree of interest from the Conference in these matters.

V. Meeting with Jennifer Woodard, UIC Associate Vice-Chancellor for Civic and Corporate Relations and President of the Illinois Medical District.

The Illinois Medical District was formed by State legislation in the 1940s. Its governance structure includes seven commissioners: four appointed by the Governor, two by the Chicago Mayor, and one by the Cook County president. Hospitals in the District include Rush Hospital, the UIC Medical District, Stroger (Cook County), and Chicago Technology Park. According to Dr. Woodard, the IMD has never had a strategic planning process that engaged district stakeholders. Dr. Woodard is working now to form such a plan, with the help of the Boston Consulting Group. One strategic goal is to develop over 4000 jobs in the IMD over the next ten years.

VI. Highlights from the Business Meeting

1. Among the items classified from Senate meetings was the approval of a Minor in Liberty Studies at UIS. The members of the Conference's Academic and Research Affairs committee requested some background from the UIS Conference members on the campus discussions that culminated in the approval of this program. UIS colleagues reported that, although the proposed program generated controversy, the UIS Senate ultimately found it to be an academically sound program. All the courses in the minor, save one, already exist on the UIS campus.

2. OT-295 (Resolution on Campus Jurisdiction Over the *Statutes* and the *General Rules*): The Conference continued its discussion of the proposed Resolution, which began at the January 17 meeting. Some Conference members expressed the view that the document would more appropriately be forwarded by individual campus senates, while others contended that the Conference was the proper venue to generate a statement related to University-wide governing documents. The Conference voted to approve the Resolution, along with a cover letter to be drafted by the Conference Executive Committee. The Resolution and its cover letter, which were transmitted to Senate chairs on Feb. 22, 2013, are attached to this report.

The meeting adjourned at approximately 3:45 p.m.

Respectfully submitted by Joyce Tolliver, USC Liaison

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

UC.13.07 Report on the March 27, 2013 meeting of the University Senates Conference at the University of Illinois Urbana-Champaign campus

The Conference membership list for 2012-13 can be found here:

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

The agenda for this meeting can be found here:

<http://www.usc.uillinois.edu/Documents/AGN-0327.13.pdf>

The Conference was joined by President Robert Easter, Vice-President of Academic Affairs Christophe Pierre, Executive Director of Governmental Relations Kappy Laing, Visiting Senior Advisor to the President Bill Adams, Senior Communication and Evaluation Coordinator Jason Kosovski, and News-Gazette reporter Julie Wurth.

The meeting was convened at 10:00 AM.

I. Remarks from the USC Chair

Chair Burbules commented on four topics: significant cuts to the University's budget projected for the upcoming year; the future of the University's hospital in Chicago; continuing challenges produced by the state regulatory environment; and internally-produced challenges to the University's governance processes, including the blurring of lines between collective bargaining and shared governance. As an example of the latter, he cited a post on the UIC faculty union site protesting the fact that the union was not consulted about whether the campus faculty should participate in MOOCs.

II. Discussion with President Easter

President Easter discussed a broad range of topics with Conference members, including:

- a. the importance of **harmonious relations** between faculty members and administration, particularly in a time of challenges. The President quoted Ben Franklin: "We must all hang together, or we will hang separately."
- b. California **legislative initiatives** to grant credit for MOOCs, which might be related to the challenges of rising tuition rates. He also discussed, in more general terms, the delicate line between legislators' legitimate oversight of the operations of the University as a public body, on the one hand; and paralyzing intrusion into those operations, on the other.
- c. ongoing fiscal challenges in our **Health Services operation**. Forty percent of patient bills are paid by Medicaid, and another forty percent by Medicare. Fifty million dollars of charity care was provided at our hospital last year. If the hospital experiences a financial shortfall, it is the responsibility of the University to cover it.
- d. **ST-72**, the proposal to revise the *University Statutes'* language on academic freedom. Pres. Easter expressed a desire for more information about some of the language in the current draft, and solicited suggestions about who could best guide him in considering this proposal.

