

AGENDA

Senate of the Urbana-Champaign Campus

September 18, 2017

3:10 – 5:15 pm

ILLINI UNION – ILLINI ROOM A

- I. **Call to Order** –Chancellor Robert Jones
- II. **Approval of Minutes** – April 17, 2017 and May 1, 2017
- III. **Senate Executive Committee Report** – Chair Bettina Francis
- IV. **Chancellor’s Remarks** –Chancellor Robert Jones
- V. **Questions/Discussion**
- VI. **Consent Agenda**

Consent Agenda items are only distributed online at <http://www.senate.illinois.edu/20170918a.asp>

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|----------|--|---|
| EP.18.02 | Proposal to Revise the Curriculum of the Master of Music, Instrumental Conducting – Wind Band Concentration from the College of Fine and Applied Arts | Educational Policy
<i>G. Miller, Chair</i> |
| EP.18.03 | Proposal to Revise the Curriculum of the Doctor of Musical Arts, Instrumental Conducting – Wind Band Concentration, in the School of Music form the College of Fine and Applied Arts | Educational Policy
<i>G. Miller, Chair</i> |
| EP.18.04 | Proposal to Revise the Undergraduate Minor in History from the College of Liberal Arts and Sciences | Educational Policy
<i>G. Miller, Chair</i> |

VII. Proposals (enclosed)

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|----------|---|--|---|
| CC.18.03 | Nominations for Membership on Standing Committees of the Senate and Other Bodies with Senate Representation | Committee on Committees
<i>N. O’Brien, Chair</i> | 1 |
| CC.18.05 | Nomination to the State Universities Retirement System Members Advisory Committee (SURSMAC) | Committee on Committees
<i>N. O’Brien, Chair</i> | 3 |
| SC.18.03 | Election of a University Senates Conference (USC) Member to Serve on the Senate Executive Committee (SEC) | Senate Executive Committee
<i>B. Francis, Chair</i> | 5 |
| SC.18.04 | Election of a Faculty Member to the Committee on Committees | Senate Executive Committee
<i>B. Francis, Chair</i> | 7 |
| EP.17.74 | Proposed Revisions to the Guidelines for General Education Courses (GB.91.02) | Educational Policy
<i>G. Miller, Chair</i> | 9 |

EQ.18.01	Resolution on Planned Termination of Deferred Action for Childhood Arrivals Policy	Equal Opportunity and Inclusion <i>K. Oberdeck</i>	23
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VIII. Call for Honorary Degree Award Nominations – Matthew Wheeler, Chair of Honorary Degrees			
Nomination Criteria for Honorary Degree Award and Nomination Form			25

IX. Reports for Information (enclosed)

SC.17.15	Report on the May 11, 2017 meeting of the Board of Trustees	G. Miller	29
SC.17.16	Report on the July 13, 2017 meeting of the Board of Trustees	N. Burbules	33
EP.18.06	Report of Administrative Approvals through August 24, 2017	Educational Policy <i>G. Miller, Chair</i>	35
EP.18.07	Report of Administrative Approvals through September 11, 2017	Educational Policy <i>G. Miller, Chair</i>	37

X. New Business

Matters not included in the agenda may not be presented to the Senate without concurrence of a majority of the members present and voting. Items of new business may be discussed, but no action can be taken.

XI. Adjournment

URBANA-CHAMPAIGN SENATE
2017-2018 Elections and Organizational Meeting
 April 17, 2017
 Minutes

The 2017-2018 Elections and Organizational Meeting of the University of Illinois at Urbana-Champaign Senate was called to order at 3:10 pm in the Illini Union Ballroom with Chancellor Robert Jones presiding and Professor Emeritus H. George Friedman, Jr. serving as Parliamentarian.

SENATE EXECUTIVE COMMITTEE REPORT

Gay Miller (VMED), faculty senator and Chair of the Senate Executive Committee (SEC) welcomed senators. Chair Miller reviewed the structure of Senate agendas for new senators. Miller also noted one of the major issues affecting higher education is the lack of funding. And there seems to be no end in sight to the continued lack of state budget. Legislators are needed to help support the funding of higher education. Miller encouraged senators to contact legislators. Lastly, Miller reminded senators that in accordance with the Illinois Open Meetings Act (OMA), everyone is required to complete the online OMA training. Clerk Roether will send senators a link to the OMA training.

CHANCELLOR'S REMARKS

Chancellor Robert Jones welcomed newly elected and continuing members of the Senate. Jones thank senators for their willingness to serve and participate in this critically important part of shared governance. Jones looks forward to convening again in the fall when senators' terms officially begin. Jones then introduced the individuals that will sit at the front table at each Senate meeting: Senate Clerk Roether, SEC Chair Miller, and Parliamentarian Friedman. Senate Office staff Miller and Park will welcome senators at the door each meeting.

PROPOSALS

- 04/17/17-01 CC.18.01: Nominations for Membership on the University Senates Conference (USC)
Jones presented the slate of USC nominees and invited nominations from the floor.
- 04/17/17-02 Bruce Rosenstock and Jay Rosenstein were nominated from the floor.
- 04/17/17-03 The following vote totals were reported:
- | | |
|-------------------|-----|
| James Brennan | 72 |
| Nicholas Burbules | 88 |
| Bettina Francis | 104 |
| Joyce Tolliver | 73 |
| Jay Rosenstein | 65 |
| Bruce Rosenstock | 65 |
- 04/17/17-04 By i>Clicker, Brennan, Burbules, Francis, and Tolliver were elected to the USC.
- 04/17/17-05 SC.18.02: Election of a University Senates Conference (USC) Member to serve on the Senate Executive Committee (SEC)
Jones presented SC.18.02 for action.
- 04/17/17-06 The following vote totals were reported:
- | | |
|-----------------|----|
| James Brennan | 17 |
| Harley Johnson | 43 |
| William Maher | 32 |
| Matthew Wheeler | 40 |
- 04/17/17-07 By i>Clicker, Johnson was elected to serve as the USC representative to the SEC.
- 04/17/17-08 CC.18.02: Nominations for Membership on Standing Committees of the Senate and Senate Representatives to Other Bodies

Jones presented CC.18.02 for action and invited nominations from the floor.

04/17/17-09 Tara Chatteraj and Sullivan Peterson-Quinn were nominated from the floor to fill two vacant seats on the Senate Conference on Conduct Governance (CCG).

The slate of committee members was presented for action separately from the slate of chairs.

04/17/17-10 The slate of committee members was approved with 105 in favor and 15 opposed.

The slate of committee chairs was presented for action.

04/17/17-11 Faculty senator Reznick (LAS) nominated Gay Miller as chair of the Senate Committee on Educational Policy (EPC).

04/17/17-12 The following vote totals were reported:

Meyer	34
Miller	93

04/17/17-13 By i>Clicker, Miller will go forward as the chair of EPC.

04/17/17-14 The slate of chairs was approved as amended with 108 in favor and 14 opposed.

04/17/17-15 SS.18.01: Election of Committee Chairs to the Senate Executive Committee

Chancellor Jones presented the preliminary ballot of committee chairs willing to serve on the SEC.

04/17/17-16 The following vote totals were reported:

Mark Steinberg, Chair of Academic Freedom and Tenure	87
John Dallesasse, Chair of Campus Operations	62
Kim Graber, Chair of Elections and Credentials	59
Matthew Wheeler, Chair of Honorary Degrees	66
Terry Weech, Chair of Library	40
Cynthia Buckley, Chair of Public Engagement	47
Mark Dressman, Chair of University Student Life	43

04/17/17-17 By i>Clicker, Steinberg, Dallesasse, Graber, Wheeler, and Buckley will appear on the final ballot.

04/17/17-18 The following vote totals were reported:

Mark Steinberg, Chair of Academic Freedom and Tenure	86
John Dallesasse, Chair of Campus Operations	61
Kim Graber, Chair of Elections and Credentials	65
Matthew Wheeler, Chair of Honorary Degrees	63
Cynthia Buckley, Chair of Public Engagement	60

04/17/17-19 By i>Clicker, Graber, Steinberg, and Wheeler were declared elected to the SEC.

REPORTS

04/17/17-20 SC.18.01: Results of the Election for Senate Executive Committee Chair and Vice Chair, and Faculty and Student Members of the Committee on Committees

04/17/17-21 SP.18.01: Faculty, Academic Professional, and Student Electorate and Senator Distribution

04/17/17-22 SP.18.02: 2017-2018 Urbana-Champaign Senate Membership

ADJOURNMENT

The meeting was adjourned at 4:25 pm.

Jenny Roether, Senate Clerk

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

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

SENATE OF THE URBANA-CHAMPAIGN CAMPUS

May 1, 2017

Minutes

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

APPROVAL OF MINUTES

05/01/17-01 The minutes from April 3, 2017 were approved as distributed.

SENATE EXECUTIVE COMMITTEE REPORT

Gay Miller (VMED), faculty senator and Chair of the Senate Executive Committee (SEC), reported on the following items.

Facilities and administrative (F&A) rates are added by all universities to grants and has now come under scrutiny. These funds support many integral functions of the university. F&A rates are negotiated and specific to our university. This issue needs to continue to be monitored at the national level.

There are still budgetary concerns over the funding of higher education in the state of Illinois. The state of Illinois is having a negative impact at the national level. Funding per student in higher education has decreased by 80%. Miller encouraged senators to contact legislators to tell them the importance of the University to the state of Illinois and higher education.

A recent AAUP (American Association of University Professors) report showed that as a whole full-time instructors earned an average of 2.6% more in the 2016-2017 academic year compared to the previous year. Salaries at Illinois were zero for these years with a 2% mid-year increase this year. Illinois will need to take this information into consideration to remain competitive in continuing to attract quality hires while not creating or furthering salary disparities.

Miller called attention to the fact that normally final examinations are not held on Saturdays, but an exception was previously approved by the Senate to hold final examinations on Saturday in fall 2017.

Miller wished everyone a productive and fulfilling summer.

05/01/17-02 Floor privileges were granted without objection to the following individual to speak to item EQ.17.03, Miyanna Smith-Stamps.

CHANCELLOR'S REMARKS

Chancellor Robert Jones thanked Gay Miller for her service as SEC Chair and expressed his pleasure in working with her this past year. Jones also thanks SEC Vice-Chair Kim Graber for her work in the Senate. Jones also thanked senators for their service in the Senate and participation in shared governance.