- e. Report from the Records and Information Management System committee on archivists' oversight of "**records of enduring value.**" (See February 19, 2013 USC report.) President Easter proposed a discussion with the archivists to make sure the Conference's concerns were understood. Conference members clarified our perception that the language in the General Rules section on records (Article VI) was the heart of the problem, and not the current practices of our archivists.
- f. the University's **reserve funds**: Figures without context may be deceiving. The States owes the University over \$480 million, which shows up as revenue in our accounting system, even though we do not actually have that money. We are now using reserves to pay for things like the renovation of the Urbana campus's Natural History Building, and critical infrastructure needs on the Chicago campus. Reserve accounts represent an aggregation of all units, and include funds such as ICR, restricted donor funds, discretionary funds that units have accumulated, health insurance reserves, and faculty research accounts. None of that money is available for the central administration to distribute to salaries.
- g. **Involvement of faculty in budgetary decisions**: On the Urbana campus, the Campus Budget Oversight Committee, which is composed of faculty members, makes recommendations to the Provost regarding appropriations to colleges. The Deans' Budget Committee meets with administrative units that provide support, and the college faculty executive committees also discuss the budget with their deans. In fact, the *Statutes* require that department and college advisory committees be consulted by their executive officers about the unit budget.

On the cross-campus level, however, the President would appreciate more guidance. The State appropriation to the University is divided by a fixed percentage that goes to each campus. When there are cuts, the cuts are implemented according to this same percentage. If we were to need to revise the relative percentage of expenditure to each campus, the President would want the Conference's guidance about how to make that decision.

III. Discussion with Vice-President Pierre

Vice-President Pierre has asked the campus chancellors to organize **campus-based reviews** with the aim of setting campus goals and outlines of how to achieve those goals over the coming three years. While these reviews will be tactical rather than strategic, Vice-President Pierre emphasized the importance of moving from year-to-year planning to mid-term and long-term planning.

The Vice-President shared his projection of next year's **budget picture**, which is of serious concern, given the Governor's plans for cuts to our appropriation, in combination with the possibility that the University will be obligated to begin paying a larger contribution to employee pensions. He emphasized that we cannot plan to raise tuition to cover these additional expenses, adding that, in contrast to many other states, the state of Illinois has not increased support of public higher education in order to avoid further tuition increases.

IV. Discussion with Executive Director of Governmental Relations Kappy Laing

The Conference discussed a wide range of legislative issues with Executive Director Laing. Here are some highlights:

- a. **Pensions**: there is a desire to resolve this problem quickly, as the pension liability grows by about a billion dollars every year. Some legislation is making its way through the House, and other legislation through the Senate. SB1, for instance, calls for making a choice between the Cost of Living Allowance and continued eligibility for health coverage. When there is some clarity on the bills, Executive Director Laing will be holding meetings on the campuses and will remain in touch with the Conference.

- b. Legislative **regulation of the academic enterprise**: textbooks, MOOCs, intellectual property. Ms. Laing encouraged the members of the Conference to express their views on proposed legislation in these areas.
- c. A proposal to change the way the members of the **Board of Trustees** are appointed, which would allow the Alumni Association to forward a list of nominees to the Governor, from which he would be obligated to pick.

V. Discussion with Special Advisor Bill Adams on the Review of University Administration

Dr. Adams gave the Conference another update on the ongoing UA review. The website for the UA review can be found here: <http://web.uillinois.edu/UAreview/>

Seven review committees are involved in the general review of the operations of the University Administration. The reports of these committees should be finished in April, at which time each of the review team chairs will meet with the leaders of the reviewed offices to discuss the committee's perceptions and ask for the leader's input. A draft report will then be submitted to the review steering team. The steering committee will examine reports and share the written report with the units reviewed. Units may then submit five-page responses, which will go back to the individual teams. The review teams may make changes in the final reports if they wish. These final reports will be tabulated by the steering committee. Final recommendations will go to Vice President Pierre, then to the President and the three chancellors.

Dr. Adams clarified that, after this general review, each unit will be regularly reviewed.

Chair Burbules commented that the goal of this review process is to **rethink the relationship between UA and the rest of the university**; it is not just a micro-level review of individual UA units.

VI. Highlights from the Business Meeting

- a. Among the items classified from Senate meetings was the approval of a **Minor in Liberty Studies at UIS**. The members of the Conference's Academic and Research Affairs committee requested some background from the UIS Conference members on the discussions that culminated in the approval of this program. UIS colleagues reported that, although the proposed program generated controversy, the UIS Senate ultimately found it to be an academically sound program.
- b. 2. OT-295 (**Resolution on Campus Jurisdiction Over the Statutes and the General Rules**): The Conference continued its discussion of the proposed Resolution, which we began in January. Some Conference members expressed the view that the document would more appropriately be forwarded by individual campus senates, while others contended that the Conference was the proper venue to generate a statement related to University-wide governing documents. The Conference voted to approve the Resolution, along with a cover letter to be drafted by the Conference Executive Committee. The Resolution and its cover letter, which were transmitted to Senate chairs on Feb. 22, 2013, are attached to this report.

The meeting was adjourned at approximately 3:45 p.m.

Respectfully submitted by Joyce Tolliver, USC Liaison

UNIVERSITY OF ILLINOIS

Chicago • Springfield • Urbana-Champaign

University Senates Conference
377 Henry Administration Building, MC-348
506 South Wright Street
Urbana, IL 61801

February 22, 2013

TO: University of Illinois Board of Trustees (c/o Susan Kies)
President Robert Easter
Chancellor Paula Allen-Meares
Chancellor Susan Koch
Chancellor Phyllis Wise
Professor Lynn Fisher, Chair, UIS Campus Senate
Professor Philip Patston, Chair, UIC Senate Executive Committee
Professor Matthew Wheeler, Chair, UIUC Senate Executive Committee

FROM: Nicholas Burbules, USC Chair



RE: Resolution concerning the University *Statutes* and *General Rules* as basic governing documents (USC OT-295)

The University of Illinois *Statutes* and *General Rules* provide the framework for shared governance at the University of Illinois. These documents express the common principles that define us as an institution, and they specify the processes that translate those principles into action. It is these documents that allow the University Senates Conference to function as an elected governing body representing the Senates across the three campuses. For these reasons, one of the central responsibilities of the Conference is to uphold and explain the *Statutes* and *General Rules*.

The Conference takes no position on the merits or wisdom of faculty unionization on any of the university campuses. It is the legal right of faculty members to decide whether to unionize, and collective bargaining is a key component of that right.

The Conference does assert, however, that any collective bargaining agreements that contravene the provisions of the *Statutes* and *General Rules* would represent a threat to shared governance, and to the functions of the Conference, because there can be no common faculty governance structure if the campuses operate by different, self-determined rules. The attached Resolution, approved by the Conference on February 19, 2013, documents that position.

Enclosure

UNIVERSITY SENATES CONFERENCE RESOLUTION
Passed: February 19, 2013

The University *Statutes* and *General Rules* are the basic governing documents of this university and all its three campuses.

There are processes for revising these documents, which necessarily involve all three campus Senates, the University Senates Conference, and the Board of Trustees (*Statutes*, Art XIII Sect 8; *General Rules*, Art VII).

Therefore, it is not within the jurisdiction of any individual campus to unilaterally change or make exceptions to the University *Statutes* and *General Rules*.

The University Senates Conference affirms that any provision of a campus collective bargaining agreement that contravenes the *Statutes* and *General Rules* would undermine shared governance at the University of Illinois, because it would compromise the shared principles and practices that define us as an institution.

This resolution shall be forwarded to the three Senate chairs, the three Chancellors/Vice Presidents, the President, and the Board of Trustees of the University of Illinois.

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

UC.13.08 Report on the April 18, 2013 meeting of the University Senates Conference at the University of Illinois Springfield campus

The Conference membership list for 2012-13 can be found here:

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

The agenda for this meeting can be found here:

<http://www.usc.uillinois.edu/Documents/AGN-0418.13.pdf>

The Conference was joined by President Robert Easter, Vice-President of Academic Affairs Christophe Pierre, Vice-President of Finance and Chief Financial Officer Walter Knorr, Interim Special Assistant to the President Margaret (Peg) O'Donoghue, and Associate Provost Katherine Galvin (Urbana campus). The meeting was convened at 10:00 AM.