There is a common thread in serving on an Academic Senate. Even in the best of years there will be contentious and sometimes down right unpleasant topics of conversation. Most of the Senate's work is done without a lot of fanfare and public acknowledgement, but this is necessary and important work. We can take the challenges and turn them into opportunities to move this great University forward.

Jones discussed the diversity review report. The report will be shared broadly and discussed broadly. The intention is to move this process forward with engaging the appropriate subcommittees of the Senate and also the university community. This is not a comprehensive document, but a first look at what needs to be done in the area of diversity. A deeper more

thorough examination will occur through the strategic planning process. One recommendation was to create a senior cabinet member to lead diversity at this university. The report makes it clear that there are some things that we should be doing or doing differently and Jones looks forward to having conversations about the report.

In this post-election season attention will be on diversity at a national level. Science and the humanities. Funding of long standing programs in the sciences and humanities have also come into questions. AAU (American Association of Universities) is a meeting of presidents and chancellors from distinguished universities across the United States. As a group, the AAU members decided to write a strong, comprehensive statement in support of funding science programs. The statement can be found on the AAU website: www.aau.edu.

Jones announced this year's commencement speaker and alum, Nick Offerman. Jones invited those available to attend commencement.

Jones believes that cultivating a strong, trusting relationship between the academic Senate and university leadership and administration is essential to a successful university. Jones wants to work more effectively in the future with the academic Senate and shared governance to work collectively to move this university forward. Jones mentioned engaging in conversations early and often. Hopefully this will increase the speed and efficiency of processes. Jones commented that there is not always going to be agreement, but we should be able to work together.

QUESTIONS/DISCUSSION

Faculty senator Beck (ENGR) commented positively on the recent Town Hall held to discuss the budget and budget reform. Beck noted that as everyone is learning to do more with less across the campus, we will have to think of creative ways to achieve our goals.

Faculty senator Somerville (LAS) asked about the recent AAUP (American Association of University Professors) visit and status of the censure. Jones responded that the AAUP responded positively to the strong statements that have been made about free speech and the list of changes made in the hiring process.

Somerville also inquired about American Indian Studies as an academic field. Jones replied that discussion on strengthening the program and faculty appointments are important and will be discussed during the budget and academic planning for next year.

CONSENT AGENDA

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

- 05/01/17-03 EP.17.62* Proposal to Revise the Bachelor of Fine Arts, Art Education Major from the College of Fine and Applied Arts
- 05/01/17-04 EP.17.73* Proposal to Revise the Ph.D. in Slavic Languages and Literature from the College of Liberal Arts and Sciences
- 05/01/17-05 EP.17.77* Proposal to Revise the Bachelor of Science in Materials Science and Engineering from the College of Engineering
- 05/01/17-06 EP.17.80* Proposal to Establish a Bachelor of Science with the Major in Computer Science and Music from the College of Fine and Applied Arts
- 05/01/17-07 EP.17.83* Proposal to Establish a Graduate Concentration in Railway Engineering from the College of Engineering
- 05/01/17-08 EP.17.84* Proposal to Revise the Course Requirements for the Ph.D. in Statistics from the College of Liberal Arts and Sciences
- 05/01/17-09 EP.17.85* Proposal to Eliminate the Master of Arts in Economics from the College of Liberal Arts and Sciences

- 05/01/17-10 [EP.17.86*](#) Proposal to Establish a Master of Journalism Degree and a combined Bachelor of Science in Journalism and Master of Journalism Degree in the Department of Journalism from the College of Media
- 05/01/17-11 [EP.17.87*](#) Proposal to Establish the Bachelor of Science, Major in Secondary Education, with the Concentration in Mathematics from the College of Education
- 05/01/17-12 [EP.17.90*](#) Revision to Academic Calendars 2017-2018 through 2023-2024

DIA – AN OVERVIEW OF MAJOR COLLEGE ATHLETICS AT THE UNIVERSITY OF ILLINOIS

Athletic Director Josh Whitman gave background information about his time as an Illinois athlete and Bronze Tablet honoree. Whitman stated that DIA is not just about UI athletics, but the overall growth and development of our student athletes. Whitman is a true believer in the power of college athletics and the opportunity to enhance the undergrad experience.

Illinois is a member of the NCAA (National Collegiate Athletic Association) Football Bowl Subdivision (FBS) and the founding member of the Big Ten Conference. There are currently 14 members of the Big Ten Conference.

DIA sponsors 21 sports with 10 men's sports and 11 women's sports. Athletics has approximately 300 full-time staff with about 250 of those in intercollegiate Athletics and about 50 at State Farm Center. They also employ about 2000 part-time hourly staff. The coaching staff consists of 17 head coaches and 56 full-time assistant coaches. This does not include volunteers, graduate assistants, or strength and conditioning coaches. Whitman noted that athletics is an extension of the educational experience and students grow personally and academically.

There are currently 483 student athletes with 291 men and 192 women. Student-athletes represent 32 states, 12 countries, and 77 majors in 11 different colleges. If a student is on three teams, s/he counts three times. Approximately 23% of the student-athlete population (~100) identifies as African-American and approximately 5% of African-American undergraduate students at Illinois are student-athletes. Approximately 18% of student-athlete population (~75) receives a Pell Grant. Whitman noted that the NCAA mandates the scholarships and DIA funds the equivalent of approximately 259 scholarships each year. This represents income on the tuition side of revenues.

DIA fully funds their scholarships and pay the full bill to the University. Tuition waivers were started in the 1970s to encourage female participation. The waiver program is being phased out and this will be the last year for the program. One of DIA's challenges is to grow scholarships to continue to fully fund them.

DIA is committed to academic excellence and offers a number of academic services including individualized academic advising, a tutor program, life skills, success seminars, a mentor program, community service, the Leadership Academy, and physical study spaces.

DIA has an 87% graduation success rate. Student-athlete cumulative GPA for spring 2016 was 3.16 with 13 of 19 teams over a 3.0 and 8 teams over a 3.30. There are 296 (61%) student-athletes achieving a ≥ 3.0 GPA and 26 student-athletes achieving a 4.0 GPA.

Whitman shared a chart showing total revenues of \$91.6 million. The \$91.6 million is comprised of the following: \$35.1 Big Ten Conference distributions, \$15.2 gate receipts, \$21.2 donations and endowment income, \$7.5 premium seating, \$5.9 sponsorship and licensing, \$3.1 student fees, \$2.7 retail operations and camps, \$0.5 campus support (tuition waivers), and \$0.4 other.

The Big Ten Conference distributions include a number of different media outlets, bowl game revenues, and conference championships. The distributions are expected to grow. The NCAA

just increased media outlets and revenues are projected to be near \$50 million in the next couple of years. Across the Big Ten, Illinois is ranked 9 out of 14 in total revenue generation.

Another chart showed total expenses of \$97.8 million which is comprised of the following: \$31.2 facilities, \$29.5 sports operations, \$12.1 scholarships, \$9.0 administration, \$7.0 revenue production, \$6.0 student-athlete support services, and \$3.0 retail operation and camps. Illinois is also ranked 9 out of 14 in total expenses across the Big Ten.

DIA has a substantial amount of debt which includes renovations on Memorial Stadium and State Farm Center. Debt service is around \$20 million per year. Sports operations includes team travel and staff salaries. There are 20,000 empty seats for football and 5,000 empty seats for men's basketball. Whitman would like to see more of the empty seats sold.

In response to comments on the Native American music played during athletic events, Whitman responded that DIA is committed to establishing an inclusive community and conversations about the music are continuing, but an outcome has not been reached yet.

Whitman also responded to discussions about the possibility of a new mascot. Whitman said he has a strong understanding of the sensitivity of this issue. The question should be how to bring people together in pride. It needs to be framed in a broader context with an overarching goal of unification. There are probably more important issues, but there is not a more delicate and more divisive issue. Whitman would like to see a more unified approach.

PROPOSALS

- 05/01/17-13 SP.17.08: Revisions to the *Standing Rules* – Voting by electronic clickers
On behalf of the Senate Committee on University Statutes and Senate Procedures (USSP), committee member Gilmore introduced and moved approval of proposal SP.17.08.
- 05/01/17-14 By i>clicker, proposal SP.17.08 was approved with 86 in favor and 3 opposed.
- 05/01/17-15 SP.17.09: Proposed Revisions to the *Bylaws*, Part B.5. Senate Committees – Eligibility of academic professional positions
On behalf of the USSP, committee member Gilmore introduced and moved approval of proposal SP.17.09. As a member of the USSP committee, Friedman gave additional information on the Council of Academic Professionals (CAP). CAP is comprised of 11 districts, seven districts are considered to have a teaching and/or research role. The other remaining districts include administrative only units. All members of the Academic Professional (AP) electorate are members of CAP, but this does not mean that all CAP members are members of the AP electorate. The proposed clarification is consistent with the way faculty and student seats on committees are eligible to be filled by members of their respective electorate.
- 05/01/17-16 By i>clicker, proposal SP.17.09 was approved with 84 in favor and 5 opposed.
- 05/01/17-17 SC.17.13: 2017-2018 Senate and Senate Executive Committee (SEC) Calendar
On behalf of the SEC, Chair Miller introduced and moved approval of proposal SC.17.13.
- 05/01/17-18 By i>clicker, proposal SC.17.13 was approved with 85 in favor and 2 opposed.
- 05/01/17-19 EQ.17.03: Resolution Promoting Black and African American Student Enrollment Goals
On behalf of the Senate Committee on Equal Opportunity and Inclusion (EQ), Chair Oberdeck introduced and moved approval of EQ.17.03. Discussion followed.
Several senators spoke in support of the resolution and some also spoke in support of the related but different initiative, Project 1000. A clarification was made that the resolution is not an endorsement of Project 1000, but rather the resolution overlaps on certain points with Project 1000.

05/01/17-20 By i>clicker, proposal EQ.17.03 was approved with 68 in favor and 9 opposed.

CALL FOR HONORARY DEGREE AWARD NOMINATIONS

Matthew Wheeler, Chair of Honorary Degrees

REPORTS FOR INFORMATION

05/01/17-21 EP.17.89* Report on the Campus Student Learning Outcomes

05/01/17-22 EP.17.91* EPC Administrative Approvals through April 24, 2017

05/01/17-23 SC.17.14* Report on the March 15, 2017 Meeting of the Board of Trustees

NEW BUSINESS

None.

ADJOURNMENT

The meeting was adjourned at 5:05 pm.