I. Remarks from the USC Chair

Chair Burbules emphasized the significance and scope of the work carried out by the Conference, noting that the pivotal role played by the Conference in dealing with several large issues (for instance, Global Campus or the scandal involving our former president and his chief of staff) demonstrates that the shared governance system is working well at the University of Illinois. He called on USC members, and particularly on Senate chairs, to carry back to their campuses the news about what USC and shared governance in general are doing to support faculty. Part of our role as members of the Conference, according to Chair Burbules, is to give our colleagues full and accurate information about the processes and outcomes of the shared governance system. One such outcome, he said, was the President's plan to delete the furlough notification on our Notices of Appointment, after conversations with USC leadership.

Chair Burbules also highlighted recent conversations on the campuses alleging that the University has no financial challenges but in fact is holding a "billion dollar reserve." He asked Conference members to consider processes for sharing information to correct this misperception, and thanked Vice-President Knorr for responding to our request to attend today's meeting and to give us a full accounting of the University's finances.

II. Meeting with President Easter, Vice-President Knorr, and Vice-President Pierre

President Easter mentioned the current disclaimer in annual **Notices of Appointment** that salary may be subject to furloughs, and confirmed that he is working to remove that disclaimer.

The President introduced **Vice-President Walter Knorr**, the University's Chief Financial Officer, and summarized Vice-President Knorr's ample experience managing the finances of very large organizations, including the City of Chicago.

Vice-President Knorr provided the Conference with a detailed explanation of the University's current credit status and its revenues and expenditures, contextualizing this information by way of comparison with other Big Ten institutions.

Among the points of information shared by Vice-President Knorr were the following key facts:

1. Our Standard and Poor's rating is currently Aa2. Michigan, Purdue, and Indiana, in contrast, all are rated Aaa. In fact, all other Big Ten institutions except Penn State hold higher ratings than we do. The reason for our low rating is the State of Illinois's poor financial outlook. Penn State's is due to the Sandusky scandal and the many financial penalties it has borne. In March 2013, Moody's affirmed our Aa2 rating and added the notation of a "negative outlook," because of the State's precarious financial situation.
2. Our State appropriation for next year is \$647 million, but we have already been notified that we should expect a cut of about \$35 million. Note that this figure refers to the amount of money the State appropriates to us, not the amount we actually receive within the fiscal year, which, for the past few years, has been much lower.¹
3. About 24% of our revenues come from tuition. That percentage is higher at six of the Big Ten institutions. At Purdue, for example, it is double our rate, at 48%.
4. In terms of the ratio of available resources to total operations, we are the lowest in the Big 10, and considerably below the median for large public universities. Only about 23% of our financial resources are unrestricted, and the calculation of these financial resources includes money the State still owes us but has not yet paid. If "receivables" were not included in this calculation, the current figure would drop to about 15%.
5. The revenue that is considered "unrestricted"--that is, money such as grants or donor gifts that comes to us without a legal obligation to spend it in a specific way--is the source of funding for such basic expenditures as operating budgets for departments and colleges, funding for deferred maintenance and self-insurance, and faculty research funds. It is not the case that "unrestricted funds" are uncommitted funds or money set aside for no specific purpose.

Vice-President Knorr responded to Conference members' questions, and indicated his willingness to attend meetings of the campus senates in order to share information and respond to questions.

President Easter commented that, while we cannot continue to raise tuition, we may reach a point where tuition income on a given campus is not sufficient to support that campus's operations. For this reason, some consideration has been given to whether there should be some fundability in University funds in terms of the allocation **to each campus**. In addition, he

¹ Although he did not mention at this meeting the amount of money that the State owes us, at the March 7, 2013 Board of Trustees meeting, Vice-President Knorr gave the figure of about \$495 million as of February 28, 2013. Our State appropriation for the current year was \$662 million, but as of February 28, we had received only \$124 million. You can access the Vice-President's Financial Indicators report for that meeting here: <http://www.trustees.uillinois.edu/trustees/agenda/March-7-2013/p-Financial-Indicators.pdf>

has asked the three chancellors to closely examine their campus expenditures for General Revenue Fund allocations that seem unconnected to the core academic mission.

He also pointed out that, while enrollment has continued to rise, tenure-track faculty numbers have declined, and hiring of non-tenure-track faculty members has not kept up with the increases in enrollment. This makes us less competitive, and, in combination with our decreasing competitiveness in faculty salaries, is a matter of concern.