Jenny Roether, Senate Clerk

*Filed with the Senate Clerk and incorporated by reference in these minutes.
A video recording of these proceedings can be found at <https://go.illinois.edu/senate>

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

CC.18.03 Nominations for Membership on Standing Committees of the Senate and Other Bodies with Senate Representation

Academic Freedom and Tenure

To fill one faculty vacancy unfilled during the spring 2017 election.

Sandra Kopels	SSW	Term Expires 2019
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Admissions

To fill one faculty vacancy unfilled during the spring 2017 election.

Eric Meyer	MDA	Term Expires 2019
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Educational Policy

To fill two faculty vacancies unfilled during the spring 2017 election and one vacancy created by the resignation of Eurydice Bauer (EDUC).

Linda Moorhouse	FAA	Term Expires 2018
Nolan Miller	BUS	Term Expires 2019
Kathryn LaBarre	SIS	Term Expires 2019

Equal Opportunity and Inclusion

To fill one faculty vacancy created by the resignation of Luz Murillo (EDUC).

Lisette Piedra	SSW	Term Expires 2018
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Faculty and Academic Staff Benefits

To fill one faculty vacancy created by the resignation of Michael Sandretto (BUS).

Emily E. LB. Twarog	LER	Term Expires 2018
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Library

To fill one faculty vacancy unfilled during the spring 2017 election.

Julie Shapland	BUS	Term Expires 2019
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Student Discipline

To fill one faculty vacancy created by the resignation of Kathleen McDowell (SIS).

Elizabeth Hoiem	SIS	Term Expires 2018
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OTHER BODIES WITH SENATE REPRESENTATION

Military Education Council

To fill two faculty vacancies unfilled during the spring 2017 election and one faculty vacancy created by the resignation of Michael Sandretto (BUS).

Angela Lyons	ACES	Term Expires 2018
Scott Althaus	LAS	Term Expires 2019
Candace Martinez	BUS	Term Expires 2019

COMMITTEE ON COMMITTEES

Nancy O'Brien, Chair
Amy Ando
Roy Campbell
Tim Flanagan
David Hanley
Annalisa Roncone
Ryan Schiffer
Joyce Tolliver
Jenny Roether, *ex officio*

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

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

CC.18.05 Nomination to the State Universities Retirement System Members Advisory Committee (SURSMAC)

Background

The University of Illinois at Urbana-Champaign campus has two faculty representatives on the State Universities Retirement System Members Advisory Committee (SURSMAC), elected by the Senate for six-year terms. These representatives also serve as *ex officio* members of the Senate Committee on Faculty and Academic Staff Benefits. The term of one of the representatives, John W. Kindt (BUS), continues through December 31, 2022. The term of our second representative, H. F. (Bill) Williamson (LAS), expired on December 31, 2016.

Nomination

The Committee on Committees nominates H. F. (Bill) Williamson to serve as a SURSMAC campus faculty representative with a term ending on December 31, 2023.

COMMITTEE ON COMMITTEES

Nancy O'Brien, Chair

Amy Ando

Roy Campbell

Tim Flanagan

David Hanley

Annalisa Roncone

Ryan Schiffer

Joyce Tolliver

Jenny Roether, *ex officio*

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

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

SC.18.03 Election of a University Senates Conference (USC) Member to Serve on the Senate Executive Committee (SEC)

BACKGROUND

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

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

NOMINATIONS

The following faculty member is nominated to fill one faculty vacancy created by the resignation of Harley Johnson (ENGR) with a term ending 2018.

If there are no nominations from the floor, the following USC member will serve as the USC representative to the SEC. A biographical sketch is available on the following page.

William Maher LIBR

SENATE EXECUTIVE COMMITTEE

Bettina Francis, Chair
Nancy O'Brien, Vice Chair
Nicholas Burbules
Shawn Gilmore
Kim Graber
Sam LeRoy
Gay Miller
Scott Morris
Bryan Parthum
Rahul Raju
Jeff Stein
Mark Steinberg
Matthew Wheeler

Nominations from the floor must be from the current USC membership and must include the nominee's willingness to serve along with a short biographical sketch. If present, the nominee's oral statement will suffice.

FACULTY NOMINEE BIOGRAPHICAL SKETCHES**William Maher (LIBR)**

William Maher has been a Professor of Library Administration since 1977 and University Archivist since 1995. His deep commitment to shared governance is evidenced by over 18 years in the Senate, as recognized by the 2017 Campus Outstanding Faculty Leadership Award. He served as chair of the University Statutes and Senate Procedures Committee and as a member of the Senate Executive Committee from 2006 to 2017. He has served on Chancellor search committees in 2011 and 2016. He has represented the UIUC Senate on the University Senates Conference 2013-18. Throughout this service, Maher has pursued an independent position, critically assessing all calls, whether to endorse administrators' initiatives or to rebuke administrative initiatives. As USC representative to the Senate Executive Committee, he will look at each issue that comes forward without partisanship or preconceptions.

Beyond the University, he has held leadership positions in regional, national, and international professional organizations. His research specialization is in archival management and intellectual property, and he has served as an NGO head of delegation in Geneva at the World Intellectual Property Organization since 2011.

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

SC.18.04 Election of a Faculty Member to the Committee on Committees

BACKGROUND

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

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

Amy Ando	ACES	2018
Roy Campbell	ENGR	2019
Nancy O’Brien	LIBR	2019
Joyce Tolliver	LAS	2019

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

NOMINATIONS

The following faculty members are nominated to fill one faculty vacancy created by the resignation of Lisa Monda-Amaya (EDUC) 2018. The person with the highest number of votes will be declared elected.

Jennifer Monson	FAA
Christopher Span	EDUC

SENATE EXECUTIVE COMMITTEE

- Bettina Francis, Chair
- Nancy O’Brien, Vice Chair
- Nicholas Burbules
- Shawn Gilmore
- Kim Graber
- Sam LeRoy
- Gay Miller
- Scott Morris
- Bryan Parthum
- Rahul Raju
- Jeff Stein
- Mark Steinberg
- Matthew Wheeler

Nominations from the floor must be from the current Senate membership and must include the nominee's willingness to serve along with a short biographical sketch. If present, the nominee's oral statement will suffice.

FACULTY BIOGRAPHICAL SKETCHES**Jennifer Monson (FAA)**

Jennifer Monson uses choreographic practice as a means to discover connections between environmental, philosophical and aesthetic approaches to knowledge and understandings of our surroundings. As Artistic Director of iLAND (interdisciplinary Laboratory for Art Nature Dance) she creates large-scale dance projects informed and inspired by phenomena of the natural and the built environment. Her projects include BIRD BRAIN (2000-2006), *iMAP/Ridgewood Reservoir* (2007), *Mahomet Aquifer Project* (2009), *SIP (sustained immersive process)/watershed* (2010), *Live Dancing Archive* (2012-14) and *in tow* (2014-16). Monson has been on the faculty at the University of Illinois, Urbana-Champaign since 2008 and was a Marsh Professor at Large at the University of Vermont (2010-16). She served on the executive committee of the School of Fine and Applied Arts from 2008-2010 and serves currently on the Senate.

Christopher Span (EDUC)

Christopher M. Span is the Associate Dean for Academic Programs and an Associate Professor (History of Education) in the Department of Education Policy, Organization, and Leadership in the College of Education. He received his baccalaureate, master, and doctorate from the University of Illinois at Urbana-Champaign. His research interests pertain to the educational history of African Americans in the 19th and 20th century. He is one of two faculty athletics representatives at Illinois, has served on five Chancellor- or Provost-appointed committees, including the Campus Budget Oversight Committee (CBOC) and the Committee on Race and Ethnicity (CORE), and has an extensive service record across campus, the Champaign-Urbana community, his profession, discipline, and state. His efforts have built bridges and partnerships that have enhanced the overall profile of the university. He believes in the transformative power of research, teaching, and service, and is committed to ensuring Illinois is a diverse and inclusive university that is both accessible and affordable.

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

EP.17.74 Proposed Revisions to the Guidelines for General Education Courses (GB.91.02)

BACKGROUND

Background: In May, 2016, the Senate approved [EP.16.80](#), which amended the general education requirements for all baccalaureate degree programs such that, effective starting in the Fall, 2018 term, undergraduates will be required to complete three Cultural Studies courses: One Non-Western Cultures course, one U.S. Minority Cultures course, and one Western Cultures course. EP.16.80 also charged the General Education Board to:

- 1) Review criteria for approval of courses in all Cultural Studies categories and for courses to be approved in multiple General Education categories. Proposed changes were to be submitted to the Senate Educational Policy Committee on or before December 31, 2016.
- 2) Review disparities between [EP.89.09](#) as amended by EP.16.80 and [GB.91.02](#) on one hand and the implementation of General Education as amended by EP.16.80 on the other hand, and recommend further amendments or revisions to EP.89.09 and/or GB.91.02. This reconciliation was due to the Senate Educational Policy Committee on or before March 1, 2017.

Item #1 was submitted to the Senate Educational Policy Committee as [EP.17.51](#) and was reported to the Senate on March 6, 2017. On February 27, 2017, item #2 was submitted to the Senate Educational Policy Committee as EP.17.74. It was carried over from the 2016-2017 academic year and reviewed and approved by the Senate Educational Policy Committee at the first meeting of the 2017-2018 academic year on August 28, 2017.

Frequently asked questions along with their answers are included in the attached FAQ.

RECOMMENDATIONS

Together with the GEB, the Senate Committee on Educational Policy recommends approval of the attached changes to the Guidelines for General Education Courses.

Text to be added is underscored and text to be deleted is ~~struck through~~.

SENATE COMMITTEE ON EDUCATIONAL POLICY

Gay Miller, Chair
 Ray Benekohal
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Guidelines for General Education Courses

General Education Board - University of Illinois at Urbana-Champaign

(derived from GB.91.02)

The Morrill College Land Grant Act of 1862 under which the University of Illinois at Urbana-Champaign was founded sought to promote “liberal and practical education” and included both specialized education in the agricultural and mechanical arts and General Education in other “scientific and classical studies.” From its founding, the University of Illinois faculty has maintained requirements recognizing the Morrill Act’s distinct but complementary goals of specialized and General Education. These educational aims remain vital today, with specialized or professional education intended to prepare students for their chosen careers and with General Education intended to increase their knowledge and understanding of the wider range of historical, philosophical, scientific, political, ethical, and aesthetic concerns, and other dimensions of thought and human experience. Specialized and General Education are complementary educational aims that generate the basic framework for undergraduate education at the University of Illinois at Urbana-Champaign.

To appropriately balance specialized with General Educational aims, the UIUC Senate adopted a revised set of General Education requirements in 1989 and made provisions for the creation of a Campus-wide General Education Board to implement the new requirements. This document outlines guidelines from the General Education Board that must be met by courses proposed for General Education credit. These guidelines are distributed at this time so that departments may make use of them as they undertake revisions in courses and curricula in response to the new requirements. Additional guidelines concerning the specific form course proposals must take and the nature of the course review and approval process will be distributed separately.

The remainder of this document is divided into several sections. The first outlines a set of guidelines that apply to all General Education courses. This section is followed by separate sections outlining guidelines for courses within specific content areas.

Part I: General Guidelines for All General Education Courses

1. Basic Requirements and Instructional Goals to be met by General Education Courses

- 1.1 In addition to meeting the basic requirements and instructional goals set forth in this section, a course approved for General Education credit must meet the requirements of a specific General Education content area as set forth in Part II of this document.
- 1.2 General Education courses must strive to broaden students’ understanding of human thought and achievement, to provide them a richer context within which to understand their own fields, to develop their communication skills, and to enhance their critical thinking about the materials in the course.
- 1.3 General Education courses should be designed to give students an opportunity to gain understanding of how significant data in a particular discipline or area of study are collected and analyzed, and the

13 theoretical underpinnings for these processes. Thus, General Education courses should focus on data
14 and methods appropriate to the area.

15 1.4 General Education courses stress the importance of the students' ability to communicate. Appropriate
16 means of developing and assessing the students' skills of communication relevant to the area, its data,
17 and its methods should form a significant component of all General Education courses. Thus, where
18 appropriate, General Education courses should include one or more of the following as graded exercises:
19 writing assignments, moderated discussion, oral presentations, visual or artistic expression, or written
20 exercises involving mathematical or other modes of formal symbolic expression.

21 1.5 General Education courses should introduce students to the theories, concepts, and methods of the
22 discipline, but should be more than superficial introductions. They should strive to present their content in
23 appropriate ways to students for whom this may be the only course taken in the discipline. At the same
24 time, they should provide majors and potential majors in the discipline a meaningful introduction. In some
25 disciplines, the same course might serve both for General Education and as an introductory course for
26 the majors in those fields; in other disciplines; distinct courses might be indicated for these purposes.

27 1.6 General Education courses should deal broadly with the discipline or subject matter; in most
28 instances, courses that concern narrowly focused topics or cover only a small sub-area of the discipline
29 or field are not appropriate for General Education. Usually, General Education courses will be 100- or
30 200-level courses; however, an upper-level course may be approved for meeting the General Education
31 requirement if the course deals with the methodological or subject-matter issues of the discipline in
32 sufficiently broad scope. In some instances the same course may fulfill the requirements for a major or a
33 minor and for General Education.

34 1.7 Where appropriate, General Education courses should help students become familiar with scholarship
35 on the significance of women and gender. Material drawn from this scholarship should be an integral part
36 of a substantial number of General Education courses. To assure the effective implementation of this
37 guideline the General Education Board will work with departments, colleges, and the campus
38 administration to assure that there are adequate instructional development vehicles (workshops,
39 seminars, course development funds, etc.) to aid the faculty in integrating the significant and increasingly
40 visible scholarship about women and gender into General Education courses.

41 1.8 Individual courses will be approved to satisfy only one General Education requirement except as
42 follows. Exceptions are the Advanced Composition, Quantitative Reasoning II, and the Cultural Studies
43 requirements.

44 1.9 Courses approved for General Education should be for at least three hours credit, and classes should
45 meet for at least three hours a week.

46 1.10 Although courses may form part of a sequence, the first course of such a sequence should be
47 complete in itself, so that the students' understanding of the subject is not unduly limited if they do not
48 take the second-level course.

49 1.1 Courses with variable content (open topic courses such as 199 and 299) will not be approved as
50 General Education courses except in the case of the Advanced Composition requirement where the
51 demands of the writing component of the course remains stable across variable topics
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2. Expectations for Offering, Staffing, and Evaluating General Education Courses

2.1 General Education courses should be offered on a continuing and regular basis, though they need not be offered every year. Once approved, departments must agree to offer a General Education course for a minimum of three years on a regular basis (e.g., every semester or once a year).

~~2.2 Courses approved for General Education credit will be thoroughly reviewed and reevaluated at the end of the initial three-year period and will be reapproved or disapproved by the GEB in accord with procedures approved by the Vice-Chancellor for Academic Affairs and the Senate Educational Policy Committee. Thereafter, courses will continue to be reviewed and reapproved or disapproved on a regular, though more extended, basis as is determined to be the minimal amount of time feasible for careful reviews by General Education Board members.~~

2.3 A department offering an approved General Education course is responsible for assuring that the course is taught in line with the guidelines for General Education courses as summarized in the proposal seeking certification of the course for General Education credit. In pursuit of this goal, departments must have clear procedures for informing instructors about the guidelines and the certification proposal.

2.4 Responsibility for a General Education course rests with the department and normally should be exercised by ~~a staff member of at least the rank of Assistant Professor~~ a tenure-track, tenured, or specialized faculty member. Teaching assistants may teach General Education courses, including autonomous sections, under the close and regular supervision of an appropriate staff member.

2.5 Departments offering General Education courses have responsibility for developing appropriate means for preparing, supervising, and providing guidance to teaching assistants assigned to General Education courses.

2.6 Departments are responsible for assuring adequate staffing of General Education courses to be able to provide students the appropriate graded feedback on their work necessary to meet the disciplinary thinking and communication skill development objectives of General Education, as outlined in 1.4 above.

~~2.7~~ Departments are responsible for assuring that there is appropriate and thorough evaluation of instruction in all courses approved for General Education. To assure the ongoing improvement of their General Education courses, departments are encouraged to develop and regularly employ discipline-appropriate methods of assessing instructional quality that include both peer review and student evaluations.

2.8~~7~~ Departments are responsible for developing appropriate instructional formats for courses proposed for General Education. The course format should not only be appropriate to the discipline and course content, but also should be consistent with the aims of General Education. In most instances the goals of General Education as set forth in these guidelines will not be met by instruction with mass lectures as the sole means of delivering instruction.

Part II: Guidelines for Courses in Specific Areas

Guidelines for courses in specific areas are outlined in this section.

1. English Composition

92 Each student must fulfill a two-part requirement, which is designated here as Composition I and
93 Advanced Composition (formerly Composition II).

94 **1.1 Composition I**

95 1.1.1 The Composition I course requirement may be met by satisfactory completion of an approved
96 course, taken at an appropriate skill level, in Rhetoric, Communication, or English as an ~~International~~
97 Second Language.

98 1.1.2 Courses approved as meeting the Composition I requirement should be (a) courses that have
99 instruction in writing as a primary emphasis; (b) include a full semester (or equivalent) of frequent and
100 regular (e.g., weekly) writing assignments; (c) emphasize critical thinking, development of ideas, clarity of
101 expression, and organization in addition to correct grammar, spelling, and formal writing structure; (d)
102 emphasize multi-draft writing assignments; and (e) involve rigorous evaluation of writing assignments.

103 1.1.3 Courses approved for Composition I must have extensive and well-conceived systems for the
104 preparation and ongoing supervision of teaching assistants. This should include a carefully designed and
105 substantial orientation program and/or in- service education program for new teaching assistants
106 assigned to the course. There should be substantial faculty participation in the Composition I courses,
107 including classroom instruction and, most importantly, significant and sustained involvement in guiding
108 the instructional work of teaching assistants assigned to the courses.

109 1.1.4 Courses approved for Composition I should be taught with section sizes consistent with the goal of
110 promoting development of writing through directed rewriting following careful evaluation.

111 **1.2 Advanced Composition (formerly Composition II)**

112 1.2.1 The Advanced Composition requirement is met by completing an approved writing-intensive course.
113 This requirement will normally be completed on the UIUC campus. Courses taken elsewhere must be
114 individually evaluated and substantial documentation of the writing component provided if they are to
115 satisfy the requirement.

116 1.2.2 Approved Advanced Composition courses may be in any department on the Campus, and will fall
117 into one of three categories: (a) approved courses in the rhetoric and communication disciplines that build
118 upon the Composition I requirement and have writing as their principal focus; (b) approved courses
119 meeting another area of the General Education requirements that have a substantial writing component;
120 and (c) approved courses meeting requirements within a major, minor, or elective field of study that are
121 designed to require and enhance writing in the disciplinary subject matter. All departments are strongly
122 encouraged to develop writing-intensive courses. Departmental undertakings in this area will be
123 supported by the campus-wide Center for Writing Studies.

124 1.2.3 Approved courses meeting the Advanced Composition requirement can be at any level.

125 1.2.4 Courses approved to meet the Advanced Composition requirement must involve writing
126 assignments that (a) demand analysis and synthesis of the subject matter of the course, or in the case of
127 writing courses in the rhetoric and communication disciplines, application of the principles under study; (b)
128 require substantial original composition (typically totaling at least 20 to 30 pages over the course of a
129 semester); and (c) involve multiple drafts as graded exercises throughout the course of the semester. By
130 special permission of the General Education Board a two-course sequence may be certified as fulfilling
131 the Advanced Composition requirement, if the writing component of the sequence meets the standards

132 specified for certification of a single course; credit for Advanced Composition will not be given for
133 completing only one course in the sequence.

134 1.2.5 The student-instructor ratio in courses approved to meet the Advanced Composition requirement
135 should permit the thoughtful appraisal of written assignments. A substantial portion of the overall course
136 grade should be based upon evaluation of the quality of written assignments.

137 **2. Quantitative Reasoning**

138 Each student must fulfill a two-part Quantitative Reasoning requirement, designated Quantitative
139 Reasoning I and II.

140 **2.1 Quantitative Reasoning I**

141 To fulfill the Quantitative Reasoning I requirement the student must receive credit for at least one college-
142 level course in mathematics, computer science, statistics, or formal logic. Guidelines for courses meeting
143 the Quantitative Reasoning I requirement in each of these areas are detailed below.