Regarding the ongoing debates about **pensions**, the President mentioned that he, along with all other chancellors and presidents of public universities in Illinois, had signed a letter in support of the IGPA pension proposal. (This letter was distributed by MassMail on April 9, 2013.) We discussed the slow progress the State is making in generating a solution to the pension crisis.

President Easter introduced **Peg O'Donoghue** and **Katherine Galvin**, who attended the meeting to discuss some questions regarding **ST-72**, the proposed revision to the Statutes regarding academic freedom. The Conference had forwarded this item for the President's approval, and they wanted to clarify some points before forwarding the item for Board approval. After a productive conversation with Conference members, Chair Burbules appointed a subcommittee of Peter Boltuc, Danilo Errico, and Joyce Tolliver to work with Ms. O'Donoghue and Ms. Galvin on clarifying these questions. If any modifications to the language of the proposed revision are suggested as a result of these consultations, the revised version will be returned back to the senates for approval.

We also discussed with Ms. O'Donoghue ways in which **retired employees** who had been re-hired might be provided with ID cards. Apparently because of Banner problems, there is no way in which an employee in this category can prove employment at the University Ms. O'Donoghue promised to work with HR to identify some options for further discussion.

HIGHLIGHTS FROM THE BUSINESS MEETING

1. **SB1900**, Senator Biss's proposal on mandatory Open Access: The Conference continued the discussion initiated with the President about our serious concerns about the effects of this proposed bill on faculty scholarship. The Academic Affairs Committee of the Conference will continue to monitor the progress of this bill, and the Conference will also remain in contact with Ms. Kappy Laing, Executive Director of the Office Governmental Relations. We will discuss with her the benefits of a faculty group meeting with Sen. Biss to discuss these and other concerns.
2. The Conference deliberated about whether to endorse the April 9, 2013 letter signed by the public university presidents and chancellors supporting the revised **IGPA 6-point pension plan**. Last year, the Conference wrote a letter outlining basic principles for acceptable pension reform, and endorsed the spring 2012 version of the IGPA proposal (attached as addendum). Because the matter required more careful thought and further information about the revised IGPA proposal, we postponed this decision. (The revised IGPA proposal may be found here: <http://igpa.uillinois.edu/pensions>).
3. **Shared governance in a changing environment**: We discussed the implications for the Conference of the Open Meeting Act, as well as the potential implications for governance of

collective bargaining. Of particular concern were indications that the purview of collective bargaining was not carefully delineated from that of faculty consultation and decision-making through the shared governance processes. Prof. Anderson pointed out the value to the effectiveness of the Conference of a prioritization of the good of the university over that of any particular constituency, whatever that might be, including one's own campus. We decided to continue the discussion of this issue into the summer, and noted that the Conference may need to draft a clarifying statement.

4. USC's annual review of the Vice-Presidents: The *University Statutes* (1.3) specify that, on the annual renewal of the Vice-Presidents, the University Senates Conference may forward its advice if it chooses to do so. The Conference's routine review of the Vice-Presidents was suspended in the recent past, but we will resume the reviews this year. Because the Vice-Presidents typically do not draft their own reports until early summer, we will conduct our review over the summer and plan to discuss our assessments with the President in early fall.

The meeting was adjourned at about 3:30 p.m.

Respectfully submitted,

Joyce Tolliver, USC Liaison to Senate Executive Committee

UNIVERSITY OF ILLINOIS

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University Senates Conference
377 Henry Administration Building, MC-348
506 South Wright Street
Urbana, IL 61801

April 30, 2012

President-Designate Robert Easter
364 Henry Administration Building MC 346

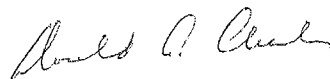
Mr. Christopher Kennedy, Chairman
University of Illinois Board of Trustees
352 Henry Administration Building MC 350

Dear President-Designate Easter and Chairman Kennedy,

The University Senates Conference at its meeting on Friday, April 27, 2012 passed unanimously a Resolution on pension reform which I forward to you as an item of information.

As elected leaders in shared governance of the University of Illinois, statutorily charged with advising the President and the Board of Trustees, the University Senates Conference feels a responsibility to engage the issue of pension reform, which is so important to the future viability of the University and its faculty. We present this resolution with the intention that it will prove beneficial in promoting realistic and workable policy alternatives that will move the dialogue forward, while serving the interests of both the public and the public employees who serve them.