144 2.1.1 Completion of the Quantitative Reasoning I requirement with a college-level course in mathematics
145 shall involve one of the following: (a) a course in calculus or a mathematics course for which calculus is
146 prerequisite; (b) an approved course in mathematics which emphasizes that mathematics involves logical
147 thought processes and places little emphasis upon memorization and manipulation of mathematical
148 formulas.

149 Clear organization and exposition of mathematical thought is to be expected throughout a course in
150 Category (b). For instance, such a course might expose the student to the process of formulating
151 conjectures on the basis of the study of examples, followed in elementary situations by finding proofs of
152 the conjectures. A course in Category (b) should not cover primarily material included in high school
153 courses in algebra, geometry, and trigonometry used to meet the Campus entrance requirements.

154 2.1.2 Courses in computer science approved as meeting the Quantitative Reasoning I requirement must
155 involve problem formulation, algorithm development, a significant amount of coding in a programming
156 language, and the application of computer programs to the solution of problems in one or more fields,
157 including, for example, agriculture, education, engineering, natural science, social science, business,
158 and/or architecture.

159 2.1.3 The Quantitative Reasoning I requirement may be met by a course in probability and statistics.
160 Approved courses should emphasize the relationships between the assumptions of the probabilistic and
161 statistical models presented and the conclusions drawn. The course(s) should not be primarily “cookbook”
162 in nature and must require that students understand when it is appropriate and inappropriate to apply
163 particular models.

164 2.1.4 The Quantitative Reasoning I requirement may be met by any course in philosophy that emphasizes
165 the forms and methods of symbolic logic and scientific reasoning. The course must introduce students to
166 the techniques of formal logic, including truth-functional logic and quantification theory; methods for the
167 evaluation of scientific evidence; and the use of scientific information in decision making.
168 Such course(s) must (a) teach the student how to translate verbal arguments into their symbolic
169 counterparts; (b) cover the relationships between premises and conclusions, and thus foster logical
170 thinking; and (c) involve the manipulation of symbols.

171 **2.2 Quantitative Reasoning II**

172 The Quantitative Reasoning II requirement may be met in any one of the three following ways.

173 2.2.1 The Quantitative Reasoning II requirement can be satisfied by completing a second course that has
174 been approved to satisfy the Quantitative Reasoning I requirement.

175 2.2.2 The Quantitative Reasoning II requirement can be met by completing a course from the areas of
176 mathematics, computer science, statistics, or formal logic that builds upon and expands a prerequisite
177 course taken to meet the Quantitative Reasoning I requirement.

178 2.2.3 The Quantitative Reasoning II requirement can be met by an approved course in any department at
179 the 100, 200 or 300- level in which at least 25 percent of the course material and graded material require
180 the use of mathematics, computer science, probability and statistics, or symbolic logic consistent with the
181 Quantitative Reasoning II guidelines, as described below.

182 2.2.3.a. The Quantitative Reasoning II requirement may be met by a course that incorporates
183 mathematics. The course should include one of the following: (a) the use of calculus or mathematics for
184 which calculus is a prerequisite; (b) mathematics which involves logical thought processes and places
185 little emphasis on memorization and manipulation of mathematical formulas. Clear organization and
186 exposition of mathematical thought is to be expected in a course in Category (b). A course in Category (b)
187 should not cover, but may be based on, material included in high school courses in algebra, geometry,
188 and trigonometry used to meet the Campus' entrance requirements. 2.2.3.b. The Quantitative Reasoning
189 II requirement may be met by a course that incorporates the following computer science principles:
190 problem formulation; algorithm development; coding in a programming language; and the application of
191 computer programs to the solution of problems. 2.2.3.c. The Quantitative Reasoning II requirement may
192 be met by a course that incorporates probability and statistics. Approved courses should emphasize the
193 relationships between the assumptions of the probabilistic and statistical models presented and the
194 conclusions drawn. The material should not be primarily "cookbook" in nature and must require that
195 students understand when it is appropriate and inappropriate to apply particular models. 2.2.3.d. The
196 Quantitative Reasoning II requirement may be met by any course that incorporates philosophy which
197 emphasizes the forms and methods of symbolic logic and scientific reasoning including: formal logic,
198 including truth- functional logic and quantification theory; methods for the evaluation of scientific evidence;
199 and the use of scientific information in decision making. The material must: (a) include the translation of
200 verbal arguments into their symbolic counterparts (b) cover the relationships between premises and
201 conclusions, and thus foster critical thinking; and (c) involve the manipulation of symbols.

202 **3. Language Other Than English**

203 To ensure that all UIUC graduates will have a working knowledge of a language other than ~~their primary~~
204 ~~language~~ English, each student must obtain credit or demonstrate proficiency at the third college
205 semester level or satisfactorily complete the third secondary school year of ~~another~~ language other than
206 English.

207 3.1 To have its language course sequence approved as meeting the General Education requirement,
208 each language department must develop a statement of competencies expected of a student
209 satisfactorily completing the third-semester level course. These competencies should be stated as a
210 range of skills in reading, writing, speaking, and listening that demonstrate general language proficiency
211 and contribute to cultural understanding. These competencies will vary from one language department to
212 another.

213 3.2 Courses approved as meeting the Language Other Than English requirement should have well
214 designed systems for the preparation and ongoing supervision of teaching assistants by faculty.

215 3.3 Courses approved as meeting the Language Other Than English requirement should be taught with
216 section sizes small enough to promote development of a substantial working knowledge of the language.

217 **4. Natural Sciences and Technology**

218 Each student must satisfactorily complete at least ~~nine~~ six credit hours of approved coursework in the
219 Natural Sciences and Technology. Guidelines for Physical Sciences, Life Sciences, and Technology
220 follow.

221 4.1 To be approved for General Education credit, a course in the Physical Sciences (a) must be
222 introductory in nature and present (or have as a prerequisite a college course that presents) the
223 fundamentals of the physical science; and (b) should emphasize scientific methodology by involving the
224 student in making observations, evaluating data, and solving problems. The course may be one required
225 for majors in the physical sciences and technology or a course designed for non-specialists; courses
226 designed for non-specialists should include coverage of the relationship of the physical science to human
227 and environmental problems.

228 4.2 To be approved for General Education credit, a course in the Life Sciences (a) must be an
229 introductory course which presents (or has as a prerequisite a college course that presents) the
230 fundamentals of biological science, including genetics/speciation/evolution, growth/differentiation,
231 metabolism/bio-energetics and ecology/ethology; and (b) should emphasize scientific methodology by
232 involving the student in making observations, evaluating data, and solving problems. The course may be
233 one required for majors in the life sciences and technology or a course designed for non-specialists;
234 courses designed for non-specialists should include coverage of the relationship of the life sciences to
235 human and environmental problems. Introductory courses for majors in the life sciences that do not cover
236 all the topics specified under (a) above may be certified for General Education credit by special
237 permission of the General Education Board.

238 4.3 Courses that are approved for General Education credit in the Natural Sciences and Technology
239 category may focus primarily on technology and its application to the Natural Sciences. However, these
240 courses must be submitted for approval in either the Physical Sciences or Life Sciences and satisfy the
241 requirements listed above. Courses with an emphasis on technological application (a) should emphasize
242 the applications of the sciences to the solution of human and societal problems; (b) should be
243 comprehensive enough to give a broad perspective on the implications of technology to society; and, (c)
244 should emphasize the problem-solving nature of technology by involving the student in such activities
245 rather than being simply descriptive and requiring only memorization of facts.

246 **5. Humanities and the Arts**

247 Each student must satisfactorily complete at least ~~nine~~ six credit hours of approved coursework in the
248 humanities and the arts. ~~At least~~ It is recommended that one course ~~must~~ be from an approved list of
249 courses in literature and the arts and ~~at least one must be~~ the other from an approved list of courses in
250 historical and philosophical perspectives.

251 5.1 The Humanities and the Arts are those studies which foster skill in communication; discriminating
252 judgment and the appreciation of ideas; an understanding of human cultural traditions; an appreciation of
253 cultural, ethnic and national diversity; conceptions of literary, artistic, philosophical or historical criticism;
254 and reflection on goals for human life. All courses approved for General Education credit in the

255 Humanities and the Arts should fulfill these goals by (a) introducing students to the typical critical
256 approaches and methods utilized in the discipline and to past accomplishments in the field; (b) relying
257 substantially on primary texts and sources; (c) requiring substantial writing; and (d) approaching their
258 subjects in ways that would be intellectually challenging for majors as well as non-specialists.

259 5.2 Courses in literature approved for General Education credit (a) should involve study of texts, in prose
260 or verse, that have exemplary style and express themes of more than temporary value; and (b) should
261 address appropriate issues concerning the work's author, structure and content, language and style,
262 historical context and audience, and expressed and implied cultural attitudes and values.

263 5.3 Courses in the arts approved for General Education credit (a) will study the art forms produced
264 through the written arts, music, architecture, dance, theatre, painting, sculpture, other visual arts; (b) will
265 address appropriate issues concerning the characteristics and essential qualities of the medium; (c) and
266 will address such basic questions as the social function of the art form, its means of conveying meaning,
267 and how it and other art forms are to be evaluated. Courses in the arts approved for General Education
268 credit may involve the student in the experience of the actual doing of the art; to be approved for General
269 Education credit, such courses must meet both the general criteria for all Humanities and the Arts
270 courses as well as those detailed in this paragraph for courses in the arts.

271 5.4 Courses presenting a historical perspective for General Education credit (a) should attend to
272 questions of continuity in human experience and elucidate how human institutions, ideas, beliefs, and
273 social structures have developed; (b) should facilitate individuals' understanding of who they are and how
274 their society came to be by promoting a fuller cognizance of human traditions; (c) should foster a "sense
275 of the past" that allows individuals to learn from the successes and failures of their predecessors; and (d)
276 should nurture social sensitivity and lessen provincialism. Courses with a historical perspective that are
277 approved for General Education credit should (a) pursue these goals by surveying a broad chronological
278 and/or geographic aspect of human history; and (b) combat present-mindedness and deficiencies in
279 historical knowledge by familiarizing students with significant movements, persons and events in their
280 intellectual, social, economic, and political contexts.

281 5.5 Courses presenting a philosophical perspective for General Education credit (a) should involve critical
282 inquiry into problems of human thought, value, or existence; (b) should engage students in the critical
283 and/or historical study of philosophical issues; and (c) should involve either (i) attention to contemporary
284 philosophical works presenting different perspectives on recurring intellectual, cultural, or social issues
285 and problems; or (ii) study of an important institution, discipline or practice (e.g., law, religion, art,
286 reasoning, science) that explores its place in life generally, its relation to others endeavors, and its claim
287 to importance.

288 **6. Social and Behavioral Sciences**

289 Each student will satisfactorily complete at least ~~nine~~ six credit hours of approved coursework in the
290 social and behavioral sciences. ~~At least~~ It is recommended that one course ~~must~~ be from an approved list
291 of courses in social sciences and ~~at least one~~ the other course ~~must be~~ from an approved list of courses
292 in behavioral sciences.

293 6.1 To be approved for General Education credit, a Social Science course (a) should provide
294 opportunities for studying social groups, institutions, and organizations, and their context; (b) should have
295 a primary emphasis upon persons in relation to others and their environment; (c) should formulate basic
296 questions and inquiry about the nature of social life through both interpretive and systematic analyses; (d)

297 should address a broad area, chronologically, geographically or culturally; and (e) should reflect concern
298 both for methodological and substantive issues.

299 6.2 To be approved for General Education credit, a Behavioral Science course (a) should concern the
300 empirical approach to the study of human behavior; (b) should be broadly conceived; and (c) should give
301 appropriate attention to both the general issues and methods of the behavioral sciences.

302 6.3 For courses that might involve some crossover between the Social Sciences and the Behavioral
303 Sciences or between the Social Sciences and the Humanities, departments are responsible for proposing
304 and defending courses as appropriate candidates for a particular General Education category.

305 **7. Cultural Studies**

306 Each student must obtain General Education credit for ~~two~~ three courses (at least nine hours) approved
307 for satisfaction of the Cultural Studies requirement. One of these must be approved and designated as
308 concentrating on Western culture, ~~and one on either non-Western culture, and one on~~ or U.S. Minority
309 culture. These courses may fulfill other curricular requirements, but ~~may not both be taken from the same~~
310 General Education no single course can fulfill multiple Cultural Studies categories.

311 7.1 Courses approved as meeting the Cultural Studies requirement (a) should be concerned broadly with
312 culture understood as the interaction among the intellectual, artistic, political, economic, and social
313 aspects of a society ~~of or~~ or other cultural grouping; (b) should treat topics and issues that can be expected
314 to promote a deepened understanding of the culture(s) focused upon; and (c) provide either (i) a broad
315 description and analysis of the interaction of intellectual, artistic, political, economic, social, and other
316 aspects of a society's cultural life; (ii) an intensive investigation of the cultural life of a society or group in a
317 particular time and place; (iii) a focused investigation of particular aspects of a society's or group's culture
318 (e.g., its art, literature, and music); or (iv) a comparative investigation of cultural systems and the
319 development of constructs for cross-cultural sensitivity and analysis.

320 7.2 Courses approved as Western Cultures courses should provide deepened understanding and
321 appreciation of significant aspects of the cultural tradition evolved from the confluence of Greek and
322 Roman philosophical thought and European religious traditions (i.e., the cultural traditions associated with
323 European and North American countries).

324 7.3 Courses approved for the Non-Western Cultures category (~~including U.S. Minority cultures~~) should
325 provide deepened understanding and appreciation of significant aspects of cultural traditions originating
326 outside the Western cultural tradition ~~or outside the dominant cultural tradition of the United States.~~

327 7.4 Courses approved for the U.S. Minority Cultures category should provide deepened understanding
328 and appreciation of significant aspects of the cultural tradition of a socially-significant, non-dominant
329 population of the United States. Courses that focus on a racial minority should appropriately and
330 substantially address the experiences, conditions, and perspectives of that population. Courses that
331 focus on socially-significant, non-racial minority identities (for example, sexuality, gender, religion, and
332 disability) or broadly on diversity, inequality, or discrimination should significantly represent the
333 experiences of U.S. racial minority populations.

334 7.54 Departments may also wish to develop courses that treat western and non-western cultures
335 comparatively in the same course. Such courses will count in the Western Cultures category.

336 7.65 In some instances, it will be difficult to ascertain whether cultures are Western or non-Western from
337 purely geographical or group designations (e.g., Latin America or Middle East), and appropriate

338 categorization will depend upon the emphasis of the particular course. Departments shall be responsible
339 for designating and providing the rationale for proposed categorizations.

340 **8. Perspectives on Women and Gender**

341 The Senate has directed that material drawn from the scholarship in the various fields of inquiry on the
342 significance of women and gender be made an integral part of a substantial number of General Education
343 courses. Attention to such materials is important both to enhance students' awareness of the
344 contributions made by women in scientific, artistic, political, economic, and intellectual arenas and to
345 further understanding of the changing and dynamic nature of gender roles and relationships in
346 contemporary society.

347 8.1 The general guidelines detailed above applying to all General Education courses state that "where
348 appropriate, General Education courses should help students become familiar with scholarship on the
349 significance of women and gender. Material drawn from this scholarship should be an integral part of a
350 substantial number of General Education courses." Departments must take special care to assure that
351 appropriate attention is given to scholarship concerning women and gender issues in courses proposed
352 for General Education approval.

353 8.2 Departments are also encouraged to develop courses for General Education credit that focus directly
354 upon women and gender issues. Courses should be available that explore such issues from a variety of
355 perspectives (historical, economic, social, cultural, etc.).

356 8.3 As a means of expanding students' exposure to the contribution of women in the various disciplines,
357 faculty proposing courses should give attention to assuring that appropriate scholarship by women is
358 included in courses proposed for General Education credit.

359 8.4 As was noted in the general guidelines above, the General Education Board will work with
360 departments, colleges, and campus administration to assure that there are adequate instructional
361 development vehicles (workshops, seminars, course development funds, etc.) to aid the faculty in
362 integrating the significant and increasingly visible scholarship about women and gender into General
363 Education courses.

FAQ for EP.17.74 Proposed Revisions to the Guidelines for General Education Courses (GB.91.02)

Background: In May, 2016, the Senate approved [EP.16.80](#), which amended the general education requirements for all baccalaureate degree programs such that, effective starting in the Fall, 2018 term, undergraduates will be required to complete three Cultural Studies courses: One Non-Western Cultures course, one U.S. Minority Cultures course, and one Western Cultures course. EP.16.80 also charged the General Education Board to:

- 1) Review criteria for approval of courses in all Cultural Studies categories and for courses to be approved in multiple General Education categories. Proposed changes were to be submitted to the Senate Educational Policy Committee on or before December 31, 2016.
- 2) Review disparities between [EP.89.09](#) as amended by EP.16.80 and [GB.91.02](#) on one hand and the implementation of General Education as amended by EP.16.80 on the other hand, and recommend further amendments or revisions to EP.89.09 and/or GB.91.02. This reconciliation was due to the Senate Educational Policy Committee on or before March 1, 2017.

Item #1 was submitted to the Senate Educational Policy Committee as [EP.17.51](#) and was reported to the Senate on March 6, 2017. On February 27, 2017, item #2 was submitted to the Senate Educational Policy Committee as EP.17.74. It was carried over from the 2016-2017 academic year and reviewed and approved by the Senate Educational Policy Committee at the first meeting of the 2017-2018 academic year on August 28, 2017.

Q: What is EP.89.09?

A. EP.89.09 is the policy on general education written by the Senate Educational Policy Committee and approved by the Senate. It revised general education requirements that were set in 1962 and had essentially remained in place from 1962 until 1989.

Q. What is GB.91.02?

A. GB.91.02, written by the General Education Board in 1992, sets the guidelines for general education courses. It has both basic requirements for all courses as well as category-specific requirements. Academic units reference GB.91.02 for guidance in revising and proposing courses for general education certification and recertification, and the General Education Board uses the criteria outlined in GB.91.02 when reviewing these course proposals.

Q. What is the purpose of EP.17.74?

A. The purpose of EP.17.74 is a reconciliation mission—to bring up-to-date the policies that were established in 1989 such that they are aligned with current practice, and to incorporate the amendment of EP.89.09 by EP.16.80. It updates GB.91.02 so that the Gen Ed Board and the academic units who use this document for reference have clear and current guidelines.

Q. Does EP.17.74 change policy?

No. GB.91.02, the document EP.17.74 amends, is a practice document, not a policy document. The Gen Ed Board did not propose any changes to general education policy in EP.17.74. The edits to the number

of hours required in certain categories is not a change in policy; rather, this is reflective of practice around General Education on this campus that has been in place for several years. For the sake of transparency for all stakeholders, it is important to have an accurate practice document. EP.17.74 edits GB.91.02 to create that accurate documentation of practice.

Q. EP.17.74 contains language on the criteria for courses to be approved in the U.S. Minority Cultures category (7.4). Is the criteria open for debate to assess if that language meets the directive of the Senate as set forth in EP.16.80?

A. No. The language in 7.4 for the criteria for courses in the U.S. Minority Cultures category was approved by the Senate Educational Policy Committee as EP.17.51, which was reported to the Senate on March 6, 2017. EP.17.74 solely addresses #2 of the charge to the Gen Ed Board from EP.16.80, and in bringing the practice document, GB.91.02, in alignment with both current practice as well as implementation of General Education as amended by EP.16.80, EP.17.74 simply incorporates the language for the Cultural Studies criteria as set forth in EP.17.51.

Q. Does passage of EP.17.74 prohibit future consideration of amendments to general education?

A. No; as noted previously, EP.17.74 updates practice documents so they are current and does not preclude reconsideration of General Education policy in the future.

Comparison of the General Education Requirements from EP.89.09 with Current Practices

Requirement	EP.89.09 Hours	Current Practice/EP.17.74 Hours
Composition I	4-6	4-6
Advanced Composition	3-4	3-4
Language Other than English ¹	0-20	0-20
Natural Science & Technology	9 ²	6
Humanities & the Arts	9 ³	6
Social & Behavioral Science	9 ⁴	6
Cultural Studies ⁵	6	9

¹The Colleges of Liberal Arts and Science and Business require proficiency through the fourth level of one language other than English; all other colleges require proficiency through the third level. Language Other Than English courses are either four- or five-hours credit. A student who fulfills this requirement in high school will not be required to take any additional coursework (hence, the minimum of 0 hours); a student in LAS or BUS who chooses a language that has courses which are five hours each would need the maximum noted in the table, 20 hours.

²EP.89.09 recommends one course in Physical Sciences and one course in Life Sciences, with at least one of these courses “involv(ing) substantial experience in laboratory methods.”