Sincerely,



Donald A. Chambers, Professor and Chair
University Senates Conference

cc: Members, Board of Trustees	Chancellor Paula Allen-Meares
Vice President Joe Garcia	Chancellor Susan Koch
Vice President Christophe Pierre	Chancellor Phyllis Wise
Vice President Lawrence Schook	Provost Lon Kaufman
Special Assistant Avijit Ghosh	Provost Lynn Pardie
Members, University Senates Conference	Provost Richard Wheeler

Resolution on Pensions
University Senates Conference
April 27, 2012

The University Senates Conference (USC), in its role as a faculty elected advisory body to the President of the University and the Board of Trustees, recognizes that the funding basis for the State University Retirement System (SURS) is not sustainable in its current form. Previous underfunding of the system has made SURS unable to continue to pay out benefits indefinitely at current levels, even though participants have fully contributed their portion of responsibility for the system.

As has been documented, Illinois ranks 50th among the 50 states in adequately funding its public pensions. This situation cannot be allowed to continue; retaining and recruiting top faculty to our universities will be increasingly difficult unless this issue is addressed.

Today we face a reality in which sensible, equitable reforms are needed. The USC writes to acknowledge this reality and to seek a constructive way forward. Reforms will be needed in order to return the SURS system to a sound financial footing, and all stakeholders — participants, the universities, and the State — have a necessary role to play in such reforms. These reforms must be guided by certain agreed-upon principles, the most important of which is fairness to university employees who entered the system on the basis of certain understandings and commitments that need to be honored.

Other principles also seem to us reasonable and prudent as a solution is being worked out. Many of these principles are laid out and defended in the IGPA report authored by Jeffrey R. Brown and Robert F. Rich: *Fiscal Sustainability and Retirement Security: A Reform Proposal for the Illinois State Universities Retirement Systems (SURS)*, *Institute of Government & Public Affairs, University of Illinois, Urbana-Champaign. Chicago. Springfield, Feb. 9, 2012.*

- Any reformed SURS system must be financially sustainable for the State, the universities, and the participants, and it must respect existing constitutional protections of already-accrued benefits;
- All promised benefits to current participants and annuitants should be maintained, as guaranteed by the State Constitution (Article 8, Section 5 General Provisions);
- Existing unfunded liabilities must remain the State's responsibility, and the State must provide credible guarantees that future payments will be made on time (such as through a clause that state contributions to the system must have priority);
- In addition, the State should continue to make its contributions to the system at a level at least equal to the level of what it would be paying to Social Security (6.2% of pay) along with its contributions to health care;
- Any transfer of normal costs to universities must be nominal, and phased in gradually;
- Any reform must include improvements to the current Tier II program for new employees, as suggested in the IGPA position paper referenced above (this could include a hybrid plan combining some elements of defined benefits and an employee self-managed plan), and this revised program should also be available to Tier I employees;
- Any change in participant contributions must involve consultations with those affected.

The USC is ready to participate in further discussions in order to seek a constructive resolution to these issues.

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

SUR.13.02 Report on SURSMAC* Meeting April 9, 2013

SURSMAC met at the SURS main office in Champaign from 10:30am to 12:45pm. Several members of the SURS staff made presentations to update the SURSMAC membership.

SURSMAC chair Jake Baggott of SIUC was unable to attend and his designee Mary Nippe welcomed participants and introduced the speakers.

Legislative Developments & Update

Without stating any opinions, Mr. Jeff Houch (the Legislative Liaison) and Mr. Michael Weinstein (the General Legal Counsel) presented an update on those bills that have passed.

House Bills

1. HB1154 passed the House on April 14 and it delimits pensionable earnings, based on a Social Security wage base.
2. HB1165 passed the House on April 21 and it substantially reduces the Illinois 3% “cost of living adjustment” (COLA).
3. HB1166 passed the House on April 14 and it changes the Tier 1 retirement age to 67.
4. HB3411 is a comprehensive bill changing pensions/benefits. HB3411 is on 2nd reading. This bill does not contain a cost shift to local government units and educational institutions, but it does require employers to start contributing to pension costs and creates a Tier 3.