³EP.89.09 indicates at least one course from the 9 hours must be in the Literature and the Arts and at least one course must be in the Historical and Philosophical Perspectives.

⁴EP.89.09 indicates at least one course from the 9 hours must be in the Social Sciences and at least one course must be in the Behavioral Sciences.

⁵EP.89.09 stipulates one course must be a Western Cultures and the other either a non-Western or U.S. Minority Cultures. EP.16.80 changed this requirement to one Western Cultures, one non-Western Cultures, and one U.S. Minority Cultures.

**UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE**
Equal Opportunity and Inclusion
(Final; Action)

EQ.18.01 Resolution on Planned Termination of Deferred Action for Childhood Arrivals Policy

Whereas, the President of the United States has announced the planned termination of the Deferred Action for Childhood Arrivals (DACA) policy, imperiling the futures of many students at the University of Illinois, and many young people nationwide; and

Whereas, the President of the University of Illinois System has declared the inconsistency of this policy shift with our commitment to high-quality and accessible education to “all qualified and deserving students” and pledged support for students through the process of DACA elimination; and

Whereas, the Chancellor of the University of Illinois at Urbana-Champaign has affirmed the importance of all students, faculty, staff and visiting scholars to the University’s mission, recognized how critical immigrant students in particular are to the University, and pledged to advocate for access of undocumented and DACA students to full educational opportunities; and

Whereas, undocumented students themselves have registered the need of University support for enhanced financial aid opportunities accessible to them, counseling services during this difficult and frightening time, and assistance in access to legal advice; therefore

Be it resolved, that the Senate of the University of Illinois at Urbana-Champaign commends and endorses the System President’s and University Chancellor’s statements of recognition concerning the importance of immigrant students, faculty, and staff, whether documented or undocumented, to the University mission, as well as their pledges of support and aid; and

Be it also resolved, that the Senate encourages the University to actively consult with imperiled undocumented students, faculty and staff themselves in organizing such support; and

Be it also resolved, that the Senate recommends that the University pursue possible sources for expanded financial aid and legal advice to extend to undocumented students as they face new uncertainty in completing their educations; and

Be it also resolved, that Senate members stand ready to provide advice, support, and organizational work to an inclusive and community-wide institutional plan to support immigrant students, faculty and staff.

EQUAL OPPORTUNITY AND INCLUSION

Kathryn Oberdeck, Chair
Kendall Brooks
Tina Cowsert
Jadyn Harris
Yih-Kuen Jan
Harley Johnson
JJ Pionke

CRITERIA/REQUEST FOR NOMINATIONS FOR HONORARY DEGREES

The Senate Committee on Honorary Degrees invites nominations for honorary degree awards. You are urged to nominate, through your unit, outstanding candidates for Honorary Degree awards. Nomination procedures are detailed below.

Nominations will be considered throughout the year. Nominations and supporting materials received by the end of the fall semester will be considered for the degree at the end of the next academic year. The Committee urges all units contemplating submitting a nomination to begin their preparation as soon as possible.

The Committee very much appreciates your help in identifying outstanding individuals whom the University can honor and, in so doing, honor itself. If you have any questions or need additional information, please contact the Senate Office (333-6805).

For your convenience, here's an honorary degree nomination form you may use to submit a name to the Committee. Under Basis for Nomination please include a one paragraph summary of the nominee's accomplishments and rationale for the awarding of an honorary degree. This item may be used by the Committee in preparing further documents for consideration by the full Senate.

QUALIFICATIONS

The prime, controlling consideration should be distinction. The person should have made a distinguished contribution to knowledge and creativity in the relevant field of endeavor, or have shown sustained activity of uncommon merit. The contributions may be made in a wide range of activities; the following list is not exhaustive:

- Scholarship, in any discipline: major breakthroughs in knowledge in fields of scholarly work.
- Creative Arts, in the broad sense of the term: literature, music, architecture, engineering, et al; the development of new frontiers of creativity.
- Professions: distinguished contributions, innovative work of distinction.
- Public Service: outstanding achievement in statesmanship, administration, legislative activity, the judiciary, non-governmental civic activity.
- Business, Industry, Labor: outstanding, innovative activity.

Following Senate guidelines, the Committee will consider, but not be bound by, the degree to which the candidate has had some association with Illinois - the University or the State. While alumni of the University are not excluded, honorary degrees are not the only means of recognizing their contributions; other awards exist for this purpose. Current administrators, faculty, or staff of the University ordinarily are not eligible; emeriti are eligible even if engaged in teaching or

research at the University. Elected officials of the State of Illinois and its subordinate units and members of the Legislature, during their terms of office, ordinarily are not eligible.

Senate guidelines emphasize recommendations by departments and other academic units. A nomination coming to the Committee from a member of the Board of Trustees, an alumnus/alumna or friend of the University, will be referred to the proper academic unit for support of the faculty.

NOMINATION PROCEDURES

For full consideration by the Committee, the nominator or nominating unit should supply the following information:

1. A brief letter of nomination, summarizing the candidate's qualifications for this honor, and certifying the support of the appropriate academic unit. Support of multiple units is encouraged.
2. A brief curriculum vitae of the nominee, including addresses, telephone numbers, or other means by which the nominee can be reached. If the nomination finds substantial initial support in the Honorary Degrees Committee, additional information may be requested from the department to develop the case and to provide the Senate with the materials it needs for the final decision.
3. The names and addresses of at least four professionally-distinguished individuals who could be contacted for letters of support or further information about the candidate. For the benefit of the committee, brief biographies of the potential letter writers, indicating their qualifications and expertise, should be included. Nominators should not communicate directly with potential letter writers their intention to propose the nominee for an honorary degree, but may inform the letter writers that they may be asked for a letter of support, provided the specific nature of that request is kept confidential. In certain cases, such advance notice may be helpful in ensuring a prompt and timely response to the committee's eventual request. It is hoped that oral communications among professional colleagues will help assure the confidentiality of the decision process.

NOMINATION FOR AN HONORARY DEGREE

Date of Nomination: _____

Name of Nominee: _____

Address: _____

Current Position: _____

Referees' names and contact information. Please list at least four professionally-distinguished individuals who could be contacted for letters of support or further information about the candidate. Information regarding the qualifications of these individuals should be included.

1. NAME: _____ PHONE: _____

ADDRESS: _____

EMAIL: _____

CURRENT POSITION/QUALIFICATIONS: _____

2. NAME: _____ PHONE: _____

ADDRESS: _____

EMAIL: _____

CURRENT POSITION/QUALIFICATIONS: _____

3. NAME: _____ PHONE: _____

ADDRESS: _____

EMAIL: _____

CURRENT POSITION/QUALIFICATIONS: _____

4. NAME: _____ PHONE: _____

ADDRESS: _____

EMAIL: _____

CURRENT POSITION/QUALIFICATIONS: _____

Basis for Nomination: _____

Additional materials may be attached.

Nominator: _____

Department: _____ Phone: _____ Email: _____

Please return this form and a letter of nomination by campus mail, marked CONFIDENTIAL, to:

University of Illinois
Chair of the Senate Committee on Honorary Degrees
c/o Senate Office, 228 English Building (MC-461)
608 South Wright Street
Urbana, IL 61801 USA

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

SC.17.15 Report on the May 11, 2017 meeting of the Board of Trustees of the University of Illinois System held at the University of Illinois at Springfield

The meeting was formally called to order by BOT Chairman Koritz after an executive session which ran until shortly after 10 a.m.

Chairman Koritz opened the meeting with comments about commencement ceremonies and what a wonderful experience to participate in these ceremonies.

The UI State song Illinois was performed by four singers at UIS.

Chairman Koritz installed new Trustee Donald Edwards by reading the obligations of UI Trustees.

Chairman Koritz announced current committee reassignments. Jill Smart is BOT liaison to alumni association; Tim Koritz is BOT liaison to Foundation.

President Killeen gave introductions of university officers and various campus leaders present.

Chancellor Koch (UIS) welcomed the BOT with comments about current UIS circumstances:

- UIS is working hard for a great freshman class in a competitive environment.
- Several important leadership searches in recent past, including new UIS Provost Dennis Papini.
- New agreement with new collective bargaining unit at UIS.
- New student Union – ribbon cutting Sunday January 14, 2018 at 2 p.m.; expect to have BOT meeting then at UIS.
- New Shakespeare garden.
- Prof. Scott Day awarded teaching research scholar award.
- UIS baseball team has been having a record breaking year – 31 wins so far this season and they are number 3 seed in their conference.
- This Saturday, 22nd commencement; largest commencement in the 47 year old University.

President Killeen's comments key points from Pillar 3 of Strategic Framework:

- Healthy future for IL
- A bedrock commitment to help drive our state to a better future.
- Relentlessly student centered; call ourselves The Public University.
- IPAC provides for predictable funding and our commitment to the State of Illinois in exchange for tangible metrics.
- Developing human capital – focusing on our faculty.
 - Incubator of world-class talent; enrollment now exceeds 80,000.
 - 623% increase in Latina/o enrollment. See www.uillinois.edu for the dashboard with lots of details on UI performance.
 - Investing in faculty and staff; highlighted Elizabeth Kosmetatou (UIS); Cynthia Oliver (UIUC); Robert Liden (UIC); Bijay Singh (UIUC); Luisa DiPietro (UIC).
 - UI is a magnet for World-class talent.
 - UI system is number 5 in employment in the state of IL, behind CPS, and Walmart among others ahead of us.
 - UI Health is largest public hospital in Illinois.

- If IPAC is approved, \$48 million of III will go to underrepresented groups of students;
- Faculty head-hunting initiative in the works (headline in today's NG; have to invest in new faculty; new President's Distinguished Faculty Recruitment Program – 10-15 star or rising star hires; start up inducements for facilities – no salary components.

Financial Report by Vice President/CFO Walter Knorr:

- No change in the State Budget situation - impasse continues.
- No additional funding beyond the \$351 million bridge funding.
- On April 6th, house approved \$86.5 'lifeline appropriations' from Education Assistance Fund and \$287 million for MAP; approved by house but not by the Senate; Grand Bargain still percolating.
- Financial Audit approved on March 28, 2017.
- S&P rating downgraded to A with negative Outlook.
- Moody's investors service (Aa3) we are under a warning and have 30 days before they take action. Likely will have an action for the state of IL by end of May.
- Continued advocacy for University and IPAC.
- CMS announced no change in plans for healthcare benefits plans.
- UIC hospital finished in March with positive balance for FY17; always a need to stay on top of receivables.
- Deferred maintenance over \$2 billion since 2016; made some dents but really suffering on this front.
- Big Ten University Credit Rating; we are tied with Rutgers with the lowest rating; his is a warning situation; Aaa rating goes to IN, PU (Purdue), and UMI.
- Payments on behalf (POB) represent a large percentage because of our state paying for pensions and healthcare. We are the only state in the Big Ten that receive this component which skews the metrics in many ways. The POB are considered an operating expense from the State's perspective.
- Our liquidity for spendable cash and investments – we are close to the median in the Big Ten. Purdue has largest cash balance (more than 400 days on hand).
- Total Direct debt - \$1.6 billion on the books.
- Net tuition per student: we are below median for large publics; higher in this metric is MI State, Penn State, OSU, U IA, U MN, IN, PU, U MI, Rutgers.

BOT Committee Reports:

- Audit, Budget, Finance, and Facilities Committee: report given by Trustee Ramon Cepeda
 - Received Compliance Audit Report ending March 31, 2017.
 - Recommend to full BOT all items coming from ABFF on today's agenda.
- Governance, Personnel, and Ethics Committee: Trustee Patrick Fitzgerald, Chair; report provided by Student Trustee Nathan Hoffman (UIS).
 - Report received from Lindsey Anderson. See:
 - <http://www.trustees.uillinois.edu/trustees/agenda/May-11-2017/>
- University Healthcare System Committee: Trustee Timothy Koritz, Chair
 - Could not meet so no report.
- Academic and Student Affairs Committee: Trustee Jill Smart
 - Reviewed routine appointments, new degrees, no old or new business and no presentations at the meeting.
 - Special presentations for Student Trustees. New student trustee Karina Reyes.
 - One voting student; students serve term of one year beginning July 1.
 - Recognized to say goodbye and provided certificates to: Colin Schumock (UIUC) and Nathan Hoffman (UIS) who were in attendance.

- Comments from Student Trustees:
 - Schumock (UIUC) – thank you for being able to serve; helped him to understand how large public university operates; been wonderful senior year; learned much; goal to become a faculty member somewhere; his Dad is Prof at UIC and great to have gone with Dad on bring your child to work day; he will be at Yale this next year; gave speech to freshman this past year and encouraged them to take chances; will teach President Killeen how to tie a bow-tie.
 - Hoffman (UIS) – great honor to serve; thanked UI admin; proud of UI leadership; learned something from every BOT member; what he learned the most from serving on BOT was leadership and he has evolved over time and he has had leadership experiences this year.

USC Chair, Kathy Novak – introduction for USC Presentation on education for our students:

- Presentations from Kathy Novak (UIS):
 - Teaching diversity and inclusiveness in the classroom. People with disabilities are the largest minority culture in the US.
- Presentations from Benet DeBerry-Spence (UIC):
 - UIC has high levels of minority faculty for tenure track, tenured and non-TT faculty.
 - Hispanic-Serving Institution – new \$5.3 million grant – PI – Dr. Aixa Alfonso.
- Presentation from Harley Johnson (UIUC):
 - New fall 2018 Gen-Ed Requirement on minority studies requirement – Ron Bailey, Head of Dept of AA Studies and also from CORE (Committee on Race and Ethnicity).
 - Diversity training for UIUC search committees: Wendy Heller (Head of Psychology dept and chair of DRIVE committee (
 - Dean’s Diversity Lecture Series – 7 lectures and available online.

Public Comments to the BOT: no requests.

Consideration of Agenda Items and Voting: See details of the agenda items for the meeting and various approvals: <http://www.trustees.uillinois.edu/trustees/agenda/May-11-2017/>

There are two votes taken:

1. Regular voice vote: items 1-16 on the above agenda; all passed with no oppositions.
2. Regular roll-call agenda vote: items 17-30 on the above agenda; Jim Montgomery notes item 22 is a project was from an AA firm and an alum; item 29 he recuses himself. All others pass without opposition or comment.

Final comments by President Killeen - greatly appreciates support of BOT.

Final comments from Chair Koritz – again thanks for commencement support from BOT members.

There was no Old or New Business from BOT Trustees.

The next BOT meeting will include the BOT retreat and be on July 12 (retreat) and July 13 (regular BOT meeting), 2017 in Chicago.

The meeting adjourned at 12:00 pm.

Respectfully submitted by Gay Miller, Senate Executive Committee Chair

**UNIVERSITY OF ILLINOIS
URBANA-CHAMPAIGN SENATE**

Urbana Senate Observer
(Final; Information)

SC.17.16 Report on the July 13, 2017 meeting of the Board of Trustees of the University of Illinois System held at the University of Illinois at Chicago

At the Board retreat on July 12, a panel of three guest speakers, and breakout groups, discussed three issues:

Julie Ellison, Professor of American Culture and English, University of Michigan
“The role of civic engagement in American universities”

Na'ilah Nasir, President, Spenser Foundation
“Campus inclusiveness and freedom of expression”

Peter McPherson, President, APLU
“Immigration and globalization in higher education”

At the formal Board of Trustees meeting on July 13, the following reports and decisions affected the Urbana campus:

VP and CFO Walter Knorr gave his 62nd and final presentation on the university budget. VP Knorr is retiring. The university system received \$583 millions for FY 18, ten percent less than the 2015 appropriation. The system also received \$300 million to complete what was owed from FY 17. Over \$400 million owed from FY 16 will probably never be repaid. The system received MAP program funding for FY 17 and 18. The funding come mostly from the Educational Assistance Fund (EAF), not general revenue funds (GRF). The state arranged a transfer to the Medicaid Trust Fund. The university is going to have to pick up additional costs for pensions; the amount is not clear yet. Moody's and Standard and Poor's downgraded the university credit ratings, based on their downgrade of the state.

The state GRF still owes \$16 billion in unpaid bills (it was \$4 billion in 2014).

For FY 18, the gap between tuition funding per student and state funding per student continues to grow.

Payments on behalf (health insurance) continues to grow (\$559 million for FY 17). The total annual obligation for pensions is \$873 million, of which only about \$200 million is actually paid for. Together, total payments on behalf to the university are about \$1.4 billion. The total unfunded pension obligations of the state are almost \$130 billion, long term – a major factor in the downgraded ratings of the agencies.

103 FTE were transferred from the system administration to the university campuses, continuing the trend of downsizing and decentralizing system administration, as of July 1.

The FY 18 operating budget will be prepared for the Board at the September meeting. The “ask” to IBHE for FY 19 is already being prepared.

A presentation from the three university chiefs of police discussed risk management. ERM (Enterprise Risk Management) is a system wide initiative that covers many "risk" factors (financial, etc.) This presentation focuses on safety issues and risk management. The overall strategy focused on mitigation strategies, focused on education and preventative interventions, and anticipating potential active threats before they occur. At Urbana, this program includes the "Run, Hide, Fight" initiative. "First Amendment Gatherings" (planned or unplanned) are a major area of potential concern, because of their potential to escalate. A second distinction is disruptive vs nondisruptive gatherings, and best practices for dealing with them. Strategies: Information sharing; Relationships with stakeholders; Incident decision-making processes; Protecting the rights of all concerned; Education and training.

University Senates Conference chair Kathy Novak (UIS) gave her report on the activities of the USC during the year.

The four Board committee chairs gave their reports. Various items were reviewed that will appear on the Action agenda.

The three new student trustees were welcomed.

The public comments session featured: (1) George Ploss about the discontinuation of the Executive MBA program offered by the College of Business in Chicago; (2) Patrick Thompson, a minority contractor with a contract with the Urbana campus on Freer Hall; (3) Todd Neely, an alum, discussing the issue of sexual assaults on campus. Current programs, he claims, are ineffective in addressing "acquaintance rapes."

The Board approved a resolution of appreciation for retiring VP Walter Knorr.

Board actions (affecting Urbana):

Approved James Anderson, Dean, College of Education

Approved Danita Brown Young, Vice Chancellor for Student Affairs

Approved amendments to the Urbana Senate Constitution, addressing participation by specialized faculty in the Senate.

Approved the establishment, or elimination, of several degree programs at Urbana.

Approved promotions in rank and tenure.

Approved faculty appointments to Center for Advanced Study.

Approved construction/renovation projects at Urbana: School of Labor and Employment Relations; Memorial Stadium; Law Building; Electrical and Computer Engineering Building, Civil Engineering Hydrosystems Lab, Freer Hall, and Smith Hall.

----- Nicholas C. Burbules -----

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

EP.18.06 Report of Administrative Approvals at the August 24, 2017 meeting of the EPC.

Undergraduate Programs

BS in Middle Grades Education – In the Mathematics concentration, add MATH 231, Calculus II (3 hours) and MATH 241, Calculus III (3 hours) to the list of Math Applications courses from which students are to select one course (3-4 hours). These additions expand the choices students have to fulfill the Math Applications requirement, and the change does not alter the total number of hours required for the concentration or for the major.

BS in Interdisciplinary Health – Revise the Health and Aging Concentration to add EPSY 430, Early Adolescent Development, (3 hours) and SOCW 315, Social Work Services for Older Adults, (3 hours) to the list of Health and Aging Electives from which students are to select three courses (9 hours). These additions are to expand the choices students have for elective courses, and the change does not alter the total number of hours required for the concentration or for the major.

BFA in Dance – Add MUS 132, Popular Music Studies (3 hours) to the list of courses from which students are to select 3 hours of music literature courses towards to fulfillment of the “Six hours of Music for Dance courses” requirement. This change expands the choices for students to fulfill this requirement. It does not alter the total number of hours required for the major.

Graduate Programs

PhD in Microbiology – Add into the degree program requirements list: “a minimum of two semesters as a teaching assistant.” This requirement has been listed in the “Graduate Teaching Experience” section for several years; however, it was an oversight not to also list it in the “Requirements” section of the Academic Catalog as well. The addition of this requirement does not change the total number of hours required for the program.

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

EP.18.07 Report of Administrative Approvals at the September 11, 2017 meeting of the EPC.

Graduate Programs

MS in Cell and Developmental Biology – Revise the minimum GPA for the master’s program from 2.75 to 3.0. The department’s master’s degree is not a terminal degree; rather, it is an option to students in good academic standing in the PhD program. Hence, to ensure consistency in program requirements, the minimum GPA for the master’s should be the same as for the PhD, which is 3.0.