Senate Bills

1. SB1 is a comprehensive bill with a two-prong approach, Part A and Part B. The theory is that if Part A is found unconstitutional, Part B will still be constitutional. This bill offers a choice between continued health insurance and the COLA. As it passed, it only impacts the Teachers Retirement System (TRS). This bill passed Senate and is pending in the House.
2. SB1544 is a comprehensive pension reform bill that covers all the others.
3. SB1687 is a bill to delay the start date for the return to work bill for retirees. It is expected to pass.
4. HB2993 is a SURS technical corrections bill, making adjustments to Tier 2 issues.
5. SB512 is an “outside of the box” pension bill.

SURS view is to remain neutral on the pension bills. However, SURS does advocate for full funding. The only time they would take a position on a bill is if it would cut SURS funding.

SURS Director William Mabe indicated that SURS tries to educate the legislature by providing the actuarial side of legislative options and choices—showing the math of the choices. During questions and answers it became apparent that colleges and universities would eventually be responsible for the normal costs of operation, but not the unfunded part.

Question: On SB1, what was the reason or motive for only including TRS? The answer was that the legislative leaders wanted to pass something before Spring Break.

Question: What are three bullet points for what is occurring in Springfield? SURSMAC members answered:

1. make your opinions known to leaders;
2. COLA reductions/eliminations are on the table; and
3. increased member contributions are an issue.

Pensionable salary caps and increasing retirement ages are also contentious issues.

One SURSMAC participant noted that since its inception the Illinois COLA has always been over 30% lower than the Social Security COLA.

Question: Has there been discussion about taxing pensions?

Answer: It appears that to tax retirement income no constitutional amendment is needed, just a statute change.

It was predicted that there will be a substantial movement to extend the temporary 67% state income tax increase enacted in 2011.

Legal:

Since the last SURSMAC meeting there have been three administrative rules passed.

1. There are changes to the Open Meetings Act with provisions relating to addressing the Board of Trustees.
2. There are now amended rules for compliance with IRS regulations. Procedurally, SURS has to seek a letter of qualification from the IRS every 5 years. The last time, 4 ½ years ago, the IRS took 3 years to accept it, but requested changes. SURS is implementing the changes.
3. SURS now has modified procedures for handling disability claims. The new rules clarify that an individual only files a single notice.

Investment Update (Dan Allen):

1. Portfolio Update - \$14.6 billion in assets, \$34.04 billion in liabilities, about \$20 billion in unfunded liabilities. FY to date, there is a 10.5% rate of return.
2. Current benefits payments have been \$1.9 billion.
3. The SURS board approved reducing the spread in the SURS portfolio. The January 3 year return was 11%. A 7-8% return still achievable if the portfolio is well diversified.

There was a SURS Board training event in February. The investment consultant contract is up for renewal at the end of the year.

Member Outreach & Member Services:

Member Services is preparing an all about SURS document, an information piece, detailing the pensions numbers for average SURS annuitants. Also available is a map of SURS members by district.

79% of SURS retirees live in Illinois, which means SURS retirees are spending their retirement monies primarily in state. The estimated spending is \$.5 billion a year which translates into \$1.5 billion in economic multiplier stimuli.

Recently, the new SURS website debuted. From the new site, visitors can sign up for RSS feeds. "The Advocate" published by SURS is now basically an online publication, but special edition pieces are

available. Spring counseling events are currently taking place. In late May, employer site visits will take place. In addition, employer workshops about claims processing will be offered.

Angela Lieb reported that SURS staff are staying current with retirements. As of April, there were 62 claims in the queue for processing.

Health Insurance for Retirees:

SURS is waiting for the final information from CMS. However, CMS has adopted a simple process for calculating health insurance premiums at 1-2% of the combined annuity of retirees. July, 1,2013 is the implementation date.

Executive Director Update:

Director William Mabe's focus has been on three things:

1. Revenue,
2. Expenses, and
3. Service.

The legislature's failure to fund the pension systems is a recurring problem. However, the current SURS investment returns are good. One problem involves the lack of new active SURS members. The needed increase in SURS funding will be about 2% per year, which is a very reasonable amount.

The next SURSMAC meeting is scheduled for October 1 or 8, 2013.

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. SURSMAC normally meets twice a year in October and April at SURS headquarters at 1901 Fox Drive in Champaign, IL 61820. The notes/contributions of Laura Czys to this report are appreciated.

